Mapping Life Skills Education in West and Central Africa

African Forum on Youth Skills and Entreprise in the Digital Age

21st March 2018
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unicef

Activating the creative genius

Creativity test developed for NASA was subsequently used to test school children

Result:

4- 5 year olds

-> 98%

10 year olds

-> 30%

15 year olds

-> 12%

Adults

-> 2%

Convergent – divergent thinking

Activating the creative genius

Creativity test developed for NASA was subsequently used to test school children

Result: 4- 5 year olds -> 98% ; 10 year olds -> 30% ; 15 year olds -> 12% and Adults -> 2%

Dr George Land: "We have the ability to be at 98% if we want to".
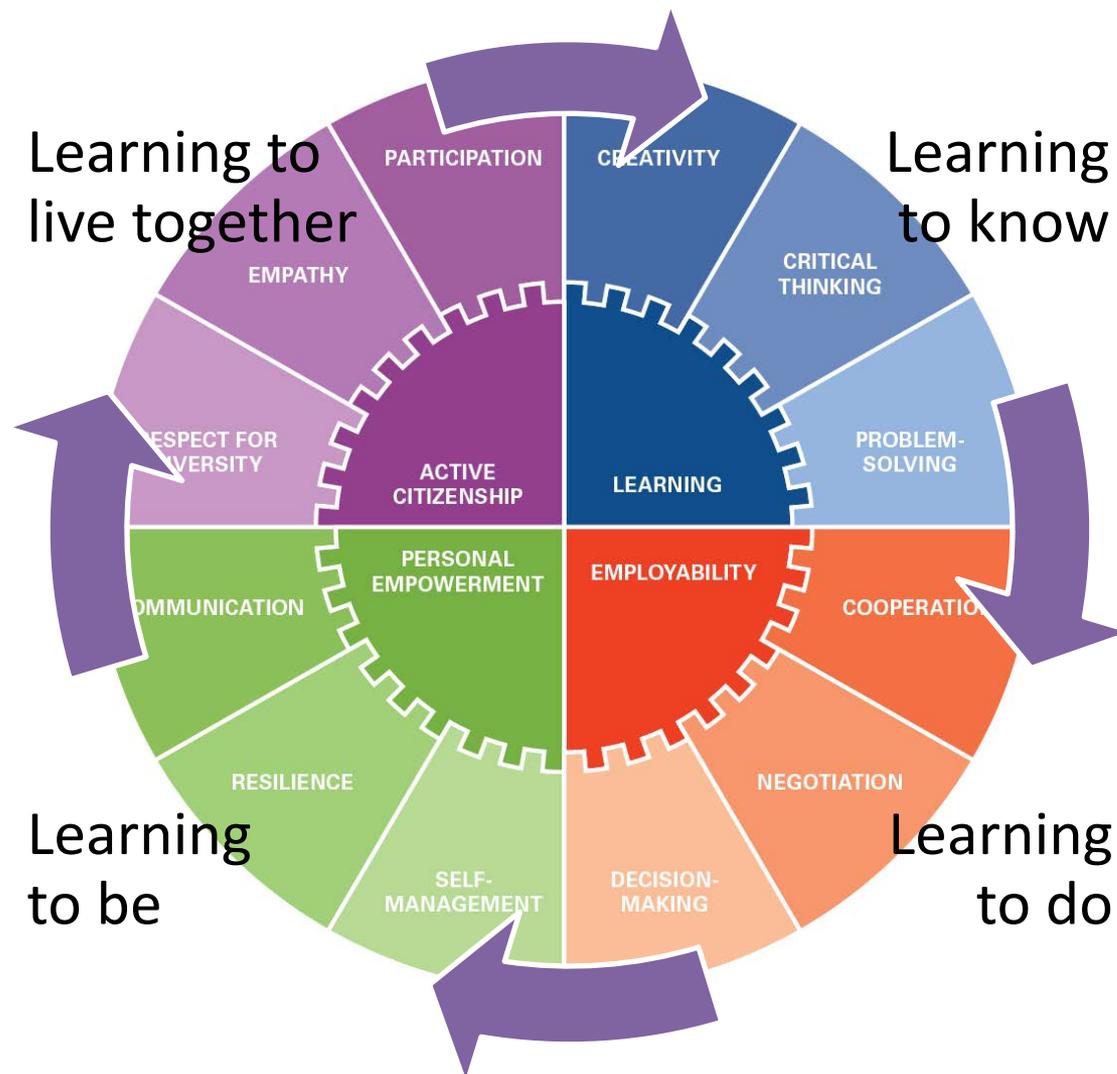
How: By using our brain differently.

2 kinds of thinking that take place in the brain. Both use different parts of the brain and it's a totally different kind of paradigm in the sense of how it forms something in our minds.

- **Divergent thinking**: using your imagination, used for generating new possibilities.
- **Convergent thinking**: when you're making a judgement or decision, you're testing something, you're criticizing, you're evaluating.

Divergent thinking works like an accelerator and convergent thinking puts a brake on our best efforts.

Solution: Dream and use your imagination

Convergent – divergent thinking

Life skills education framework

Learning to live together
- PARTICIPATION
- EMPATHY
- RESPECT FOR DIVERSITY
- ACTIVE CITIZENSHIP

Learning to know
- CREATIVITY
- CRITICAL THINKING
- PROBLEM-SOLVING
- LEARNING

Learning to be
- COMMUNICATION
- RESILIENCE
- SELF-MANAGEMENT
- PERSONAL EMPOWERMENT

Learning to do
- EMPLOYABILITY
- COOPERATION
- NEGOTIATION
- DECISION-MAKING

- Mapping of Life Skills education initiatives in West and Central Africa in the formal and non-formal sector and in workplace channels (when available)
- Repository of strategies, methodologies, tools and guidance and country profiles
- Respondents: ministry of education official and UNICEF chief of education

LSE vision, definitions and coordination in WCA

❑The creation of the vision to live into is often overlooked
❑LSE has not been widely nor consistently defined at national levels throughout the region (9 countries reported an agreed upon definition: CAR, Chad, DRC, Guinea Conakry, Niger, Senegal, Sierra Leone, The Gambia, and Togo).
❑ Some countries utilize UNICEF and WHO definitions.
❑LSE definitions included in curricula, teachers' guide and manuals, textbooks developed by MoE and partners.

❑ Coordination framework often missing

62,5% **37,5%**

■ Yes
■ No
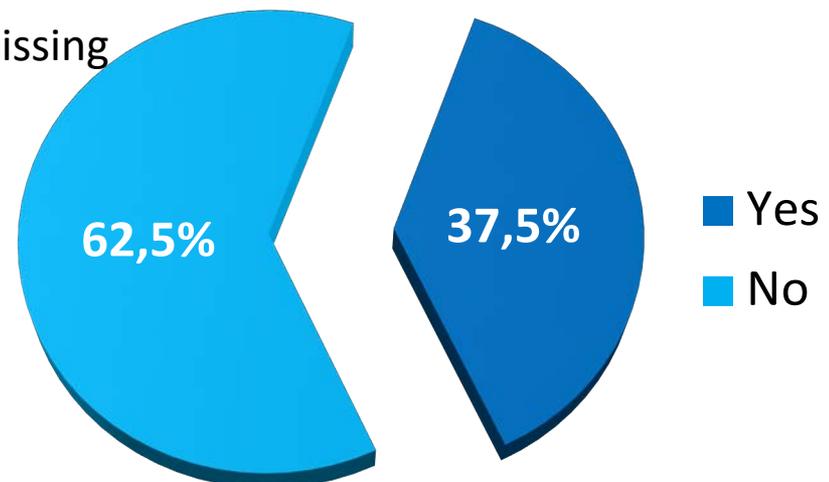
LSE most prevailing subjects

Curriculum coverage

Subjects	National Level		Local Level		Total Frequencies
	%	N.	%	N.	N.
Citizenship education/ Global citizenship education	87,0%	20	52,2%	12	22
Health	87,0%	20	39,1%	9	20
Human Rights Education	73,9%	17	39,1%	9	18
Curricular disciplines	73,9%	17	39,1%	9	18
Peace education	69,6%	16	56,5%	13	19
Environment	65,2%	15	30,4%	7	15
Arts, culture, sports	52,2%	12	26,1%	6	12
Emergency education	43,5%	10	34,8%	8	14
Education for sustainable development	43,5%	10	30,4%	7	11
Vocational disciplines	43,5%	10	21,7%	5	12
ICT	43,5%	10	26,1%	6	12
Career education	39,1%	9	21,7%	5	11
Others					9
			Answered		23
			Skipped		1

LSE most prevailing types

Curriculum coverage

❑ Respect for diversity and tolerance, civic engagement, self-awareness and self-management, communication, human rights, values, ethics are the most prevailing LS in WCA countries.

❑ The types of skills for employability are the least prevailing.

Respect for diversity, tolerance	91,3%	21
Civic engagement	87,0%	20
Self-awareness and self-management	82,6%	19
Communication	82,6%	19
Human rights, values, ethics	82,6%	19
Healthy behaviors	78,3%	18
Problem solving	73,9%	17
Identity, social awareness	69,6%	16
Mediation and conflict transformation	60,9%	14
Critical thinking	60,9%	14
Teamwork	60,9%	14
Creativity	56,5%	13
Survival and resilience building skills	52,2%	12
Cooperation	52,2%	12
Negotiation	52,2%	12
Analytical skills	52,2%	12
Agency and leadership	47,8%	11
Entrepreneurship	47,8%	11
Adaptability	39,1%	9
Higher order thinking skills	39,1%	9
Advocacy	34,8%	8
Career planning and goal orientation	26,1%	6
Customer-relationship skills	21,7%	5
Meditation	21,7%	5
Job searching, CV writing and interview skills	17,4%	4
Organizational skills	17,4%	4
Workplace protocols and safety	17,4%	4
Others	4,4%	1

# LSE settings and modalities of delivery

Implementation approach

❑ Multiple pathways: Formal basic education is a major channel of delivery, followed by non-formal education and formal post-basic, TVET and tertiary education; while learning in the workplace and learning towards transition to work are the least prevalent settings.

❑ Modalities of delivery: LSE in WCA is primarily delivered integrated into the curricula of formal basic education, non-formal education, and of formal post-basic/TVET/ tertiary education. It is implemented to a lesser extent as extra-curricular/co-curricular activity in formal basic education, and as a standalone and face to face modality in non-formal education.

❖ LSE in WCA focuses less on the use of innovative methods (on-line, self-learning, media and blended learning modalities) which might provide a valuable opportunity to disseminate and capitalise the teaching and learning resources produced.

LSE capacity development programmes

Answer choices	National Level		Local Level	
	%	N	%	N
Pre-service teacher training	84,2%	16	52,6%	10
In-service teacher training	63,2%	12	57,9%	11
Pre-service training for instructors at TVET	63,2%	12	36,8%	7
In-service training for instructors at TVET	57,9%	11	42,1%	8
Pre-service training for facilitators in non-formal education	36,8%	7	42,1%	8
In-service training for facilitators in non-formal education	36,8%	7	52,6%	10
Pre-service training for instructor in private sectors	31,6%	6	36,8%	7
In-service training for instructors in private sectors	36,8%	7	42,1%	8
			Answered	19
			Skipped	5

CHALLENGES: urgency to improve quality of the trainings (pre and in-service TT) and increase fundings to scale-up the initiatives in place.

LSE measurement in WCA
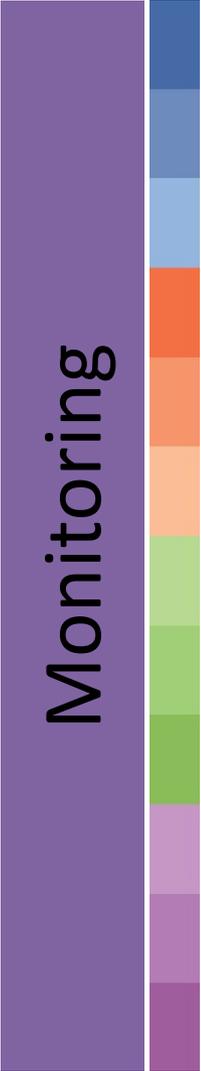
Monitoring

❑ There is lack of national Monitoring and Evaluation (M&E) frameworks for LSE in the region - only CAR and Ghana reported having an M&E framework in place and having conducted LSE baseline studies for monitoring purposes in the last ten years.

❑ When ME studies were conducted they are poorly disseminated -> missed opportunity to demonstrate the impact of LSE on children and youth's lives.

❑ Monitoring tools are missing in student's national assessment systems.

The DRC: a multi-stakeholder approach to LSE development in primary school

1) A multi-stakeholder coordination framework for LSE in primary schools
2) Development of a sound conceptual framework for LSE (17 LS grouped in 6 domains)
3) LS embedded into the curriculum reform
4) Quality learning and teaching materials

Promising practices

Senegal: embedding LSE in teachers' training centres
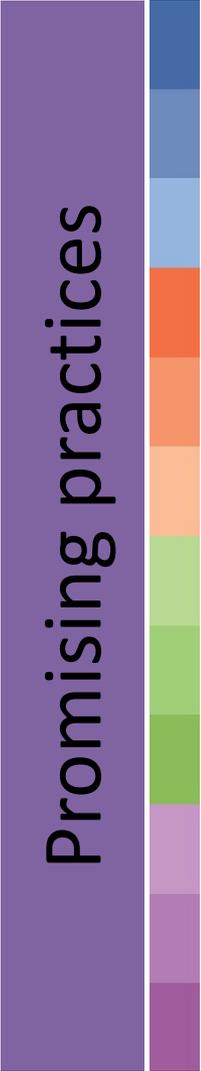
Promising practices

1) LSE anchored in the teacher's training and professional development system

2) Development of a sound conceptual framework and quality educational resources (13 competencies grouped in 6 domains)

3) Evaluation of the first phase of the PAQUET-ET: evidence supporting the integration of LS into the curriculum->better students achievements in maths, science and ICTs

PAQUET-ET: Programme d'Amélioration de la Qualité, de l'Equité et de la Transparence (de l'Education et de la Formation); Senegal's Strategic plan

The Gambia: integrating LSE into the curriculum
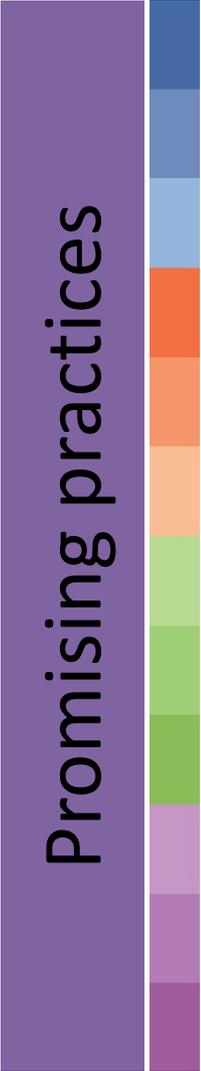
Promising practices

1) LSE embedded in the national policy framework
2) A Ministry of Education structure appointed to coordinate LSE
3) Curriculum development: LS embedded in syllabuses from grade I to IX

Important steps towards a systems approach
to LSE programming

Key recommendations

1. Build a shared **vision to live into :** what are life skills and values would you love to see in your citizens?
2. Develop a **conceptualization framework** for LSE at national and local level to ensure an holistic approach
3. Strengthen **coordination and partnership**, under the leadership of the Ministry of Education, leveraging on existing initiatives
4. Implementation approach:
- A **multiple pathways** approach to LSE programming
- A combination of **multiple modalities** for LSE delivery; progressively integrate LSE across the curriculum in all subjects, within the framework of curriculum reforms
5. Improve implementation:
- Underpin a **systems approach** to LSE programming, anchored to national education systems and advocate for **measuring** learning outcomes of LSE and impact of LSE on other learning outcomes
- Empower educators: capacity building and development/sharing of learning and teaching resources; **educators to embody the life skills themselves – personal development is key**

THANK YOU!

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