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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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%
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
- 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.

[Chart showing 62.5% Yes and 37.5% No]
## LSE most prevailing subjects

<table>
<thead>
<tr>
<th>Subjects</th>
<th>National Level</th>
<th>Local Level</th>
<th>Total Frequencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Citizenship education/ Global citizenship education</td>
<td>87,0% 20</td>
<td>52,2% 12</td>
<td>22</td>
</tr>
<tr>
<td>Health</td>
<td>87,0% 20</td>
<td>39,1% 9</td>
<td>20</td>
</tr>
<tr>
<td>Human Rights Education</td>
<td>73,9% 17</td>
<td>39,1% 9</td>
<td>18</td>
</tr>
<tr>
<td>Curricular disciplines</td>
<td>73,9% 17</td>
<td>39,1% 9</td>
<td>18</td>
</tr>
<tr>
<td>Peace education</td>
<td>69,6% 16</td>
<td>56,5% 13</td>
<td>19</td>
</tr>
<tr>
<td>Environment</td>
<td>65,2% 15</td>
<td>30,4% 7</td>
<td>15</td>
</tr>
<tr>
<td>Arts, culture, sports</td>
<td>52,2% 12</td>
<td>26,1% 6</td>
<td>12</td>
</tr>
<tr>
<td>Emergency education</td>
<td>43,5% 10</td>
<td>34,8% 8</td>
<td>14</td>
</tr>
<tr>
<td>Education for sustainable development</td>
<td>43,5% 10</td>
<td>30,4% 7</td>
<td>11</td>
</tr>
<tr>
<td>Vocational disciplines</td>
<td>43,5% 10</td>
<td>21,7% 5</td>
<td>12</td>
</tr>
<tr>
<td>ICT</td>
<td>43,5% 10</td>
<td>26,1% 6</td>
<td>12</td>
</tr>
<tr>
<td>Career education</td>
<td>39,1% 9</td>
<td>21,7% 5</td>
<td>11</td>
</tr>
<tr>
<td>Others</td>
<td>9</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Answered</strong></td>
<td>23</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Skipped</strong></td>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The types of skills for employability are the least prevailing.
LSE settings and modalities of delivery

- 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

<table>
<thead>
<tr>
<th>Answer choices</th>
<th>National Level</th>
<th>Local Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>Pre-service teacher training</td>
<td>84,2%</td>
<td>16</td>
</tr>
<tr>
<td>In-service teacher training</td>
<td>63,2%</td>
<td>12</td>
</tr>
<tr>
<td>Pre-service training for instructors at TVET</td>
<td>63,2%</td>
<td>12</td>
</tr>
<tr>
<td>In-service training for instructors at TVET</td>
<td>57,9%</td>
<td>11</td>
</tr>
<tr>
<td>Pre-service training for facilitators in non-formal education</td>
<td>36,8%</td>
<td>7</td>
</tr>
<tr>
<td>In-service training for facilitators in non-formal education</td>
<td>36,8%</td>
<td>7</td>
</tr>
<tr>
<td>Pre-service training for instructor in private sectors</td>
<td>31,6%</td>
<td>6</td>
</tr>
<tr>
<td>In-service training for instructors in private sectors</td>
<td>36,8%</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td><strong>Answered</strong></td>
<td><strong>19</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Skipped</strong></td>
<td><strong>5</strong></td>
</tr>
</tbody>
</table>

**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

- 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
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’Équité et de la Transparence (de l’Éducation et de la Formation); Senegal’s Strategic plan
The Gambia: integrating LSE into the curriculum

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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