



**Save the Children**



**MIETAFRICA**

Improving the lives of children and youth

# **FoRCESA**

**Frontiers of Resistance - championing children's rights across ESA**

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Johannesburg

## What is FoRCESA?

- ▶ Vision: *Children in the ESA region engaged as citizens in democratic, inclusive, child-sensitive governance that shapes decisions that affect them*
- ▶ A three-year (2017-19) partnership project between Save the Children International and MIET Africa (with funding from SIDA)
- ▶ Year 1 (2017): Research to better understand how civil and political rights of children can be realised, and to enable meaningful participation; education system identified - and specifically 21<sup>st</sup> century learning - as a potentially effective platform
- ▶ Years 2 & 3 (2018/2019): strengthening governance of education systems through 21<sup>st</sup> century learning for meaningful children's participation

Goal: By 2021, the *civil and political rights* of children in the ESA region are integrated and advanced through *21<sup>st</sup> century learning*



# What do we understand by 21<sup>st</sup> century learning?

- ▶ 21<sup>st</sup> century characterised by complex political, business, health, environmental, scientific and technological issues
- ▶ Demands that we reappraise our approach to education - so that learners acquire competencies to succeed in a 21<sup>st</sup> century democracy and have opportunity for meaningful participation in decisions that affect them
- ▶ Education systems need to be inclusive, democratic, child-sensitive platforms, through which learners:
  - ▶ Think critically
  - ▶ Make judgements
  - ▶ Solve complex, multidisciplinary, open-ended problems
  - ▶ Demonstrate creative and entrepreneurial thinking
  - ▶ Communicate and collaborate
  - ▶ Make innovative use of knowledge, information and opportunities
  - ▶ Assume ownership and take responsibility for financial, health and civic responsibilities

# Learner agency

- ▶ Learner agency is core: learners with power to be actors/partners in shaping their own learning environment
- ▶ OECD transversal “principle” of 21<sup>st</sup> C learning environments - learners are core participants, actively engaged, with an understanding of their own activity as learners
- ▶ Learner agency requires that governance and decision-making sub-structures in education must become democratic, inclusive and child-sensitive

*21<sup>st</sup> century learning offers a unique opportunity for strengthening education systems to become sustainable platforms for meaningful children’s participation so that they can shape decisions and, ultimately the education environment in which they learn*

# Contribution to implementation of Policy Framework on CSTL

## Issue 4: Quality Teaching and Learning

### Policy Statement 7:

Education systems to ensure Life Skills, including knowledge of human rights, respect for cultural and linguistic diversity, citizenship education, health and reproductive health, respect for the environment

### Policy Statement 12:

Ministers of Education are required to strengthen learners' employability, creativity, entrepreneurship, civic responsibility by ensuring adequacy, relevance and responsiveness of the curriculum

### Section 7: Implementation mechanisms

Cross-sectoral structures - include participation by all relevant roleplayers - schools as facilitators of learning ecosystems

***Gap - learner participation!***

## Key Activities for 2018

- ▶ Advance children's participation in education systems by:
  - ▶ Conducting a review of 21<sup>st</sup> century learning
  - ▶ Conducting an assessment of CSTL as a vehicle for enhancing learner participation
- ▶ Establish a Community of Practice on 21<sup>st</sup> century learning
- ▶ Develop a Children's Participation Framework on 21<sup>st</sup> century learning
- ▶ Advocate for the domestication of the Children's Participation Framework on 21<sup>st</sup> century learning

## 2019 focus

- ▶ Support selected Member States to operationalise the Framework through an action research process involving a review of education policies, processes and practices so that they align with, and give effect to the Framework
- ▶ Obtain approval and adoption of the Framework by ESA ministries of education

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# FoRCESA Community of Practice

# Purpose

- Provide platform for role players - experts, partners, youth - to contribute to transformation of education systems to become inclusive, democratic, child-sensitive spaces
- Engage CoP members to co-construct a children's participation framework for the education system (discuss topics of interest; share working practices, resources and materials; collaborate in innovative ways)

# Objectives

- Co-develop regional Children's Participation Framework for guiding the use of 21<sup>st</sup> century learning as a vehicle for facilitating child participation in the governance of education
- Harness CSTL as vehicle for strengthening education systems to achieve the stated aims through the application of 21<sup>st</sup> century learning principles and practices

# Membership

- Education role players
- Children's participation experts and advocates
- Child rights networks
- Human rights institutions e.g. Human Rights Commissions and Electoral Commissions
- Other

# Roles

- Reference team/provision of expertise and guidance in the development of the Framework and research outputs
- Sharing information and best practices
- Development of advocacy plans of action to implement the Framework, nationally and sectorally

# Logistics

- MIET Africa will facilitate and coordinate the COP
- On-line portal established for facilitating communication and learning
- Members encouraged to share working practices, resources and materials
- Portal used to promote and support domestication of Child Participation Framework by the Ministries of Education
- Two scheduled meetings e-meetings of the COP
- Draft ToR will be circulated for input after this meeting