Life Skills and Citizenship Education (LSCE)
Initiative

Conceptual and Programmatic Framework (CPF)
How did we start?

• Engagement of partners and stakeholders at regional level
• Ensuring participation and inputs from country level
• Analytical Mapping in 15 MENA countries and the Gulf to provide evidence and inform development of the Conceptual and Programmatic Framework
PROCESS: collaborative endeavor of countries and regional partners

Development of a Conceptual and Programmatic Framework

- Quantitative Mapping (15 countries)
- Qualitative Mapping (15 countries)
- Country Studies (4+)
- Research

- MEdNet Meeting (15 countries, 150 participants)
- Consultations (partners and 15 countries)
- Regional Launch
- Moving into action
Why life skills and citizenship education?

Three interrelated concerns and challenges:

➢ **Skills deficit**: low learning outcomes; traditional teaching and learning
➢ **Skills mismatch**: inverse correlation between education and employment
➢ **Value deficit**: erosion of social cohesion; conflict and violence
➢ **Disempowerment**: Children and young people are not trained to manage their emotions and communicate them constructively; they are not self-aware, and do not persevere in school, work and life
Why life skills and citizenship education?

Need to rethink learning through a vision of education that maximizes the potential of all children and youth in the region and better equips them

• to create meaning out of knowledge and
• to face the transitions from childhood to adulthood,
• from education to work, and
• from unreflective development to responsible and active citizenship
Knowledge Society through Improved Education Outcomes

Economic Development through Improved Employment and Entrepreneurship

Social Cohesion through Improved Civic Engagement
Why a Conceptual and Programmatic Framework (CPF)?

• **Conceptual gaps:** lack of clarity; plethora of terminology; partial frameworks

• **Programmatic gaps:** multiple but dispersed and isolated initiatives; targeting mostly adolescents outside formal education system; issues of impact, scalability, sustainability

Evidence and Consultations
Conceptual Framework:
What are life skills?
Higher order soft, cognitive and non-cognitive, 21st century skills related to academic, individual and social life that enable and buttress all forms of other skills.
Conceptual Framework: Four Dimensions of Learning

• **Cognitive Dimension:** ‘Learning to Know’
  (understand and give meaning to knowledge)

• **Instrumental Dimension:** ‘Learning to Do’
  (transit to work, perform at work)

• **Individual Dimension:** ‘Learning to Be’
  (fulfillment in personal life)

• **Social Dimension:** ‘Learning to Live Together’
  (human rights, values, dignity)
CLEAR HOLISTIC VISION AND WORKING DEFINITION OF LIFE SKILLS AND CITIZENSHIP EDUCATION

IMPACT OUTCOMES

Knowledge Society through Improved Education Outcomes

Dimensions of Learning

Cognitive Dimension or ‘Learning to Know’

Instrumental Dimension or ‘Learning to Do’

Individual Dimension or ‘Learning to Be’

Social Dimension or ‘Learning to Live Together’

Social Cohesion through Improved Civic Engagement

Economic Development through Improved Employment and Entrepreneurship
Four Dimensions of Learning: Holistic, inseparable, interrelated, mutually reinforcing

• no cognitive learning without individual empowerment
• no employability without capacity to grasp knowledge
• no education without dignity: human rights and values at the core
Which life skills for 4 Dimensions?

• COGNITIVE DIMENSION: SKILLS FOR LEARNING (creativity, critical thinking, problem solving)

• INSTRUMENTAL DIMENSION: SKILLS FOR EMPLOYABILITY (cooperation, negotiation, decision making)

• INDIVIDUAL DIMENSION: SKILLS FOR PERSONAL EMPowerMENT (self-management, resilience, communication)

• SOCIAL DIMENSION: SKILLS FOR ACTIVE CITIZENSHIP (respect for diversity, empathy, participation)
CLEAR HOLISTIC VISION AND WORKING DEFINITION
OF LIFE SKILLS AND CITIZENSHIP EDUCATION

Knowledge Society through Improved Education Outcomes

Dimensions of Learning

Cognitive Dimension or ‘Learning to Know’

Skills Clusters

Skills for Learning (creativity, critical thinking, problem-solving)

Instrumental Dimension or ‘Learning to Do’

Skills for Employability (cooperation, negotiation, decision-making)

Individual Dimension or ‘Learning to Be’

Skills for Personal Empowerment (self-management, resilience, communication)

Social Cohesion through Improved Civic Engagement

Social Dimension or ‘Learning to Live Together’

Skills for Active Citizenship (respect for diversity, empathy, participation)
12 core life skills: How?
Identification of **cluster of candidate life skills** by each of 4 Dimension of Learning
Selection and analysis of set of 3 life skills most relevant to each Dimension (in terms of contribution) and most encompassing of subskills
12 core life skills: interrelations
**Definition of CREATIVITY and the four Dimensions of Learning**

Creativity is the process of generating ideas or concepts that are novel and useful. It is the ability to think outside the box and come up with unique solutions to problems. Creativity is a key component of learning, as it enables learners to approach problems in innovative ways and to synthesize knowledge from multiple sources.

**Creativity and the Four Dimensions of Learning**

- **Cognitive Dimension**: This dimension focuses on the mental processes involved in learning, such as attention, memory, and problem-solving. It emphasizes the importance of thinking critically and creatively to understand and apply new information.
- **Affective Dimension**: This dimension pertains to the emotional and motivational aspects of learning. It involves the feelings and attitudes of learners towards the material they are studying.
- **Psychomotor Dimension**: This dimension relates to the physical skills and abilities required for learning. It focuses on the development of motor coordination and fine motor skills.
- **Socio-cultural Dimension**: This dimension considers the social and cultural context in which learning takes place. It examines how cultural and social influences shape learning experiences and outcomes.

**Relevance of the Dimensions**

- **Cognitive Dimension**: Essential for developing critical thinking and problem-solving skills.
- **Affective Dimension**: Important for fostering a positive attitude towards learning.
- **Psychomotor Dimension**: Vital for developing practical skills and physical abilities.
- **Socio-cultural Dimension**: Critical for understanding and appreciating diverse learning environments and cultures.

**Definition of Creativity**

Creativity is a trait that allows individuals to generate new and original ideas. It is the ability to think flexibly and to approach problems from different perspectives. Creativity is essential for personal and professional success, as it enables individuals to adapt to changing circumstances and to find innovative solutions to complex problems.
Conceptual Framework: Life skills and subject areas

• **Life skills are not subject areas**
  (curricular and vocational disciplines; entrepreneurship education; computer literacy; health, environmental, civic education, sports, etc.)

• **Subject areas: thematic, technical, academic, or knowledge** subject areas into which life skills and citizenship education needs to be integrated
<table>
<thead>
<tr>
<th>IMPACT OUTCOMES</th>
<th>CLEAR HOLISTIC VISION AND WORKING DEFINITION OF LIFE SKILLS AND CITIZENSHIP EDUCATION</th>
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</thead>
<tbody>
<tr>
<td>Knowledge Society through Improved Education Outcomes</td>
<td>Dimensions of Learning</td>
</tr>
<tr>
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<td>Cognitive Dimension or 'Learning to Know'</td>
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Programmatic Framework:
Teaching and learning approaches as bridge between concept and practice

• Needs and learner centered
• Active learning
• Social emotional learning
• Psychosocial support
• Continuous assessment
• Use of new technology
Programmatic Framework: A multiple pathways approach

- **Lifelong**: not just for adolescents; early ages to ensure cumulative impact
- **Transferable**: Reaching all children and youth everywhere
- **About equity**: Reaching all children and youth through different means
Programmatic Framework:
A systems approach

• What **holds** initiatives together?
• What creates impact at **scale**?
• What ensures **sustainability**?
Why is the LSCE Initiative relevant to PSS…

- Conceptual clarity on the 12 core life skills (Individual Dimension along with other Dimensions of Learning)
- Emphasis on inclusive teaching and learning approaches
- Psychosocial well-being mainstreamed throughout the LSCE Multiple Pathways and Systems Approach
- Consistency and clarity in messages in formal and non-formal education
- Align actors to make the whole system work for a transformative vision of learning
For more information visit:
LSCE in MENA website
www.lsce-mena.org

HOMEPAGE:
Interactive homepage with links to key pages

ABOUT LSCE INITIATIVE:
An overview of the Initiative and interactive LSCE CPF

RESOURCES:
Global, Regional and Country references and tools

NEWS AND EVENTS:
Latest updates on stories, news and events

GLOSSARY:
Glossary of terms on LSCE in English and Arabic

EMAIL ALETS:
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