Child and youth agency framework
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The SADC Child and Youth Agency Framework

A vehicle for strengthening education for agency to address persistent development challenges, including climate change
The education sector’s mandate

Building human capital for sustainable development
By treaties and development instruments to provide quality, transformational education that qualifies all learners to be actively engaged citizens who decide, act and lead to end development challenges in the SADC region.

By providing 21st century education that develops agency to act to address development challenges now and in the future.

Through a curriculum that recognises agency as a core educational outcome.

And a curriculum that is designed to achieve and measure agency to Act.
Key development challenges include:

- Climate change
- Gender inequality
- Early, unintended pregnancies
- HIV transmission rates amongst girls
Caused by population scale risky behaviours and poor decisions by:

- Children, adults, families
- Communities
- Businesses
- Administrators
- Countries

Solution: population-scale change or structural transformation

- Driven by the projected 1 billion children in Africa now as children, and in the future when they become parents, business managers and owners, governors and administrators and political leaders

This requires that we reach every 1 billion and equip them to be actively engaged citizens who make and take informed responsible decisions and actions in:

- Social spheres: Their lives, schools, families, communities
- Economic spheres: In work, business
- Political and governance spaces and roles: As administrators and leaders
- Civic spaces and roles: As development agencies, civil society and organised labour
How do we develop the agency of 1 billion children across generations?

Through the one vehicle that has the mandate and reach to build this required human capital

National education systems

That fulfil their mandate

To provide quality, transformational education to build human capital for sustainable development

By ensuring the equal and full development of every child’s agency

To graduate generations of actively, engaged citizens who make and take informed responsible actions and decisions

Not just in the economy, but also in social, civic and political spaces,
Let’s take climate change

All education systems teach it – but to what end? Are education systems in SADC developing agency for ending climate change?
What does it look like when agency is developed to address climate change?

What would a learner with agency be qualified to do?

What should children and youth do – now and in the future - to end climate change?

How should they use their climate change education?

What does it mean to be an active citizen in context of climate change?

It means young people are empowered to and act to....
Change their own behaviours – e.g., recycle

Convince peers and schools to adopt eco-friendly practices – e.g., rainwater harvesting

Encourage families and communities to make changes in the home and community – e.g., planting indigenous plants

Participate in local government policy, planning and budgeting to protect the environment

Challenge local businesses on damaging practices / to comply with environmental laws

Become an ethical business leader one day who complies with laws and acts responsibly

Participate in national policy and programme development to ensure CC as it impacts the child is known and addressed

Become local and national leaders / administrators who lead development of ethical, responsive climate change programmes

Monitor and participate in reporting to treaty bodies on implementation by responsible role players
To do this, learners need a curriculum for developing agency.

What does that look like?
Information

• Science of climate change
• Consequences for people, countries and the region – social, economic
• Causes and intersectional risks
• Evidence of what works to prevent and mitigate climate change
• Laws governing rights and responsibilities
• Environmentally ethical business practices
• Processes for holding role players accountable
• Processes for participatory democracy and policy development
• Other.....
Competencies and capacities

- Research and analysis
- Communications for change
- Evidence based planning
- Project management
- Leadership
- Advocacy skills
- Self-confidence
- Computer and technology skills
- Other..
Opportunities to act to make change now and in future

• Integration of climate change into business studies – get students to develop a climate friendly business plan
• Hold climate friendly market days
• Support learner-led projects for addressing a shared challenge in school or community – as part of continuing assessment
• Participation in school governance and planning for sustainability
• Leading / participating in local advocacy campaigns for change – using media etc.
• Participation in review and commentary on local and national policies, laws and programmes
• Participation in UN and AU processes - monitoring and development of guides
Education for agency formula to end development challenges

Population scale agency for ending climate change at all levels
The education challenge

Marginalised children do not access education

Quality of education does not develop agency
The CSTL Policy Framework

Provides the road map to address access barriers
All Member States have committed to universalise CTSL schools
The CYAF provides a road map for enriching curriculum for developing agency.

Building on what is in place to deliver education for agency across the 3 building blocks, assess and ensure learners graduate with agency.
Curriculum strengths

Most countries have a 21st century curricula and teach climate change

Recognise education systems as responsible for building human capital for sustainable national development

Seek to develop agency

Through skills development

Often with a focus on economic, and not social, civic and political agency for development
Curriculum gaps

Knowledge / Information often not adequate

Skills and competencies do not extend to all and as assessed outcomes

Opportunities to act are not integrated into teaching and learning matrix
CYAF MANDATES STRENGTHENING CSTL SCHOOLS AS COORDINATING HUBS FOR AGENCY

That unite and coordinate all co-educators

| Parents | Families | Peers | Schools and teachers | Social workers | Community and religious leaders | The media | Human rights institutes | NGOs |

Under the leadership of the education sector in partnership with other sectors

To collaborate to provide quality education for agency

To change the way children decide, act and relate to others to solve SADC’s most pressing development challenges
Through innovation across the CSTL / CYAF pillars

- Curriculum development, support and assessment
- Educator and co-educator development and support
- Inclusive leadership and coordination
- Parental, community and learner involvement
- Infrastructure and technology development

CSTL schools provide inclusive, transformational education to develop learner agency
To do this: Educational eco-systems must be enabled

Member States must create enabling environments to mandate, enable, support educational eco-system and role players to build CSTL schools – across the CSTL pillars

By strengthening systems to enable, empower, and support **all** schools to be hubs of educational eco-systems for agency

| Policies and systems that secure the provision of education for agency | Capacitated co-educators in all sectors | Adequate equipment, infrastructure for education for agency | Teaching and learning resources for agency | Adequate financial resources | Information management systems (IMS) to measure progress in developing agency | Leadership and coordination of the multi-sectoral national initiative |
Piloting the CYAF in SADC

• Testing the implementation of the CYAF
• In 4 Member States
• To enrich the curriculum
• To strengthen education for agency as a measurable outcome
• To build evidence-base and best practices for scale and replication across the SADC and wider African region
But: All SADC Member States must Act Now!

There is an urgency to develop agency for development now.

The CSTL and CYAF frameworks provide the guidance and SADC MSs have committed to universalise CSTL schools.

Fulfil this mandate by enriching the curriculum to strengthen all 3 pillars to develop agency to Act Now!

Next session will explore a critical opportunity to do so: UN process for development of a general comment on climate change.
Thank you

How to find out more

For more information about the FutureLife-Now! Programme or to contact one of our In-Country Coordinators, email bashni@miet.co.za

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