

Education for All and Higher Education in a CRC context

Workshop 3a, Theme 3: Rights, Gender and Equality

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Content

- Slide 2 - 19 Introduction to HE, EFA and CRC
- Slide 20 - 26 Information about the workshop 3a
- Slide 27 - 32 HE, EFA, CRC and Civic Education
- Slide 33 - 36 HE, EFA, CRC and Community Engagement
- Slide 37- 42 HE, EFA, CRC and Gender
- Slide 42 – 47 Summary, recommendations and way forward

Warmly welcome to the workshop

Learning Together for Change: Advancing Education For All (EFA) through Higher Education

is a conference organised by the Association of Swedish Higher Education (SUHF) as a contribution to IAU's important work and involvement in the UNESCO-led EFA movement.

The aim of the conference is to gather representatives from different sectors, including academia, to discuss how higher education and research can be engaged in the process of achieving the right to education for all.

Goals for the conference

- Identify factors for success for advancing Education for All through Higher Education and research
- Improve the awareness of and involvement in Education for All among Higher Education representatives
- Promote mutual learning between Swedish and African partner universities
- Establish new collaborations and strengthen already existing collaborations
- Forward conclusions and suggestions to the UNESCO World Education Forum in Korea, May 2015

Introduction EFA

World Declaration on Education for All, Jomtien, Thailand, 1990

Dakar Framework for Action, Dakar, Senegal, 2000

6 EFA Goals:

- Early Childhood Care and Education
- **Free Universal Primary Education**
- Youth and Adult Life Skills
- Adult Literacy
- Gender Parity by 2005 and Gender Equality by 2015
- Quality Education

Introduction MDG's

United Nations Millennium Declaration New York, US, 2000

- Eradicate Extreme Poverty and Hunger
- **Universal Primary Education**
- Gender Parity and Empowerment of Women
- Reduce Child Mortality
- Improve Maternal Health
- Combat HIV/AIDS, Malaria
- Ensure Environmental Sustainability
- Develop Global Partnership for Development

Introduction IAU

Higher Education and Research for Reaching the Education for All is a project of the **International Association of Universities**,

<http://www.iau-aiu.net/>

IAU objectives:

- To raise awareness of EFA within higher education sector.
- To increase the level of involvement of the HE in EFA related issues.
- To create a HE-community for EFA
- To help reach EFA

HE and EFA

The EFA goals go well beyond primary education, yet in the HE-community it is often regarded to be a programme strictly for primary education in developing countries.

HE representatives are often absent from all levels of EFA policy making and focuses too often on teacher education while education managers as well as other fields of research than just education could be useful to EFA.

HE needs to be contextualised to fit the local, national and institutional policies, competences and needs.

EFA and HE

HE and research plays a critical part in improving the quality of Education.

How can the institutional (rather than individual) commitment of HE be secured for EFA implementation, follow-up and evaluation?

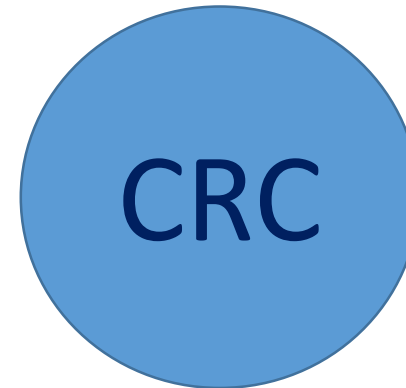
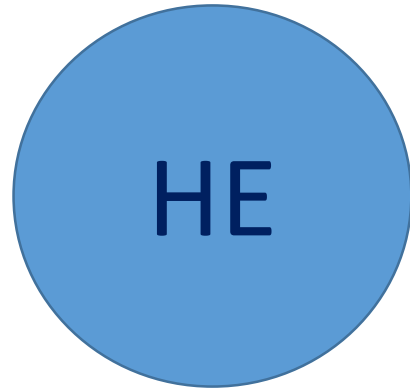
How can activities linked to student's civic engagement and work with communities be recognized and developed?

How can the whole university facilitate multidisciplinary research or fieldwork to benefit EFA?

Why HE - involvement?

- The HE-sector has generally not been involved as a sector up to now?
(with the exception of teacher training)
- From the EFA perspective these three missions of most education institutions can all help: Teaching – Research – Public Service
- The HE –sector is generally not aware of the initiative, issues at stake, and how to proceed to help.

This workshop will focus EFA and HE
in a CRC context



Baseline on categorisation of the rights

Purpose: to facilitate understanding and implementation.

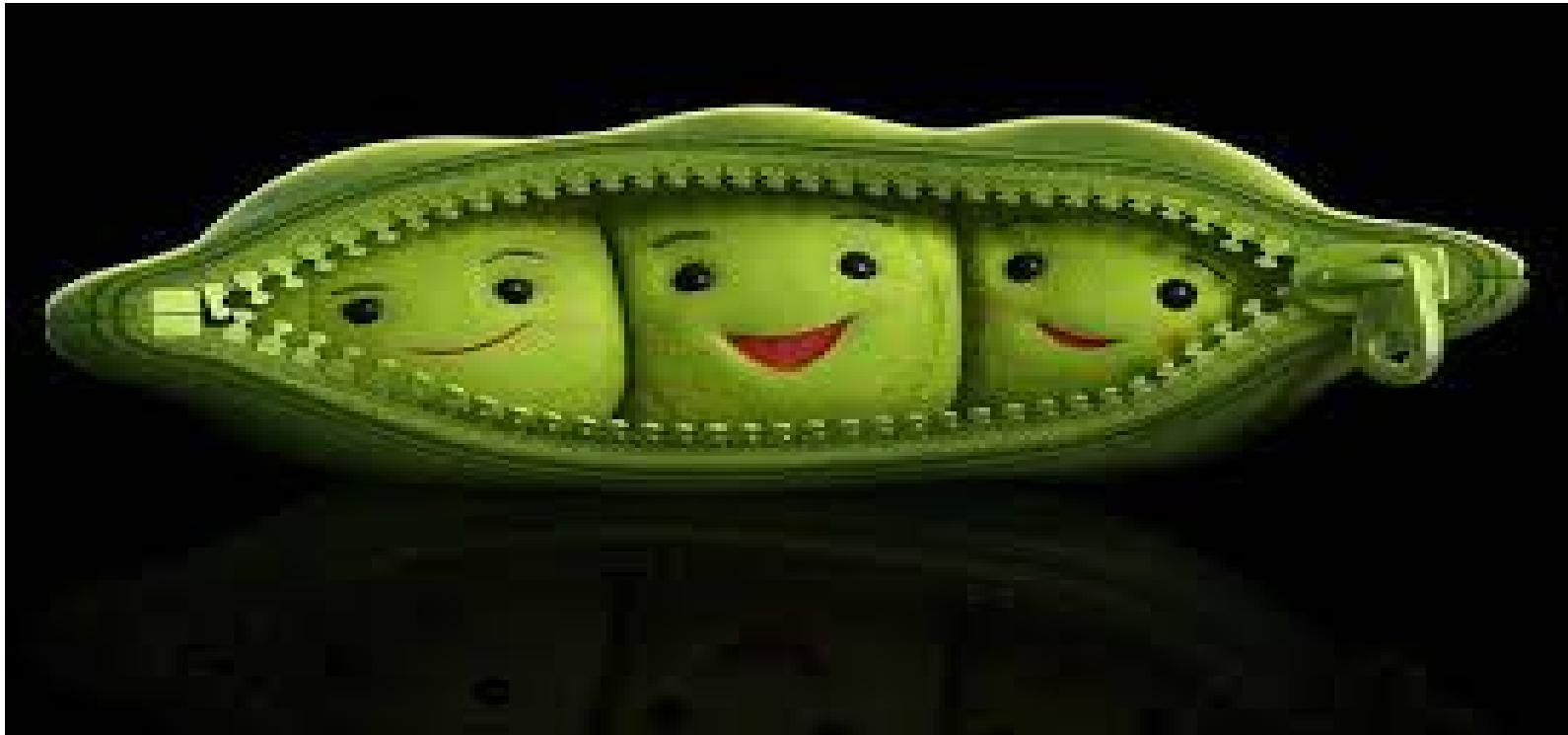
An example is the 5 categories traditionally used to classify human rights for adults:

Civil, political, economic, social and cultural

Unicef chose to promote the Convention using 3 categories :

Provision protection and participation

Provision – Protection – Participation



The 3 categories were chosen for 3 reasons

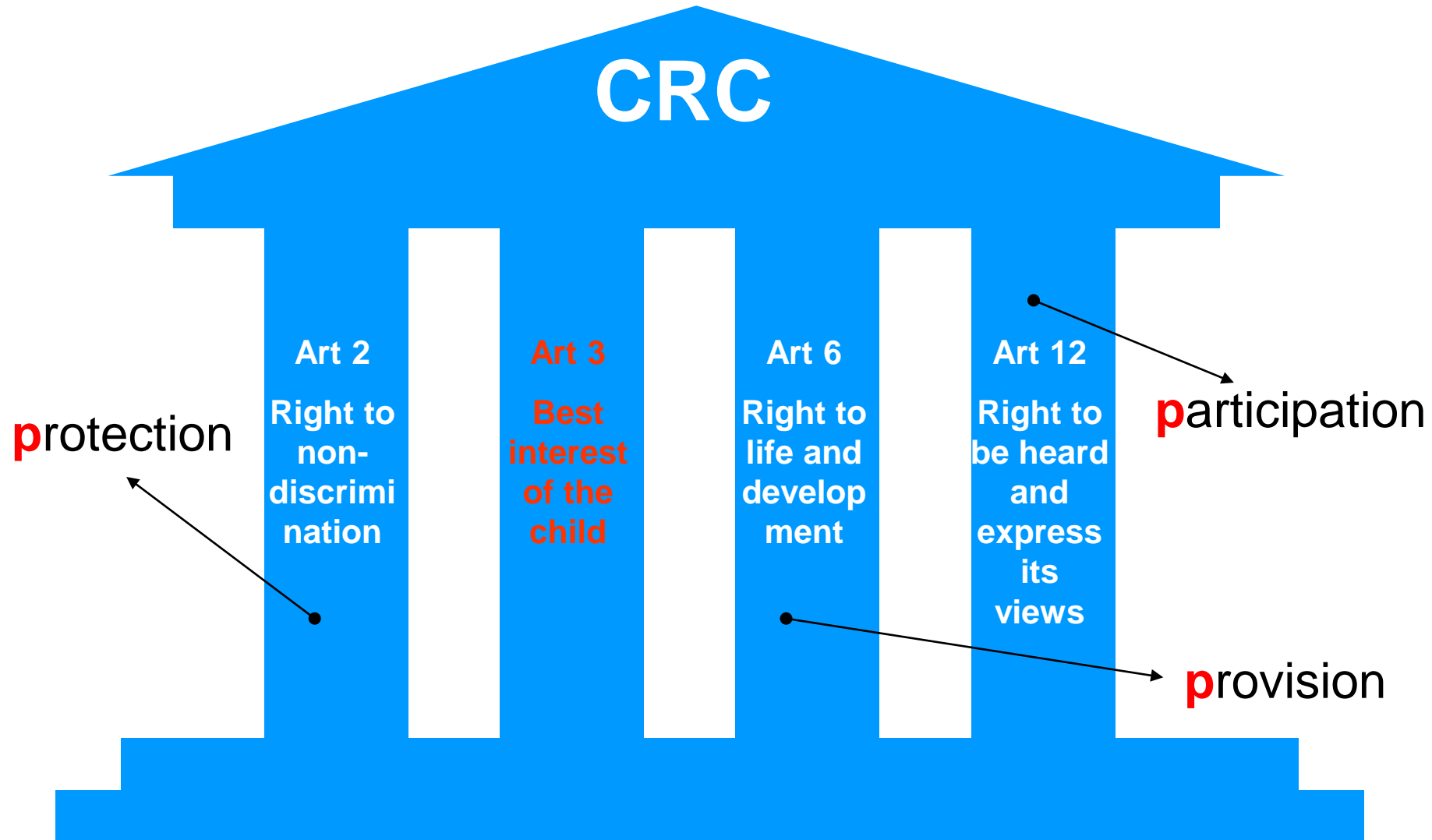
- As an implementation tool to view essential aspects of the UN Convention to a wide public
- to avoid reference to the traditional categories of human rights which were believed to be too controversial
- to highlight the innovation that children henceforth had not only the right to *receive* services (provision), and to *be protected from* acts (protection), **but also to *play an active role in terms of decisions*** about their own lives as well as in society as a whole (participation).

(Cantwell, 1993)

The three P's

- The right to provision of basic needs.
- The right to protection from harmful acts and practices.
- The right to participation in decisions affecting their lives.

4 basic principles in CRC



The CRC-glasses, as a holistic view to visualise the UN Convention



PROVISION



THE BEST INTEREST OF THE CHILD

PROTECTION

PARTICIPATION

OUR WORKSHOP

1	2	3	4	5
Betty 1:1	Misheck 2:1	Noris 3:1	Christina 4:1	Gistered 5:1
Margareta 1:2	Isaelle 2:2	Leolyn 3:2	Pär 4:2	Anna C 5:2
Daniel 1:3	Nina 2: 3	Anna S 3:3	Susanna 4:3	Elisabeth 5:3
Marcus 1:4	Thomas 2:4	John 3:4	Demetria 4:4	Caroline 5:4
Germina 1:5	Noeline 2:5	Nandera 3:5	Neema 4:5	Desmond 5:5
Seble 1:6	Tekaligne 2:6	Frida 3:6	Gert 4:6	Abdallah 5:6
Mpoki 1:7	Kajsa 2:7	Ingela 3:7	Wilhelmina 4:7	Limbani 5:7
Siyabonga 1:8	Hamad 2:8	Maxi 3:8	Jeremy 4:8	Cyprian 5:8
Jallow 1:9	Lena 2:9	Devota 3:9	V.Grace 4:9	Brook 5:9

Ms. Betty Akullu Ezati,

*Dean, College of Education/External Studies, Makerere University,
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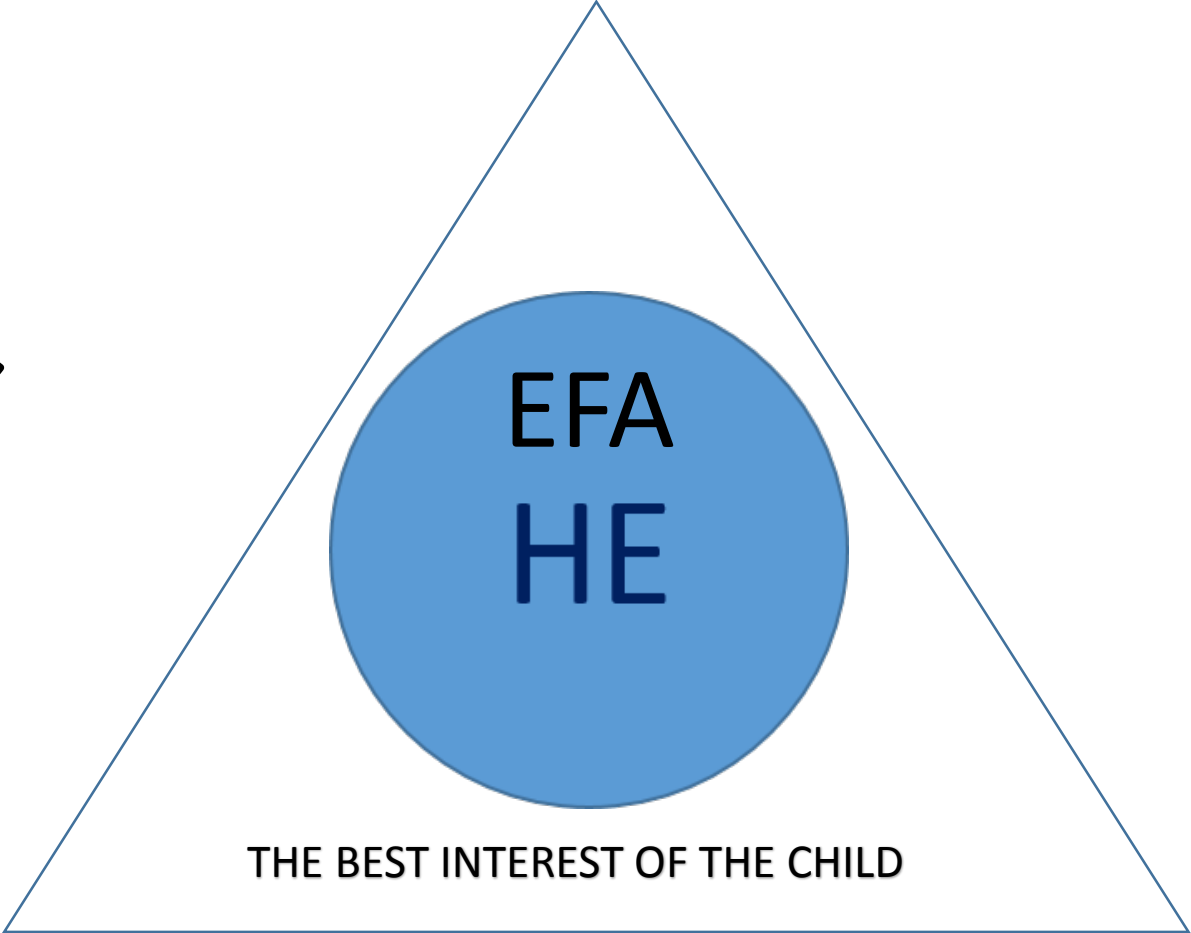
Mr. Gistered Muleya,

Lecturer, University of Zambia, Zambia

Ms. Noris Kelly Chirwa Mangulama,

Director Child Rights, Malawi Human Rights Commission, Malawi

PROVISION



PROTECTION

PARTICIPATION

Our topics/themes

Higher Education and Gender

Higher Education and Community

Higher Education and Civic Education

MONDAY AFTERNOON

13.30-15

Lena:
Welcome and introduction to CRC
Introducing ourselves and share our
reflections on EFA.

Fika 15-15.30

15.30-17

Misheck & Noris:
HE and Community Plenary,
reflections and conclusions

TUESDAY AFTERNOON

9-10.30

Gistered & Christina:
HE and Civic Education
Plenary, reflections and conclusions

Fika 10.30-11

11-12.30

Betty:
HE and Gender
Plenary, reflections and conclusions

Plenary session - reflections - conclusions

- Identify gaps/constraints to advance the theme
- Clarify the role of HE by bringing forward some good examples/practise that came up during the workshop.
- Specify three actions that are important for the global agenda

Wednesday afternoon – closing session

- Isabelle Turmaine from International Associations of Universities will give a summary of the Outcomes from previous international workshops on HEEFA between 1 pm – 1:30 pm.
- During the following hour between 1:30 pm and 2:30 pm **one rapporteur from each theme** will give a short report on the outcome of both workshops within that particular theme.
- Isabell Turmaine will reflect on and summarize the panel discussion as a closing to the conference.
- She will also bring the workshop outcomes to the World Education Forum in Incheon in Korea on the 19-22 of May.

HE, EFA, CRC and CIVIC EDUCATION

MODERATORS:

Mr. Misheck Yagontha Munthali,
*M.Ed. Country Director, Civitas Malawi and Manager
for Open Learning -Centre for Distance and Continuing
Education, Domasi College of Education, Malawi*

Ms. Noris Kelly Chirwa Mangulama,
*Director Child Rights, Malawi Human Rights
Commission, Malawi*

If Higher Education were to design effective and contextually relevant Civic Learning Programs :

1. define or describe what they mean by civic education or civic learning
2. scholarly defend that which they understand to be civic education
3. identify or articulate the core content or core issues that would be included in such a civic education program

What a great contribution, Higher Education would make towards effective Education for All in the Africa Region ...

- If research and document land mark national or regional documents would build an idea bank or resource base for such a civic education programs,
- If they delivered an effective or quality civic education program that is contextually relevant
- If Centres for Higher Learning embed in the entire process, the role of research, reflection and purpose driven collaborative partnership programs intended to enhance and deliver an effective civic education program for all.

Civic Education and Teacher Training

- It would also be ideal to infuse within civic education programs, the critical need for teacher trainees to also learn and embrace aspects of economics and or entrepreneurship, to enable them to transfer the same skills to their learners in class and various communities where they would be teaching.
- Resources allowing, it would also be ideal to initiate and constitute the Centre for Civic Learning and Civic Engagement in the Africa Region – to ensure continued deliberation on the matter of Higher Learning and Civic Education.

Civic engagement and Child Rights

- Civic engagement should be based on Rights Based Approach
 - Universality and inalienability
 - Indivisibility
 - Interdependence and interrelatedness
 - Equality and non-discrimination – insure meaningful participation of both men and women in decision making processes
 - Participation and inclusion:
 - Empowerment
 - Accountability and respect for the rule of law
- Include respect for child rights –
 - Applying the four central principles of the Convention on the Rights of the Child including Children should be able to actively participate in issues that affect their lives – claim and demand rights – active citizen
 - ensure 3 Ps are achieved
 - Analysis of child rights violations and denials
 - A focus on the poorest and most vulnerable children
 - A participatory approach
- Children taught about rights and civic engagement from a young age, part of school curriculum,

How can good CE programs support EFA?

1. What is your experience?
2. Good practices?
3. Needs?
4. Implementation?

HE, EFA, CRC and COMMUNITY ENGAGEMENT

MODERATORS:

Ms. Christina Kafulo,
*eLearning specialist, Ministry of Education, Science
Vocational Training and Early Education, Zambia*

Mr. Gistered Muleya,
Lecturer, University of Zambia, Zambia

MANDATE OF HIGHER EDUCATION WORLD OVER

- ❑ University mandates throughout the world have statements that relate to community based engagement in some form or another.
- ❑ Today and in the future, the scenario will need to be replaced with a much more inclusive approach, school – family – community partnerships all participating in EFA goal oriented activities at all levels, linked to student achievement, participation and school success. The 3 Ps been emphasized in this inclusive approach.

CHALLENGES IDENTIFIED IN ADDRESSING THE FOLLOWING:

- ✓ Lecturer/student relationship is that of the subject and object arrangements
- ✓ Perceived separation in terms of engagement between the communities and Higher Institutions. Issues of EFA goals are not addressed in HE.
- ✓ There seems to be no systemic coordination of how they can help to move the EFA agenda forward.

WORKGROUP QUESTIONS

- How can Higher Education through community engagement enhance achievement of Education For All Goals?
- How can a CRC perspective on higher education help to address the needs of the community?

HE, EFA, CRC and Gender

:

Moderator:

Ms. Betty Akullu Ezati,

Dean, College of Education/External Studies, Makerere University, Uganda

Introduction

- Introduction of EFA led to enactment of many policies, guidelines and programmes aimed at enhancing its achievement.
- Results
 - Many children (boys and girls) are in school
 - Gender parity achieved at primary level
 - Gender gap remains at secondary and tertiary especially in science and technology (boys dominate)

EFA (and Gender), CRC, HE

•EFA is not about primary education. It is about educating all (children, youth, adults – girls and boys). It cuts across all levels of education.

Teacher preparation, emphasis on community engagement gives HE opportunity to impact implementation of CRC and EFA

•Can observance of the 3P enhance achievement of EFA goals and create a world where both girls and boys enter and complete school

Final thoughts

- Implementation of policies at one level and leaving out others removes the focus from the child. This hinders holistic implementation of policies and achievement of EFA

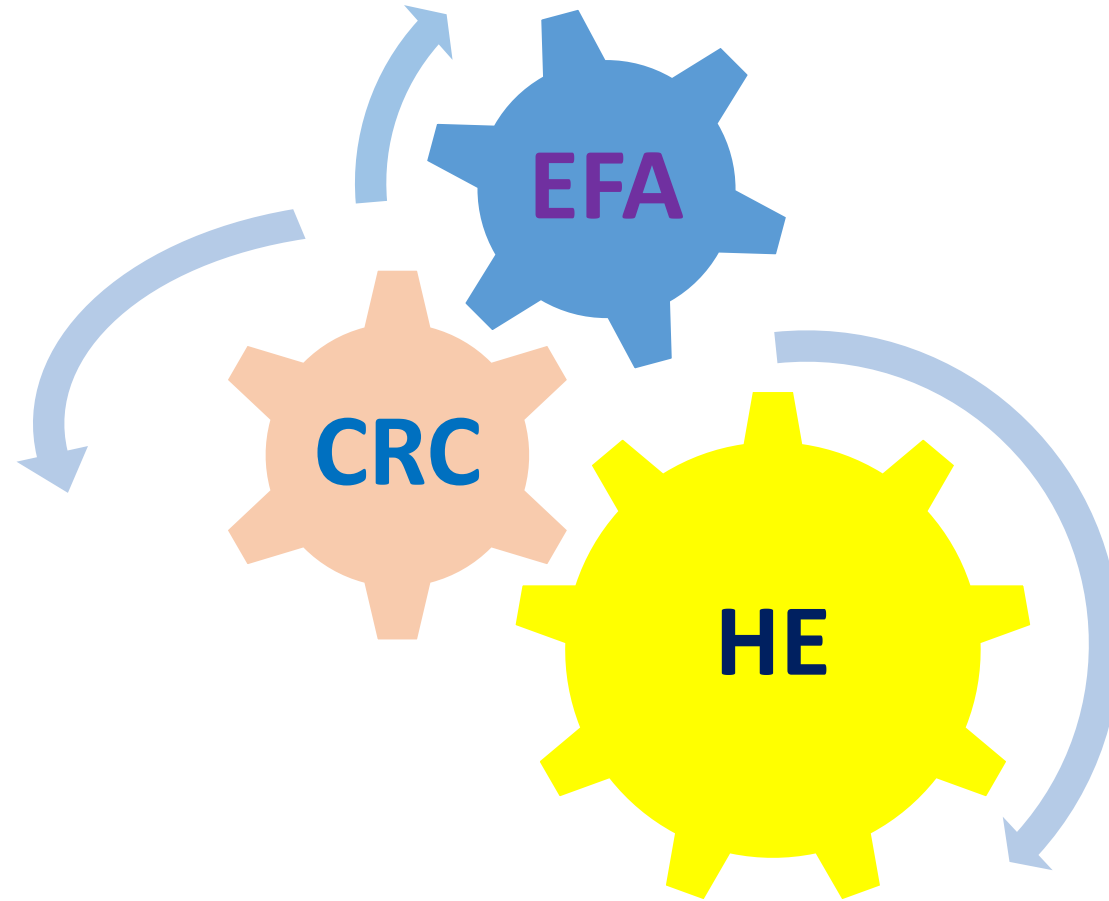
Reflections

- To what extent have governments integrated the 3P (**Provision, Participation, Protection**) in implementation of EFA?
- What gaps still remain?
- How can HE contribute to the reduction of that gap?

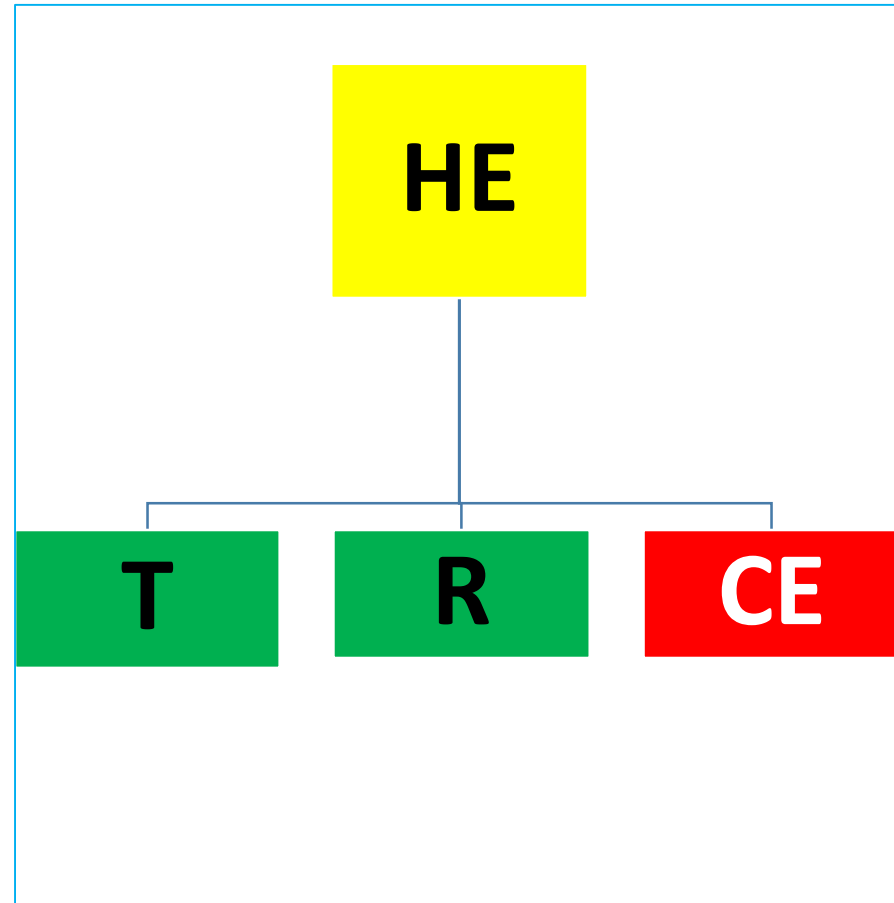
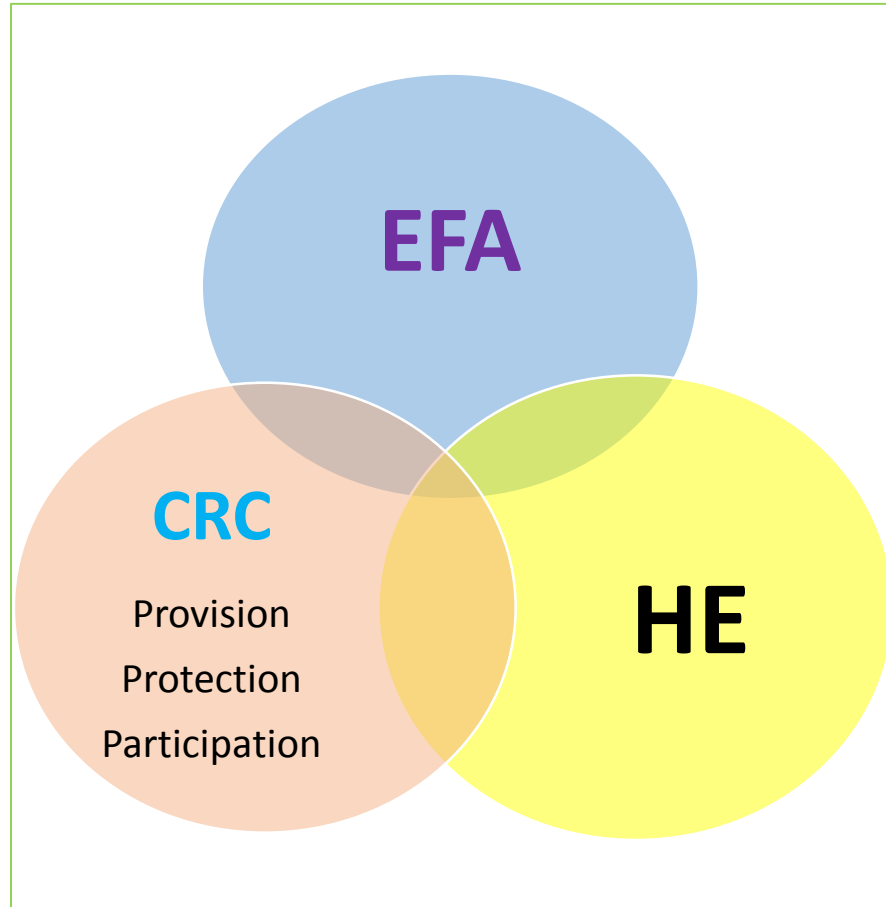
SUMMERY RIGHTS, EQUALITY AND GENDER

**WORKSHOP 3a - EDUCATION FOR ALL AND HIGHER EDUCATION IN A
CRC CONTEXT**

THE CURRENT GAP



BRIDGING THE GAP



EDUCATION FOR ALL AND HIGHER EDUCATION IN A CRC CONTEXT

COMMUNITY ENGAGEMENT

- Community Dialogue
- Encouraging students and staff to provide service to the community
- Joint creation of knowledge between University and Community

ACTION POINTS

- Strengthening University - Community engagement
- Advocacy jointly with civil society
 - Funding and support for the achievement of EFA goals
- Create awareness of CRC among the various stakeholders in order to change mindset for positive action.

