

SOCIAL CITIZENSHIP EDUCATION PROGRAMME

Teaching values and practices of human rights and obligations, gender equality and social inclusion contextualised to the Pacific

Funded under the Pacific Partnership to End Violence against Women and Girls

The Pacific Partnership to End Violence against Women and Girls (“Pacific Partnership”) brings together governments, civil society organisations, communities and other partners to promote gender equality, prevent violence against women and girls (VAWG), and increase access to quality response services for survivors. The programme is funded primarily by the European Union (EU) with targeted support from the Australian Government. The implementing partners are UN Women, the Pacific Community (SPC) and the Pacific Islands Forum Secretariat (PIFS). The Pacific Partnership runs from 1 January 2018 to 31 December 2021.

SPC, led by its Regional Rights Resource Team (RRRT) working in collaboration with the Educational Quality and Assessment Programme (EQAP) and the Social Development Programme (SDP), is responsible for the implementation of *Outcome 1: Enhanced formal and informal education on gender equality and prevention of violence against women and girls*. The aim is to contribute towards shaping children and youth’s notions and awareness of human rights and responsibilities, gender equality, social inclusion and ending violence against women and girls in their communities primarily in three countries: Kiribati, Republic of the Marshall Islands and Tuvalu. Activities under this Outcome should lead to the following:

1. Educational curricula, standards, resources and programmes addressing human rights, gender equality and EVAWG are developed and integrated into formal and non-formal education.
2. Individuals supported through formal and non-formal education are more aware of how to promote human rights, gender equality and EVAWG.

The programme will prioritise attention to ensuring strategic and effective communications in relation to disseminating knowledge about the programme and visibility to the programme. A Communication and Visibility Plan, developed in liaison with the European Union and the Australian Government, outlines the guiding rules and key actions to guide the effective implementation of the programme’s communications, expand the partnerships among various stakeholders in the Pacific and effectively disseminate programme results.

Why this education programme?

The world, including our Pacific region, is in a period of rapid change. A number of challenges face new generations of Pacific Islanders, not least climate change, unacceptably high levels of violence against women and girls, continued high rates of teen pregnancy and teen suicides, and so on. Equipping school students and young people with the skills to be able to make good, considered decisions, work collaboratively and peacefully, and think critically and creatively is necessary to ensure the sustainable future of our Pacific countries.

Social citizenship emphasises those social rights and obligations necessary to be part of, and enjoy equal opportunities, benefits and status in, a community. It refers to active, informed and responsible citizens who know their human rights and responsibilities, practice gender equality, non-discrimination and inclusion, eschew violence, are concerned about the welfare of others, and are willing to contribute to the development of the country.

Citizens with these skills, attitudes and knowledge will only occur when teachers give students the opportunity to learn about and practise being ‘social citizens’. An enabling environment is also important to sustain such skills, which will involve parents and the community at large participating and contributing to this development. This approach should be based on our Pacific values of respect for people and place, inclusivity and belonging, sharing and fairness, and the dignity and worth of every person. It should help our young people to develop self-confidence and successfully deal with significant life changes and challenges.

What is the programme about?

The programme adopts a **contextualised, participatory and country-driven** approach. It recognises that ideas of human rights and responsibilities, gender equality and social inclusion need to be contextualised so that they are linked to and draw upon the strength of Pacific cultural and religious values and understandings. Ministries of Education in the Pacific are key drivers of this process, because they best understand what suits their country context and education systems to deliver social citizenship education. The methodology is **learner centred and draws on activity-based learning methods** that nurture respectful constructive dialogue and critical thinking rooted in teachers' and children's own experiences and knowledge. Children should acquire not only knowledge, but also attitudes and skills to put their knowledge into practice as responsible citizens. This approach is necessarily **whole-of-school**, as it goes beyond classroom teaching into all aspects of school life such as the wider school environment, school governance and relationships between schools and parents and communities.

A package of holistic support activities comprise the social citizenship education programme in schools.

- 1. Curriculum mapping, scoping and sequencing:** The approach is one of integration into a few critical school subjects. Curriculum mapping will allow an understanding of the best fit, with an emphasis on strengthening existing learning outcomes. Curriculum scoping and sequencing will establish the entry level for this education programme and suitable learning outcomes, benchmarks and sequencing of topics. A participatory approach will allow communities to provide inputs into the curriculum review and writing process as far as possible, in order to build community support for education in this area.
- 2. Teaching and learning resources:** Contextualised teaching and learning resources will be developed drawing upon as much as possible local talent, with materials made available in the local language as required. These resources will explain the linkages across subjects and school levels so that teachers can clearly follow the curriculum content and understand how learning outcomes link together in promoting social citizenship.
- 3. Teacher training and mentoring:** A package of teacher training will support teachers to both understand the teaching content as well as utilise learner-centred and activity based learning methods. Initial teacher training will concentrate on those teachers who will pilot social citizenship education in their classrooms in selected schools. Once an initial assessment has been made on progress and how teachers perceive the teaching of curriculum content and the teaching and learning resources, the programme will expand to pre-service teacher training in order for new teachers to also be equipped to teach in this area.
- 4. Piloting the programme:** The programme will be piloted in a selected number of schools both in the capital and selected outer islands. Teachers in the pilot schools will receive ongoing mentoring support following training to support them in teaching social citizenship education. The pilot will ensure that the programme is suitable to these different contexts and to enable the perspectives of teachers and schools dealing with different sets of challenges to inform the programme and the utility of the resources developed.
- 5. Community outreach:** Programme success requires the building of strong relationships between schools and the wider community, comprising parents and other community members, leaders, local government, and so on. Youth in the community, especially those who may have left school early, are a significant resource for such engagement. The programme therefore would seek to engage these youth to contribute to social citizenship education in the schools through associated outreach activities that promote discussions and action on social issues, including violence against women, in communities.
- 6. Assessment for learning and refinement:** Ongoing monitoring and assessment of the programme and the utility of the resources developed during the pilot will be used to inform the adaptation of the programme delivery and the resources.
- 7. Gender mainstreaming support:** Support to Ministries of Education to review and further develop gender mainstreaming strategies into all programmes, operational policies and practices will ensure synergy between the changes to the curricula and teaching-learning resources, and the broader policies and programmes of the Ministry of Education.

The programme will be supported by a robust monitoring, evaluation and learning framework, which includes a baseline and end line to capture changes in knowledge, attitudes and practice in the pilot schools.

Overall programme guidance will be provided by a national experts group as well as regional experts group comprising Ministries of Education and other key education stakeholders in each country and the region respectively.