

Life Skills and Citizenship Education (LSCE) Initiative

Statements by Partners



UN Agencies

**ILO, UNESCO, UNFPA, UNHCR, UNICEF,
UNRWA, the World Bank, WFP**



As lead Agency for Sustainable Development Goal 4 (SDG 4 - *Quality Education*), UNESCO is pleased to acknowledge the UNICEF-led LSCE Initiative as a *sui-generis* means of bridging important prior work, such as the four pillars of education promoted by the UNESCO DELORS Report (1996) and the current Education targets of the 2030 horizon, that focus on quality education based on developing core skills for life and work. The core “life skills” spelled out in the LSCE Framework will help us all operationalize specific learning targets, especially under target 4.7 (Global Citizenship Education and Sustainable Development). We look forward to effective partnerships with UNICEF and other agencies and organizations in disseminating and implementing this Initiative in all education levels and forms. An Arab saying states that “A book is a garden carried in a pocket”. Let’s thus open the LSCE book to our colleagues and friends in the Arab countries who, we are sure, will benefit from it in their efforts of making learning relevant to today’s (and tomorrow’s) developments in all realms of human endeavors.



The ILO is the UN specialized agency with the mandate to promote social justice and decent work. With its unique tripartite structure that brings together governments but also employers and workers representatives, ILO is well positioned to facilitate a dialogue with its constituents on employability and market relevant skills. We are glad to be associated to the LSCE Framework that is being released today for the region. Life skills / core work skills – skills that are valid across occupations – play an important role in facilitating school-to-work transitions, but also labour mobility between occupations. We look at them as an empowerment tool for the workers to positively ascertain their right to decent work, and negotiate better working conditions. At the same time, life skills can also contribute to the greater agility of private sector companies to adapt to a global market that is now changing faster than ever before. We look forward to contribute to the implementation of the LSCE Framework in the MENA region.



Together with its partners, UNFPA leads an evidence-based strategic response to address key priority needs of youth in Arab States in the context of the SDGs. This investment encompasses the aim of empowering and enabling adolescents and youth, particularly girls, to make informed choices and realize their sexual and reproductive health rights, and participate in sustainable development, peace and security. In this context, UNFPA is a proud partner in this Life Skills and Citizenship Education Initiative and looks forward to making it – together with all partners – a reality that is adapted to the context and needs at country level.



UNHCR welcomes the idea of the LSCE Initiative as a dynamic and living Initiative and the opportunity to continue engagement on the LSCE Initiative as partners in the Syria crisis education response. Indeed the LCSE transformative value lies in its potential to improve education quality in the domains of learning, doing, personal development and global citizenship, with potential to afford young refugees the empowerment skills necessary for their protection and lifelong education.



UNRWA is pleased to have engaged professionally with the UNICEF-led LSCE Initiative. UNRWA sees life skills as an integral part of teaching and learning to develop students as confident, innovative, questioning, thoughtful, tolerant and open-minded young people to contribute positively to the development of their society and the global community.



The LSCE Initiative aligns with the Education for Competitiveness (E4C) Initiative, developed jointly by the World Bank Group and the Islamic Development Bank Group. Alongside LSCE, E4C aims to support countries to improve their education and training systems to contribute to greater economic growth, social development and cohesion. The World Bank is proud to be a key supporter of, and contributor to, the LSCE Initiative, and looks forward to working collaboratively with UNICEF and partners to improve the wellbeing of children and youth.



WFP is committed to the attainment of SDG2 (Zero Hunger) and SDG17 (Partnerships for the Goals). As we all know, educational achievements support longer term food security of households. Children are better able to learn on a full stomach. WFP is confident that the LSCE Initiative will ensure a strong strategic and operational convergence of partners around common objectives through mutually supporting interventions. This is what is happening in response to the Syria crisis where WFP and UNICEF have joint forces on supporting out-of-school children on their return back to schools (as well as Yemen and others). Through the LSCE Initiative, WFP will partner with UNICEF and others to address the most urgent, outstanding educational needs of hundreds of thousand children, youth and young adults in their quest to be best prepared to develop economic opportunities and become global citizens fully in charge of their future.

Since the inception of the LSCE Initiative end of 2015 a great deal has been achieved, both in terms of framing the work conceptually and programmatically and in terms of launching initiatives at country level, demonstrating in turn a high degree of engagement by diverse stakeholders as well as traction and relevance to the contemporary realities and for the children and youth of the MENA region. The road ahead is now being travelled; it is complex and fraught with many challenges; however, with a clear 'map' and well-identified 'drivers' of change, with political will, and with organized support from 'traveling companions', the ambitious goals set in this CPF should not be 'out of sight' ...

NGOs

Aflatoun International, Arab Institute for Human Rights, International Youth Foundation, Mercy Corps, Norwegian Refugee Council, Save the Children



international
youth
foundation®



The NGO partner agencies celebrate the launch of the LSCE Initiative and commend its holistic and transformative vision of education in the MENA region. We are a group of NGOs with different mandates and missions, but we are united by the common objective to support the education and empowerment of children and youth, particularly the most vulnerable and marginalized ones such as those living in situations of conflict and crisis. The LSCE Conceptual and Programmatic Framework offers a coherent basis to ensure that the interventions of Ministries, UN agencies, NGOs and other partners have the highest impact in mainstreaming the human rights and citizenship values in the formal and informal education spheres and assuring quality learning through life skills. We are committed to support the LSCE Initiative convinced that it will play a pivotal role in furthering individual empowerment and social wellbeing to build inclusive, productive and empowered communities in the MENA region.

Academic Institutions:

**Birzeit University
(State of Palestine)**



In a fast-changing environment, basic life skills are essential to meet the challenges of daily life and work dynamics. Dramatic changes in global economy and transformational technologies are impacting the future of work and demanding transformed educational frameworks and new approaches in teaching and learning with more focus on the learner. New learners will need self-governance, responsibility, better access to rights, social values and civic engagement. They also need to be empowered with additional practical skills to support their lifelong learning and to be able to adapt to shifting environments and challenges to social cohesion and social protection. Life skills, along with citizenship education, help achieve the core pillars of learning for responsible active citizens: learning to know, to do, to be and to live together. Developing social, emotional and thinking skills are key to future survival – especially in the MENA region as challenges are amplified by lack of resources and inferior educational frameworks and systems.

The LSCE Conceptual and Programmatic Framework provides educational institutions a standard, trusted, and agreed-upon Framework for researching and teaching life skills and citizenship education, as it offers a comprehensive reference point for integrated curriculum development, teacher training, implementation and measurement and assessment. The consistency and comprehensiveness provided by such a Framework and the ground work laid out enable flexible implementation within the guidelines, ensure compatibility across educational providers, reduce cost and effort and ensures that the equally important citizenship education is not missed out.

Private Sector

Deutsche Post DHL Group

We connect people and improve lives – in line with our purpose, we are committed to the needs of our stakeholders and our planet, we embrace sustainable solutions and aim to become the benchmark for responsible business. For this journey, we have a selected focus on SDGs, reflecting our company's responsibility and best possible impact on solving sustainable development challenges: Quality Education, Decent Work and Economic Growth, Sustainable Cities and Communities, Climate Action, Partnerships for the Goals.

The LSCE Initiative reflects our understanding of a 21st century set of skills and competencies. The private sector can add value especially in the area of employability and life skills. Together with our partners we can provide job orientation, first-hand experience and the role models which ease the successful transition from school into the world of work for young people.