

Play and Resilience: A China-Africa Collaboration Project for Building a Peaceful and Sustainable Future

The case of Africa

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By

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Outline of Presentation



- Project background
- Progress in Africa
 - Contexts
 - Challenges and risk factors
 - Protective factors
 - Existing resources
 - Good practices
 - Project progress
 - Ways forward

Historical background

- Traceable to January 2016, during which OMEP launched the Play and Resilience World Project
- Aim is to promote young children's resilience and potential to foster a peaceful and sustainable future through play conducted in a safe, child friendly, and stimulating environment
- The target children are:
 - Children traumatized due to economic crisis and insurgencies resulting displacements
 - Children affected by worsening economic crisis leading to higher rates of poverty and lack of choice for ECCE programme
 - Displacement of children due to due to negative effects of climate change
- The project complements government efforts in building capacity for: teacher educators, teachers and centre administrators, parents/community members
- 10 communities in Africa from most deprived of quality and culturally relevant ECCE programmes in Zimbabwe, South Africa and Nigeria

Zimbabwe: Midlands (Gokwe District); Manicaland (Buhera District); Matebeleland North (Tsholoshu District)

- Only 21.6% of the country's children aged between 36-59 months are attending ECCE programmes in Zimbabwe
- Many children in rural and poor communities do not have access to ECCE facilities and severe cases have been reported in these selected provinces
- High pupil-to-teacher ratio in ECCE centres and preschools (the highest recorded in Manicaland at 103:1)
- Only 33% of ECD teachers in the country are qualified
- Teachers (both qualified and paraprofessionals) often lack expertise to teach children with diverse learning needs

South Africa: Vhembe District in Limpopo Province

- Limpopo Province is composed of 5 district municipalities: **Capricorn, Greater Sekhukhune, Mopani, Vhembe and Waterberg.**
- The province is predominantly rural and has inherited former apartheid homelands
- 76% young children in the province live in poverty (higher level than other provinces)
- Cape (75%), KwaZulu-Natal (67%) and Western Cape and Gauteng (35%), according to the National Integrated Policy for Early Childhood Development 2015.
- Its population of approximately 1.4 million (Stats SA Community survey 2016) is the highest in all districts of the province.
- Second highest proportion of child-headed households (1.7%) after Mopani (1.8%)
- Second highest proportion of female-headed households (52.6%) after Greater Sekhukhune (52.9%).

Nigeria, Numan and Guyuk in North East and Onicha and Ohaozara in South East:

- A large number of internally displaced people. For example, 1.7 million people are displaced in North East of Nigeria, 56% of whom are children below age 6, as a result of the Boko Haram insurgency as well as herdsman and community clashes (UNICEF, 2017).
- In the North East Nigeria, 3 million children have lost access to learning, more than 2.7 million are in conflict-affected areas and over 20,000 are unaccompanied and separated from their families (Global Report on IDPS).
- In the South East, poverty is the most reason for children not involved in ECCE programmes
- The struggle with poverty as a result of the economic recession in the country negatively impact on children's psychosocial and emotional development

Challenges/risk factors and Protective factors

- Sustainability of project: This will be addressed through the sustainability plan (Institutional, technical, financial, social sustainability)
- Timely release of funds: Clear agreement stipulating the terms of fund release between UNESCO HQ and VFIT)
- Use and maintenance of materials developed: Multimedia and other materials produced are stowed in the centre's libraries. Some budget is set aside for their maintenance and inline with the developed guidelines for teachers and parents
- Use of materials after the project: All materials used in the project will be available to teachers colleges to incorporate into the curriculum for teacher education, guide book for parents and teachers are also good resources, while centres will be custodians of the materials developed for maintenance and scaling up.

Sustainability plan

Institutional Sustainability



Zimbabwe:

- The project promotes ECCE policy and implementation to underscore the importance of Play and Resilience in ECCE
- Project aligns with Integrated Performance Agreements for the Zimbabwe Agenda for Sustainable Socio-Economic Transformation (ZIMASSET) and the Education Sector Strategic Plan (ESSP -2016 to 2020).
- ECCE is embedded in the Vision and Mission statements as a priority areas
- New interventions to be incorporated into the curriculum of Teacher Educators
- The Department of Teacher Education (DTE) and the Teacher Education Colleges carry out periodic reviews of the Teacher Education Curriculum to keep it abreast with emerging trends

The Republic of South Africa:

- Project aligned with the National Integrated Policy for Early Childhood Development (NIPECD) whose membership is inter-sectoral

Federal Republic of Nigeria:

- The project aligns with the Ministerial Strategic Plan 2016 – 2019 (Nigeria’s national framework for implementing Education 2030 Agenda)
- Contributes to the achievement of objective number 2 under pre-primary to provide materials for effective educational delivery, capacity building and development of personnel and sensitization of communities and the nation in general.
- Strong institutional support for capacity building
- The strategic partnership with National Commission for Colleges of Education (NCCE) ensures mainstreaming to existing teacher’s curriculum

Technical Sustainability

- Use of cascading approach from Teacher educators to teachers down to parents and community members
- Improvement in teacher education programmes for ECCE
- Resilience building materials which focusses on peculiarities of the selected communities
- Availability of teachers and parents' guidebook long after project has been completed
- Training course, materials produced and disseminated widely both in print and on-line formats
- Production and sharing of good practices gained from the project
- The online multimedia materials and tools will be accessible for free consultation and use
- Use of national experts ensures local knowledge and content are relevant and training modules are cost effective
- A combination of community consultation and literature reviewed will be used to develop quarterly policy briefs

Financial Sustainability

- In the case of Zimbabwe, funding will be complimented by funds allocated for ECCE by the government and its partners in development cooperation.
- In the case of South Africa, the government will assume responsibility for allocating and securing additional funds
- In Nigeria, additional resources will be mobilized from community members and partners working in the field of ECCE
- Use of existing infrastructure and facilities to reduce project cost in all the communities

Social Sustainability

- Reduction of inequalities in educational achievements
- Development of a sense of cultural and national identity through the involvement of the custodians of culture in the communities
- Strengthened capacity of the target group (teachers and the school heads to involve parents and caregivers)
- Involvement of parents and communities ensure their sensitivity to the needs of deprived children in their communities
- The project will consolidate cohesion through sharing among parents, caregivers, child-minders and early childhood development practitioners regarding the importance of children's right to play
- Sensitization towards recreation and cultural activities that impact on the early learning and development of young children
- Community provision of secure, safe and accessible play and recreational facilities, libraries, culturally relevant learning materials etc that ensures inclusion in the selected communities

Existing resources

- Identification of a team of dynamic human resources for project implementation
- Initial financial support from Victoria Charitable Fund in Trust (VFIT)
- Existing government institutions supporting project implementation
- International support for ECCE programmes in each country which complement government funding
- Working through existing services available in the communities (health centres, school centers, local artisans etc.)

Good practices

- Availability of experts on ECCE in the region willing to collaborate in the process with funding support
- Government policy willing to promote and prioritise ECCE
- Availability of local workshops that can be consulted for up-scaling the production relevant play materials on play and resilience

Project progress

Between February/April 2017:

- Consultations with the global project evaluation team for cohesion and better understanding of expectations and changes to be measured
- Consultations with the respective Ministries of Education and curriculum planning units to ensure country ownership of the process and product
- Proposal for field implementation was prepared with MoE in the respective countries (Zimbabwe, South Africa and Nigeria)
- Building of country project teams for project implementation
- Fund appropriation process reaching advanced level between VFIT and UNESCO

Ways forward

- Conclusions of fund appropriation from VFIT for project implementation
- Official contracting of the country and international consultants
- Briefing of the team of consultants on the methodology
- Implementation of the first phase of assessment and design of course and play materials with the Ministry of education and stakeholders
- Implementation in the first three communities
- Experience sharing organized by IICBA for participating countries (including China colleagues)
- Up-scaling of the project in the remaining 7 communities
- Monitoring
- Project evaluation and closure

Thank you for your attention

