**PACE 2018 NAIROBI**

## Pan-African High Level Conference on Education PACE 2018

**Nairobi, Kenya, 25-27 April 2018**

## Conference Report

# TABLE OF CONTENTS

# 1. BACKGROUND

The Pan-African High-level Conference on Education (PACE 2018) was held in Nairobi, Kenya from 25th to 27th April 2018. PACE 2018 was convened by UNESCO, the Government of Kenya and the African Union, with the collaboration of the Association for the Development of Education in Africa (ADEA) and contributions from the Sustainable Development Goal 4 (SDG4) co-conveners.

The initiative to organise the PACE 2018 came in the wake of a number of regional consultations organised in Sub Saharan Africa and the Arab states regions to focus attention on the way forward, following the adoption in 2015 of the United Nations' Sustainable Development Goal 4 on Education (SDG 4) and of the African Union's Continental Education Strategy for Africa 2016-2025 (CESA 16-25),

Nearly three years after the endorsement of the SDGs, and two years after the adoption of CESA 16-25, PACE 2018 was organised with the objectives of:

1. Assessing progress made in aligning national education plans and policies, including management systems and monitoring mechanisms, with SDG4-Education 2030 and CESA 16-25 targets and commitments. The stock taking would serve to inform relevant initiatives at country, regional or continental levels.

2. Exchanging on key issues and innovative practices on the continent for knowledge sharing, peer learning and prioritization so as to accelerate implementation of the Education 2030/SDG 4 and CESA 16-25 agendas at country, regional and continental levels.

3. Reviewing existing mechanisms for coordination and monitoring of the SDG 4 and CESA 16-25 agendas at sub-regional and regional levels with a view to enhancing synergy and articulation between global, continental and regional education frameworks.

4. Agreeing on key recommendations, with reference to SDG4 and CESA 2025, for the development Africa's human and social capital by means of an education and skills revolution, emphasizing science and technology, and thereby contribute to the realization of Agenda 2063's vision of a prosperous and more equitable Africa based on inclusive growth and sustainable development.

See Concept Note, PACE 2018 Working Documents, Annex 1.

The conference, the ministerial segment of which was opened by His Excellency the President of the Republic of Kenya, Uhuru Kenyatta, was attended by some 850 participants including 36 African ministers of Education and senior officials from 49 member states (Heads of delegations, PACE 2018, Annex B), the African Union Commissioner for Human Resources, Science and Technology as well as representatives from the Pan African Parliament and other Pan African educational and

research bodies, the Regional Economic Communities (RECs), the African Development Bank (AfDB) and the Association for the Development of Education in Africa (ADEA), representatives of the United Nations system, Intergovernmental organisations concerned with education in Africa (the Commonwealth Secretariat, the CONFEMEN etc.), representatives of the African youth and civil society, and the organizers of PACE 2018.

## 2. OPENING SESSION

The Pan African High-Level Conference on Education (PACE) 2018 opened on 25th April.

**Dr Belio Kipsang**, Permanent Secretary, Ministry of Education, Kenya, welcomed delegates, and pointed out that the conference provided a unique opportunity for Africa to share and discuss success stories, lessons learned, challenges and opportunities, thereby setting the pace for progress on Agenda 2063 of the African Union.

In his opening address, the Assistant Director-General for Education a.i of UNESCO, **Mr Firmin Matoko** thanked the Kenyan government for hosting the conference and underlined the importance of the partnership with the African Union in the endeavour. He recalled that PACE 2018 provided the opportunity to examine coordination of efforts in education having regard to both the universal agenda of the Sustainable Development Goals (SGDs) 2030 and the African Union's Agenda 2063. UNESCO is convinced that no one partner can succeed without the collaboration of all.

**Professor Sarah Anyang Agbor**, African Union (AU) Commissioner for Human Resources, Science and Technology, underlined the fact that *Bridging continental and global education frameworks for the Africa we want* was the central theme of the conference. Education and human capital development, she stressed, constitute the most important tool for attaining Agenda 2063. Hence the need for an African home grown vision as reflected in the AU's Continental Strategy for Education in Africa 2016-2025 (CESA 16-25). Investments and partnerships in education are called for and Africa's youthful population represents its comparative advantage.

**Ms Amina Mohamed**, Cabinet Secretary for Education in the Kenyan Government, invited the conference to take stock of progress achieved so far, identifying challenges encountered and opportunities grasped so as to draw lessons for future progress. Education, Ms. Mohamed pointed out, is the bedrock of social progress and heavy investments in education are called for to address inequality, inclusion and systemic rigidities.

# 3. DAY 1 - TECHNICAL MEETINGS

The conference agenda and the procedure for the technical meetings was presented and explained to delegates and participants by Ms. Zulmira Rodrigues, UNESCO PACE Coordinator. Following a plenary introducing the central theme of the day's proceedings on Day 1 and Day 2, participants would join any one of four parallel sessions, each of which would have a morning and afternoon sub-theme (cf. *Agenda*, PACE 2018 Working documents, Annex A). Each sub-theme would be introduced by a panel of specialists, and followed by discussions leading on to formulation of recommendations for the ministerial meeting on Day 3 of the conference.

## 3.1 PLENARY SESSION: Harnessing the demographic dividend in Africa through quality education

### 3.1.1 Building skilled African citizenry as agents of change through leveraging demographic dividend in Africa: The CESA and SDG4 Framework-specificities, convergences and complementarities

In his introductory presentation, the Director Division for Education 2030 Support and Coordination, UNESCO, **Mr. Jordan Naidoo**, recalled that parallel strategies create inefficiencies and that SDG 4 and CESA 16-25 targets and priorities should be considered together.

| 2030 SDG 4 Targets | CESA 16-25 Objectives |
| --- | --- |
| Quality primary& secondary education for all | Revitalise the teaching profession; Build & rehabilitate infrastructure; Harness the capacity of ICT; Strengthen science & maths curricula |
| Early childhood development & pre-primary Education for all | Improve education system management & statistics; Coalesce stakeholders |
| Equal access to TVET & tertiary education | Expand TVET; Revitalize & expand tertiary education |
| Relevant skills for work | Acquisition of knowledge & skills |
| Gender equality and equitable access to education & training | Gender parity & equality |
| Literacy & numeracy | Literacy campaigns |

| Education & skills for sustainable development & global citizenship | Peace education |
|---|---|

Mr Naidoo identified the lessons to be learnt from the process of consensus and divergence since 2016, as consisting of the need to focus on (i) a system-wide approach, (ii) learning: lifelong learning, skills for life and work, teachers, measurement and bench-marking, (iii) equity and the right to education, 'leaving no one behind', and (iv) education financing: increasing investment, innovation and efficiency.

**Ms Beatrice Njenga**, Head of the Education Division AU-HRST recalled the AU's Agenda 2063 vision of "an integrated, peaceful and prosperous Africa, driven by its own citizens representing a dynamic force in the global arena", its recognition that its human resources are the continent's most precious resource and the imperative of investing in education. She proceeded to refer to the mission CESA 16-25: "To reorient Africa's education and training to meet the knowledge, skills, innovation and creativity required to nurture African core values and promote sustainable development at all levels to achieve the Africa We Want" before reviewing the enabling conditions for the realization of that vision (political will, peace and security, gender equality, resource mobilization, partnerships) and discussed how they related to the guiding principles, 'pillars', and strategic objectives of CESA 16-25. Ms Njenga reviewed the implementation framework of CESA 16-25 and reported on the satus of its planned eleven thematic clusters. The respective role of RECs, member states and the AU's partners in the realization of CESA 16-25 was discussed. Ms Njenga also stressed the importance for all African children to complete secondary education if Africa is to reap the demographic dividends from its youth bulge and build competencies and intellectual capital for development.

## 3.2 Parallel sessions

### 3.2.1 Advancing inclusion, gender equality, teaching and learning through a life-long learning approach to address the unfinished Education for All Agenda

#### i. Inclusion and gender equality

Panelists: **Mr Said Ould Voffal**, UNESCO Institute for Statistics (UIS); **Dr Rita Bissoonauth**, African Union/ International Centre for Girls and women's Education (CIEFFA); **Ms Ita Sheehy**, UNHCR; **Ms Claire Perrin-Houdon**, Humanity & Inclusion; **Mr Olivier Pieume**, UNESCO Dakar Office.
Moderator: **Mr Roland Angerer**, Plan International

## Introduction

The objective was to debate the issue of inclusive and equitable quality education and the promotion of lifelong learning opportunities for all at all levels of education regardless of sex, disabilities, ethnicity, or vulnerability. The high number of out-of-school children and youth as well as low adult literacy rates in Africa indicates that providing each individual with an equal and personalized opportunity for educational progress is still a challenge across the continent. Despite commendable progress made over the past two decades to expand access to basic education, further efforts are needed to overcome barriers to learning and to ensure that all learners in schools and other learning settings can avail themselves of a truly inclusive and gender equal environment. This panel discussed options to bring about system-wide change promoting access to quality education, and effective participation in learning processes and outcomes. The session focused in particular on marginalized groups, including youth and adults who did not attend formal education or training, to ensure educational pathways that are free from bias and equip all learners with the skills they need for life, work and citizenship.

## Discussion

Participants observed that, despite significant reductions in the rates of out-of-school children across the continent, the number of children not attending school in Sub Saharan Africa had actually increased between 2000 and 2016, at all levels of education. This was in sharp contrast with the picture emerging from North Africa, indicating uneven progress in educational coverage across the continent. Globally, refugee children are five times more likely to be out of school than their non-refugee counterparts. Coupled with the low adult literacy rates, latest data available indicate that providing each individual with an equitable opportunity for educational progress remains a challenge across the continent.

Poverty, Gender, geographical remoteness, population displacement, disability and albinism, exacerbated by violence and discriminatory social practices, more especially in situations of conflict and humanitarian crisis are among the main causes of exclusion and/or underachievement. Yet, the consensus was that data collection, analysis and, as a result, education sector plans, do not adequately reflect the variety of factors that undermine education access, attendance, achievement and continuation

SDG4 places a stronger emphasis on inclusive and equitable quality education, and lifelong learning opportunities for all, which represents new challenges for education sector planners. CESA 16-25, for its part, emphasizes equitable access to a holistic, inclusive education including lifelong learning opportunities as a sine qua non for sustainable development.

Measuring progress on SD4 requires collecting new data on quality and achievement for a broader range of learners and issues. There has been progress in measuring SDG4 targets, but data is not available for all indicators, and some indicators have not been defined yet. When available, the data is not always collected in a standardized, accurate,

consistent and timely fashion, and national stakeholders and planners do not always own, analyze, interpret and use the available data adequately or thoroughly.

Experience shows that education sector plans do not address disparities and vulnerabilities unless there is an explicit endeavour to address them at all stages of the planning process.

Participants moreover observed that, rather than working in silos, an integrated approach to tackle the different causes of exclusion is needed.

Leaving no one behind means immediately prioritizing the ones that are most behind. There is a need for proactive strategies and approaches to address the needs of those who are left out. For instance, young people and adults who missed out on formal education or training require opportunities to acquire basic literacy skills and non-formal vocational training. New technologies make it possible to reduce the duration and cost of literacy and vocational training. A number of countries have already adopted a comprehensive approach to ensure that refugees have access to school, including in education sector planning. Sénégal, Togo, Gambia and Mali have already taken measures to address the education needs of illiterate adults whereas Burkina Faso and Madagascar have taken action to strengthen inclusive education through teacher training. Setting out separate schools for refugees has not worked. Support to local schools is more effective. A similar approach is true for children with special needs, as integration is in the end more cost-effective than segregation

## Recommendations

1. Accurate data, disaggregated by sex, age and ability, as well as school level data on accessibility, teacher training, participation, learning processes and outcomes must be routinely collected, owned and used to ensure that education policies and plans are evidence-based and effective. Educational stakeholders, more especially those affected by discrimination and exclusion and young people in particular, should be involved in the collection, interpretation and utilization of the data and information to drive ownership in decision-making and policy-making.

2. The comprehensive lens of inclusive inclusion has to be applied at all stages of the planning process: education sector analysis, policy formulation, programme design, plan costing and financing, prioritization/action plan, and monitoring & evaluation, including for non-formal and vocational training. Education sector planning needs to be both comprehensive, in the sense of addressing all factors of exclusion, and specific in that  budgetary lines need to be defined in respect of each factor identified.

3. An integrated approach of the different causes of exclusion is needed, rather than working in silos on each cause separately. Moreover, there is a need for proactive strategies and approaches to focus on the excluded. For this it will be

necessary to establish partnerships with other sectors and stakeholders, and the excluded. Youth participative approaches are needed to make them partners of the process and structural barriers have to be removed for them to be included at the table.

## ii. Teaching and learning

Presenters at the afternoon session were **Ms Sajitha Bashir,** World Bank; **Mr Hilaire Hounkpodote,** PASEC Coordinator, CONFEMEN; **Ms Talia Miranda De Chaisemartin,** Global Partnership for Education **Ms Marguerite Khakasa Miheso-O'Connor**, Consultant, African Union; **Professor Steve Nwokeocha**, Africa Federation of Teaching Regulatory Authorities (AFTRA); **Dr Hellen Inyega**, Association for the Development of Education in Africa (ADEA).
Moderator: **Mr Jacques Boureima Ki**, CONFEMEN

### Introduction

According to recent data from the UNESCO Institute of Statistics (UIS), a large proportion of children, youth and adults do not acquire basic reading, writing and numeracy skills due to the lack of or inadequate access to education as well as the poor quality of learning opportunities available to them. In sub-Saharan Africa, a total of 202 million of school age children and adolescents have not achieved minimum proficiency levels in reading and mathematics. They represent 33% of the estimated 617 million persons in a similar situation worldwide. Such a learning crisis "signals a tremendous waste of human potential that could threaten progress towards the Sustainable Development Goals (SDGs)" and the Continental Education Strategy for Africa (CESA 16-25) Targets. The objective of the session was to discuss the poor quality of education with a focus on teaching and learning. In so doing, the discussions were to provide the latest data and allow for exchanges among countries and stakeholders on good practices and innovative approaches since 2015.

### Challenges & issues

Participants noted that data drawn from international (PISA, TIMSS) and regional (PASEC, SACMEQ) learning assessments as well as UIS data point to the fact that 202 million African children do not achieve minimum levels in reading and mathematics; that by international standards Sub Saharan African countries are very low performers, and that Africa as a whole faces a learning crisis.

In fact, learning assessment systems at national level are weak, and data are inadequate and when available, are not disseminated and are not utilized to improve the teaching and learning process.

There is an obvious lack of equity in learning: the poor, those leaving in rural/remote areas, or not speaking the language of instruction are at a major disadvantage.

The empirical evidence indicates that children who participated in early learning programmes have better learning outcomes in higher grades but access to early learning programmes is limited and expensive.

Participants also observed that while equity is a major issue, teachers and school leadership matter for learning. However, teachers in many African countries tend to be either untrained or ill-trained, poor working conditions, low self-confidence, low status, ill-motivated.

However, in the face of the challenges, the political will to address teaching and learning issues in a comprehensive manner is often insufficient.

### Recommendations

1. All children should be offered structured early grades learning programmes.

2. Children must be taught in a language they can understand. The language issue in education is, first and foremost, a pedagogical issue.

3. Priority of consideration should go to the professionalization, management and support of teachers including pre-school teachers having regard to improvement of the recruitment process, training, deployment, working conditions (including accountability and incentives) and the institutionalization of dialogue with teacher representatives.

4. Learning assessment systems (policies and tools) require strengthening and a shift from *learning assessment* to *assessment for learning* so that data generated serves to improve student learning

### 3.2.2 Leveraging 21st century technologies for the advancement of education systems as well as societies and economies in Africa

#### i. Digital technologies in education

Presenters at the session included **Dr Nivo Ralamboranto**, Ministère de l'Éducation Nationale (Madagascar), **Dr Stephen Ndawula**, Kyambogo University (Uganda) and Department of Human Resources, Science and Technology (African Union), **Ms Diane Sengati**, Rwanda Education Board and **Ms Vaidah Mashangwa**, Ministry of Primary and Secondary Education, **Prof Yurong Guo**, Chairperson of Southern University of Science and Technology (China), **Mr Wallace Gichunge**,Centre for Information and Media Literacy (Kenya), and **Ms Elianne Philibert,** X-Prize
Moderator: **Jerome Morrissey**, Global eSchools & Communities Initiatives (GESCI)

## Introduction

Digital technologies can serve as a vector for quality education and contribute to attainment of the SDG4 and CESA16-25 targets. The aim of the morning session was to allow for presentations of different practices and experiences relating to the integration of Information and Communication Technology (ICT) in the drive towards quality education in Africa and thereby facilitate experience sharing. In particular, the panel considered how ICT policies in regard to Open Educational Resources (OER) can facilitate implementation of the national education agenda. Also, the morning session discussed open and distance eLearning resources and practices in Uganda as well as the Pan African Virtual and e-university. Another focus of the presentations was the use made of UNESCO's ICT Competency Framework for Teachers in Rwanda and Zimbabwe, as a guide to teacher-training policies and strategies in other countries of the continent. The importance of 'tools' and infrastructure in the use of digital technologies in education were also addressed with specific reference to capacity building for policy makers, institutional leaders, and administrators.

## Discussion

Technology can effectively and sustainably support teaching and learning, including teacher training, as discussed during the session, in the contexts of Kenya, Madagascar, Uganda and Zimbabwe.

Within the perspective of making optimal use of technology in education, issues of concern identified included, first and foremost, the lack of appropriate infrastructure (Connectivity, Hardware and Software) on the African continent  and 'total cost of ownership' modelling to guarantee affordability and sustainability . Funding remains a major constraint and, very significantly, resistance from teachers steeped in traditional teaching methods.

The session went on to discuss the need for capacity development and incentives for teachers to use ICT, on the one hand, and on the other hand, observed that learners in Africa had to develop a responsible attitude to Internet-based content (Internet safety).In addition, the absence of vigorous and consistent policies for Open Educational Resources (OER) in education was underlined.

## Recommendations

1. The provision of appropriate ICT infrastructure in schools (hardware and software including broad band internet) must go hand-in-hand with relevant capacity development within the education system. Moreover, capacity development for use of ICT within the education system must ensure a continuum from pre- to in-service teacher training, to overcome resistance and ensure improved teaching practice in the classroom.

2. Adoption of Media Information Literacy (MIL) and Internet safety within the curriculum.

3. ICT, incorporating Open Educational Resources (OER) and assistive technology, should be embedded in overall education policy. Furthermore, OER must be leveraged to support contextualized and locally developed e-content for curricula.

4. Facilitation of public-private partnerships in support of ICT in education at the national, regional and continental levels

## ii. Role of education in the development of 21st century African economies

**Wallace Gichunge** from Kenya addressed the participants and the moderator was **Professor Torto,** of the African Academy of Sciences.

### Introduction

African economies are rapidly evolving due to several factors including technology and a changing world of work, demographic trends and migration. Although digitalization is often associated with high-tech industry and complex production processes, it is also influencing a whole range of informal activities and people's livelihoods from street vending and product pricing to agricultural activities, and it will continue to impact labour markets and economic activity across Africa.

One of the most immediate and challenging policy issues for African countries is the provision of a workforce skilled in the use of digital technologies across the economy. In that regard, latest figures from the UNESCO Institute for Statistics (UIS) concerning educational coverage as well as learning achievement are cause for concern. Yet, the gap between citizens from different socio-economic backgrounds with regard to their opportunities and abilities to access and use ICT is commonly regarded as a potential barrier for participation in the digital society.

Education and training systems need to better assess and anticipate changing skill needs in order to adapt programmes, qualifications and pathways offered. African societies and economies will increasingly require 21$^{st}$ century skills including creative, entrepreneurial and digital alongside citizenship skills to build inclusive and peaceful societies. But, first and foremost, the importance of the foundations of education to support skilling, reskilling and upskilling in a lifelong learning perspective is a priority concern particularly for least developed countries with high illiteracy rates.

### Discussion

The low level of literacy rates in many African countries undermines the acquisition of foundational skills, which are necessary to support skilling, reskilling and upskilling, within a lifelong learning perspective, so as to shore up countries' competitiveness in a globalized and knowledge-based economy.

Skills development for the development of African economies and societies continue to be constrained by: (i) low education quality – the extent to which children and adolescents are not learning, and; (ii) lack of learning opportunities – the extent to which young people are not in education, employment or training.

Digitalisation presents Africa with opportunities for economic leap frogging and catching up but unequal access to skills, especially digital skills, in most African countries contributes not only to perpetuate and exacerbate social exclusion, but also prevents these countries' smooth integration in the global knowledge society. Ironically, digitalisation may be exacerbating the disadvantage of being poor, female, rural or belonging to a marginalised social group.

Faced with the critical challenge of powering economic modernisation, education systems in Africa continue to be severely handicapped by the lack of quality data and information for monitoring and evaluation, and evidence-based policy and planning

## Recommendations

1. In order to efficiently and effectively integrate a competitive and knowledge-based global economy characterised by continuous technological change, African education and training systems need to better assess and anticipate changing skills needs in order to inform education and training policies and strategies as reflected in programmes/curricula, qualifications and pathways on offer. This requires foresight analysis, based on emerging economic trends and labour market requirements.

2. The African education and training systems therefore need to work in close collaboration with Industry, the private sector and employers generally so as to generate the partnerships that will allow for the matching of demand and supply on the labour market. The private sector must accordingly be encouraged to take an active part in shaping the future of African education.

3. In order to respond to rapidly evolving societal needs, African education and training systems need to reinforce their capacities for evidence-based policy and planning (including monitoring and evaluation) by means of effective Education Management Information Systems (EMIS), supported by state-of-art technologies.

### 3.2.3 Relevance of education to foster resilient, skilled, prosperous, sustainable and peaceful societies in Africa

#### i. Providing adequate skills for work to young people and adults

Panelists: **Mr Nicholas Ouma,** African Union, **Professor Mongi Boughzala,** University of Tunis El Manar, **Mr Makha Ndao,** ADEA, **Mr Mwandidya,** Ministry of Labour, Malawi, **Mr Kouete,** Cameroon Business Industrial Group.

## Introduction

Africa's youth population is rapidly growing and is expected to double to over 830 million by 2050. The African Development Bank (AfDB) observes that while 10 to 12 million youth enter the workforce each year, only 3.1 million jobs are created, leaving vast numbers of youth unemployed (Working Documents, Annex A). The predominance of informal sector that accounts for more than 80% of the economy translates into growing employment vulnerability, especially for youth. The majority of those active in the sector lack the competencies that could enable them to expand their activities and produce enough for subsistence and to increase their income. The context is aggravated by high rates of out of school youth, with 60% of youth between the ages of 15-17 out of school, according to UIS (Working documents, Annex A).

## Discussion

A majority of Africa's workforce is in the informal sector and lack the competencies that could enable them to expand their income-generating activities and enhance productivity. In fact, 38 % of Africa's adult's population, numbering some some 153 millions, are illiterate, rising to above 50% in some countries.

If equipped with the right skills, those in both the formal and informal sectors could support increased productivity and stronger, more inclusive economic growth across the continent. The majority of Africa's skills development schemes are however supply-driven and disconnected from the demands of the labor market. Supporting countries to plan and implement education and training systems that provide youth and adults with skills actually required for the working world must therefore be the cornerstone of policy initiatives. This in turn implies strengthening labor market information systems and anticipating future labour market needs, and providing reliable career guidance, elaborating skills development policies and schemes, as well as a framework, methods and tools for recognition and certification of skills and competences in various contexts (e.g. world of work, informal sector, and traditional apprenticeship).

The significant mismatch of available skills within the workforce and the needs of employers was debated in relation to the situation of Algeria, Morocco and Tunisia, which suggests the need for demand-driven education and training and for private sector involvement in skills development programmes. The Education sector must therefore find ways and means of partnering with Industry to dispense pre-vocational education and inculcate vocational skills by means of collaborative development of training schemes and dual training and internship opportunities.

## Recommendations

1. Governments have to establish connections between Education and Training on the one hand, and the labour market on the other, so as to anticipate future trends and skills requirements of the economy.

2. Put in place, at national level, a Public-Private Partnership (PPP) framework to encourage the involvement of the private sector/employers in the design, provision and evaluation of skills development programmes (financing, internships etc.)

3. Develop labor market information systems incorporating the informal sector of the economy.

4. Provide skills development to the workforce in the informal sector.

## ii. Providing of skills for life and for living together

Presenters: **Mr Hubert Gijzen,** UNESCO Regional Office for Southern Africa; **Mr Darius Ogutu Mogaka**, Ministry of Education Kenya; **Ms Jane Nyanga,** Kenya Institute of Curriculum; **Mr Henri Noel Tatangang**, Plan International, Central Africa Republic; **Ms Cheryl Weston**, National Curriculum Statements, South Africa, **Dr Lang Fafa Dampha**, African Academy of Languages (ACALAN).
Moderator: **Mr Hubert Gijzen**, UNESCO

## Introduction

Education builds healthy, skilled, prosperous, peaceful, sustainable and resilient societies as it provides learners with the values, knowledge and skills needed to nurture a sense of belonging to a common humanity, as well as a sense of responsibility to building more just, and sustainable societies. At a time of increasing global challenges and threats, such as inequality, exclusion, violence and sectarianism worsened by which undermine social cohesion, at both global and country levels learning to live together has become more topical than ever before.

The afternoon session's objective was to consider, inter alia: (i) Sexual and reproductive health and the importance of helping young people making informed and responsible decisions about their reproductive and sexual health; (ii) education for sustainable development and a healthier and bio-diverse planet; (iii), promotion of local languages and the UNESCO General History of Africa in education, to promote both pedagogical effectiveness and respect for cultural diversity coupled with a better knowledge and understanding of the genesis of African societies and (iv) peace education and prevention of violent extremism.

## Discussion

Sub-Saharan Africa's youth population is anticipated to rise from 158 million today to 281 million by 2050. UNESCO believes that closely linking education and health produces a virtuous circle that enables Africa to harness the demographic dividend for growth and development.

What lies behind the Education rates that indicate that African girls continue to lag behind both in primary and secondary education? Health and gender indicators in Sub Saharan African countries indicate that between 5% and 25% of adolescent girls have had sexual intercourse by age 15; as many as 12% of girls are married by age 15, and 28% of girls have given birth by age 18. Moreover, new infections affecting Africans aged 15-24 in 2016, totaled 141 000 among males but 290 000 among females. It was further noted that 39% of adolescent boys and 49% of adolescent girls, when interviewed, are capable of providing at least one reason to justify wife beating. In the circumstances, gender inequality and gender based violence represent a major challenge and the provision of reproductive health education in school, a priority.

Participants agreed that it is necessary to address sexual reproductive health and rights issues in order to broaden educational access and assist the demographic transition, hence the importance of Health Education for sustainable lifestyles. It was noted that political decision makers and policy makers in Eastern and Southern Africa have recently committed to providing comprehensive sexuality education and sexual and reproductive health services for adolescents and young people.

Appreciation of African culture and knowledge of its history is key to learning to live together. UNESCO's General History of Africa offers the continent's youth the tools to understand and preserve African culture. Education can act as a bridge for building social cohesion and promoting inclusion. Ongoing conflict in the Central African Republic has had a catastrophic impact of the county's education system and school attendance in affected regions. Plan International's experience in the sub-district of Boda points to the importance of adopting a conflict sensitivity approach and developing dialogue platforms for stakeholder and parental involvement to break the cycle of fear and allow Muslim and non-Muslim children to be schooled together anew.

In South Africa, there is a concerted effort to protect linguistic rights and to promote multilingualism in education, in recognition of the fact that mother tongue learning provides the foundation to learning and that local languages help to foster social cohesion and integration. Yet, across the continent according to ACALAN's experience, African languages and culture do not always get the attention they deserve from policy makers and suffer from the paucity of teachers. The South African experience points to other challenges that are the limited capacity constraints to teach an African language, the inadequacy of pedagogical resources and time allocation implications for schools.

Cultural development is an important factor in sustainable development. For its part, Education for Sustainable Development (ESD) is "an integral element of the Sustainable Development Goal on quality education and a key enabler of all the other

Sustainable Development Goals". (UN General Assembly Resolution 72/222). Yet, ESD does not hold the central part it deserves in the taught curriculum on the African continent.

## Recommendations

1. To define priorities and policies as regards skills for life and living together, learners must be at the heart of the process and stakeholders involved. Children and young people must be involved in the identification of rights issues in their communities and allowed to propose their own solutions. Dialogue, conflict sensitivity approach and stakeholders involvement are a must for planning and implementation. Learning in this area can only be improved through student-centered and active teaching approaches as well as more relevant curriculum content.

2. To harness the demographic dividend, reproductive health education, gender equality, ESD, African History and languages should be mainstreamed in the curriculum so that the education outcomes become a reality for all adolescents and young people. This is in line with the African Union's *Roadmap to Harnessing the Demographic Dividend through Investments in Youth.*

3. There needs to be a sustained commitment to giving young people access to sexual and reproductive health services and the international community must be a partner in ensuring that policies are evidence-based.

4. A strategy must be developed for the promotion of African languages and multilingualism in education, both within and across borders. Cooperation amongst African countries in this regard must be encouraged, as language and culture are a factor of integration and development.

5. Governments and donors must invest in education in emergencies and keep schools running even during conflicts to respond to the needs of vulnerable and displaced children. Stakeholders must be involved in planning and peace education introduced into the curriculum.

### 3.2.4 Towards knowledge-based societies through leveraging quality higher education, sciences, technology and innovation in Africa to address continental challenges and increase global competitiveness

### i. Higher Education and research

Panelists: **Dr Woldetensae,** African Union Commission**, Professor Damtew Teferra**, University of Kwazulu Natal, **Professor ZHAO**, Southern University of Science and Technology/UNESCO-ICHEI, **Dr Atieno Adala**, Kenya, **Dr Ouattara**, Senegal, and **Professor Belay Kassa,** Pan African University (PAU).
Moderator: Professor **Bertrand Mbatchi**, CAMES

## Introduction

There has been great expansion in higher education enrolment across the world and the demand for higher education continues to grow as universities compete globally to attract students. Yet, higher education in Africa faces difficult challenges, including a rapid increase in the number of students, financial constraints, quality issues in relation to courses but also to inadequate governance structures, the brain drain in respect of teaching staff and a growing calls for higher education to contribute more directly to national development. Furthermore, as in many other regions of the world, UIS data indicate that women are inadequately represented in Higher education and research in Africa.

Several African countries have undertaken reforms to improve the management and the relevance of higher education and to strengthen the capacity of universities by means of partnerships with the private sector and civil society in general.

The objective of the morning was to debate some of these issues and the most promising responses thereto.

## Discussion

There can be no development without research. The challenge of climate change indicates the need for multidisciplinary research. Innovative scientific research is called for in Africa and learners need to progress from being consumers of knowledge to producers of knowledge. Yet, generation of knowledge must go hand in hand with quality assurance.

Participants discussed the mission of the Pan African University (PAU), which, relying on its national coordinators, offers scholarships and promotes research in different universities all over the continent. They also considered the track record and potential of the African Virtual University (AVU), an inter-governmental organization involving some nineteen African states and hosted by Kenya since 2002. Its greatest contribution has been in the development of open educational Resources (OERs), especially in Mathematics and Science. The AVU's experience points to the need for policy harmonization on OERs and open learning across the continent but also the importance of making learners more innovative. Moreover, beyond the AVU, new models of distance learning are being developed, linking institutions beyond national borders.

However, massification of higher education may constitute a challenge and inadequate teaching and research infrastructure are undermining the quality of higher education. Lack of adequate infrastructure and capacity of faculty to use ICT is a further challenge. Standards and networks are required to ensure the quality of distance learning. Moreover, technology raises the issue of the link between ethics and quality.

The session also discussed the revised Convention on the Recognition of Studies, Certificates, Diplomas, Degrees and Other Academic Qualifications in Higher Education in African States, known as the Addis Convention, which was adopted in 2014 replaced the Arusha Convention of 1981. It aims to facilitate international student mobility and, on the continent, only Togo had fully ratified the Addis convention at the time of the PACE[1] and there is a need to expedite the ratification process by African countries.

For its part, the Pan-African Quality Assurance and Quality Assurance and Accreditation Framework, endorsed by the African Union in 2016, is an 'overriding framework' related to quality assurance harmonization activities in Africa. The associated costs are significant and resources are critical to establish PAQAF. While PAQAF is working on African credit transfer systems, there is need to harmonize existing frameworks with PAQAF.

Overall, it is observed that guidelines on quality assurance stemming from the different initiatives need to be 'domesticated' at national level.

Indeed, quality assurance agencies in Africa, where they exist, face many challenges and especially lack of funding, limited capacity and the need for technical support. UNESCO is assisting some countries tin the establishment of quality assurance agencies including capacity building in existing agencies. There is need for cross-fertilization of ideas through sharing of best practices and UNESCO is therefore encouraging South-South cooperation.

### Recommendations

1. Teaching, learning and research (including multi-disciplinary research) infrastructure need to be strengthened in higher education institutions. More commitment is required for realization of SDG 4, and more especially target 4.3 of SDG 4: "By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university."

2. All Countries should develop ICT Infrastructure and facilitate the use of technology in higher education institutions. Resort should be had to inter-country cooperation to reduce costs, where appropriate, for instance having regard to affordability of broadband Internet.

3. Financial and technical support must be mobilized for establishment of quality assurance systems all over Africa and existing quality assurance models and systems should be strengthened, capitalizing on sharing of best practices and cross fertilization of ideas.

---

[1] By September 2018, six African countries had deposited their instruments of ratification at UNESCO Headquarters: Congo, Djibouti, Gambia, Mauritius, Senegal and Togo.

4. All African countries should set up a national office to follow up on the ratification process of the Addis convention. Countries should appoint a focal point person to consider the relevant recommendations at national level.

## ii. Sciences, Technology and Mathematics education

Panelists: **Dr B Njenga,** African Union Commission, **Dr Nyambi,** Afican Institute for Mathematical Sciences (AIMS), **Ms Sichangi,** Centre for Mathematics Science and Technology Education in Africa (CEMASTEA), **Professor Nana Opuku**, Ghana, and **Mr Nyingi-** Microsoft Corporate Philantropies.
Moderator: **Professor Judite Nascimento**, Universidade de Cabo Verde

### Introduction

Achieving the 2030 Sustainable Development Agenda requires transformative thinking and action. Science, Technology, Engineering, and Mathematics (STEM) have the potential to improve the lives of Africans across the continent. The African Union has recognized the importance of science, technology, research and innovation to boost socio-economic development in Africa in its Agenda 2063. The 'Fourth Industrial Revolution' is projected to create a wide range of new jobs, ushering in a growing demand for professionals with STEM skills and competencies in Africa. However, unless efforts are made to address the mismatch between the current set of skills available and what will be required for the future, the continent risks being left behind.

Of particular concern in many African countries is the lower participation and learning achievement of girls in STEM. Many cross-national learning assessments find that gender differences in academic achievement in science and mathematics begin in upper primary education, deepen in secondary education, and continues with fewer women than men enrolled in these subject areas in higher education. UNESCO's 2017 *Cracking the Code* report found that different education and career expectations of girls and boys, gender discrimination in the teaching and learning process, and lack of female role models (including female teachers) in STEM, are among the causal factors implicated in regard to such gender gaps. The session had the objective of highlighting research, good practice and further efforts needed to ensure inclusive, transformative STEM education that propels the continent forward onto the path of *the Africa We Want*.

### Discussion

Africa has a fast-growing youth population and a constantly evolving job market. Technology can make of this context one of opportunities but technology does not exist in a vacuum and needs to translate into problem solving. The Microsoft experience suggests a three-pronged strategy: Developing world-class skills; enhancing access to Technology; promoting innovation. Yet the promise of technology requires partnerships with various stakeholders to promote STEM education and employability and partnerships require incentives.

Yet, Africa has low enrolment in Science, technology and Mathematics (STEM) courses and the continent has lagged behind in the development of Mathematics and science largely because of the inadequacy of teachers in quantity and quality, and the related low level of student competencies in these subjects. African teachers need to have the ability to impart to learners a scientific culture linked to thinking and problem-solving skills. There is therefore a need for regular professional teacher development programs, including both pre-service and in-service training.

Within the perspective of the African Union Agenda 2063, the capacity of ICT must be harnessed to enhance access, quality and equity in education. ICT needs to be integrated in teaching; hence capacity building for teachers to use ICT is crucial. Furthermore, duplication must be avoided, synergies developed and TVET opportunities at Secondary and tertiary levels expanded and linked to the world of work.

In response to the challenge of improving the quality of African trained graduates, the African Institute of Mathematical Sciences (AIMS), working in partnership with the AU, UNESCO and FAWE, has created centres of excellence in six countries, and works with teacher training programs at secondary school level to develop learners interest in science and Mathematics for both boys and girls on the basis of gender responsive pedagogies.

More generally, the gender dimension must be looked into: participation of women in STEM expansion must be encouraged, more particularly in TVET and in research, which in turn requires funding and awards.

### Recommendations

1. Adopt comprehensive and well-disseminated STEM policies providing for capacity development at all levels and student mentorship. STEM must be at the heart of the development of higher education with buy-in from the university governing bodies. STEM policies must be participative with broad stakeholder participation.

2. STEM education must be made available to all students and must therefore be sensitive to gender and abilities of learners and to ensure that STEM teaching translates into learning, teacher training must be reinforced, pedagogical strategies need to be revisited, and appropriate consideration given to domestication of content, language of instruction and optimal use of ICT.

3. Promote partnerships: establish a network of partners for an integrated, articulate and efficient action to achieve the objectives of Agenda 2063 for STEM Education.

4. Use STEM applied knowledge and competencies to build social and economic resilience by designing innovative and sustainable solutions to contextual challenges in the areas of poverty alleviation, food security, endemic and infectious diseases

## 3.3 Plenary Session

### Discussion of the recommendations from the parallel sessions in plenary:

The problems and challenges for African countries in education and training are well known and attention should now focus on and problem solving and identification of solutions. To that end, a proper understanding of the policy environment and capacity building needs in the different countries of the continent is required so that policies can be translated into practice to achieve 'the Africa we want'.

The challenge of narrowing the inequality gap and exclusion requires focus on structures, processes and activities for policy implementation.

Inclusive policies cannot ignore language of instruction as a pedagogical issue and must allow for recourse to mother tongue teaching, sign language and learner-friendly pedagogical strategies.

To rise to the formidable challenges, governments must fully commit to the recommended level of spending on education equivalent to 4-6% of national GDP. This must be accompanied by coherent strategies for regional cooperation coupled with effective national follow-up mechanisms.

# 4. DAY 2 – TRANSLATING EDUCATION 2030 AND CESA 16-25 AGENDAS INTO PRACTICE

### *4.1 Building a conducive environment for education transformation in Africa: promoting good governance, leadership and accountability in education management*

### Plenary

**Steven Obeegadoo** presented preliminary findings from the stocktaking exercise on the status of alignment to SDG4 and CESA 16-25 at country, regional and continental levels, including coordination, monitoring and reporting mechanisms. A survey questionnaire was circulated to all ministries of Education/Training in Africa prior to the conference and the main findings are summarized in a report in the Annex.

Ms Beatrice Njenga, Head of the Education Division AU-HRST and Mr. Jordan Naidoo, Director, Division for Education 2030 Support and Coordination, UNESCO gave an introduction to the parallel sessions.

### 4.1.1 Parallel sessions: Financing education: meeting domestic and international commitments

#### i. Increasing innovative investment in education as a continuum

Presenters: **Mr Makha Ndao,** Association for the Development of Education in Africa (ADEA), **Ms Maya Soonarane**, Ministry of Education, Mauritius **Ms Julie Juma**, ActionAid International **Ms Amina Issa**, Mozambique Education Coalition, **Mr Kisa Kumwenda**, Civil Society Education Coalition (CSEC) Malawi.
Moderator: **Ms Suzanne Grant Lewis**, UNESCO International Institute for Educational Planning (IIEP).

#### Introduction

Against the background of the ambitious global Education 2030 Agenda and Africa's Agenda 2063, and with the official development assistance declining, it is clear that traditional financing is insufficient. As a result, attention is turning to to non-traditional or innovative financing options, with calls for hybrid or blended financing models.

The morning session aimed at exploring some ideas and actual efforts to provide sustainable innovative financing for Africa's educational transformation. Starting with the continent-wide initiative, the African Education Fund, the idea of which was put forward in 2017, presenters went on to discuss the use of levies to fund early childhood education, the reduction of corporate tax incentives to free up financial resources for girls' education, a recent study of the potential of the African diaspora and the use of tax levies for financing education in Southern Africa.

The perspectives of national and international civil society organizations, government, and development partners were represented on the panel, which endeavored to deepen our understanding of the term "innovative financing" and to identify the most promising options for future financing of education.

#### Discussion

Education in Africa remains under-funded with a gap of $40bn to achieve SDG4 by 2030, according to ADEA. External funding for African education is decreasing and is either fragmented or tends to focus on specific sub-sectors or issues, rather than addressing needs, at national or regional levels. A joint study by ADEA and the African Development Bank (AfDB) has considered the feasibility of an African Education Fund and the eventual institutional anchor and funding modalities.

Yet, additional resources for African education in future will have to come primarily from domestic resources and most countries do not meet the benchmark of devoting 6% of their GDP and 15-20% of the national budget to education. Increasing sustainable long-term domestic funding for the sector requires improving governments' fiscal space by curtailing tax incentives and thereby increasing tax revenue. For instance, in

Mozambique, ActionAid calculates that the cost of educating all girls not in primary school would amount to approximately $130m whereas tax incentives cost the state $652M. Moreover an equity focus is required in educational spending, such as by adopting the 4Ss:

➢ Increasing the share of the education budget
➢ Increasing the size of revenue collection
➢ Increasing the sensitivity of education spending to equity issues
➢ Increasing budgetary scrutiny to ensure money arrives where it is needed

Despite governments' commitment to ensuring equitable quality education for all, it is clear that traditional revenue streams for education are insufficient in guaranteeing the right to education and lifelong learning. Emerging innovative funding models include an Education Levy, Public Private Partnerships for Education, Debt for Education Swaps or debt conversions, and Diaspora Funding through Remittances.

Educational inequality appears right from the early years of children's lives since learning begins well before formal schooling intervenes. Much of the spending on early education has come from private spending with non-state actors taking responsibility for providing for-profit education of young children. Yet, from both the equity and the quality perspectives, there is a strong case for bringing early childhood education into the national education system as part of the learning continuum, where children are provided with learning opportunities in organized learning settings by qualified and trained teachers. Governments must therefore acknowledge its responsibility in early childhood care and mainstream early childhood education within the formal education system within a framework supported by legislation and regulation, and governance structures for system accountability. In resource-constrained countries with limited budget and institutional capacity, strategic public-private partnerships can be an effective means of meeting the ECE goals without government losing ownership and accountability over service delivery. The experience of Mauritius points to the critical importance of partnering with private education providers to ensure the affordability of early childhood care and education (ECCE) for parents and the state.

## Recommendations

1. The idea of launching an Africa Education Fund, if it secures the endorsement of African Heads of states will need to be discussed with key stakeholders.

2. Governments must not only prioritize education in national budgets but strengthen fiscal discipline and improve revenue collection by means of fair and progressive tax regimes. Apply the 4Ss –Share, Size, Sensitivity and Scrutiny- to improve domestic funding for education.

3. Education stakeholders together with African ministries of education should explore the potential of innovative financing, consider emerging models and develop appropriate strategies to bridge the funding gap.

4. States must explore partnerships with the private sector in order to fund the provision of EECE on an equitable basis.

## ii. Increasing efficiency of Education financing

Presentations from: **Mr Guillaume Husson**, UNESCO IIEP- Pôle de Dakar, **Ms Talia Miranda De Chaisemartin**, Global Partnership for Education, **Ms Aleesha Taylor**, Educate Global Fund, **Ms Yetnebersh Nigussie**, Light of the World, Ms **Zeinab Adam**, and **Mr Graham Lang**, Education Cannot Wait.
Moderator: **Mr Nicolas Reuge**, UNICEF.

### Introduction

In a situation where many African States have made significant efforts to allocate more resources to the education sector, there is limited scope for further increased state spending and households are called upon to increase their contribution to national education spending. However, there are inequities in the appropriation of public education resources by different sections of the population. This session aimed to discuss a more effective use of financial resources in education, while considering ways of ensuring more equitable resource allocation aimed at ensuring both inclusive and quality education.

### Discussion

On average, African governments allocate 23% of their current expenditure, corresponding to 4.7% of GDP to the education sector. Despite such sizeable spending, inefficient management of public expenditure accounts for significant wastage and schools in poorest regions at times have no running water, sanitary facilities or electricity.

There is therefore a case to be made for targeted investment in nutrition, health, sanitation, energy and technology with a view to improving delivery of educational services and educational outcomes of children and youth in low-income communities. Nutrition and health impact upon cognitive development and school attendance; sanitation moreover has been found to improve transition rates from primary to secondary education for girls; energy increases study hours and technology contributes, inter alia, to cost effective content delivery. As a result, enrolment, attendance, completion and performance rates improve. The necessary investment may be private in nature and directed at small and medium enterprises leading to local employment creation.

Many children with disabilities do not attend school and do not benefit from official development assistance. Investing for equity implies addressing the specific support needs of children with disabilities including differentiated teaching methods, sign-language and material in accessible formats such as braille or audio. However, the reality on the ground suggests that there are major discrepancies between declared policy objectives and budgetary allocation targeted specifically at education of children with disabilities or special needs. This appears true both of domestic funding and donor

aid. The most effective investment in disability and inclusive education appears to be investment in qualified and effective teachers

In countries facing humanitarian crises, many children between the ages of 3 and 18 are denied any education. In situations of emergency, governments may not allocate adequate funding for education and, as a result, investment in 'Education in Emergencies' (EiE) is patently insufficient to meet the SDG4 targets within the 2030 timeline, with an estimated shortfall of $8.5bn according to the new global fund, Education Cannot Wait.

Increasing domestic funding must go hand in hand with efficiency gains. Suggested pathways to expand fiscal space and increase funding for education include broadening African countries' tax base by opting for progressive tax systems that limit exemptions and combat tax avoidance and evasion. On the other hand, reforms of financial management in the public sector and resource tracking of education funding, both domestic and foreign, contribute to increase the efficiency of education funding. Examples of innovative funding options discussed include (i) education bonds and (ii) matching grants for increased domestic spending on education.

### Recommendations

1. Ensure optimal spending in education by means of (i) the improvement of management of the major budgetary items of expenditure (e.g. a more coherent and equitable deployment of teachers in schools), and (ii) reallocation of public funds and mobilization of private funding in favour of other sectors (e.g. school health and nutrition, provision of sanitary facilities and electricity) critical to the improvement of educational outcomes.

2. Place diversity at the heart of education policies and reallocate some earmarked expenditure (on the basis inter and intra sector trade-offs) to finance inclusive education at all levels of the educational system.

3. Increase availability of domestic resources for education in situations of humanitarian crisis, by improving fiscal space and securing contingency funding within the education sector plan as from the initial stage.

### 4.1.2 Monitoring & reporting: strengthening information systems for evidence-based and accountable education

### i. Improving monitoring and evaluation of national Plans, SDG4 & CESA16-25

Panelists: **Oumarou Hammissou**, SPACE, **Mr Shem Bodo,** ADEA, **Mr Aggrey David Kibenge**, Ministry of Education and Sports-Uganda, **Mr Said Ould Voffal**, UNESCO Institute for Statistics (UIS), **Ms Yumiko Yokozeki,** UNESCO IICBA. Moderator:**Ms Sara Ruto**,Council of Kenya Institute of Curriculum Development.

## Introduction

The ambitious Education 2030/SDG 4 and CESA 16-25 agendas present African countries with daunting new challenges. For instance, Sustainable Development Goal (SDG) 4, "inclusive and equitable quality education and lifelong learning opportunities for all", a major challenge for countries is the ability to measure and monitor progress towards targets that are characterized by their broad scope, including the thematic focus on quality and equity, and the need to enhance national institutional and technical capacity. Hence, the relevance of Strategic Objective 11 of the CESA 16-25 which consists of improving management of education and building and enhancing capacity for data collection, management, analysis, communication and use. A mapping exercise conducted by the UNESCO Institute for Statistics (UIS) in 2016 showed that on average, only 47 per cent of the global SDG 4 indicators are available at country level in Sub-Saharan Africa.

There is, therefore, a clear need for a data revolution in Africa, supported by international organizations, to enable the continent to build sustainable Education Information Systems and thereby monitor progress towards the objectives of SDG 4 and CESA 16-25.

## Discussion

Participants observed that there is an obvious need to track progress towards agreed goals but data collection and processing has a cost whereas it is often not considered a priority. The Education Management Information Systems (EMIS) is now recognized as key enabler for monitoring and evaluation. However, sustaining efforts to build a robust and reliable EMIS becomes, in a number of African countries, a daunting challenge.

UNESCO's CapEd pilot programme for the development of SDG4 indicators in the Democratic Republic of Congo has allowed the country to draw valuable lessons for the improvement of data collection and analysis so as to monitor and evaluate national and international policy objectives.

ADEA's collaboration with the African Union to develop CESA 16-25 indicators and its experience drawn from country peer reviews of Norms and Standards Assessment Frameworks highlights a number of issues. Public funding for EMIS is severely constrained leading to lack of expertise and high attrition rates among staff. As a result, EMIS at national level is often dependent on external funding and expertise. Often, EMIS does not cover Higher education and TVET, non-formal education and cannot extend to conflict-affected areas, such as parts of Nigeria targeted by *Boko Haram*. Refugees are often invisible in official data and the Chadian experience points to the difficulty to account in data collated for nomadic populations, especially non-schooled girls. Failure to keep track of out-of-school children generally is a source for concern. Another line of criticism concerns the lack of gender responsiveness of data collection, for instance in regard to budget tracking, although UIS questionnaires are generally disaggregated by sex.

Tracking financial flows in the education sector raises problems in a number of African countries. The mapping of education accounts in Uganda, undertaken by the state in partnership with the private sector and with the support of UNESCO, aimed at assessing equity and efficiency of budgetary allocations and contributed to a sustainable mechanism for data collection and analysis in respect of educational expenditure. The exercise revealed that significant extra budgetary funding, more especially private expenditure (including external private funding), is not reflected in official data. Moreover, domestic data collection was not be necessarily in line with UIS classification.

The 2030 Education framework and SDG4 provide for no less than 7 teacher-related indicators, testifying to the centrality of teachers' role in education, globally. Yet, the definition of what constitutes a 'trained teacher' and the parameters of teacher training at different levels of respective education systems are country-defined, hence the need for an international taxonomy to improve comparability of indicators.

SDG Target 4C - "By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing states"- defines the mission of the International Task Force on Teachers for Education 2030.However, teachers themselves are generally not involved in data collection and analysis, which is identified as a weakness.

## Recommendations

1. Strengthen EMIS in Africa: Focus available resources in essential areas of monitoring and evaluation (M& E) where external support is available such as the policy and legal framework, establishment of an information gathering (data collection) system and the statistical process pertaining to data processing. Organise roundtable discussions on EMIS to promote information sharing, inter-country peer learning, and leverage the Regional Economic Community (REC) Ministerial fora to advocate for benchmarking of EMIS in all African countries.

2. African countries should design and implement sustainable National Strategies for the Development of Education Statistics (NSDES) to produce the required data to monitor CESA 16-25 and SDG 4. Using a sectoral approach to education, the NSDES should include: (i) Statistical production activities and legal frameworks necessary to produce the required data for monitoring of national, regional and global education goals; and (ii) Capacity-development activities to ensure that data are produced according to recognised quality standards (e.g. Data Quality Assessment Framework (DQAF)).

   To that end, African countries can avail themselves of tools and methodologies developed by the UNESCO Institute for Statistics (UIS) in the pilot countries

3. To monitor the education sector at the national, regional (CESA 16-25) and global (SDG 4) levels a National Strategy for the Development of Education Statistics (NSDES) must effectively integrate different data sources, including administrative datasets (collected and stored under education management and information systems (EMIS)), household surveys, learning assessments, teachers and expenditure datasets. Monitoring CESA 16-25 and SDG 4 requires education data that go way beyond the administrative data produced through traditional EMIS. This requires establishing coordination mechanisms between different national education data producers at national level, and especially with National Statistical Offices to ensure harmonization of the statistical procedures, norms and standards. Data on gender, disabled, marginalised communities and refugees including nomadic people should be included. Teachers must be participants in the process of data collection and analysis and furthermore empowered to use relevant data. Technology can also assist in M & E systems.

4. Strengthen mechanisms for data dissemination and use at the national level and data reporting at the international level for monitoring of progress toward SDG 4 at the global level. Timely data should be produced and made available for dissemination and use by governments, communities, researchers and civil society groups at the national level. And the use of technology is recommended to broaden impact of data and information. The production and reporting of high-quality cross-national comparable education data is critical to ensure the monitoring SDG 4 agenda at the global level. In its role as the official source of cross national-comparable data in education recognized in the Education 2030 Framework for Action, the UNESCO Institute for Statistics (UIS) stands ready to support countries improving and adapting their education statistical systems to produce and report relevant and quality data.

5. Mechanisms for reporting and data collection must be established at all levels of the education system and education national accounts and data, in general, must be integrated within the compilation of national statistics.

6. An international typology/taxonomy of teacher training programmes needs to be developed on the basis of peer reviews allowing for identification of issues and challenges.

## ii. Promoting accountability of Education: Strengthening information systems for evidence-based and accountable education

Panelists: **Mr Manos Antoninis**, Global Education Monitoring Report,**Sam Kimeu**, Transparency International, Kenya, **Hon Marie Claire Monty**, Pan African Parliament, **Hon John C. Muyingo**, Minister for State for Higher Education Uganda,

**Edith Asamani**, Youth Advocate, Lukeman Education management Program (IPED) AU, Congo.
Moderator: **Dr Emmanuel Manyasa**, Country Manager, Uwezo Kenya

## Introduction

Africa faces important challenges in education, which require a collective response given that education is a shared responsibility. But while responsibility is shared between a wide range of actors from governments to students, accountability is not. It has to be pinned down to individuals and institutions.

Accountability is required to ensure that scarce resources are used cost-effectively. It is necessary to ensure that the public trust in to government institutions entrusted with tax payers' money is maintained. Hence, assessing the effectiveness of public officials or public bodies ensures that they perform to their best, provide value for money in public service delivery, respect rules and regulations, and are responsive to the community they serve. To accomplish the larger shared aims of education, policy-makers must accordingly work towards systems that incorporate mutual accountability approaches.

The objective of the session was to discuss what accountability is and whom it involves. It also aimed to discuss what an effective accountability system may look like and the importance of transparent monitoring and reporting - in different forms and for different audiences - to provide timely and relevant information on whether progress is being made towards the objectives of national and regional education strategies, plans and budgets. The key findings and recommendations from the 2017/8 Global Education Monitoring (GEM) Report, *Accountability in Education: Meeting our Commitments*, helped frame this panel discussion and the ensuing discussion allowed participants to share experiences from their own work at the national and regional level to design and implement robust accountability systems.

## Discussion

Access to information is key for progress in education. To meet the twin goals of accountability and efficiency, governments need to practice transparency and provide timely information to stakeholders to facilitate public scrutiny and redress, and allow for oversight by parliamentarians (national, sub-regional e.g. REC parliamentary fora, or regional through the Pan African Parliament) or an ombudsperson or even the media.

Education is a shared responsibility and each stakeholder, including the youth, civil society and the media, must play its part. Although stakeholder involvement is hard to organise and sustain, it is essential to map out the respective responsibility of each in planning, implementation and monitoring of education programs. Not only government as the main stakeholder, but all education stakeholders must be held accountable and corruption confronted. Transparency, information and participation introduce informal checks and balances. However, formal regulations and standards need to be established, implemented and monitored, with a strong institutional mechanism.

The youth-led social accountability platform has been set up in Nigeria is an interesting case in point. Yet for youth participation in decision-making, capacity building is important. Teacher absenteeism remains a serious issue and students like teachers must be empowered to play a part in Monitoring and Evaluation (M&E)

## Recommendations

1. Governments must create the space for citizens to air their views and concerns by promoting community participation, protecting media freedom and guaranteeing the independence of institutions.

2. Credible education plans with clear lines of responsibility and transparent budgets constitute the bedrock of accountability

3. Governments, REC and the AU should produce and disseminate to the public education monitoring reports that cover all levels of education, analyse progress and propose practical solutions

4. African states must strengthen oversight in education by empowering national parliaments and set up strong parliamentary committees on education. The Pan African Parliament must coordinate efforts to that end.

### 4.2 Towards lifelong learning and system-wide policies strategies and practices: fostering sector-wide articulation and inter-sectorial collaboration

#### i. Improving sector-wide coordination to support lifelong learning

Panelists: **Ms Margarete Sachs-Israel,** UNESCO Institute for Lifelong Learning and **Mr Keith Holmes**, UNESCO; **Dr. Kilemi Mwiria**- Kenya; **Ms Veronica McKay,** University of South Africa; **Mr Sami Nasser,** Cairo University; **Mr Andrianirina Laza Eric**, Ministère de l'Emploi de l'Enseignement Technique et de la Formation Professionnelle, Madagascar.
Moderator : **Mr Jacques Boureima Ki,** CONFEMEN

#### Introduction

Lifelong learning, as an idea, as a principle, and as a policy objective, is becoming increasingly relevant having regard to the pace of change within knowledge societies and economies, and in particular *to* the demographic evolution, increased mobility, technological innovation and environmental issues. However, the transformative potential of lifelong learning is, as yet, not fully understood.

Lifelong learning is central to realization of SDG4 and is also captured in the Africa 2063 agenda and CESA 16-25. Some countries have introduced flexible learning pathways, including systems for the recognition, validation and accreditation of prior learning, qualifications frameworks and other innovations. However, few if any,

countries have achieved well-integrated and functioning lifelong learning systems which require enhanced sector-wide and inter-sectoral coordination in Education but also inter-ministerial coordination.

The session had as its objective to engage participants in debating the policy, organizational and other practical implications of lifelong learning, in the context of SDG4 and CESA16-25, drawing on experience across the continent.

## Discussion

Lifelong learning (LLL), according to UNESCO, is rooted in the integration of learning and living, covering learning activities for people of <u>all ages</u> (children, young people, adults and elderly, girls and boys, women and men) in all <u>life-wide contexts</u> (family, school, community, workplace, etc.) and through a <u>variety of modalities</u> (formal, non-formal and informal) which together meet a wide range of learning needs and demands. It is therefore an organising and guiding principle for education within the perspective of the global agenda for sustainable development, viz. SDG4**:** *Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.*

Learning covers all ages and goes beyond school, formal and non-formal education. Hence, the need to provide multiple and flexible learning pathways, entry and re-entry points at all ages and to build bridges at all levels of education to create a learning society. Lifelong Learning (LLL) development and implementation activities do not fall exclusively within the remit of ministries of education. Promoting lifelong learning requires a sector-wide approach traversing education, science, technology, family, employment, industrial and economic development, migration and integration, citizenship, social welfare and public finance. A high-level governance structure within the Government should be set up to lead the development and implementation of LLL.

Any modern education system should embrace lifelong learning (LLL), anchored within a well-defined legal framework. Lifelong learning for all requires strategies and policies, adequately resourced programmes and robust partnerships at the local, regional, national and international levels. Learning spaces and environments must be made widely available and the great potential of modern learning technologies harnessed for LLL.

More specifically, to expand opportunities for LLL requires more facilities and human resources and recourse must be had to technology, more especially ICT and mobile telephony. The South African experience also suggests the importance of using local languages as the medium of instruction to promote literacy and numeracy through LLL. Another governance issue for LLL is partnerships and the creation of a lifelong learning infrastructure: a strong coalition within ministries, and cultivation of new learning providers, from the public, business and NGO sectors.

A promising avenue is to build synergies between formal and informal education through programs such as women empowerment, entrepreneurship education and TVET. Yet, skills acquired in the non-formal sector are often not acknowledged when referring to a country's human capital. There is therefore a need, in African countries, to develop a qualification framework that provides recognition, certification and

accreditation to prior learning especially in regard to the non-formal sector. As an example, the Egyptian National Qualifications Framework of 2010 seeks to facilitate mobility between learning pathways within a perspective of international benchmarking of qualifications.

## ii. Fostering Inter-ministerial and cross sector collaboration

Panelists: **Mr Ydo Yao**, Director, UNESCO Abuja; **Mr Kahilo Jose Katunda**, UNHCR; **Dr Léchidia de Souza**, Ministry of Planning and Development Benin; **Ms Rachel Ogbe**, ECOWAS; **Ms Loty Gaye,** ORT SEN, Senegal.

Moderator: **Ms Sylvaine Marie Odile Assiba Attanasso**, Minister of Higher Education and Scientific Research, Benin

### Introduction

Taking a systemic, lifelong learning approach means:

(i) Revisiting past assumptions about education policies and plans in recognition of the right, throughout one's lifetime to enjoy knowledge as means to improve one's condition; reorganizing education systems and redefining system-wide collaboration and linking education sub-sectors: structuring inter-sectoral collaboration.

(ii) Setting up new mechanisms for the recognition, validation and accreditation of prior learning, qualifications frameworks, including those outside.

### Discussion

It is common ground that effective implementation of the new African education agenda, incorporating the Education 2030/SDG4 and CESA 16-25 frameworks, rests on the imperatives of inter sectoral coordination and multi-stakeholder partnerships. In that regard, the reality at country and regional levels in Africa raise enormous challenges but also testify to instructive initiatives and efforts.

Benin has set the scene for inter sectoral collaboration by identifying potential synergies in responding to identified SDG4 gaps and creating the appropriate institutional structure to monitor progress on the SDGs. Thus, a Board of ministers brings together different ministries and it is assisted by a Steering Committee and a Technical Committee, both multi-stakeholder in composition.

A more focused and successful example of inter-ministerial and cross sectoral collaboration discussed is the model of Health Education and Nutrition in Senegal, which moreover involved a participatory approach targeting the local community.

At a sub-regional level, the Economic Community of West African States (ECOWAS) exemplifies efforts to set up regional mechanisms for coordination, monitoring and partnerships to support CESA 16-25.

Conflicts on the African continent and the consequential displacement of populations pose a formidable challenge to the right to education. Refugee children and youth are confronted with risks linked to drug abuse, alcoholism, survival sex

and delinquency, as well as lack of financial means, compounded by educational barriers in the form of foreign curricula and languages and physical remoteness, resulting in a high proportion of school dropouts. Education for refugees therefore needs to be articulated with education systems in the host country. The experience of UNHCR in the Democratic Republic of Congo points to the need for inter-ministerial and cross sectoral cooperation partnering with civil society and development partners to shore up refugee education.

## Recommendations

1. Develop legal frameworks, policies and strategies for lifelong learning that enable every person to access education and training at any time in his/her life and at all levels using different pathways and entry points:

- Promotion of sector-wide coordination and collaboration at all levels
- Reinforcement of equity through measures such as creating entry points for the disadvantaged, minorities, marginalised and vulnerable groups; mother tongue/African language policies (languages of instruction and training beyond literacy programmes), recognition of indigenous knowledge and its integration in curricula.
- Reform of assessment policies to open up learning pathways
- Integration of academic and vocational learning and building bridges between different types of education
- Adaptation of content to learners with special needs


2. Create and strengthen delivery modalities to support learners such as:
- Flexible learning opportunities that can be formally validated, recognized and accredited (open universities, community learning and training centers...), including through open and distance learning and ICTs
- Use of informal and public media to impart skills and competencies, values, indigenous knowledge and information about learning opportunities...

3. Develop at both national and regional/continental mechanisms and tools to operationalise concept of LLL such as:
- National Qualification Frameworks/Regional Qualification Frameworks (NQFs/RQF for articulation across sub-sectors and mobility (e.g. regional economic communities)
- Recognition, validation and accreditation (RVA) of the knowledge, skills and competencies acquired through formal, non-formal and informal learning, including recognition of prior learning (RPL)

4. Create a high level interministerial mechanism for coordination of LLL:
- Undertake inter-ministerial consultations to define respective responsibilities and actions for lifelong learning, respective mandates and areas of expertise
- Develop a joint strategy of operationalisation of lifelong learning, prioritizing actions
- Effect arbitrations on budget allocations and optimize resources

> ▪ Integrate the lifelong learning approach into all sectoral policies

5. Identify and commit more resources to LLL, including PPPs and invest in capacity building for provision of LLL.

### *4.3 Strengthening mechanisms for effective partnerships and coordination at national, regional and continental levels*

#### i. Strengthening coordination partnerships and monitoring at regional and continental levels

Panelists: **Dr Beatrice Njenga,** African Union Commission, **Mr Joseph Atta Mensah**, **Mr Per Knutson** Head of UNRCO Kenya, **Ms Rachel Ogbe,** ECOWAS, **Ms Jacqueline Olweya,** United Nations Development Group (UNDG), **Mr Djibril Diouf,** Senegal, **Ms Christine Umtoni,** United Nations Country Team (UNCT) Mauritius, **Mr David Clamp,** UNDP.
Moderator: **Ms Ann-Therese Ndong Jatta**, UNESCO, Nairobi

### Introduction

The PACE 2018 happened at a crucial time as African leadership is intent and mobilized to achieve the continental vision of the African Union's Agenda 2063 and the Global 2030 Agenda for Sustainable Development. There is a common agreement that Education is at the core of, and a linchpin for the success of both agendas. CESA 16-25 was developed to address the human resource needs of the Agenda2063, as SDG 4 is intended to do for the global sustainable development agenda.

The conference aimed to strengthen the implementation of SDG4 and CESA 16-25, by aligning the multiple visions, partnerships and coordination mechanisms at country, sub-regional and continental levels will hinge. The session therefore proposed to review the coordination and partnership architectures of CESA 16-25 and Education 2030, and to reflect on strategies for strengthening implementation of both education agendas in Africa.

### Discussion

The previous global and continental developmental frameworks for education (AU's first and second Decades of Education, EFA, MDGs) yielded mixed results, largely imputable to shortcomings in the mobilization of key stakeholders and resources. The good intentions and efforts to reach defined goals moreover met with major implementation challenges in the areas of management, coordination and partnerships between African institutions at continental, regional and country levels.

After decades of unsuccessful attempts to overhaul the elitist education systems inherited from the colonial era, Africa is still struggling to provide access to quality education for all.

CESA Strategic Objective 12 is to "*Set up a coalition of stakeholders to facilitate and support activities resulting from the implementation of the Continental Education Strategy for Africa*" and *SDG* 17 aims at revitalizing the global partnership for sustainable development. Ultimately successful implementation of the sustainable development agenda requires partnerships between governments, the private sector and civil society at the global, regional, national and local level. This holds true for Education also.

Potential partners for education on the continent include the African sub-regional economic blocs (ECOWAS, EAC, ECCAS, COMESA, IGAD, CEN-SAD, SADC), UN agencies, Multilateral and Bilateral partners. Regional, Continental and international partnerships need to be matched at country-level by multi-sectoral and cross-sectoral collaboration.

The priority going forward is to focus on the existing coordination and partnerships architecture in education for the continent.  More specifically, to consider the type, nature and effectiveness of the coordination and articulation linking structures and mechanisms at different levels  (i) from the global (SDG4 GEM and Steering Committee) to the continental (AU and CESA 16-25 (STC-EST); (ii) from the continental to the sub-regional (RECs) and (iii) from the sub-regional to the national. Also of major importance is to keep track of progress at continental, sub-regional and country levels. The AU, for its part, has just developed and approved the CESA Monitoring and Evaluation (M&E) framework and put in place a cluster on Education Planning led by ADEA.

The reality is that coordination in education at continental level is inadequate and the AU is severely constrained by lack of expertise and human resources generally. What of RECs? ECOWAS, one of the most developed RECs of the continent offers a clear indication of the potential role of RECs, despite their distinct history and specific mandates, as champions of education in their respective part of the continent. ECOWAS has a strong relationship with UNESCO and its parliament as well as its technical departments can play a part in sensitization, advocacy, coordination and resource mobilization. However, capacity constraints, the absence of relevant data and lack of clear reporting channels are quoted as persistent obstacles to progress and point to the importance of structural high-level coordination, driven by the synergy effect of a supra-national collaborative effort. The latter is at times hampered by political differences between states within the sub-region. The lack of opportunity for engagement between RECs for experience sharing yet another shortcoming underlined.

The experience of Botswana exemplifies country-level challenges, and the importance of bringing together all stakeholders to agree upon and prioritize key targets at national level within the perspective of continental and global goals. Thereafter, the need is to establish management mechanisms for reporting, monitoring and evaluating performance.

Morocco testifies to the importance of a medium-term strategic plan, supported by appropriate legal provisions and multi-stakeholder buy in.  High-level political leadership led to the setting up of a national inter-ministerial coordination committee.

At country level, coordination mechanisms are often led by the UN agencies with inadequate inter-ministerial collaboration. But the emerging consensus is that building effective partnerships begins at country-level with the definition of national priorities, and strategic allocation of resources, supported by cross sectoral linkages, leading on to alignment, harmonization and integration.

## Recommendations

1. Harmonize the Education 2030/SDG4 and CESA 16-25 frameworks for action to inform all levels of engagement, monitoring, evaluation and reporting; reduce the multiplicity of structures and mechanisms to reduce duplication and enhance effectiveness.

2. Make of PACE a tool for the joint convening of African ministerial meetings by all relevant stakeholders (UN, AU, ADEA, AfDB).

3. In recognition of the fact that there is a need for experience sharing on coordination strategies in regard to SDG4 and CESA 16-25, develop an effective communication platform for information and knowledge sharing using ICT, across coordination mechanisms at national, sub regional, continental levels.

4. Joint mechanism for capacity building across levels for effective implementation of the global and continental agendas.

5. The bottom line remains ownership of the global and continental goals and strategies in education, which can only be achieved by means of their integration/domestication within national priorities.

# 5. DAY 3 - MINISTERIAL MEETING & CLOSING

## i. Harnessing Africa's Demographic Dividend through Quality Education

The ministerial meeting was officially opened by **His Excellency the President of the republic of Kenya, Uhuru Kenyatta,** C.G.H. and Commander in Chief of the Defense Forces.

The keynote address was delivered by the Vice Chairperson of the African Union Commission, followed by remarks from the followed by remarks from the Deputy Director-General for Education of UNESCO, Getachew Engida, and messages from the SDG4 co-convening partners, the UNICEF Regional Director for Eastern and Southern Africa and the UNHCR regional Director.

The main rapporteur of the conference presented a summary of the technical meeting to the assembly in plenary of Ministers and Heads of delegations. Thereafter, the 2017/18 Global Education Monitoring report on *Accountability in Education* was presented by its Director. These presentations were followed by a debate in plenary on various issues relating to the presentations in relation to the themes of "Harnessing the demographic dividend in Africa through Education" and "Building conducive environments for Education".

**ii. The Nairobi Declaration and Call for Action on Education** entitled *Bridging continental and global education frameworks for the Africa We Want* (Annex A) was thereafter debated and adopted. It commits African Ministers of Education, Heads of delegations and PACE 2018 participants to building a skilled African citizenry and a conducive environment for education transformation in Africa.

The Nairobi Declaration charts the path forward by most significantly undertaking to "Establishing a joint CESA- SDG4 Education 2030 mechanism, to ensure coordinated consultation, joint action, capacity strengthening, review, monitoring and reporting on both the continental and global education commitments by extending CESA coordination structure to existing SDG4 regional coordination mechanisms."

In order for Africa to hold its place within the global education coordination, participants further commit to "strengthening the global-regional nexus by ensuring that the voice of Africa is reflected in the deliberations of the global SDG-Education 2030 Steering Committee, the Technical Cooperation Group on Indicators, and contribution of inputs for the UN-led annual HLPF Review process."

PACE 2018 marks a new beginning in terms of Pan African cooperation and coordination in education, supported by the AU-UNESCO partnership. This is reflected by the agreement in the Nairobi Declaration that the Pan African High-Level Conference on Education be convened on a biennial basis with the objective of supporting and monitoring progress towards the implementation of CESA 16-25 and SDG4- Education 2030 and the African Union Agenda 2063 – *The Africa We Want.* The gracious offer of Morocco to host the PACE 2020 was agreed in Nairobi.

The Declaration and Call for Action will be referred to the AU Specialized Technical Committee on Education Science and Technology (STC-EST) for endorsement.

The closing ceremony was marked by addresses from Mr **E.Matoko**, Assistant Director-General for Education a.i of UNESCO, Dr Amina Mohamed, Cabinet Secretary, Ministry of Education, Kenya and H.E. Prof. Sarah Anyang Agbor Commissioner for Human Resources, Sciences and Technology of the African Union Commission.

# 6. Annexe

## Nairobi Declaration and Call for Action on Education
### Bridging continental and global education frameworks for the Africa We Want

Nairobi, April 2018

Preamble

1. We, the Ministers of Education of Africa, high-level government officials, representatives of the African Union (AU) and of the United Nations organizations, as well as Pan-African and sub-regional organizations, civil society, youth and teacher organizations, and international development partners, have gathered for the Pan-African High-Level Conference on Education (PACE2018) in Nairobi, Kenya, on 25-27 April 2018, setting out a harmonized vision for the educational transformation to meet our commitments to the **2063 Agenda for the Africa We Want and the global 2030 Agenda for Sustainable Development.** We thank the Government and people of the Republic of Kenya for their support and the Ministry of Education for hosting this important event.

2. We reaffirm our commitment to the 2015 Kigali Statement and to Sustainable Development Goal 4 **(SDG4)-Education 2030**, a centrepiece of the global Sustainable Development Agenda aimed at ensuring inclusive and equitable quality education and lifelong learning opportunities for all, as well as to the **Continental Education Strategy for Africa (CESA 16-25)** aimed at reorienting Africa's education and training systems, Africa's response to and domestication of SDG4-Education 2030.

**Building skilled African citizenry as agents of change**

3. We commit to promoting **quality lifelong learning** for all at all levels, using diverse and relevant modes of learning with flexible pathways between formal, non-formal and informal education and training models, including strengthened systems of recognition and equivalence, to cater for all children, youth and adults in and out of school.

4. Recognizing that **access to and quality of education and training at all levels** remain critical challenges within the African continent with millions of children, young people and adults lacking foundational skills and relevant competencies needed for life and work in a globalized world, we commit to:

a. Integrated approaches to **early childhood development, care and education** policies, programming and financing with an emphasis on holistic development including literacy and numeracy with particular attention to marginalized and vulnerable children, with the commitment to progressively ensure at least one year of free and compulsory pre-primary education and with the active participation of families, communities and local governments.

b.  Implementing and adequately resourcing diversified and appropriate learning policies and programmes, inclusive and gender-responsive curriculum, promoting multilingual education, sign languages and Braille, to **reach the unreached.**

c.  Ensuring that **education sector planning effectively addresses out-of-school children, young people and adults who never enrolled in formal schooling or dropped out early, as well as all forms of exclusion**, including among others disabilities and albinism, and that data and indicator systems are adequately disaggregated and owned at continental, regional, national and local levels.

d.  Promoting teaching and learning in the **mother tongue**, especially in early years of education; and developing policies to safeguard and raise the status, esteem and value of indigenous African languages.

e.  Ensuring adequate recruitment and deployment, motivation and professional support of **teachers**, and to strengthening teacher training and professional development programmes at all levels including early childhood education and non-formal education; recognizing teachers as full-fledged professionals and agree on common qualification frameworks; and strengthening dialogue and partnership with teacher organizations.

f.  Developing and strengthening regional and national **learning assessment systems** ensuring their effective use for informing policies and teaching and learning practices and outcomes; sharing good practices across regions; and increasing investments for regional assessments.

g.  Making our **educational systems more responsive, flexible and resilient** to include refugees and internally displaced people, and increasing investment for Education in Emergencies and Crises.

h.  Making the **learning and teaching environment** more healthy, inclusive and safe through adequate responses to school-related violence and discrimination based on gender, disability, origin, race, ethnicity, religion or any other factor.

5. We commit to achieving **gender equality** through
   a.  Rendering all aspects of the education system gender-sensitive, responsive, and transformative.
   b.  Implementing the Gender Equality Strategy of CESA 16-25.

c.    Providing sexuality education in schools and tertiary institutions and ensuring access for adolescents and young people.

6.  We recognize the importance of improving the relevance of education policies and practices to strengthen skills and competencies for life and work, and to foster resilient, sustainable, healthy and peaceful societies in an interconnected global world, and commit to:

a. Increasing equitable access to quality **Technical and Vocational Education and Training (TVET)** in all its forms, and recognizing that TVET should be crosscutting and encompass continuous learning towards entrepreneurship, employability, capacity building, retraining and versatility.

b. Adapting programmes/curricula, qualifications and pathways offered and expanding labour market information systems to cover the **informal sector** and to better assess and anticipate changing skill needs, strengthening skills development to increase, reinforce and value the education and training in the informal economy, and further enhance Public-Private Partnerships (PPP).

c. Increasing provision of **effective and relevant literacy programmes** for youth and adults leading to functional proficiency levels, integrating skills development for decent work and livelihood, health and responsible citizenship.

d. **Leveraging digital opportunities** by strengthening the development of digital skills and competencies at all levels through partnerships in support of ICT in education, including adoption of Media and Information Literacy (MIL) and Internet safety within curricula, and integrating ICTs into education policies, incorporating Open Educational Resources and assistive technology, and creating mobile and online education and training platforms providing equitable access to all learners regardless of their circumstances.

e. Improving the relevance of teaching and learning by integrating **Education for Sustainable Development (ESD) and Global Citizenship Education (GCED)** in our education policies and practices at all levels and learning programmes, and ensuring critical youth engagement.

7.  We recognize that the transformation of Africa requires strengthened efforts to move towards knowledge-based societies through the advancement of **higher education and research** in Africa with special focus on relevance and equitable access, strengthening of research, and teaching and learning of science, technology, engineering and mathematics (STEM). We commit to:

a. **Ratifying the Addis Ababa Convention** and strengthening national quality assurance systems, and allocating necessary resources.

b. Strengthening concerted, integrated, articulated and effective actions and partnerships to achieve the 2063 objectives for STEM, to develop and implement policies that **promote STEM** at all levels, especially among girls

and women, and to develop STEM strategies for solving concrete problems such as food security, renewable energy, climate change, emergency response, epidemics, and calamities.

8. Recognizing the potential, strength and leadership of young people, we commit to the systemic **inclusion of youth and youth-led organizations** in continental, regional and national education decision-making, sector dialogue, and monitoring processes.

### Building a conducive environment for education transformation in Africa

**9.** We recognize the importance of ownership of the CESA16-25 and SDG4-Education 2030 at continental, regional and national levels, in congruence with wider development ambitions, and that their achievement requires more **integrated approaches to education policies and strategies in a lifelong learning perspective,** fostering truly **system-wide articulation and intersectorial collaboration.**

10. Recalling the commitment of governments to progressively allocate at least 4-6 percent of national Gross Domestic Product, and/or at least 15-20 percent of total public expenditure for education, in line with the principles of size, share, sensitivity, and scrutiny, we undertake to:

a. Mobilise additional funds for education including innovative financing, national education funds, and consideration of the proposed Africa Education Fund.

b. Advocate for tax reforms to increase public revenue and the share of public resources for education and related social services.

c. Ensure more equitable allocation of education resources taking into account diversity, inclusion, and contingency funding for emergencies.

d. Allocate targeted resources for recruitment and professional development of teachers and other education personnel.

e. Improve efficiency, transparency and accountability (including among other measures optimizing teacher allocation, budget tracking, public expenditure reviews/national education accounts)

11. We commit to strengthening **National Assessment and Monitoring Mechanisms** for CESA 16-25 and SDG4-Education 2030 targets and commitments and using the results of these assessments to improve the performance of education systems, to enhance equity, quality and relevance of educational outcomes at all levels, and to strengthen **public accountability, transparency and responsiveness**. We further commit to:

a. Strengthening mechanisms, including EMIS, for data collection, analysis,

dissemination and use at the national level and data reporting at the regional, continental and global levels for monitoring of progress toward CESA 16-25 and SDG4-Education 2030

b. Expanding spaces for public participation including youth, teacher organizations, as well as media engagement in education dialogue and decision-making

c. Further engaging with parliaments and parliamentarians at national, regional and the Pan-African Parliament levels to mobilise support for education

d. Working with the AU/IPED and UNESCO/UIS/GEMR to produce a biennial report monitoring progress on achievement of CESA 16-25 and SDG4-Education 2030 implementation at continental level

e. Reviewing legislation on the right to education so that they meet the CESA 16-25 and SDG4-Education 2030 commitments

12. We commit to improving and strengthening **sector-wide and cross-sector coordination** at continental, regional and national levels for lifelong learning through:

a. Developing legal frameworks, policies and strategies

b. Strengthening capacities to create and enhance delivery modalities to support flexible learning opportunities that are formally recognized, validated, and accredited

c. Developing mechanisms and tools to operationalise national and regional qualification frameworks (NQF/RQF) for articulation across sub-sectors and mobility

## Towards the Future

13. Recognising the importance of strengthening mechanisms for effective partnership and coordination at national, regional and continental levels and calling on international and regional organizations, in particular the AU, RECs, the Association for Development of Education in Africa (ADEA), UNESCO and SDG4 co-conveners, development banks and other multilateral and bilateral development partners, to work together to **ensure coherence and coordination** in support of national education development, we commit to:

a. Establishing **a joint CESA - SDG4 Education 2030 mechanism**, to ensure coordinated consultation, joint action, capacity strengthening, review, monitoring and reporting on both the continental and global education commitments by extending CESA coordination structure to existing SDG4 regional coordination mechanisms.

b. Promoting cross-national exchange and the dissemination of successful education policies and strategies, building on existing national and regional communication and knowledge-management platforms.

c. Promoting education as a public good and in the public interest.

14. We commit to strengthening the global-regional nexus by ensuring that the voice of Africa is reflected in the deliberations of the global SDG-Education 2030 Steering Committee, the Technical Cooperation Group on Indicators, and contribution of inputs for the UN-led annual HLPF Review process.

15. We call for the strengthening of partnerships with and commitment of international development partners in supporting African education development around national priorities, including in low-income, fragile and conflict-affected contexts, and in promoting innovative approaches to education and training.

16. We agree to convene the Pan African High-Level Conference on Education (PACE) biennially to take stock of the progress made by Africa and support the implementation of CESA 16-25 and SDG4- Education 2030 and the African Union Agenda 2063 – The Africa We Want, and welcome the proposal of the Kingdom of Morocco to host the next PACE.

17. We adopt this Declaration and Call for Action, and agree to refer it to the AU Specialized Technical Committee on Education Science and Technology (STC-EST) for endorsement.