

## **Education Programme (ED)**

Education is a human right and is a critical means for achieving sustainable development and building knowledge societies. UNESCO's mission, therefore, is to promote education as a fundamental human right, to improve the quality of education and to facilitate policy dialogue, knowledge sharing and capacity building. The Nairobi Office's Education Programme focuses on supporting Member States to achieve the Six Education for All and two education-related MDG Goals by 2015.

Conducted to assess the organization's performance during the period of 2001-2008, a review of the Nairobi Office's Education Programme revealed the need to reprioritize and focus on a smaller number of strategic priority areas for which UNESCO has evidently comparative advantage and in which the organization can mobilize and invest proper allocation of technical and financial resources, in order to achieve concrete results in support of Member States' efforts to achieve Education for All by 2015.

Responding to the programme review's findings and preparing for next programme cycle, the Nairobi Office formed the foundation during 2009 by strengthening partnerships with Member States and education development partners, recruiting a technical team in Kenya, Rwanda and Uganda, revising UNESCO National Education Support Strategy in Eritrea, Kenya, Rwanda and Uganda that serves as a results-based strategic planning and cooperation document, and finally, developing evidence-based workplans to support Member States' education sector development in a strategic manner.

In the spirit of the One UN Delivering as One in Rwanda and within the framework of United Nations Development Assistance Framework, UNESCO will be involved in four strategic areas through capacity development, advocacy, generation and dissemination of information and research:

- Sector planning and management,
- HIV and AIDS ( *refer to p. 30*),
- Youth and adult literacy, and
- Improvement of quality and relevance of education through teacher management and development, monitoring of learning achievement, and education for peace.

For all of the focus areas the Nairobi Office will mobilize organizationwide technical resources from the Regional Bureau for Education in Africa (BREDA), UNESCO Institute for Lifelong Learning (UIL), Headquarters, UNESCO Institute for Statistics (UIS), and promote South- South Cooperation by learning from, and linking up with, other regions' experiences and resources, principally from the Asia Pacific region. Also UNESCO will closely collaborate with education development partners. Below is a summary of planned initiatives during 35C/5.

## **1. Sector Planning and Management**

### *Measuring and Monitoring of Countries' Progress towards EFA: End-Decade Assessment*

Another milestone in the EFA process by countries would be reached in 2015. Countries of the region have undertaken many initiatives to address each of the six goals. However, all these initiatives and progress made and challenges faced are often not systematically measured or monitored. Using the opportunity of the upcoming 2015 target date for EFA, UNESCO will work closely with countries and facilitate initiation of country level assessment processes through a series of technical capacity building activities aimed at improving country level data collection, development of measurable indicators and preparation of assessment reports. These initiatives will also serve as a monitoring tool for countries to assess the progress made by them in the achievement of all the EFA goals. The EFA assessment process will be carried out in Eritrea, Kenya, Rwanda, Somalia and Uganda.

## **2. Youth and Adult Literacy**

### *Improving Literacy Situation in Rwanda*

Literacy has been widely acknowledged as a key factor for ensuring sustained human development. However, it remains a major challenge in many parts of Africa due to diverse socio-economic and cultural causes. Rwanda is no exception to this and has therefore rightly been concerned at its current literacy rate for age group of 15 + estimated at 65.3%. It has evinced great interest in improving this situation. UNESCO has responded to this situation by developing a major initiative under the Capacity Development Programme for Education for All (CapEFA), which consists of a Multi-Stakeholder Partnership, aimed at building national capacity for improving the national literacy programme and non-formal education programme delivery, setting up a sound monitoring system and promoting evidence-based policy formulations and planning.

### *Literacy Assessment in Kenya*

Kenya conducted a Literacy Assessment Survey in 2006. Although a short analytical report was published, there were little initiatives taken to follow up on the results of the report from a policy perspective. In response to the request made by the Directorate of Adult & Continuing Education of the Ministry of Education, UNESCO will support MOE in the preparation and production of a short follow up report on the literacy situation in Kenya since the 2006 survey. The purpose of this publication is to provide policy makers with a snap-shot review of the literacy situation in the country. The report is expected to act as a platform for the next round of national literacy assessment.

## **3. Quality and Relevance of Education**

### *Teacher management and development*

Having made significant progress on equitable access to formal basic education, countries are now confronted with a most critical task of improving the quality of education. One single factor affecting education quality is lack of comprehensive teacher development policy and programme, addressing the critical issues of placement, status and capacities of teachers and principals (or head teachers) in delivery of their services for quality teaching and learning in the school setting. As identified through the draft UNESS for Uganda, UNESCO will target its support in Uganda within the framework of TTISSA through undertaking of a diagnostic study and putting in place policy changes / directors in this regard.

In Rwanda, a recent teacher motivation survey reveals that teachers are becoming increasingly concerned about poor job satisfaction and low motivation. This is to a large extent being attributed to the poor monetary rewards and deteriorating standard of living compared to other professionals with the same level of educational attainment. The professionalism and motivation of the teacher workforce will be targeted over the next five years as per the new Education Sector Strategic Plan (2010-2015).

Working in the framework of Rwanda's One UN Education Theme Group's Common Work plan for 2010 and 2011 and in line with the Education Sector Strategic Plan 2010-2015, this initiative will therefore target the Ministry of Education, Teacher Service Commission and associations through technical support and advisory services by both UNESCO and consultants, and participatory consultations by responding to implementation of Teacher Development and Management Policy that is designed to address the above mentioned challenges. In particular, the initiative will support the development of two key documents: (1) a teacher colleagues accreditation framework for all teacher colleges to strengthen the professionalism of primary, lower secondary and adult education teaching; and (2) a teacher qualification framework to support a career structure for teachers including accreditation for in-service courses attended.

#### *Monitoring Learning Achievement*

UNESCO will assist the Ministry of Education of Rwanda in developing national level learning achievement tests in order to assess the quality outcomes of the education programmes at schools. Measuring Learning Achievement has been recognized as one of the main goals of the Rwanda National Education Sector Planning document for 2010-2015. The project is aimed at building capacity to MINEDUC to develop and assess learning achievements and it would be piloted in a selected number of schools during the period 2010-2011.

#### *Education for Peace*

A culture of violence has a lasting effect on education and could impede quality learning. It is for this reason that the Kenyan Ministry of Education in 2008 moved to introduce the learning of peace education in selected primary schools in the country with the goal of ultimately rolling out the programme in all learning institutions. This was a timely

intervention consistent with the EFA Goal 6 that provides for the improvement of all aspects (of) the quality of education [for] all to achieve skills of literacy, numeracy and essential skills [for living]. As the lead agency for the UN Decade for a Culture of Peace, the UNESCO Nairobi Office has worked to support the Ministry of Education on this initiative since September 2008 through a collaboration involving the UN-affiliated University for Peace - Africa Programme and the Kenya National Commission for UNESCO (KNATCOM).

UNESCO will continue supporting peace building in basic education and will commence consultations with the Ministry of Higher Education, Science and Technology to expand education for peace initiatives into Higher Education. UNESCO's focus in this area will be on:

- Coordination and engagement with the MOE/MOHEST and other stakeholders through UNESCO membership in the National Peace Education Steering Committee.
- Capacity building of the focal personnel in the Directorate for Policy and Planning
- Support to the development, printing and dissemination of IEC material
- Strengthening national commitment and leadership through support for MOE to develop a policy/strategy on peace education
- Piloting of a model for community model and a programme for graduate teachers.