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Education for All up to 2015 and Beyond

Consultation summary: Africa

October 2012



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Background paper prepared for the
Sixth Meeting of UNESCO's Collective Consultation
of NGOs on Education for All (CCNGO/EFA)

by the

Africa Network Campaign on Education For All (ANCEFA)

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Education for All up to 2015 and Beyond

Consultation summary: Africa

In preparation for the 6th Meeting of the Collective Consultation of Non-Governmental Organizations on Education for All (CCNGO/EFA) (24 to 26 October 2012 in Paris), the CCNGO/EFA Ad Hoc Group, with the support of the UNESCO Secretariat, carried out a consultation of all member NGOs of the global CCNGO/EFA network to feed into the process of defining the necessary measures to scale up progress towards 2015 and to frame the post-2015 education and development agendas.

This report summarizes the responses from CCNGO/EFA member organisations from the **African** region.

1. Introduction

The synthesis provided here has taken into account responses and documentation received from the following institutions:

- *Réseau Des Organisations Du Secteur Educatif Du Niger (ROSEN (Niger))*
- *MIET Africa (South Africa)*
- *Groupe Pivot Education de Base (GP/EB) (Mali)*
- *Elimu Yetu Coalition (EYC) (Kenya)*
- *EFA Campaign Network The Gambia*
- *Coalition Nationale Togolaise pour l'Education Pour Tous (CNT/EPT) (Togo)*
- *Coalition Francophone et Ouest Africaine des Organisations de la société civile active en alphabétisation et en éducation non formelle*
- *Coalition Béninoise des Organisations pour l'Education pour tous (CBOEPT) (Benin)*
- *Fédération Africaine des Associations des Parents d'Elèves et d'Etudiants (FAPE)*
- *ANCEFA Regional Office*

The feedback was on three thematic areas:

- 1) Reaching EFA goals by 2015 (obstacles and successful policies and practices)
- 2) Actions to be taken by UNESCO in the run-up to 2015
- 3) The post-2015 education agenda (priorities and strategies)

2. Reaching EFA goals by 2015

2.1 Obstacles encountered

Respondents identified the following obstacles to reaching the EFA goals by 2015:

1. Insufficient number of trained teachers especially in early childhood education, special needs education, and adult and continuing education.
2. Increasing teacher absenteeism.
3. Lack of infrastructure, teaching and learning materials.
4. Poverty and social, economic and cultural barriers.
5. Limited participation of communities.
6. Failure to address the needs of children in difficult situations, in hard to reach and marginalized areas.
7. Curriculum challenges in terms of relevance, and inadequate integration of mother tongue instruction at an early stage.
8. In some countries there has been a lack of legal and policy framework.
9. School related costs, for instance transportation and textbook costs.
10. Physical, emotional, mental and sexual violence and abuse of children, especially girls.
11. Inadequate financing for education programmes.

2.2 Successful policies and practices

With regard to progress towards the achievement of EFA goals, the following were mentioned as successful policies and practices:

1. Introduction of free primary education (and in some cases highly subsidized secondary education).
2. Development of medium to long-term education sector plans that complement national development plans.
3. Gender parity in primary education.
4. Increase in civil society space, formation of national EFA campaigns (e.g. facilitated by ANCEFA) and intensified advocacy and monitoring programmes.
5. Launch of African Union Second Decade of Education for Africa (2006-2015).
6. Ratification of International Instruments (e.g. South Africa ratified the Convention for Rights of the Child and the UN Convention for People with Disabilities).
7. Inclusive education policies and promotion of special needs education programmes.
8. School support programmes, nutrition programmes, HIV and AIDS life skills.
9. Creation of resources, schools or centers of excellence to promote quality learning and teaching outcomes (as the case in Kenya and South Africa). Innovative pre-service and in-service teacher training programmes and recruitment of teachers
10. Curriculum reviews especially at primary level to examine relevance and improve quality.
11. Programmes for protecting children and the vulnerable especially children with disabilities, ethnic minorities.

12. Improvements in adult literacy levels especially for women.
13. Community participation programmes.
14. Specific policy actions for adult literacy.

3. Actions to be taken by UNESCO in the run-up to 2015

In terms of EFA coordination and UNESCO's collaboration with the civil society, respondents thought that between now and 2015, UNESCO should:

1. Draw up a clear road map (2012-2015) for broad-based policy consultation and consensus building for post-2015.
2. Enhance synergy, coordination and collaboration among UN agencies, government ministries, civil society, private sector and other cooperating partners.
3. Support the Global Partnership for Education (GPE) to mobilize more resources at national, regional and global level.
4. Continue to undertake advocacy initiatives around EFA goals.
5. Continue to coordinate regular regional and global meetings to review progress, share lessons and promote good practices.
6. Strengthen partnership development and support capacity building programmes for CSOs especially to enhance advocacy, monitoring and evaluation.

4. The post-2015 education agenda: priorities and strategies

Respondents mentioned the following priorities and strategies to be included on the post-2015 agenda.

4.1 Priorities

1. More focus on EFA goals/programmes that have been neglected pre-2015: early childhood development, youth and adult education, non-formal education.
2. Expanding access to post primary education: secondary education, technical and vocational education and training (TVET) and higher education.
3. Continue with programmes to improve education quality at all levels.
4. Enhance inclusive education to address inequalities and disparities among groups and geographical locations.
5. Investment in ICT and skills development for employability.

4.2 Strategies

1. Development of a global post-2015 MDG and EFA strategy that puts human rights, values and social justice at the centre of all strategic interventions. This should include the possible shift to learning for all (LFA).

2. Focusing the post 2015 agenda more on outcomes than processes and developing both qualitative and quantitative indicators and undertaking research to monitor progress.
3. African Union should review the Second Decade for Education and come up with a plan that fully integrates the EFA goals and priorities in secondary education, TVET, and higher education.
4. Development of comprehensive costed national policies and plans especially for early childhood development (ECD), non-formal education, skills development and TVET.
5. Special focus on marginalized and vulnerable groups including children, women, the poor, people with disabilities, and other marginalized groups who must be actively involved in programme design, implementation and review.
6. Financial resource mobilization with emphasis on domestic financing mechanisms such as improvements in progressive tax administration, special taxes for extractive industries and private sector in service provision.
7. Rich countries need to change the skewed tax rules that benefit rich corporations at the expense of poor people, to enable developing nations to finance their own development through taxation.
8. Strengthen national level collaboration and coordination of different actors.
9. Promote democracy, governance and accountability at national level.
10. Link education to market requirements and livelihoods.
11. Develop framework for South-South cooperation. Conducting regular search, strengthening EMIS, and disseminating information widely as well as making adequate use of data in policy formulation and implementation.