

**Regional Expert Meeting for the Follow-up of CONFINTEA VI in Africa:  
Increasing the participation of youth and adults in learning and education  
Praia, Cape Verde, 5 – 8 November 2012**

**Matrix comprising action points (for the region)**

Action points	How? Who?	By when
<b>Policy</b>		
Advocate for a holistic approach to youth and adult education at the regional, sub-regional and national level.	<ul style="list-style-type: none"> <li>Identify, build capacities and involve relevant stakeholders, especially youth, in the policy process to enable them to participate actively and meaningfully.</li> <li>Produce guidelines for the development of holistic policies and encourage evidence-based policy development and programme implementation. (UIL)</li> <li>Provide training in holistic policy development (and holistic policy implementation). (ADEA)</li> <li>Document and disseminate good practice in holistic policy development.</li> <li>Use the post-CONFINTEA VI reporting templates as an annual checklist and a tool to build capacities on and practice the development of holistic policies, involvement of stakeholders, quality assurance and monitoring.</li> <li>Develop and use instruments to monitor progress in holistic, multi-sectoral, multi-ministry, all stakeholder participation youth and adult education policy and provision.</li> <li>Develop policy briefs for the Conference of Ministers of Education.</li> </ul>	2013

Develop Youth and Adult Education Policy.		
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<b>Governance</b>		
<p>Advocate for effective inter-ministerial, multi-sectoral cooperation and coordination in youth and adult education.</p> <p>Support networking, partnership and the involvement of youth.</p>	<ul style="list-style-type: none"> <li>• Hold annual review/consultation meetings to share experiences and promote accountability and transparency (and to hold governments accountable to commitments made (e.g. Presidents at the Triennale).</li> <li>• Involve in the coordination process the Forum of African Parliamentarians in Education (FAPED), national and regional parliamentarians and regional economic communities.</li> <li>• Develop a framework for capacity building on working with different partners to scale up.</li> <li>• Exchange governance best practice accounts.</li> </ul>	
<p>Advocate for the establishment or strengthening of relevant, well-staffed and well-resourced agencies specialized in youth and adult education.</p>	<ul style="list-style-type: none"> <li>• Identify, prioritize and build capacities of different stakeholders to enable them to contribute to governance.</li> </ul>	
	<ul style="list-style-type: none"> <li>• Use existing monitoring and evaluation tools such as the Community Score Cards and budget monitoring processes for greater community engagement.</li> </ul>	

<b>Participation, Equity and Quality</b>		
<p>Map situation of vulnerable youth and assess their needs.</p> <p>Conduct needs assessments to ensure the development of contextually and culturally relevant and useful programmes.</p>	<ul style="list-style-type: none"> <li>• National services and BREDA.</li> </ul>	2013
<p>Develop alternative programmes for marginalized and disadvantaged groups.</p> <p>Improve training delivery systems to better meet the needs of vulnerable youth.</p>	<ul style="list-style-type: none"> <li>• Identify effective models of implementation and develop strategies to scale them up.</li> <li>• Advocate for eliminating disparities and exchange accounts of good practice.</li> <li>• Conduct audits of existing organisations and work that has been done.</li> <li>• Establish a strategy for setting up and improving teacher training for youth and programmes.</li> </ul>	
<p>Revise curricula to better fit with the specific needs of marginalized groups, esp. youth, and train curriculum designers to do so.</p>	<ul style="list-style-type: none"> <li>• Train all stakeholders on gender mainstreaming.</li> </ul>	2013
<p>Develop knowledge management systems for the collection, analysis and dissemination of both qualitative and quantitative data and good practice reports to inform policy development and practice.</p>		