



United Nations  
Educational, Scientific and  
Cultural Organization



Sustainable  
Development  
Goals



**PACE**  
2018  
NAIROBI



**PAN AFRICAN HIGH-LEVEL CONFERENCE ON EDUCATION**

Nairobi, Kenya, 25-27 April 2018

Working documents

*Bridging continental and global education  
frameworks for the Africa We Want*



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# Concept note

## I. Background

Since the inception of the first global education movement commenced at the World Conference on Education for All in 1990 in Jomtien in 1990, Education is recognised as a public good, a fundamental human right and the basis for the fulfilment of the human rights. In 2015, the international community, after an unprecedented and inclusive consultation process, endorsed the comprehensive 2030 Agenda for Sustainable Development comprised by 17 Sustainable Development Goals (SDGs). Education, a standalone goal in itself (SDG 4), was also reiterated as a main driver of development in general and as such considered fundamental for achieving all the other SDGs. SDG 4 aims to ensure equitable inclusive quality education and lifelong learning opportunities for all. The Education 2030 Framework for Action recommended as the roadmap to achieve the ten targets of the education goal in Incheon in May 2015 was adopted in November 2015, providing guidance to governments and partners on how to turn commitments into action.

Additionally, in 2016, the African Union, in the bid to support the new vision for development of the continent (Agenda 2063) and “to ‘create’ a new African citizen that can be ‘an effective change agent of this drive”, endorsed the Continental Strategy for Education in Africa 2016-2025 (CESA 16-25). The strategy is the African response to own the SDGs, and shape and adapt them to the specific needs of the continent, building on lessons learnt from previous education strategies and plans. It aims at “Reorienting Africa’s education and training systems to meet the knowledge, competencies, skills, innovation and creativity required to nurture African core values and promote sustainable development at the national, sub-regional and continental levels.”

Nearly three years after the endorsement of the SDGs, and two years after the adoption of CESA 16-25, African countries are at different stages of progress in integrating/mainstreaming the internationally and regionally agreed targets and commitments into their national education policies, plans and practices. It is therefore important, in the pursuit of SDG4- Education 2030 and CESA 16-25, to take stock of the progress made and to identify both the challenges and the opportunities in the further alignment of national education systems in view of ensuring a transformative education for Africa in a meaningful and significant way. There is also a need to understand and exchange on how this alignment is influencing current education legislation, policy, plans, financing and monitoring and information systems, as well as the devised mechanisms for consultation, coordination, collaboration and reporting.

It is within this context, that UNESCO and the Government of Kenya agreed to convene a Pan-African High-level Conference on Education (PACE 2018), in collaboration with the African Union as well as other key partners including ADEA and the SDG4 co-conveners (ILO, UNDP, UNFPA, UNICEF, UNHCR, UN Women and the World Bank). PACE 2018 provides an opportunity to share progress, success stories, challenges and lessons learned by Member States thus far and to contribute to the ongoing discussions on the 2063 African Union vision *The Africa We Want*.

In addition, the event will allow for Africa to reflect and prepare for two upcoming major global events, the Global Education Meeting (GEM, December 2018) and the High Level Political Forum (HLPF, July 2019) both intended as mechanisms for monitoring progress of the global education agenda. The HLPF are yearly events, reviewing in more detail the progress of specific SDGs. In 2019, under the theme - *Empowering people and ensuring inclusiveness and equality* - SDG-4 on Education will be reviewed along with SDG 8 (Decent work and economic growth), SDG 10 (Reduced inequalities), SDG13 (Climate Action) SDG 16 (Peace, justice and strong institutions) and SDG17 (Partnerships).

PACE will also allow countries to deepen their understanding of some key transversal issues and enable knowledge and experiences sharing for the advancement of the education agenda. Furthermore, it is expected that PACE 2018 will assist African governments and other stakeholders to ensure that a transformative and transformed education contributes to the seven aspirations identified in Agenda 2063: a prosperous Africa based on inclusive growth and sustainable development; an integrated continent, politically united, based on the ideals of Pan Africanism and the vision of Africa’s Renaissance; an Africa of good governance, democracy, respect for human rights, justice and the rule of law; a peaceful and secure Africa; an Africa with a strong cultural identity, common heritage, shared values and ethics; an Africa whose

development is people-driven, relying on the potential of African people, especially its women and youth, and caring for children; and Africa as a strong, united, resilient and influential global player and partner.

## II. Objectives

Building on previous consultations in the Africa Sub-Saharan and Arab States regions<sup>1</sup> and other relevant regional meetings, which endorsed the call for action on SDG-4-Education 2030, PACE 2018 aims at strengthening the partnerships in education and as such accelerate the implementation of SDG4 and CESA 16-25 at country level, focusing on the following objectives:

1. Take stock of the progress made in aligning national plans policies and systems, including management and monitoring mechanisms with SDG4-Education 2030 and CESA 16-25 targets and commitments to inform further priority actions at country, regional or continental levels.
2. Exchange on key issues and innovative practices in the continent for knowledge sharing, peer learning and prioritization in view of accelerating the implementation of the Education 2030 and CESA 16-25 Agendas at country, regional and continental levels.
3. Review existing mechanisms for coordination and monitoring of the SDG4 and CESA 16-25 agendas at sub-regional and regional level with a view of strengthening synergy and articulation between global, continental and regional education frameworks.
4. Agree on key recommendations for developing Africa's human and social capital through an education and skills revolution emphasizing science and technology within the context of the implementation of SDG4 and CESA 2025 to contribute to the realization of Agenda 2063 vision of a prosperous and more equitable Africa based on inclusive growth and sustainable development.

## III. Expected Results

1. Improved understanding on key issues for the development of education in Africa, including a commitment for enhanced collaboration and sharing of best practices among countries
2. A shared understanding on the status of alignment of national education plans with SDG4 and CESA 16-25, including identification of challenges for implementation and progress monitoring
3. An agreed joint mechanism for monitoring progress and reporting on SDG4 and CESA 16-25 at continental and regional levels
4. Enhanced support and commitment for improved coordination and articulation at sub-regional and regional levels for the implementation of SDG4 and CESA16-25 by countries and international and regional development partners
5. An endorsed Outcome Statement

## IV. Event Preparation

### 1. Event structure

PACE 2018 will proceed in two different segments: Technical and Ministerial.

The Technical component will be held on 25 and 26 April over two days preceding the Ministerial gathering on 27<sup>th</sup>. It will be attended by senior country representatives and other education stakeholders. Issues will be presented by panelists in plenary and parallel sessions, followed by discussions and the formulation of key recommendations. The proceedings of these sessions will then be presented in plenary sessions for endorsement and inclusion in the report to be presented to the Ministerial segment for deliberation and adoption.

The Ministerial component on 27 April and will be attended by Ministers of Education or designated Heads of Country Delegations. The meeting format will comprise a series of open roundtables and "closed-door" sessions wherein

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<sup>1</sup> Central Africa (Yaoundé, July 2017); West and Central Africa (November 2015), Southern Africa (Lusaka, September 2016); Eastern Africa (Dar es Salaam, February 2017); Arab region (Cairo, December 2015; Dubai, March 2017).

recommendations from the technical segment will be reviewed for approval and final adoption in the PACE 2018 Outcome Statement.

Two over-arching major thematic areas will guide the deliberations in the Technical and Ministerial Segments:

***Theme I: Building skilled African citizenry as agents of change through leveraging the Demographic Dividend in Africa.***

While Africa still faces many substantial challenges with regard to education and development, there are also tremendous opportunities. Education is central to realizing the potential of technology and innovation for economic growth, peace, equality and the eradication of poverty. In terms of the demographic profile, the continent of Africa is the youngest in the world. If all of Africa's young talent is invested in, mentored, developed and coached, there is huge potential return—and huge potential loss if they're left behind.

Accordingly, PACE 2018 will address the following issues:

- i. Advancing inclusion, gender equality, and teaching and learning through a life-long learning approach to address the unfinished Education for All Agenda
- ii. Relevance of education to foster resilient, prosperous, sustainable and peaceful societies in Africa in an interconnected global world focusing on building an adequate skills set of young people and adults for work and life and living together.
- iii. Leveraging 21st century technologies for the advancement of education systems as well as societies and economies in Africa;
- iv. Towards knowledge-based societies through the advancement of higher education, sciences, technology and innovation in Africa with special focus on research and STEM education.

***Theme II: Building a conducive environment for education transformation in Africa: promoting good governance, leadership and accountability in education management.***

Applied to education, governance and management refers to the processes, mechanisms and structures, by which governments and partners implement and monitor policy decisions and that affect the financing and delivery of education services, and include monitoring of outcomes and accountability arrangements to regulate and steer the educational system. Within the context of the SDG – Education 2030 Agenda and CESA 16-25, there are specific governance and management arrangements that governments in concert with other stakeholders are expected to make.

Accordingly, this component of PACE 2018 will address the following issues:

- i. Financing education: meeting domestic and international commitments focusing on increasing innovative investments in education as well as the efficiency of education financing
- ii. Monitoring & reporting: strengthening information systems for evidence-based and accountable education policies and strategies;
- iii. Towards life-long and system-wide policies and strategies: fostering sector-wide articulation and inter-sectorial collaboration;
- iv. Strengthening mechanisms for effective partnerships and coordination at national, regional and continental levels.

Several crosscutting issues will be considered where relevant throughout the technical discussions including the following primary crosscutting issues:

- a) Gender issues and equality
- b) Youth, and
- c) Teachers

## **2. Participation of Countries**

Each country is encouraged to designate a delegation of four persons headed by the Minister of Education. In view of the agenda, the delegation may include a senior Education Official, a senior Finance Ministry Official and a representative



from Civil Society. In countries where more than one Ministry is responsible for Education (and Training), the country will indicate which Minister will lead the delegation. In those cases, the other Ministries are advised to send one senior representative per Ministry. Two members of the delegation will be provided with transport and accommodation support by the event organizers. Countries are encouraged to fund the participation of the remaining members of the delegation or seek support at country level from education development partners to facilitate their participation.

In advance of PACE, countries will be encouraged to respond to a brief questionnaire to ascertain their status regarding alignment of their education policies, plans and strategies for both the SDG4 and CESA 16-25 frameworks. Selected countries will prepare short presentations on best practices in certain thematic or organizational areas, as reflected in this Concept Note. This work will be coordinated by the UNESCO Regional Offices in Africa and the Beirut Office in the Arab Region and compiled for presentation at the event.

#### IV. Venue and details

Safari Park Hotel, Nairobi, Kenya, 25 to 27 April 2018.

#### V. Expected Participants

1. Ministers of Education from the 54 African Members States
2. Senior Technical Officials from Ministries of Education/SDG4 focal points and other relevant Ministries representatives in particular from Finance, Planning, Development, Labour
3. Africa Union Commission for Human Resources, Sciences and Technology
4. Pan-African Parliament
5. Pan-African Universities and Research Institutions
6. Regional Economic Communities (RECs: CEAC, EAC, ECOWAS, IGAD, SADC and UMA)
7. Association for the Development of Education in Africa (ADEA)
8. African Development Bank (AfDB)
9. Education 2030 co-convenors (ILO, UNDP, UNFPA, UNHCR, UNICEF, UN Women and the World Bank).
10. Global Partnership for Education (GPE)
11. Inter-governmental Organizations (CONFEMEN, Commonwealth, CPLP/PALOPs, LAS (League of Arab States), ALECSO, ISESCO, etc)
12. Regional and international civil society representatives
13. Youth organizations Representatives
14. Private Sector Representatives
15. Development Partners Representatives
16. UNESCO Regional Offices in Sub-Saharan Africa and North Africa , UNESCO Institutes (IBE, IICBA, IIEP, UIL and UIS ) and HQs Education Divisions
17. National and International press and media

# Agenda

DAY 1 - TECHNICAL MEETING: Harnessing the demographic dividend in Africa through quality education			
TIME	ITEM		
07:30-08:30	Registration		
08:30-09:35	<p><b>Plenary Session 1: Plenary Session 1: Official Opening Preliminaries</b>            Anthems (Kenya and African Union)            Prayers            Cultural Presentation</p> <p><b>Welcome addresses by:</b>  <i>UNESCO Assistant Director-General for Education a.i.</i>  <i>African Union Commissioner for Human Resources, Science and Technology (HRST)</i>  <i>Cabinet Secretary for Education, Kenya</i></p> <p>Information on Meeting Logistics, Objectives, Agenda and Structure of parallel sessions:  <i>Dr. Evangeline Njoka Kenya, Secretary General, Kenya National Commission for UNESCO and Ms Zulmira Rodrigues, UNESCO PACE 2018 Coordinator</i></p> <p><b>Moderator:</b> <i>Dr. Richard Belio Kipsang Principal Secretary, State Department of Early Learning and Basic Education, , Ministry of Education, Kenya</i></p>		
09:35-10:00	<p><b>Plenary Session 2:</b>  <b>Introduction to Parallel Sessions Day 1:</b> Building skilled African citizenry as agents of change through leveraging the Demographic Dividend in Africa: The CESA 16-25 and SDG4 frameworks specificities, convergences and complementarities</p> <p><i>Ms Beatrice Njenga, Head of the Education Division AU-HRST and Mr Jordan Naidoo, Director, Division for Education 2030 Support and Coordination, UNESCO</i></p> <p><b>Moderator:</b> <i>Professor Harry Kaane</i></p>		
10:00-10:30	<b>COFFEE BREAK – Press conference</b>		
10:30-12:30	<p>Four parallel sessions consisting of Panel presentations followed by discussions and drafting of recommendations for Ministerial Segment.</p> <table border="1"> <tr> <td> <p><b>Parallel Session 1A:</b> Advancing inclusion, gender equality, teaching and learning through a life-long learning approach to address the unfinished Education for All Agenda</p> <p><b>Room: Jambo 1</b></p> </td> <td> <p><b>Inclusion and gender equality</b></p> <p>Moderator: Mr Roland Angerer, Regional Director for Eastern and Southern Africa, Plan International</p> </td> </tr> </table>	<p><b>Parallel Session 1A:</b> Advancing inclusion, gender equality, teaching and learning through a life-long learning approach to address the unfinished Education for All Agenda</p> <p><b>Room: Jambo 1</b></p>	<p><b>Inclusion and gender equality</b></p> <p>Moderator: Mr Roland Angerer, Regional Director for Eastern and Southern Africa, Plan International</p>
<p><b>Parallel Session 1A:</b> Advancing inclusion, gender equality, teaching and learning through a life-long learning approach to address the unfinished Education for All Agenda</p> <p><b>Room: Jambo 1</b></p>	<p><b>Inclusion and gender equality</b></p> <p>Moderator: Mr Roland Angerer, Regional Director for Eastern and Southern Africa, Plan International</p>		

	<p><b>Parallel Session 2A:</b> Leveraging 21st century technologies for the advancement of education systems as well as societies and economies in Africa</p> <p><b>Room: Jambo 2</b></p>	<p><b>Digital technologies in education</b></p> <p>Moderator: Jerome Morrissey, Chief Executive Officer - Global eSchools &amp; Communities Initiatives (GESCI)</p>
	<p><b>Parallel Session 3A:</b> Relevance of education to foster resilient, skilled, prosperous, sustainable and peaceful societies in Africa</p> <p><b>Room: Ivory</b></p>	<p><b>Providing adequate skills for work to young people and adults</b></p> <p>Moderator: Mr Seydou Hanafiou, Programme Specialist, OIF-IFEF</p>
	<p><b>Parallel Session 4A:</b> Towards knowledge-based societies through leveraging quality higher education, sciences, technology and innovation in Africa to address continental challenges and increase global competitiveness</p> <p><b>Room: Bougainville</b></p>	<p><b>Higher Education and research</b></p> <p>Moderator: Prof. Bertrand Mbatchi, Secretary General, CAMES</p>
<b>12:30-14:00</b>	<b>LUNCH BREAK</b>	
<b>14:00-16:00</b>	Four parallel sessions consisting of Panel presentations followed by discussions and drafting of recommendations for the Ministerial Segment.	
	<p><b>Parallel Session 1B:</b> Advancing inclusion, gender equality, teaching and learning through a life-long learning approach to address the unfinished Education for All Agenda</p> <p><b>Room: Jambo 1</b></p>	<p><b>Teaching and learning</b></p> <p>Moderator: Ms Assibi Napoe, Chief Coordinator for Africa, Education International</p>
	<p><b>Parallel Session 2B:</b> Leveraging 21st century technologies for the advancement of education systems as well as societies and economies in Africa</p> <p><b>Room: Jambo 2</b></p>	<p><b>Role of education in the development of 21st century African economies</b></p> <p>Moderator: Prof. Nelson Torto, Executive Director, African Academy of Sciences</p>
	<p><b>Parallel Session 3B:</b> Relevance of education to foster resilient, skilled, prosperous, sustainable and peaceful societies in Africa</p> <p><b>Room: Ivory</b></p>	<p><b>Providing of skills for life and for living together</b></p> <p>Moderator: Mr. Hubert Gijzen, Director, UNESCO Regional Office for Southern Africa</p>
	<p><b>Parallel Session 4B:</b> Towards knowledge-based societies through leveraging quality higher education, sciences, technology and innovation in Africa to address continental challenges and increase global competitiveness</p> <p><b>Room: Bougainville</b></p>	<p><b>Sciences, Technology and Mathematics education</b></p> <p>Moderator: Prof. Judite Nascimento, Rector of the University of Cabo Verde</p>



<b>16:00-16:30</b>	<b>COFFEE BREAK</b>
<b>16:30-18:00</b>	<p><b>Plenary Session 3</b> – Presentation of Parallel Session findings and recommendations for discussion and consideration of the Ministerial Segment</p> <p><i><b>Moderator:</b> African Union Commissioner for Human Resource Science and Technology</i>  <i><b>Main rapporteur:</b> Mr Steven Obeegadoo</i></p>
<b>End of Day 1</b>	

## DAY 2 - TECHNICAL MEETING: Translating Education 2030 and CESA 16-25 Agendas into practice

TIME	ITEM				
<b>08:30-10:00</b>	<p><b>Plenary Session 4:</b> Stocktaking status of alignment to SDG4 and CESA 16-25: a review at country, regional and continental levels, including coordination, monitoring and reporting mechanisms and Q&amp;A</p> <p><i>Mr Steven Obeegadoo</i></p> <p><b>Introduction to Parallel Sessions Day 2:</b> Building a conducive environment for education transformation in Africa: promoting good governance, leadership and accountability in education management</p> <p><i>Ms Beatrice Njenga, Head of the Education Division AU-HRST and Mr Jordan Naidoo, Director, Division for Education 2030 Support and Coordination, UNESCO</i></p> <p><i><b>Moderator:</b> Mr Shem Bodo, Executive Director a.i., ADEA</i></p>				
<b>10:00-10:30</b>	<b>COFFEE BREAK</b>				
<b>10:30–12:30</b>	<p>Four parallel sessions consisting of panel presentations followed by discussions and drafting of recommendations for the Ministerial Segment.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <p><b>Parallel Session 1A:</b> Financing education: meeting domestic and international commitments</p> <p><b>Room: Jambo 1</b></p> </td> <td style="width: 50%; padding: 5px;"> <p><b>Increasing innovative investment in education as a continuum</b></p> <p>Moderator: Ms Suzanne Grant Lewis, Director, UNESCO-IIEP</p> </td> </tr> <tr> <td style="width: 50%; padding: 5px;"> <p><b>Parallel Session 2A:</b> Monitoring &amp; reporting: strengthening information systems for evidence-based and accountable education</p> <p><b>Room: Jambo 2</b></p> </td> <td style="width: 50%; padding: 5px;"> <p><b>Improving monitoring and evaluation of national Plans, SDG4 &amp; CESA16-25</b></p> <p>Moderator: Ms Sara Ruto, Chair of Council of Kenya Institute of Curriculum Development</p> </td> </tr> </table>	<p><b>Parallel Session 1A:</b> Financing education: meeting domestic and international commitments</p> <p><b>Room: Jambo 1</b></p>	<p><b>Increasing innovative investment in education as a continuum</b></p> <p>Moderator: Ms Suzanne Grant Lewis, Director, UNESCO-IIEP</p>	<p><b>Parallel Session 2A:</b> Monitoring &amp; reporting: strengthening information systems for evidence-based and accountable education</p> <p><b>Room: Jambo 2</b></p>	<p><b>Improving monitoring and evaluation of national Plans, SDG4 &amp; CESA16-25</b></p> <p>Moderator: Ms Sara Ruto, Chair of Council of Kenya Institute of Curriculum Development</p>
<p><b>Parallel Session 1A:</b> Financing education: meeting domestic and international commitments</p> <p><b>Room: Jambo 1</b></p>	<p><b>Increasing innovative investment in education as a continuum</b></p> <p>Moderator: Ms Suzanne Grant Lewis, Director, UNESCO-IIEP</p>				
<p><b>Parallel Session 2A:</b> Monitoring &amp; reporting: strengthening information systems for evidence-based and accountable education</p> <p><b>Room: Jambo 2</b></p>	<p><b>Improving monitoring and evaluation of national Plans, SDG4 &amp; CESA16-25</b></p> <p>Moderator: Ms Sara Ruto, Chair of Council of Kenya Institute of Curriculum Development</p>				

	<p><b>Parallel Session 3A:</b> Towards lifelong learning and system-wide policies strategies and practices: fostering sector-wide articulation and inter-sectorial collaboration</p> <p><b>Room: Ivory</b></p>	<p><b>Improving sector-wide coordination to support lifelong learning</b></p> <p>Moderator: Mr Jacques Boureima Ki, Secretary General, CONFEMEN</p>
	<p><b>Parallel Session 4A:</b> Strengthening mechanisms for effective partnerships and coordination at national, regional and continental levels</p> <p><b>Room: Bougainville</b></p>	<p><b>Strengthening coordination partnerships and monitoring at regional and continental levels (1)</b></p> <p>Moderator: Ms Ann Therese Ndong-Jatta, Regional Director for Eastern Africa, UNESCO</p>
<b>12:30-14:00</b>	<b>LUNCH BREAK</b>	
<b>14:00-16:00</b>	Four parallel sessions consisting of panel presentations followed by discussions and drafting of recommendations for Ministerial Segment.	
	<p><b>Parallel Session 1B:</b> Financing education: meeting domestic and international commitments</p> <p><b>Room: Jambo 1</b></p>	<p><b>Increasing efficiency of Education financing</b></p> <p>Moderator: Mr Nicolas Reuge, Regional Advisor for West and Central Africa, UNICEF</p>
	<p><b>Parallel Session 2B:</b> Monitoring &amp; reporting: strengthening information systems for evidence-based and accountable education</p> <p><b>Room: Jambo 2</b></p>	<p><b>Promoting accountability of Education</b></p> <p>Moderator: Dr Emmanuel Manyasa, Country Manager, Uwezo Kenya</p>
	<p><b>Parallel Session 3B:</b> Towards lifelong learning and system-wide policies strategies and practices: fostering sector-wide articulation and inter-sectorial collaboration</p> <p><b>Room: Ivory</b></p>	<p><b>Fostering Inter-ministerial and cross sector collaboration</b></p> <p>Moderator: Ms Sylvaine Marie Odile Assiba Attanasso, Minister of Higher Education and Scientific Research, Benin</p>
	<p><b>Parallel Session 4A (continued):</b> Strengthening mechanisms for effective partnerships and coordination at national, regional and continental levels</p> <p><b>Room: Bougainville</b></p>	<p><b>Strengthening coordination partnerships and monitoring at regional and continental levels (2)</b></p> <p>Moderator: Ms Ann Therese Ndong-Jatta, Regional Director for Eastern Africa, UNESCO</p>
<b>16:00-17:00</b>	<p><b>Plenary Session 5:</b> Presentation of Parallel Sessions findings and recommendations for discussion and consideration of Ministerial Segment</p>	
<b>17:00-17:30</b>	<b>COFFEE BREAK &amp; Finalization of Technical Meeting Report</b>	

<b>17:30-18:00</b>	<p><b>Plenary Session 6:</b> Presentation and approval of Technical Meeting Summary for the Ministerial segment</p> <p><b>Moderator:</b> <i>African Union Commissioner for Human Resource Science and Technology</i> <b>Main rapporteur:</b> <i>Mr Steven Obeegadoo</i></p>
<b>18:00-18:30</b>	<p>Closing of Technical Segment <i>UNESCO, African Union, Ministry of Education Kenya</i></p> <p><b>Moderator:</b> <i>Prof. Japhet Micheni Ntiba DBA, CBS, Permanent Secretary, University Education and Research, Ministry of Education, Kenya</i></p>
<b>19:00-20:30</b>	<p><b>RECEPTION</b> by the Government of the Republic of Kenya Launch of the GEM Gender Review Report in Africa</p>
<b>End of Day 2</b>	

## DAY 3 - MINISTERIAL MEETING: Harnessing Africa's Demographic Dividend through Quality Education

*\*\*Kindly note that this agenda may be subject to change.\*\**

<b>08:30-09:20</b>	<p><b>Official Opening ceremony</b> <b>Preliminaries</b> Anthems (Kenya and African Union) Prayers Cultural Presentation Moderated by the Principal secretary Ministry of Education</p> <p><b>Remarks</b> <i>UNESCO Deputy Director General, African Union President, Official opening by H. E President of the republic of Kenya, Uhuru Kenyatta, C.G.H. and Commander in Chief of the Defence Forces</i></p> <p><i>Moderated by Cabinet Secretary, Ministry of Education Kenya; Amb (Dr.) Amina C. Mohamed, EGH,CAV</i></p>
<b>09:20-09:40</b>	<p><b>Keynote address:</b> His Excellency Mr. Thomas Kwesi Quartey, Vice Chair of AUC</p>
<b>09:40-09:50</b>	<p><b>Cultural interlude</b></p>
<b>09:50-10:00</b>	<p><b>Co-convening Partners messages</b> Intervention by UNICEF, UNICEF Regional ESA Director Intervention by UNHCR, UNHCR Regional Director</p>
<b>10:00-10:30</b>	<p><b>GEM Report – Accountability in Education in Africa</b> <i>Mr Manos Antoninis, Director, GEM Report Global Campaign for Education Week, ANCEFA Board Chairperson Voices of the youth (proceedings of the pre-event)</i></p>

<b>10:30-11:00</b>	<b>COFFEE BREAK</b>
<b>11:00-12:00</b>	<p><b>Ministerial Plenary session and Round Table 1</b></p> <ol style="list-style-type: none"> <li>1. Recommendations from Technical Segment Day 1: <i>Dr. Richard Belio Kipsang, Principal Secretary, State Department of Early Learning and Basic Education Kenya Ministry of Education</i></li> <li>2. Policy debate/views on Harnessing the demographic dividend in Africa through Education</li> </ol> <p><b>Co-chairs:</b> <i>Dr Lawalley Cole, Executive Director of CAFOR and Mr Jordan Naidoo, Director, Division for Education 2030 Support and Coordination, UNESCO</i></p>
<b>12:00-13:30</b>	<b>LUNCH BREAK</b>
<b>13:30-15:00</b>	<p><b>Ministerial Plenary session and Round Table 2</b></p> <ol style="list-style-type: none"> <li>1. Recommendations from Technical Segment Day 2 <i>Dr. Richard Belio Kipsang, Principal Secretary, State Department of Early Learning and Basic Education Kenya Ministry of Education</i></li> <li>2. Policy debate/views on Building conducive environments for Education</li> </ol> <p><b>Co-chairs:</b> <i>Dr Lawalley Cole, Executive Director of CAFOR and Ms Ann Therese Ndong-Jatta, Regional Director for Eastern Africa, UNESCO</i></p>
<b>15:00-15:30</b>	<b>COFFEE BREAK</b>
<b>15:30-17:00</b>	<p><b>Draft Nairobi Pan African Declaration on Education for discussion (closed session)</b> Recommendations made by Ministers Round Table &amp; results of Technical Segment Summary</p> <p><b>Moderator:</b> <i>African Union Commissioner for Human Resource Science and Technology</i></p>
<b>17:30-17:45</b>	<p>Closure of Pan African Conference on Education Adoption of the Nairobi Pan African Declaration on Education Closing Remarks by <i>UNESCO Deputy Director General,</i> Cabinet Secretary for Education, Kenya, His Excellency Mr. Thomas Kwesi Quartey, Vice Chair of AUC</p>
<b>17:45-18:30</b>	International Press Conference
<b>19:30-21:30</b>	<b>GALA DINNER</b> hosted by the Republic of Kenya

## PARALLEL SESSIONS – Day 1: Building skilled African citizenry as agents of change through leveraging the Demographic Dividend in Africa

Parallel Session 1 (25 April, 2018): Advancing inclusion, gender equality, teaching and learning through a life-long learning approach to address the unfinished Education for All Agenda

Room: Jambo 1

### Inclusion and gender equality [10:30 – 12:30]

Reaching inclusive and equitable quality education and promoting lifelong learning opportunities for all rests on equal access to all levels of education regardless of location, sex, age, race or ethnicity, disabilities, or any vulnerability. The high numbers of out-of-school children and youth as well as low adult literacy rates shows 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 minimize barriers to learning and to ensure that all learners in schools and other learning settings experience a genuine inclusive and gender equal environment. This panel will discuss solutions to create system-wide change for overcoming barriers to quality educational access, participation, learning processes and outcomes. It will pay particular consideration to 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.

#### Presentations and participants

**Moderator:** Mr Roland Angerer, Regional Director for Eastern and Southern Africa, Plan International

**1. Out-of-school children, adolescents and youth: status and trends in Africa**

Mr Said Ould Voffal, Head of Education Surveys, UNESCO Institute for Statistics (UIS)

Three years after the adoption of Sustainable Development Goal 4 (SDG 4) and the promise to provide universal primary and secondary education, there has been no significant progress in reducing the global number of out-of-school children, adolescents and youth. The UNESCO Institute for Statistics (UIS) has just released data and related analyses, highlighting trends at the global and regional levels, to inform discussions and provide stakeholders with the data needed to target policies, strategies and resources to get all children, adolescents and youth in school and learning. The objectives of this session is to present analyses of the most recent data on out-of-school children, adolescents and youth in Africa. These analyses will highlight equity issues related to gender disparities in participation of boys and girls to education in the region. Moreover, in addition to children and adolescents out of school in the region there is a huge proportion of those who are in school but not reaching minimum proficiency levels in Mathematics and Reading.

**2. The Gender Equality Strategy for CESA 16-25: the way to a systemic change towards equity, equality and quality education**

Dr Rita Bissoonauth, Head of Mission, African Union/ International Centre for Girls and women's Education

AUC frameworks and protocols invite member states to incorporate gender equality in their strategies, plans and monitoring and evaluation frameworks. However, the AUC documents present little guidance and information regarding qualitative outcome indicators to measure change over time, particularly on the impact of gender equality in education as is expected by the AU aspirations and the Agenda 2063. In partnership with the AU and through a consultative process, FAWE has developed the Gender Equality Strategy for CESA 16-25; a tool to guide African states on how best to integrate inclusion, equity, and gender equality in education. It also includes an indicator framework

to enable member states measure progress towards gender equality and its benefits for development. The presentation of the Gender Equality Strategy will show how to address some of the issues that negatively affect girls' education in Sub-Saharan Africa (SSA), and includes a short video.

### **3. Inclusion of refugees in education sector planning**

Ms Ita Sheehy, Senior Education Advisor, UNHCR

This presentation, jointly organized by the Education Systems' Strengthening Task Team (SYSTeam) of the Regional Coordination Group on SDG4 (RCG4) of which UNHCR is a member, will summarize the opportunities for collaboration to support countries to include refugees in education systems and contribute to the attainment of SDG4. UNHCR's Education Strategy supports building partnerships with Ministries of Education and key humanitarian and development education partners to increase opportunities for refugee access to education systems in host countries. This aligns with global thinking on addressing the reality of prolonged displacement, moving from a policy of supporting separate systems for refugees to one of strengthening national and local systems for an inclusion approach. The Incheon Declaration, the 2030 Agenda, the 2016 New York Declaration and its Comprehensive Refugee Response Framework have contributed to and consolidated UNHCR's institutional approach to supporting governments to address the education needs presented by medium-term refugee displacements. An inclusion policy brings opportunities and challenges for governments, local authorities, hosting communities, supporting agencies and refugees themselves, that merit serious consideration in the light of meeting the SDG4 goal of equity, inclusion and quality.

### **4. Inclusive education for children with disability and children with Albinism**

Ms Claire Perrin-Houdon, Technical Unit Coordinator, Programme Madagascar, Humanity & Inclusion

Every learner benefits when there is investment in quality teacher training for teachers to respond to the diversity of all learners. Pre-service training of all primary education teachers on general inclusive education pedagogy, a sustainable and scalable way of rolling out inclusive education. Teachers should also be trained on the specific needs of children with disabilities or children who may face specific discrimination such as children with Albinism. This presentation compares "good practices" in introducing inclusive education modules into national pre-service teacher training in Burkina Faso and Madagascar. Since 2013, the Ministry of Education (MoE) in Burkina Faso has implemented a 20 hour inclusive education module in all 8 primary teacher training colleges, training 3292 student teachers with 139 trainers. This includes general inclusive education and specialised modules such as braille and sign language. In 2016/17 the MoE in Madagascar developed a 20 hour pre-service training module for 14 teacher training centres, training 945 student teachers so far.

### **5. Promoting youth and adult literacy: presentation of country efforts who have experienced large gains in youth and adult literacy in the past 15 years**

Mr Olivier Pieume, UNESCO Dakar Office

UNESCO has been supporting ministries in charge of education and training in integrating an innovative approach of skills development. This approach consists in strengthening synergies between technical and vocational education and training (TVET), literacy and non-formal education (LNFE) and information and communication technologies (ICTs) programmes, notably in Senegal and Mali. Synergy is based on a learning process that combines the provision of language and foundational skills as well as the development of professional skills using digital resources that reduce learning time. It is a low-cost learning opportunity for young people, illiterates and those excluded from the formal education system. The design of the process is carried out in a participatory approach integrating the professionals of the trade sector and the methodologists. Several phases have already been completed, in particular: the development of integrated reference frameworks for linguistic skills and technical and professional skills; the development of the terminology on business (woodwork) and national languages. The digital learning resources are made available through a database. The implementation phase of the first cohort in Senegal is scheduled for next October.



## Teaching and learning [14:00 – 16:00]

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. 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 a third of the estimated 617 million people concerned worldwide. These figures which reflect 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 (AU/CESA 16-25) Targets. This sub-session will discuss poor education quality with a focus on teaching and learning (while the parallel sub-session on “Inclusion and Gender Equality” will address issues related to access to education). In so doing, the session will provide recent information on the state of art in Africa, allow for peer learning on good practices and innovative approaches and facilitate exchanges among countries and stakeholders.

### Presentations and participants

**Moderator:** Ms Assibi Napoe, Chief Coordinator for Africa, Education International

**1. Findings from one of the most recent study on the quality of basic education in SSA, “Facing Forward: schooling for learning in Africa”**

Ms Sajitha Bashir, Practice Manager, Education, World Bank

*Facing Forward: Schooling for Learning in Africa*, a new publication of the World Bank, focuses on how to improve learning outcomes in basic education in Sub-Saharan. This comprehensive regional study, the first of its kind, provides a comparative picture of the progress that sub-Saharan African countries have made in access and learning, while identifying the challenges in these areas. It creates a typology for the countries in the region that allows for cross-country learning. The book presents extensive new analyses of multiple datasets, including learning assessment data, from over three dozen countries in the region. It lays out concrete steps in four priority areas: addressing smooth student progression through the basic education cycle, in particular addressing the early grade “traffic jam”; ensuring effective management and support of teachers; increasing the level, composition and quality of spending; and boosting institutional capacity. This regional study complements the World Development Report 2018: Learning to Realize Education’s Promise.

**2. Readiness to learn: Exploring the impact of early learning attendance on learning outcomes at primary level**

Mr Hilaire Hounkpodote, PASEC Coordinator, CONFEMEN

Over the past few decades the world has focused on universal access to primary education, with governments and the international community investing in school infrastructure, teacher training, and learning materials. Childrens’ attendance in school has increased but many children are not learning (UIS, 2017). In the new era of Sustainable Development Goals in Education (SDG 4), the focus has been directed to learning quality and equity. To measure progress on SDG 4 globally, the international community has agreed to use following indicator: Proportion of children and young people: (a) in Grades 2 or 3; (b) at the end of primary education; and (c) at the end of lower secondary education achieving at least a minimum proficiency level in (i) reading and (ii) mathematics. Many countries are promoting quality by improving the monitoring of learning by national, regional and international learning assessments, and developing targeted programmes to improve teaching and learning. The first part of the presentation will introduce the work of CONFEMEN through its regional assessment PASEC to monitor SDG 4 indicator 4.1.1. The second part of the presentation will look at the factors that improve learning outcomes, more specifically the link between early attendance and learning outcomes. The data will come from the PASEC2014 assessment. The presentation includes inputs from UNESCO Institute for Statistics (UIS).

### **3. Building strong learning assessment systems for better and broader monitoring of learning and the development of remedial interventions**

Ms Talia Miranda De Chaisemartin, Global Partnership for Education

Improving learning requires countries to, in a first instance, have data to understand whether or not their students are learning. Unfortunately, the availability of learning data is limited in many of GPE's 65 developing country partners (DCPs). The scarcity and infrequency in the administration of learning assessments in these countries is hindered by the limited capacity of their national learning assessment systems. To better understand this capacity, GPE developed an indicator looking at the proportion of DCPs which have a learning assessment system in the basic education cycle that meets quality standards. As per data collected on this indicator in 2016 across 60 DCPs for the baseline period of 2011-2015, only 32% of these countries had national learning assessment systems meeting quality standards. The presentation will provide an overview of the context of learning assessment systems in African DCPs and how GPE supports the building of strong learning assessment systems in Africa through different levers and investments, including through regional knowledge-sharing and capacity building networks such as the Teaching and Learning Educators Network for Transformation – TALENT.

### **4. Improving teacher training, deployment and working conditions?**

Dr. Marguerite Khakasa Miheso-O'Connor, Consultant from the African Union, AU

The AU commissioned study on Training Working and Living conditions mapped out status of teachers in all AU member states with a view to identifying best practices for replication and upscaling. The study analyzed practices related to entry requirements; initial teacher preparation models; recruitment and deployment of teachers; teachers' workload and autonomy, in relation to large classrooms and limited resources including use of unqualified teachers. Additionally, career pathways and opportunities for professional development, compensation including retirement rules and benefits, processes of monitoring and evaluation of teacher quality and teachers' voice were investigated to gauge their influence on teacher motivation. The study revealed that entry requirements impacted on the type of initial teacher training whether separate, horizontal or progressive and on the quality of working conditions. The study recommends professionalization of teaching as a prerequisite to improved teacher training, working conditions and motivation. The presentation includes inputs from UNESCO-IIEP/Pole de Dakar and UNESCO-IICBA.

### **5. How Professional Standards for Basic Education Teachers can support the achievement of SDG4 and CESA 16-25 targets related to better Learning outcomes? Lessons from the Professional Standards for Teachers and School Leaders in Africa and Teacher Qualification Framework in ECOWAS and Commonwealth Countries**

Professor Steve Nwokeocha, Executive Director, Africa Federation of Teaching Regulatory Authorities (AFTRA)

There is a growing consensus that professional standards are extremely necessary to serve as benchmarks for regulating pre-service and continuing teacher education, assessing teacher competences in classroom and extra-mural contexts and for holding school leadership accountable. Professional standards define the knowledge, skills and conduct expected of a teacher. Similarly, the teacher qualification framework helps in mapping the nature, duration, content, and process of teacher education as well as the criteria for teacher professional registration and licensing. This paper articulates practical experiences in the development of professional standards for basic and senior secondary teachers and school leaders across Africa. The paper also shares experiences from the studies of teacher qualification frameworks in ECOWAS and the Commonwealth countries. The lessons are then linked to SDG 4c, CESA Teacher Education objectives and the Recommendations of the African Union study on "Teacher Training, Working and Living Conditions in Member States" which the AU General Assembly had endorsed as being critical for CESA actualization.

## 6. Developing a regional Learning Assessment Systems Evaluation Framework (LASEF)

Dr Hellen Inyega, resource person for the Association for the Development of Education in Africa (ADEA) and

ADEA's LASEF is a set of criteria and measures for advocating best practice and benchmarking countries' capabilities to produce quality learning assessment data. Of the nine areas covered by LASEF, institutional and political environment and availability and use of human, financial and technological resources contribute to a well-functioning and fully operational learning assessment system. Appropriate methodologies and processes (technical expertise and process, institutional mechanisms and structures, relevance of assessment, education in emergencies, dissemination, data analysis and report writing) ensure production of quality learning assessment; considering also appropriateness and timeliness of products and outputs thereof. Each area has norms that commit Ministries to a best way of producing learning assessment results. A set of standards of good practice for each norm provides a reference for reviewing LASEF implementation. LASEF is ideal for self- and peer-assessment to ensure countries have internationally recognized sustainable quality learning assessment systems and practices.

## Parallel Session 2 (25 April, 2018): Leveraging 21st century technologies for the advancement of education systems as well as societies and economies in Africa

### Room: Jambo 2

#### Digital Technologies in Education

[10:30 – 12:30]

Digital technologies can serve as a vector for quality education and contribute to reaching the SDG4 targets and CESA 2016-25 objectives. In this session, presentations on different practices and experiences in ICT integration for quality education in Africa will provide participants with a better understanding of existing best practices in the continent, as well as facilitate learning and sharing of successful models. More precisely, the panel will look at how ICT policies on Open Educational Resources (OER) can facilitate among others, the expansion of online courses for achieving the national education agenda. The session will also discuss open and distance eLearning resources and practices in Uganda and the Pan African Virtual and e-university. Specific emphasis will be given to capacity building of education managers and the application of UNESCO's ICT Competency Framework for Teachers in Rwanda and Zimbabwe, as a means to guide teacher-training policies and strategies in different countries. The importance of tools and infrastructure in the use of digital technologies in education will also be addressed with specific reference to capacity building for policy makers, institutional leaders, and administrators to improve performance of public higher education institutions in using technology, Smart classrooms at universities and safety concerns in using technology and the internet in Kenya.

#### Presentations and participants

**Moderator:** Jerome Morrissey, Chief Executive Officer - Global eSchools & Communities Initiatives (GESCI)

#### 1. Establishment of a favourable political framework for Open Education Resources (OER)

Dr Nivo Ralamboranto, Chef de Service des Innovations Technologiques pour l'Éducation, Direction des Technologies de l'Information et de la Communication, Ministère de l'Éducation Nationale (Madagascar)

For technologies to effectively and sustainably support learning, government-led policies provides an enabling environment as well as a political incentive to guide ICT for education in any given country. In this session, the successful experience of Madagascar in developing Open Educational Resources (OER) policies will be explored with a presentation entitled: Establishment of a favourable political framework for Open Education Resources (OER). Madagascar is convinced that Open Education Resources can make an important contribution to SDG 4 and more specifically universal primary and secondary education. With the support of UNESCO, a strategic plan for OER has been developed in 2017. By framing the importance of OER at the policy level, implementation of OER initiatives is

facilitated. Moreover, the consideration of OER will also be integrated into the new ICT in education policy of the ministry.

## **2. Recording Studios for Enhancing Teacher Education: Perspectives of end-users**

Dr Stephen Ndawula, Director of ODeL, Kyambogo University (Uganda) and Senior Education Expert at the Department of Human Resources, Science and Technology (African Union)

Curriculum and assessment must align seamlessly with the education goals of the country, and considerations on how ICT can be integrated in the curriculum and assessment methodologies must be guided by the national ICT for education policy. Online contents to convey the curriculum, particularly through Open and Distance eLearning courses at Kyambogo University to expand teacher education in Uganda will be presented. In Uganda, recording studios have been provided to three teacher-training institutions to enhance quality online teacher education. Kyambogo University under the ODeL Centre is undertaking a study to explore the perspectives of end-users in utilizing the recording studios in the three teacher training institutions. The study will investigate the way in which end-users feel, utilizing the recording studios resources. Based on the findings, recommendations will be advanced into the future of the recording studios for enhancing teacher education.

## **3. Teacher training on the pedagogical use of ICTs (ICT-CFT)**

Ms Diane Sengati, Director of Digital Content and Instructional Technology Development Unit, Rwanda Education Board (Rwanda) and Ms Vaidah Mashangwa, Director ICT, e-Learning, Communication strategies, Ministry of Primary and Secondary Education

Pedagogy must stem from and lead to the learning targets / outcomes as decided in the curriculum. Accordingly the national ICT for education policy should guide the pedagogical use of ICT in the classroom to facilitate learners to reach the learning targets / outcomes. Teachers' readiness is crucial to the successful delivery of the curriculum and assessment – good quality teacher training that is embedded in the above-mentioned area. Rwanda and Zimbabwe's examples of conducting teacher training using the contextualized UNESCO's guide on teachers' ICT competencies will be discussed. For Rwanda, ICT is playing a key role in transforming Education. The capacity of pre- and in-service primary and secondary teachers are enhanced to provide quality education by improving their skills to integrate ICT in education and using e-assessment. The ICT Essentials for Teachers, developed by REB in collaboration with UNESCO, the Ministry of Education and other partners, focuses on the training of teachers using a blended learning approach that combines face-to-face learning with an online component. Currently, 160 teachers have been trained during the pilot phase, with the aim of using the results of the pilot to roll out the training to 43,000 teachers of public primary and secondary schools in Rwanda. In Zimbabwe, the development of the ICT Essentials for Teachers framework was used to train over 400 teachers in 20 schools across the country that are piloting the e-school model conceptualized in the framework of the UNESCO-KFIT project on "ICT transforming education in Africa."

## **4. Higher Education Innovation Driven by New Technology and promoting Internet safety and media literacy in schools**

Prof Yurong Guo, Chairperson of Southern University of Science and Technology (China) and Mr Wallace Gichunge, Executive Director, Centre for Information and Media Literacy (Kenya)

ICT tools can be used in and out of the classroom to facilitate teaching and learning. They can also be used for organization and administration of education, at the classroom level, the school level, the city level, and the national level. Relying on the advantages of local ICT sector and drawing upon experience with the massification of its higher education, SUSTech and UNESCO-ICHEI have been carrying out higher education cooperative projects with several countries in Africa. Two case studies will be shared; one called the Digital Education Link (DiEL) Project focusing on capacity building for policy makers, institutional leaders, and administrators to improve performance of public higher education institutions through the application of ICTs for innovation in management and improved gender equality. The other case study is on the Smart Classroom Project that aims to carry out remote education, share higher education resources, produce digital resources, meet the university's demand for digital learning, promote ICT-enabled higher education service innovation, and explore best ways and methods for ICT to promote higher

education massification and to improve the quality of education. By highlighting these positive impacts of ICT, attention will also be given to threats by discussing Internet safety in Kenya. In using the internet in a safe way a new set of literacies are needed to address the multitude of communication media in the wake of proliferating and emergent technologies. As countries in Sub-Saharan Africa undertake reforms of their education systems in response to global trends and the use of internet, it is important to mainstream media and information literacy to achieve the desired increase in the quality of schooling, and more critically, higher learning outcomes.

#### **5. Promoting Early Learning – The X-Prize**

Elianne Philibert, X-Prize

We launched the Global Learning XPRIZE in 2014 with a vision of the future in which every child can access quality education in the palm of her/his hand. The Global Learning XPRIZE uses an incentivized prize model for mobilizing resources to increase access to education. The prize, buoyed by a \$15 million purse from Elon Musk, challenges innovators to create new software that will teach children to read, write, and do basic math within 15 months. To go from reaching thousands of children to millions, the private sector needs governments for reach, data, and accountability. Conversely, governments need private sector resources, innovation, and results-based approach. It is an endeavor that challenges us, the international community, to broaden our thinking, tools, and networks. Effective public-private development co-operation has the potential to bridge divides in significant ways.

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

**[14:00 – 16:00]**

African economies are in flux due to several factors including technology, demographic trends, changing modes of work and migration. 21st century African economies will be impacted by digitization, innovation and greening of global economy. Digitization possibly presents opportunities for African countries economies to catch up with more mature economies and to 'leapfrog' some stages of industrial development. The digitization is often associated with high-tech industries and complex production processes, but it is also influencing a whole range of informal activities and livelihoods from street vending to agriculture and product pricing, and will continue to impact whole economies and labour markets across Africa. Government and the private sector need to work closely together to be able to meet the demand for skills stemming from digital transformation of economies.

One of the most challenging and immediate policy issue to address by African countries concerns the question of whether there is a sufficient workforce skilled to work with digital technologies across the economy. The UNESCO Institute for Statistics (UIS) (2018) reveals two aspects of concern that may undermine the building of skills for African economies and societies. One is about the extent to which children and adolescents are not learning, and the other is the extent to which young people are not in education, employment or training.

However, access to skills in most African countries is unequal, perpetuating and exacerbating the disadvantage that attends being poor, female or a member of a marginalized social group and living in rural area. Furthermore, digitization maybe exacerbating marginalisation. For instance, 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. As African countries respond to changing skills needs, it is clear that education and training systems—whether teaching the millennial generation or continuously upskilling the existing workforce—will need to be more agile. Education and training systems need to better assess and anticipate changing skill needs in order to adapt programmes, qualifications and pathways offered.

In addition to job-specific skills, digital transformation of economies will increasingly require digital skills and the 21st century skills including creative, digital, entrepreneurial and resilience skills are at the top of employers expectations for the future workforce. The importance of foundations skills to support skilling, reskilling and upskilling in a lifelong

learning perspective is another concern particularly for least developed countries with high illiteracy rates. Skills for citizenship and civic engagement are also important for building inclusive and peaceful societies.

#### Presentations and participants

**Moderator:** Prof. Nelson Torto, Executive Director, African Academy of Sciences

**Panelists:** TBC

### Parallel Session 3 (25 April, 2018): Relevance of education to foster resilient, skilled, prosperous, sustainable and peaceful societies in Africa

**Room: Ivory**

#### Providing adequate skills for work to young people and adults [10:30 – 12:30]

Africa's youth population is rapidly growing and is expected to double to over 830 million by 2050. While 10 to 12 million youth enter the workforce each year, only 3.1 million jobs are created, leaving vast numbers of youth unemployed (AfDB, 2016). 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 (UIS, 2017). 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 skill 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 required for the working world must therefore be the cornerstone of actions. Recognized prerequisites to this end include anticipating future skill needs, strengthening labor market information systems and providing reliable career guidance, elaborating skill-development policies and schemes, as well as 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).

#### Presentations and participants

**Moderator:** M. Seydou Hanafiou, Programme Specialist, OIF-IFE

##### 1. AU Skills Initiative and Decade on technical, entrepreneurial training and youth employment

Mr Nicholas Ouma, Senior Youth Advisor, African Union

To address the ever-increasing magnitude of youth unemployment in Africa, the African Union Commission (AUC) developed The Continental Strategy for Technical and Vocational Education and Training (TVET) to Foster Youth Employment. The strategy is based on a paradigm shift premised on development of TVET systems in the continent as breeding and grooming centers for young people to be job creators rather than job seekers alone. Moreover, the Continental Education Strategy for Africa (CESA 16-25) calls for the expansion of TVET opportunities at both secondary and tertiary levels and strengthening linkages between the world of work and education and training systems. With a view to guiding the African Union Member States and Regional Economic Communities, the AUC is developing a continental Plan of Action for the promotion of Technical, Professional and Entrepreneurial Training and Youth Employment in Africa. Additionally, the AUC has commenced The Skills Initiative for Africa with support from the German Government. The continental programme aims at strengthening occupational prospects of young people in Africa through practical skills development.



## **2. Skills forecasting model from Tunisia, Morocco and Algeria**

Prof. Mongi Boughzala, Professeur Emerite, Université de Tunis El Manar

Youth unemployment has been a major issue in Algeria, Morocco and Tunisia, especially for the more educated including university graduates. One possible explanation is the mismatch between the skills produced by the education and training systems and those demanded by their economies. Skills mismatch is an issue that is not only faced in these three countries, but is a global challenge. At the same time, there is a wide consensus that all types of training should be demand driven and that the education institutions should be reactive to the needs of the labour market. As this cannot happen automatically, there may be a need for a set of mechanisms and a well-designed institutional set up to establish the required communication channels, as well as an integrated labour market information systems. This presentation will highlight recent work around skill demand estimation and forecasting in the three countries, to better understand the needs of the labour market.

## **3. Youth Employment via the TVET Oil palm sector based on value added chain**

Mr Makha Ndao, ADEA

Youth unemployment has negative implications for social stability and national security, especially for a post-conflict country like Liberia. The country needs a skilled workforce to grow its economy and create wealth. The oil palm sector is projected to generate about 156,000 direct and indirect jobs by 2030. Recognizing this potential for economic development and youth employment, the Government of Liberia requested the Association for the Development of Education in Africa (ADEA) to conduct a value chain analysis of the oil palm sector with particular reference to the workforce skills requirements. The analysis led to the production of a technical report, a policy note and a project document with the objective to support implementation of a pilot competency based curriculum for training skilled farm-level workers, mainly unemployed youth, for the oil palm sector in Liberia.

## **4. Equity and gender equality in TVET**

Mr J. Mwandinya, Permanent Secretary, Ministry of Labour, Malawi

The Government of Malawi is making strides to expand provision of improved technical, entrepreneurial, and vocational education and training (TEVET) to its young people by building community technical colleges and community skills development centres in its smaller centres and introducing harmonized curriculum. With technical assistance from UNESCO and funding from the EU, the Skills and Technical Education Programme (STEP) is promoting inclusion by enhancing the image of TVET, providing opportunities for women and girls to try their hand at a trade, and identifying and responding to challenges faced by females in traditionally male occupations. STEP is informing its work from studies on career guidance and counselling, sexual reproductive health, gender-based violence, and inclusion. The important initiatives underway are apprenticeship schemes for women, supporting administrators to reduce cases of gender based violence in the colleges, development of student orientation materials, training on codes of conduct for instructors and trainees, as well as review new teaching/learning materials through a gender lens.

## **5. Implication of the private sector in skills development programs**

Mr Vincent Kouete, Chief Economist, Cameroon Business Industrial Group

Vocational training remained for a long time a weak branch of the education sector in Cameroon. Due to a system of production dominated by the informal sector or by subsidiaries of multinational firms, companies mostly relied on on-the-job training or resorted to foreign training centres. Recently, there has been a focus on the promotion of local small and medium size enterprises (SMEs), which bring about a greater demand for vocational training in the country. Project "CFPS", supported by the French Development Agency proposes a new approach to vocational training by connecting the *GICAM* (an association of enterprises, syndicates and professionals in Cameroon) and the Ministry for Employment and Vocational Training. The programme is intended to support SMEs in different ways including, development of training schemes, selection of trainees and assessment, use of internships, mobilization of professionals and partnerships.

## Providing skills for life and for living together [14:00 – 16:00]

Education contributes to promoting resilient, healthy, skilled, prosperous, sustainable and peaceful 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 local tensions and conflicts which undermine humanity's cohesion, learning to live together has become more topical than ever before. The series of topics covered in this session include: (i) sexual and reproductive health underlying the importance of helping young people making informed and responsible decisions about their reproductive and sexual health; (ii) education for sustainable development for a healthier and bio-diverse planet, promotion of local languages and the UNESCO General History of Africa in education, highlighting some of the different angles in which we aim to promote pedagogical efficiency, respect for cultural diversity and better knowledge and understanding of the genesis of African societies today; and (iii) well as promoting peace education and prevention of violent extremism – all which are important for fostering skills for life and living together.

### Presentations and participants

**Moderator:** Mr Hubert Gijzen, Director, UNESCO Regional Office for Southern Africa

#### 1. Addressing sexual reproductive health and right issues to improve education and the demographic transition – Health Education for Sustainable lifestyles

Xavier Hospital, UNESCO Dakar Office

The *African Union's Roadmap to Harnessing the Demographic Dividend through Investments in Youth* rests on key actions on four interconnected pillars. This intervention focuses on factors that interfere with the positive relationship between two of those pillars: Education and skills development, and Health and wellbeing. Adolescent pregnancy, HIV, gender-based violence and child marriage negatively impact on health and education outcomes of young people on the continent. The landmark 2013 Eastern and Southern Africa Ministerial Commitment, which has been instrumental in scaling-up comprehensive sexuality education and access to sexual and reproductive health services for young people, shows that the education sector working in collaboration with Health and other sectors can bring about positive education, health and gender equality outcomes for young people in the region. Maintaining this high-level commitment to the health and well-being of adolescents and young people in East and Southern Africa and securing it in West and Central Africa will contribute to sub-Saharan Africa where positive health, education and gender equality outcomes are a reality for all adolescents and young people.

#### 2. Education for Sustainable Development (ESD) Policy for the Education Sector: Kenya

Mr Darius Ogutu Mogaka, Director-Directorate Policy, Partnerships and East African Community Affairs, Ministry of Education Kenya

Implementation of ESD Policy by the Ministry of Education and her affiliated institutions started in March 2017 and covers the 47 Counties. The policy aims at holistic and transformational education. Its key principles are; Human rights-based approach to learning; Lifelong learning; Empowerment; Equity and social justice; Critical thinking and reflection; Transformative education, research and innovation; Interdisciplinary and holistic learning; Diverse pedagogies; Diversity; Context specific learning; Good governance and partnerships and collaborations. Policy challenges include a lack of: understanding of the ESD concept, clearly articulated strategies and policies, and educator competencies. It is recommended that the policy be mainstreamed into the education system to create an enabling environment for ESD and bring about good governance and sustainability. Kenya is supporting other countries in the region to strengthen their ESD policies. Future of policy depends on building on the lessons learned and taking into consideration new emerging issues.

### **3. UNESCO General History of Africa**

Ms Jane Nyanga, Head of History and Social Sciences Department at the Kenya Institute of Curriculum (KICD)

The African cultural renaissance is a prerequisite for achieving any plan to developing the continent at human, social, economic and politic levels. African nations could not attain any SDG-30 and CESA 16-25 goals if they do not address some of the recurrent legacy of history: the psychological consequences and interiorized prejudices inherited from slavery and colonialism, which continue to prevent Africans from transcending victimization discourses and occupying the place they deserve in the world. A better knowledge of African history and in particular of African contribution to the general progress of humanity would help Africans to develop a sense of pride in their heritage, self-esteem and self-confidence that in return would empower them in order to face their destiny. A quality education should provide Africans this basic knowledge on the creativity and achievements of people of African descent throughout history and beyond the colonial and post-colonial era. African decision makers, curricula developers and educators must have this in mind at every moment. The General History of Africa (GHA) has been designed and elaborated to respond to these consequences and provide the necessary knowledge which is critical for achieving the African cultural renaissance, a prerequisite for achieving the Agenda 2063, the Africa we want, the SDGs30 and CESA 16-25. Specifically, the AU's Specialized Technical Committee on Education, Science and Technology, meeting in Cairo in October 2017, adopted a decision to incorporate the pedagogical materials developed by UNESCO based on the GHA, into the school curricula across Africa. The AU Executive Council, at its first meeting of 2018 in Addis Ababa, endorsed that decision. The Government of Kenya is currently working with UNESCO to incorporate the first set of materials (learning units) developed for 10-12 year old students into a new and reformed curricula that is now being developed.

### **4. Education as a bridge for building social cohesion and promoting inclusion**

Mr Henri Noel Tatangang – Plan International Country Director for Central Africa Republic

This presentation focuses on the effort of Plan International in Central African Republic to address access to education for children in the conflict area and ensures children maintain some normalcy despite the conflict. The approach is to try to target several groups, children less than 5 years in the early childhood care and development programme. For the ages 6-13 we focus on supporting children in formal education and a parallel second chance programme for drop outs before they are re-integrated in the formal programme, We also support vocational training for youths which are either separated/unaccompanied and those associated with armed groups. Social cohesion is a crosscutting component that strengthens the peace process in the various communities. As a result, we have achieved in some areas children in two conflicting communities come together through the package we deliver and we have improved the access to the various facilities. As lesson, we see education as a sector that can serve in building social cohesion/promote peace. Secondly, education in emergency should be promoted as key lifesaving sector in humanitarian response. We need to encourage government and other stakeholders to budget for education in emergency and integrate disaster/conflict risk reduction in programming. Plan International operates in about 30 countries in Africa and is present in most conflict affected countries to deliver a similar package.

### **5. Multilingualism in Education: The South African Perspective**

Ms Cheryl Weston, Director of Curriculum, National Curriculum Statements (NCS), South Africa

South Africa is a multilingual society with eleven (11) official languages recognised by the South African Constitution. The importance and centrality of Language in Education is further entrenched through The National Education Policy Act and The South African Schools Act. Language is commonly described as the means by which a person learns to organise experiences and thoughts. The official curriculum, The National Curriculum Statement (NCS), advocates for an additive bi/multilingualism approach that encourages learners to learn through their home language as long as it is feasible, as well as to learn other languages. In this report, we attempt to share South African policy, experiences and challenges in offering quality education in a multilingual society.

## 6. The Promotion of local languages in national education systems

Dr Lang Fafa Dampha, Senior Research and Programme Officer, African Academy of Languages (ACALAN), African Union Commission, ACALAN

This presentation will be focused on the role of African Languages in Education. It will touch upon the strategies for empowering languages - in terms of terminology development, lexicography, interpretation and translation centres in Africa, as well as the promotion of African languages in the cyber space. It will also touch upon issues related to the culture of reading.

## Parallel Session 4 (25 April, 2018): Towards knowledge-based societies through leveraging quality higher education, sciences, technology and innovation in Africa to address continental challenges and increase global competitiveness

**Room: Bougainville**

### Higher education and research

[10:30 – 12:30]

There has been great expansion in higher education enrolment across the world. Today, 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, brain drain, low course quality, difficulties in governance structures, financial constraints, and a growing demand for higher education to contribute more consistently to national development – to name a few. Similar to other regions of the world, UIS data shows that women are missing from the ranks of higher education and research in Africa. Several African countries have undertaken reforms of their system in order to improve the management and the relevance of education and to strengthen the capacity of universities to engage in partnerships with local authorities and businesses in order to develop communities and the society as a whole. This session will touch upon some of these political and institutional issues and promising practices related to higher education and research.

### Presentations and participants

**Moderator:** Prof. Bertrand Mbatchi, Secretary General, CAMES

#### 1. Addis Convention on the Recognition of Studies, Certificates, Diplomas, Degrees and Other Academic Qualifications in Higher Education in African States

Dr Yohannes Woldetensae (African Union Commission, HRST, Higher Education Specialist)

The Addis Ababa Convention on the Recognition of Studies, Certificates, Diplomas, Degrees and Other Academic Qualifications in Higher Education in African States (known as the Addis Convention), aims to strengthen and promote inter-regional and international co-operation in the field of recognition of qualifications and mobility of students, teaching staff and researchers in Africa. It also aims to establish mechanisms for enhancing the quality of higher education institutions and systems. This presentation will discuss the political and institutional factors that could explain low rates of adoption of the convention in the region, and discuss promising practices, including research, in how the convention could support intra-African cooperation among higher education institutions, and help leverage “brain gain”.

#### 2. Status of Quality Assurance and strategic vision of HED in Africa: AU Pan African Quality Assurance and Accreditation Framework (PAQAF)

Prof. Damtew Teferra, University of Kwazulu Natal and coordinator CESA HE Cluster and Prof. ZHAO Jianhua, Deputy Director of Higher Education Research, Southern University of Science and Technology/UNESCO-ICHEI

The Pan-African Quality Assurance and Accreditation Framework (PAQAF) has been developed to provide a continental platform for enhancing the provision of higher education quality and promoting compatible methodologies. Furthermore, to advance the operationalization of PAQAF and facilitate harmonized quality assurance practices, a Continental Accreditation Agency for Higher Education will be established once a legal framework, operational structure and organizational set-up are initiated. This presentation will highlight the urgent actions that are needed to advance the implementation of the PAQAF, including communication and advocacy strategies that could be employed to effectively publicize PAQAF within the African higher education community. Finally, it will present some key challenges for the full-scale implementation of the PAQAF.

### **3. Transforming from traditional Higher Education system to dual/alternative modes**

Dr Atieno Adala, ODeL&ICT Specialist, Nairobi, Kenya and Dr. Youssouf Ouattara, UNESCO Dakar Office

Methodologies and approaches for use of ICTs and ODeL are guiding universities in creating favourable eco-systems for maximizing the impact of information and communication technologies on educational processes and outcomes. This presentation will provide examples of how ODeL is being introduced in traditional universities and how it is impacting access and quality. It will also provide a reflection on how universities can use ODeL integration to reform teaching and learning practices, as well as the infrastructural challenges standing in the way of the use of ODeL and ICT.

### **4. The Pan African University network: Enhancing Excellence in STEM and Innovation**

Prof. Belay Kassa, Interim Deputy Rector, Pan African University

The Pan-African Universities (PAU) network is an academic network of post-graduate and research institutions whose role is to develop institutions of excellence in science, technology, innovation, social sciences, which would constitute the bedrock for an African pool of higher education and research. Yet, there is a concern that rates for tertiary education graduates in the field of STEM remain low in Africa; and when coupled with the ageing academic community, could limit opportunities for innovation and expansion on the continent. This presentation will delve further in providing examples of how the PAU Institutes can contribute to excellence in the sciences. It will highlight the innovative approaches to teaching and learning have been introduced into the PAU Institutes, and the lessons learnt in the process.

## **Science, Technology, Engineering and Mathematics (STEM) Education in Africa [14:00 – 16:00]**

Achieving the 2030 Sustainable Development Agenda requires transformative thinking and action. Science, Technology, Engineering, and Mathematics (STEM) have already brought about improvements in many aspects of life, such as health, infrastructure, sustainable energy, and agriculture. STEM has the potential to be transformational and improve people's lives, while promoting solutions to emerging and existing global challenges. The African Union has recognized the importance of science, technology, research and innovation to boost socio-economic development in Africa in its Agenda 2063, and even earlier in the 2007 Addis Ababa Declaration on Science, Technology and Scientific Research for Development. There is a growing demand for professionals with STEM skills and competencies in Africa, and the Fourth Industrial Revolution is projected to create a wide range of new jobs in these fields. However, unless efforts are made to address the mismatch between the current skills and what will be needed for the future, this revolution will leave much of the continent behind.

Of 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 late primary education, deepen in secondary education, and continues with fewer women than men pursuing these fields in higher education. UNESCO's 2017 [Cracking the Code](#) report found that differential education and career expectations of girls and boys, gender discrimination in the learning process, and lack of female role models (including female teachers) in STEM, are among the factors implicated in these gender gaps. This session is intended to inform STEM

education policies and programmes at regional and national levels. It will highlight research, good practice and further efforts needed to ensure inclusive, transformative STEM education that leads us on the path to the Africa We Want.

## Presentations and participants

**Moderator:** Prof. Judite Nascimento, Rector of the University of Cabo Verde

### 1. **The Africa We Want: The African Union's efforts to advance science, technology and innovation**

Dr Beatrice Khamati Njenga, Head of the Education Division, African Union Commission

The African Union Commission (AUC) has called for investments in science, technology and innovation and the strengthening of teaching and learning of science, technology, engineering and mathematics (STEM) on the African continent to herald economic growth, shared prosperity, and sustainable development. It has put in place a number of initiatives to position the continent for successful outcomes, including the continental agenda, Agenda 2063: The Africa We Want, the Continental Education Strategy for Africa (CESA 2016-2025) and the Science, Technology and Innovation Strategy for Africa (STISA) 2024. This presentation will share more on how STEM figures in African Union documents, why this is important for the continent's growth, and other actions taken by the AUC to ensure transformative education for individual empowerment as well as fitting young people and the general population with skills for future employability, innovation and entrepreneurship.

### 2. **Pan-African centres of excellence in mathematical sciences: Driving the continent's scientific, educational and economic self-sufficiency**

Dr Dorothy Nyambi, Executive Vice President, The Next Einstein Initiative Secretariat, African Institute for Mathematical Sciences (AIMS)

The African Institute for Mathematical Sciences (AIMS) is a pan-African network of centres of excellence in mathematical sciences enabling Africa's talented students to become innovators driving the continent's scientific, educational and economic self-sufficiency. The AIMS Ecosystem is a holistic approach within which AIMS centres teach both basic and applied mathematics, delivering world-class mathematical sciences degrees to students from across the African continent. The AIMS ecosystem also drives and facilitates high quality, multi-disciplinary research addressing African development challenges. This presentation will share more about the model, its results, and how AIMS' partnerships are increasing coordination, and contributing to world-class scientific developments. It will also share how AIMS is addressing gender gaps in STEM, and leveraging investments, best practices and cooperation to retain women in the STEM pipeline in Africa.

### 3. **Teachers matter: Enhancing the capacity of mathematics and science educators in Africa**

Ms Mary Wakhaya Sichangi, Centre for Mathematics Science and Technology Education in Africa (CEMASTE)A

Social dynamics demand that teachers continuously upgrade their pedagogical knowledge and skills to remain relevant in school curriculum implementation. An educational system is only as good as its teachers' ability to unlock learner's potential to realize quality learning outcomes. Teachers matter and their professional development is central to changing learning outcomes. The Centre for Mathematics, Science and Technology Education in Africa's (CEMASTE) mandate is to transform teaching competencies for effective curriculum delivery and improved quality of education. It is a national and regional teacher training institution for Africa. Strengthening of Mathematics and Science Education in Africa (SMASE-Africa) network of twenty-seven African countries was created early 2001 to advance mathematics and science education in Africa. This presentation focuses on teacher professional development needs, training programmes that enhance effective classroom practices, and related impact.

### 4. **Nourishing the STEM pipeline: How higher education policy and leadership retains women in science**

Prof. Olive Mugenda, Former Vice-Chancellor of Kenyatta University and first female Vice-Chancellor in Kenya

Institutions of higher learning have a crucial role to play in transforming societies. This could be through creation, realigning and designing of education policies that uphold and strengthen education programs that have vast benefits



globally. The effective rollout of Science, Technology, Engineering and Math (STEM) education for women in different countries has significantly increased the number of women in science and improved their global competitiveness. The world today depends on the output from STEM education for improvement of general well-being through enhanced research and innovation. Significant efforts that encourage women participation in science are underway in Higher Learning Institutions (HEIs). However, there is need for more emphasis on enhancing inclusive and transformative leadership that will oversee full realization of women participation in science. Therefore, as a matter of urgency it will be important to review and strengthen the capacities of STEM as a way of promoting gender transformative leadership.

**5. Microsoft: Delivering skills and innovation for entrepreneurship and employability**

Mr Alex Nyingi, Head of Microsoft Corporate Philanthropies, Sub-Saharan Africa

The 21st Century job market is constantly evolving. With Africa's fast-growing youth population, it is vital that all young people have the relevant and in-demand skills today's employers are looking for. Microsoft's initiatives, such as 4afrika & Philanthropies, are expanding access to technology, developing world-class skills, and investing in innovations that develop solutions by Africans, for Africa. This presentation will share Microsoft's efforts to develop skills that promote entrepreneurship, improved employability and competitiveness through Digital Skills and Computer Science Education, Internship and Mentorship programmes, and other opportunities for real-world learning experiences in Africa. It will explain why Microsoft prioritises investments in Africa, and how access to technology and relevant skills can accelerate Africa's global competitiveness, and help communities, countries, the continent and beyond.

## PARALLEL SESSIONS - Day 2: Building a conducive environment for education transformation in Africa: promoting good governance, leadership and accountability in education management

Parallel Session 1 (26 April, 2018): Financing education: meeting domestic and international commitments

Room: Jambo 1

### Increasing innovative investment in education as a continuum

[10:30 – 12:30]

With the ambitious Education 2030 Agenda and Africa's Agenda 2063, and official development assistance declining, it is clear that traditional financing is insufficient. This is resulting in more attention to non-traditional or innovative financing options. Many are calling for hybrid or blended financing models and considerable exploration and experimentation is evident. This session will explore several efforts to provide sustainable innovative financing for Africa's transformation through lifelong education. Starting first with the continent-wide initiative, the African Education Fund, proposed in 2017, the session then turns to regional and national efforts. Presenters explore the use of levies to fund early childhood education, the reduction of corporate tax incentives to free up financial resources for girls' education, and a recent study of the potential of the Diaspora and tax levies for financing education in Southern Africa. The perspectives of national and international civil society organizations, government, and development partners are represented on the panel. The panel aims to deepen our understanding of the term "innovative financing" and identify promising options for ensuring Africa's educational transformation is supported.

#### Presentations and participants

**Moderator:** Ms Suzanne Grant Lewis, Director, UNESCO International Institute for Educational Planning

**1. African Education Fund as a continent-wide initiative for increasing investment in education**

Mr Shem Bodo, ADEA Acting Executive Secretary

Implementing the education component of the 2030 Global Agenda and Africa's Agenda 2063 requires enormous financial resources throughout the respective implementation periods. At the 2017 ADEA Triennale on education and training in Africa, African Ministers, key development cooperation partners, and stakeholders committed to revitalizing and transforming education systems on the continent, supported by a funding mechanism such as an African Education Fund (AEF). The objective of the African Education Fund is to provide a solid and sustainable financial resource base to support African governments in the implementation of the education component of the Global Agenda 2030 and Africa's Agenda 2063. The Fund is envisaged as a funding mechanism that is continental, responsive to varying African educational needs and priorities, financed by African governments, partners and education stakeholders, and managed by an African organization. The presentation will highlight the AEF's rationale, outcome of the feasibility study on its viability, and next steps to operationalization.

**2. Investing in Early Childhood Education: the case of Mauritius**

Ms Maya Soonarane, Director, Strategic Planning and International Relations, Ministry of Education and Human Resources, Tertiary Education and Scientific Research, Mauritius

While the benefits of early childhood interventions are widely recognized for their social and economic returns to society, their implementation will require substantial additional investment. It also requires close inter-institutional collaboration since the ECD package of services covers health and nutrition, sanitation, care and protection, in addition to early stimulation and learning. The failure of governments to invest in early childhood tends to have

alarming consequences: the foundation for future learning is seriously shaken and attempts at subsequent remediation are too late and too heavy a price for countries to bear. Three major recommendations are made. The first argues that States must meet their moral obligation of mainstreaming ECE into the education system, ensuring young children are provided with learning opportunities within a framework supported by legislation and regulation, institutional capacity, partnership with stakeholders and governance structures for system accountability. The second insists that States are duty-bound to close the inequity gap right from the early years. The third makes a case for a coordinated and integrated approach with other institutions and the home, given that learning begins well before formal schooling begins. The Mauritian ECE model is presented, with its emphasis on financing of access, equity and quality measures.

### **3. Scaling-up Domestic Resources for Financing SDG 4: Keeping our promises**

Ms Julie Juma, Education Programme Manager, ActionAid International

Globally, 264 million children and youth are out of school. More investment is needed to ensure free, quality public education for all. Most developing countries are failing to meet the agreed education financing benchmarks. Meanwhile, ActionAid's research shows governments are losing huge amounts of potential revenues that could be spent on improving education, especially for girls. An estimated 97% of the funding to achieve SDG 4 must come from domestic budgets by reducing or eliminating harmful corporate tax incentives and tax evasion. To improve domestic financing for education Governments are being called upon to: increase the share, size, sensitivity and scrutiny of education budgets to ensure money arrives where and when it is needed most.

### **4. Mozambique country case: Reducing corporate tax incentives to increase financing of girls' education**

Ms Amina Issa, Chairperson, Mozambique Education Coalition; Women Rights Strategic Priority Coordinator, ActionAid Mozambique

This presentation will provide a country example of the research on potential revenue from reduced corporate tax incentives. In Mozambique, 64% of adult women are illiterate and an estimated 426,250 girls of primary school age are out of school. Although Mozambique spends around 22% of government revenue and a healthy 6.5% of total GDP on education, this is still not enough to ensure all children are in school and learning across the country. This presentation is a call for action to be taken to prioritize education in budgeting and increase the overall amount of revenue collected if we want to guarantee enough funding for free, quality public education for all, including girls. A brief film showing children demanding their rights to education will compliment it.

### **5. Malawi Innovative Financing of Education – Utilizing alternative financing mechanisms that generate extra funding other than the traditional ways**

Mr Kisa Kumwenda, Program Manager; Acting Executive Director, Civil Society Education Coalition (CSEC) Malawi

Innovative financing models are powerful tools that can greatly improve the availability of funding in the education sector. These models have unique advantages: they are more stable and predictable than ODA (Official Development Assistance); they are complementary and additional to the traditional ways of financing the sector; and their mode of governance is innovative. This presentation will report on the exercise that analyzed various financing models in Malawi and identified innovative funding sources that could efficiently and effectively mobilize and apply resources to critical sectors of education. Key models identified were: Debt for Education Swaps; Bond Financing; Education Levy and PPP for Education. The Coalition used the findings to engage with high-level stakeholders in the country and utilized low cost, sustainable communication strategies to advance messages on innovative models. The strategies were fruitful, as senior government officials have started discussing the possibility of implementing an education levy and PPP as one of the innovative model.

## Increasing efficiency of Education financing [14:00 – 16:00]

In a context where African States have made significant efforts to allocate their national resources to the education sector and there is relatively little room to manoeuvre to increase this funding, households contribute a large amount to national education spending. In parallel, there are disparities in the appropriation of public education resources for some sections of the population. This session aims to discuss a more effective and equitable use of financial resources in education, while proposing ways of ensuring more equitable reallocation aimed at inclusive, quality education.

### Presentations and participants

**Moderator:** Mr Nicolas Reuge, Education Regional Advisor, UNICEF, West and Central Africa Office (WCARO)

#### 1. Funding education in Africa more equitably

Mr Guillaume Husson, Coordinator, UNESCO IIEP- Pôle de Dakar

African States have made major budgetary efforts for the education sector during the past 20 years, with the exception of a number of countries in conflict and emergency situations. Partners have been accompanying countries in the funding of education, but problems of equity are apparent, as some sections of the population do not benefit from this funding to the same extent as other sections. Thus, the wealthiest, urban, male populations appropriate this funding to a much greater extent than the poorer, rural, female populations. The aim is therefore to question and identify the effectiveness and efficiency of education spending in the use of existing resources, while proposing ways to reallocate spending on education more equitably, so that the most vulnerable populations can benefit from these resources and have access to quality schooling and education.

#### 2. Improving public spending efficiency through better teacher allocation

Ms Talia Miranda De Chaisemartin, Education Specialist, Global Partnership for Education

Addressing teacher allocation issues in Africa could potentially be one of the most cost-saving policy interventions throughout the region. In most African countries, teachers represent the highest education expenditure budget item, accounting for more than two-thirds of total expenditures on education. At the same time, studies show that in many African countries teacher postings are not commensurate to the number of pupils in schools pointing to substantial efficiency issues. While both the CESA 16-25 and the SDG agenda strongly focus on equity, equitable education systems also require the effective allocation of resources and teachers in particular. There are, however, strong indications that insufficient attention is given to teacher allocation in education sector plans and that support from development partners needs to be improved. This presentation by the Global Partnership for Education stresses the opportunity cost associated with misallocating teachers and points to the need for further and better inclusion of teacher allocation analysis and policies in national and international strategies.

#### 3. Improving educational outcomes of children and youth in low-income communities by investing in nutrition, health, sanitation, energy and technology

Ms Aleesha Taylor, Directrice des projets stratégiques et des partenariats, Educate Global Fund

Educate Global Fund (EGF) is an innovative fund management company based in Nairobi. EGF seeks to exhibit how private capital and blended financing mechanisms can improve educational quality and outcomes for vulnerable children while strengthening the ecosystem for national education reforms and the efficiency of public and donor funding. With investments in small and medium size African enterprises beginning in 2018, EGF will impact the education sector through investments in nutrition, health, technology, energy and sanitation. This presentation will focus on a unique collaboration between EGF, DFID and Oxford Policy Management (OPM) that examined the linkages between interventions in the Fund's five core sectors and educational outcomes and establishes the evidence base for their investment approach. We will synthesize the findings of a literature review that entailed over 2700 studies to document the overwhelming evidence for the effectiveness of interventions in these sectors. Educate

Global is also one of the winners of the SDG Innovation Challenge which is coordinated in Kenya at the UN Resident Coordinator's Office.

#### **4. Education financing for children with disabilities**

Ms Yetnebersh Nigusie, Light of the World

There are 32 million children with disabilities who are not able to go to school in developing countries due to no fault of their own. The most cost-effective solution for educating all is inclusive education, where all children with and without disabilities learn in the same class room. This brings better social, academic, health and economic outcomes than children with disabilities attending segregated schools. Most funding for special education needs in the developing world comes from individual donors and foundations, but much more investment is needed. Most education funding by donor governments do not prioritise disability inclusion to receive further funding, nor are the allocations adequate but it is a growing challenge and an interesting investment area for both the public and private sector to address.

#### **5. Education Cannot Wait**

Ms Zeinab Adam, Senior Education Advisor and Mr Graham Lang, Senior Education Advisor, Education Cannot Wait

Emergency and conflict contexts, including in Africa, are particularly challenged in financing their education systems. ECW aims to deploy its support in collaboration with national and international partners to ensure children and youth affected by emergencies receive quality education. Special focus is placed on building national capacities, systems and financing capabilities, and influencing policies. An increase in fiscal allocations for Education in Emergencies is essential to keeping children and youth out of armed conflict, protected and with access to essential rights and, ultimately, it is central to building a culture of peace, reconciliations and respect of fundamental rights and different identities, as well as increasing employability prospects. In such contexts, leveraging on international financing schemes and private sector investments is also essential. This presentation will highlight collaborative and blended financing strategies that could be undertaken to strengthen the education system in countries in emergencies. It will include strategies to advocate for increased investments from both national governments and the international humanitarian and development community and for appropriate policy changes.

## **Parallel Session 2 (26 April, 2018): Monitoring & reporting: strengthening information systems for evidence-based and accountable education**

**Room: Jambo 2**

### **Improving monitoring and evaluation of national plans – SDG4 and CESA 16-25 [10:30 – 12:30]**

The Agenda for Sustainable Development and Education 2030 presents an ambitious new policy vision for education globally. The SDG 4 and Education 2030 and the CESA 16-25 Agendas places huge new demands on African countries, especially producers and users of education data. For Sustainable Development Goal (SDG) 4, “inclusive and equitable quality education and lifelong learning opportunities for all,” the main challenge for countries is to measure and monitor targets that are characterized by their broad scope, the thematic focus on quality and equity, and the need to enhance national institutional and technical capacities. Moreover the Strategic Objective 11 of the CESA 16-25 aims at 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 in on average, only 47 per cent of the global SDG 4 indicators are available at country level in Sub-Saharan Africa. Therefore, there is a clear need for a data revolution in Africa to be supported by international organizations to enable the continent to build sustainable Education Information Systems to monitor progress towards the objectives of SDG 4 and CESA 16-25. The panel presentations will focus on some of the recent education data initiatives in the continent and the challenges and opportunities in gathering national and international education data to measure and assess progress.

## Presentations and participants

**Moderator:** Ms Sara Ruto, Chair of Council of Kenya Institute of Curriculum Development

### **1. Development of National SDG 4 Indicators Frameworks and the related Monitoring and Evaluation systems: Case of the Democratic Republic of Congo**

Mr Oumarou Hamissou, Education expert, Technical assistant, SPACE

In an effort to provide a holistic support to Member States on SDG 4, UNESCO has developed a CapED pilot programme to support countries developing national capacities to integrate the SDG4-Education 2030 Agenda into national education policy and sector management including monitoring of progress. The main objective of CapED is to review existing policies and plans, in light of the SDG4 targets and improve national data collection and analysis systems to better monitor progress towards them. The overall CapED programme currently implemented in 23 countries focuses on three priority areas: sector-wide policy and planning, skills for life and work, and teachers. The CapED pilot is a collaboration with the UNESCO's Institute of Statistics to implement the data component, the key output of which will be the development of a national strategy for the development of education statistics (NSDES). Since 2016, the CapED Pilot Programme is implemented in eleven selected countries of which the five following countries in Africa: Mali, Madagascar, Mozambique, Democratic Republic of Congo and Senegal. This presentation provides a status report on the results of the implementation of the project in the five CapED pilot countries in Africa: and the related challenges and opportunities and lessons learnt from their experiences with a focus on the experience of the Democratic Republic of Congo.

### **2. Strengthening national EMIS in African countries, ADEA/AU and UIS experiences**

Mr Shem Bodo, ADEA Acting Executive Secretary

Countries face challenges to collect evidence for planning and policy in education. UNESCO, the African Union and other partners have invested to develop national EMIS, but several decades later, it is not common to give examples of sustainable EMIS that demonstrates full autonomy, and usage of evidence for policy and planning purposes. While countries have developed different data management systems with the support of development partners, the majority of them have not managed to allocate appropriate internal resources for the production of data in education, which is highly dependent on partners funding mechanism. In this context, how will countries meet the imperative of monitoring and evaluation of progress on CESA and SDG 4 targets? This presentation will focus on lessons learnt from ADEA's and UNESCO capacity strengthening work on EMIS in African countries in terms of achievements and challenges, and elaborate on opportunities to establish sustainable EMIS in the context of AU-CESA 12-25 and SDG 4 agendas.

### **3. National Education Account: improving the quality of education finance data and analyzing financing flows, case of Uganda**

Mr Aggrey David Kibenge, Undersecretary, Ministry of Education and Sports-Uganda.

Data on education expenditure are often incomplete due to the complex nature of finance in the sector and the different ways in which institutions report financial information. Consequently, many countries lack a sustainable education financing data collection, analysis and dissemination, system. The absence of national education finance data results prevents the effective monitoring of progress towards the Education 2030 framework and Sustainable Development Goal (SDG) number 4, as well as the development of realistic costing exercises, at both national and international levels. The National Education Account (NEA) methodology developed by UNESCO in 2016 allows to organize multiple education finance data according to a structured methodology and using a common set of definitions. Its aim is to capture and gather all financial flows within a coherent accounting framework to enable the education sector's economy to be analyzed, covering both the funding and the production costs of activities. Uganda was one of the few pilot African countries that implemented NEA with UNESCO support and this session presents this experience.



#### **4. The Teacher Task Force’s African Regional Working Group on Monitoring the Teacher Target**

Representative from the African Union Commission

#### **5. International Taxonomy on Teacher Training & Conceptual framework for teacher-related SDG4 indicators from the Africa perspective**

Mr Said Ould Voffal, Head of Education Surveys, UNESCO Institute for Statistics (UIS)

Good teachers are the cornerstone of learning. The centrality of teachers’ role in order to ensure Educational quality is prominent within the new Sustainable Development Goals (SDG) framework, as a whole target (4.c) is dedicated to teachers. Despite the fundamental role played by teachers in the education and learning process and the need for well-prepared and motivated teachers to achieve any of the SDG4 targets, little is known about how well they are qualified, how they are trained. Some fundamental issues around definitions—for example what does it mean to be a ‘qualified’ or a ‘trained’ teacher- and comparability between countries are major roadblocks to correctly report indicators and monitor this SDG4 target. The aim of this session is to present an exploratory research to develop an international taxonomy on teacher training to improve the definitions and concepts of SDG 4.c indicators for better reporting/monitoring and comparability, and eventually increased teaching quality and learning.

### **Promoting accountability in education**

**[14:00 – 16:00]**

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 consigned to government institutions who are given tax payers resources to perform their functions is merited. 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 instilling confidence in the government and responsiveness to the community they are meant to be serving. To accomplish the larger shared aims of education, policy-makers must recognize actors’ interdependence and work towards systems that incorporate mutual accountability approaches. This session will discuss what accountability is and whom it involves. It will also 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, will help frame this panel discussion that will provide insights from across the continent into how a wide range of actors – including government, regional organizations, the parliament, civil society and the media – are essential and interdependent to achieving SDG 4. The ensuing discussion will allow participants to share experiences from their own work at the national and regional level to design and implement robust accountability systems.

#### **Presentations and participants**

**Moderator:** Dr Emmanuel Manyasa, Country Manager, Uwezo Kenya

#### **1. Accountability and efficiency in education**

Mr Manos Antoninis, Director, Global Education Monitoring Report

The 2017/8 GEM Report reminds us that we are all responsible for achieving the education goal in the Sustainable Development Agenda, SDG 4. The goal is ambitious; no one single person or institution can achieve it alone. This session will discuss what accountability is, whom it involves, what an effective accountability system may look like and how accountability mechanisms can be detrimental if badly designed. Focusing on some of the key findings and recommendations from the GEM Report relevant to the region, the presentation will provide insights into how a

wide range of actors – including government, schools, teachers, parent and students, regional organizations, and the private sector – are held accountable for their education responsibilities

## **2. Who is accountable to whom? Civil society and the media is key to accountability**

Mr Samuel Kimeu, Executive Director, Transparency International, Kenya

Civil society plays a crucial role in making sure that governments provide inclusive, equitable and quality education for all. There are a number of methods that civil society can use, including monitoring, reporting, and advocating for change. In this, the media is an important partner as their reach is often much greater than NGO reports and public information campaigns. They can channel research from civil society and academic institutions but also publish their own investigative stories. However, the media environment across Africa is changing, risking the ability of both sectors to contribute to establish more accountable governments in the region. This session will explore how civil society can work to increase accountability, drawing on the presenter's experiences at Transparency International and the organization's report *Global Corruption in Education*.

## **3. Parliament's role: Holding governments to account for education commitments**

Ms Marie Claire Monty, Vice-Chairperson of the Committee on Education, Culture, Tourism and Human Resources, Pan-African Parliament

Established in 2004 the Pan-African Parliament, exercises oversight, and has advisory and consultative powers informed by a vision to provide a common platform for African peoples and their grass-roots organizations to be more involved in discussions and decision-making on the challenges facing the continent. The focus of this session is parliaments and parliamentary committees and the role they play as scrutiny mechanisms and as watchdogs over the Executive. In particular, the session will explore the function of the Pan-African Parliament's Permanent Committee on Education, Culture, Tourism and Human Resources and its central supervisory position in the increasingly intricate web of accountability processes designed to uphold the right to education for all Africans, as well as efforts to re-establish the Forum for African Parliamentarians for Education.

## **4. National education monitoring reports are essential for communicating progress against commitments**

Hon. John C. Muyingo, Minister of State for Higher Education, Uganda

The 2017/8 GEM Report showed that national education monitoring reports are a vital tool for transparency and accountability yet only 21 out of 48 countries in the sub-Saharan region published an education monitoring report at least once since 2010 and fewer than 10% did so regularly. One of them is the Annual Performance Report of the Ministry of Education and Sports in Uganda. This session will focus on the Ugandan experience as an example of best practice for the design and delivery of a comprehensive annual review of performance from early childhood through to tertiary education. The session will provide an account of ministry actions and their results at the input, process and outcome levels. It will offer an analysis of challenges and factors affecting the achievement of goals, and discuss ways in which the model can be strengthened and introduced in other contexts.

## **5. Role of regional organizations: towards achieving SDG 4 and the education goals outlined in Agenda 2063**

Representative, Education Division, African Union

Peer learning processes whereby public officials gain practical insights from each other can take place through meetings, focused discussions, experience sharing or formal training sessions. Regional organizations can help address this challenge. This session will discuss the role of the African Union in promoting policy dialogue and knowledge sharing amongst education policy makers from across the continent based on the ten-year Continental Education Strategy for Africa (CESA) 2016-25. The session will explore the ways in which the African Union reports on CESA through the Continental Annual Report of Activities (RACA) and how it can strengthen its response to the needs expressed by ministers of education to facilitates regional and sub-regional cooperation and dialogue on key education themes.

## **6. The role of young people in mobilizing financing for SDG4 and ensuring accountability on commitment**

Ms Edith Asamani, Youth Advocate

Youth advocates across Africa and other regions organize locally, nationally, regionally and globally to influence education policy and demand quality, equity, inclusion and accountability for education reforms. The 2030 and 2063 Agendas provide platforms for young people to channel their activism as agents of change, and catalysts for continental and global prosperity, and security. Yet they are not always included in discussions or decision-making processes on education, despite the positive impact they can have in helping inform and guide education reforms that meet the needs of today's youth. This session will explore the role of young people in advocating for quality education, including financing, and will highlight the vital role they play to hold governments responsible for education reforms and results.

## **Parallel Session 3 (26 April, 2018): Towards lifelong learning and system-wide policies strategies and practices: fostering sector-wide articulation and inter-sectorial collaboration**

**Room: Ivory**

### **Improving sector wide coordination to support lifelong learning**

**[10:30 – 12:30]**

Lifelong learning, as an idea, a principle, and a policy objective, is becoming increasingly more relevant particularly in light of rapidly changing knowledge societies and economies, demographic shifts, increased mobility and ethical concerns about human rights, inequalities, social cohesion, and environmental issues, including climate change and unsustainable patterns of consumption and production. Lifelong learning is a potential vehicle for lasting peace and sustainable human development, and is recognized as a policy imperative yet its transformative potential has not yet been widely operationalized. In this regard, a lifelong learning approach to education policies is essential for achieving SDG4 and the 2030 Agenda for Sustainable Development as a whole. It implies enhanced sector-wide and inter-sectoral coordination in Education but also inter-ministerial coordination. In Africa, lifelong learning, aspects and ambitions are captured in the CESA16-25 as well as in the Africa 2063 agenda. Some countries have introduced flexible learning pathways, including through systems for the recognition, validation and accreditation of learning, qualifications frameworks and other innovations. However, few if any, countries have achieved well-integrated and functioning lifelong learning systems. This session will engage participants in debates on the policy, organization and practice implications of lifelong learning, and policies and actions for lifelong learning, in the context of SDG4-Education 2030 and CESA16-25, drawing on inspiring examples in the region.

#### **Presentations and participants**

**Moderator:** Mr Jacques Boureima Ki, Secretary General, CONFEMEN

#### **1. A conceptual framework for Lifelong Learning and policy implications**

Ms Margarete Sachs-Israel, Chief Programme Coordinator, UNESCO Institute for Lifelong Learning and Mr Keith Holmes, Programme Specialist, UNESCO

This presentation will outline the conceptual understanding of lifelong learning and briefly describe the key characteristics of lifelong learning systems. It will also discuss the role of lifelong learning in light of the 2030 Agenda for Sustainable Development and in particular SDG 4. Key features and policy themes of lifelong learning such as a sector-wide and multi-sector approach, links between formal and non-formal learning, flexible learning pathways and multiple entry and re-entry points, and the recognition, validation and accreditation of non-formal and informal learning outcomes will be presented. The presentation will also show how countries have operationalized and implemented lifelong learning and will discuss a few examples of policy implications from different contexts.

Importantly, it will discuss governance and the need for sector-wide cooperation and coordination to implement lifelong learning.

## **2. Lifelong Learning Policies in Africa: current status and future prospects**

Mr Hamidou Boukary, Consultant and UIL Governing Board Member, Niger

In 2014, the UNESCO Institute for Lifelong Learning (UIL) proposed policy considerations in the form of 10 recommendations for five African countries: Ethiopia, Kenya, Namibia, Rwanda and the United Republic of Tanzania. Overall, there was a need for the five countries to embrace the concept of lifelong learning. Since the building of lifelong learning systems is about continuity, it is important to analyse the five countries' progress since 2014. In addition to this, the 2030 Agenda for Sustainable Development set the promotion of lifelong learning opportunities for all as one of its goals – so it is also crucial to analyse how and if these African countries' various initiatives embrace the Agenda in light of SDG 4. To that end, UIL has prepared the publication Promoting lifelong learning for all in selected African countries: The experiences of Ethiopia, Kenya, Namibia, Rwanda and United Republic of Tanzania. The publication is an attempt to show advances made in the promotion and implementation of lifelong learning in the participating countries in the light of the recommendations provided by UIL in 2014 in order to convey a conceptual understanding of the promotion and implementation of lifelong learning policies and strategies in the five countries. The presentation will present the main findings of the publication.

## **3. Literacy within a sector-wide approach for sustainable development**

Ms Veronica McKay, University of South Africa

This presentation explores the new and expanded definition of literacy and lifelong learning (UNESCO 2015) and begins by locating literacy as the foundational component of lifelong learning. The paper draws on data obtained from a sample of 485 941 literacy learners who indicate the impact of literacy on their life-worlds. The findings highlight the need to associate literacy learning within a sector-wide approach where literacy is related the national development strategies, and cuts across multi-sectors such as health, agriculture, labour, social security, environment and culture. In terms of this approach, literacy is perceived as 'everyone's business' and everyone's responsibility. Such an approach relies on synergies and partnerships across sectors and across the various ministries. The presentation emphasises the need for home-grown Africanised literacy programmes in which both the mode of delivery and the content are imbued with the philosophy of Ubuntu. The latter part of the presentation argues for deliberate attempts to use literacy as catalyst for the achievement of the SDGs. Drawing on the findings from the South African Literacy Campaign, it shows how, through conceptualising literacy curricula and content around the development goals, it is possible to use literacy both to enable the acquisition of reading competences and foundational ICT and numeracy abilities, but also to enhance the potential of literacy programmes to effect transformation and social change. The presentation concludes by stressing the need for literacy programmes that are structured in terms of levels of competency and which allow for alternative pathways (including TVET) that meet a diversity of learning needs across formal and non-formal education. It makes a case for literacy being located on the national qualifications frameworks and for standardized tools to assess literacy proficiency levels to diagnose, monitor and validate learning progress and outcomes.

## **4. Articulation between NFE and Basic education: the case of Egypt**

Mr Sami Nassar, Professor of Education, Cairo University

The presentation will focus on sharing statutes and experiences on the articulation formal and non-formal education in Egypt's Sustainable Development Strategy 2030. It will discuss the legislative framework of non-formal education, as well as partnerships at national level, governance, and coordination between concerned ministries, specialized councils and unions. It will reflect on the synergies between formal and non-formal learning programs, such as the recognition, accreditation and validation of prior learning experiences. It will end with some thoughts on future perspectives.

## 5. The First Framework for VAE in Madagascar as Part of the CapED / TVET programme

Mr Andrianirina Laza Eric, Directeur Général de l'Emploi, Ministère de l'Emploi de l'Enseignement Technique et de la Formation Professionnelle

Madagascar's Validation of Acquired Experience (VAE) programme underwent its first conclusive experiment, in two sectors: (1) Tourism/Hotel/Catering (including kitchen staff, waiters, bartenders, maids and plumbers) and (2) Construction and Public Work (builders and plumbers). Proving that traditional training is no longer the only way to obtain validation of certification, this case study and methodological approach to VAE programmes, does not only enable the launch of the implementation phase of the programme in 2019, but it also draws on, in accordance with existing standards, the outline of VAE systems applicable in Madagascar, which will need to be formalised under a specific normative framework.

## Fostering inter-ministerial and cross-sector collaboration

[14:00 – 16:00]

In Africa, Lifelong learning, aspects and ambitions are captured in the CESA16-25 as well as in the Africa 2063 agenda. Some countries have introduced flexible learning pathways, including through systems for the recognition, validation and accreditation of learning, qualifications frameworks and other innovations. However, few if any, countries have achieved well-integrated and functioning lifelong learning systems. In this regard, Education cannot be a standalone sector handling all aspects of LLL. The prospective vision is to involve all development and social sectors as well as the In summary, taking a systemic, lifelong learning approach means:

1. Re-examining past assumptions about education policies and plans: beyond right to education, right to enjoy knowledge as means to improve one's life? Re-organizing education systems and redefining collaboration: how to create/strengthen new system-wide collaboration between education sub-sectors: how to link different education sub-sectors? From ECCE to HE? Between TVET and Literacy? How to ensure active implication of parents Intergenerational learning including? How to valorise indigenous knowledge?, In addition looking at enhanced inter-sectoral collaboration, for example between ministries responsible for education, labour, social affairs, health, environment, agriculture, gender equality, and others, building thereby the case for catalytically, enabling role of education vis-à-vis the other SDGs?
2. Setting up new mechanisms: how to create new rules and regulations on the Education system including systems for the recognition, validation and accreditation of learning, qualifications frameworks, including those outside the formal education structures and systems?
3. Developing, designing and implementing monitoring & evaluation education programmes optimizing digital opportunities: How to measure progress and use data to inform decision making processes including on the effectiveness of the intersectoral linkages

### Presentations and participants

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

#### 1. A conceptual framework for inter and intra sectoral coordination : implications lifelong learning policies in Africa: current status and future prospects

Mr Ydo Yao, Director, UNESCO Abuja

SDG4-Education 2030 aims to ensure equitable opportunities to education in a holistic and lifelong learning perspective. It aims to ensure universal pre, primary and secondary education leading to effective and relevant learning outcomes for all children, youth and adults as a foundation for lifelong and life wide learning. In addition, SDG 4 also aims to ensure equal opportunity in access to further learning opportunities for youth and adults throughout life. In this regard, achieving the aspirations of the education goal and targets in the 2030 Agenda for Sustainable Development requires coordinated efforts among all partners involved at all levels. In all cases, strong

multi-stakeholder partnerships and unity of action are essential for successful integration of SDG4-Education 2030 commitments and focus areas into national education development efforts. The presentation will stimulate the debate on how and why Education2030 agenda-SDG4 as a stand-alone goal (SDG 4), is central to the realization of the 2030 Agenda for Sustainable Development. Concrete cases will be shared showing the reality at country and regional level in terms of coordination. all this will be articulated or planned in the view and philosophy of Lifelong learning perspectives.

## **2. Promoting articulation for support of Refugee education**

Mr Kahilo Jose Katunda, Senior Durable Solutions Officer, UNHCR

Since the beginning of the crises that led people and children to interrupt schools and seek refuge in the Democratic Republic of Congo, much progress has been made in terms of education enrollment in refugee the camps. Although progress has been slow, the proportion of refugees enrolled in primary in the camps has risen. However, so much still needs to be done, especially in areas with newly arrived refugees; and for girls who represent close to half of the school age population. Reaching these objectives clearly requires strong, productive partnerships. At the level of the government, ministries related to education, security, health, sanitation, water and environment are collaborating to make right to education a reality in the refugee camps. Stronger collaboration and synergy among UN sister agencies (UNHCR, UNICEF, UNESCO, WFP) NGOs and local partners, with the support of bilateral and other multilateral organizations are also required to ensure that the strategic objectives and priorities for the education of refugees are met. This presentation will discuss a programme designed to take into account the needs, possibilities / capacities of existing schools to accommodate refugees in primary schools, but also at higher levels. It will present a new approach to reinforce existing national school infrastructure and to promote the integration of refugee children in local public schools. It will zoom in on the experience of the DRC.

## **3. SDG4 prioritized in a global monitoring framework**

Ms Léchildia de Souza, Deputy Director General of SDGs, Ministry of Planning and development Benin

This presentation will share the experience of Benin in inter-ministerial collaboration around the SDGs. Benin has evaluated the degree to which SDGs are considered in their main planning documents. The analysis led to the identification of priorities for the country. It calls for the need for multi-sector collaboration or the establishment of an effective coordination framework to facilitate the planning of activities and the implementation of actions to achieve the targets. This analysis also highlighted the lack of synergy of actions among the various ministries. Thus, Benin has established a coordination and monitoring-evaluation mechanism of the SDGs, whose mission is to ensure that SDG priority targets are taken into account in the country's planning system (national or / and sectoral). It is composed of two bodies: the Steering Committee and the Technical Committee. The Steering Committee, chaired by the Minister of Planning and Development and the Minister of Economy and Finance, brings together the members of the government as well as representatives from various national partners, civil society, youth organizations and the private sector. The Technical Steering Committee, whose secretariat is provided by the Directorate-General for Coordination and Monitoring of Sustainable Development Goals (DGCS-SDG), is composed of representatives of the key structures involved in the programming, planning, budgeting and monitoring-evaluation chain, as well as representatives of the private sector and civil society. It is organized in four thematic groups - social, economic, environmental and institutional frameworks. SDG4 is taken into account in the social framework, which leads to the involvement of employers in nursery and primary, secondary and higher education. The steering committee is therefore based on the inputs of the ministries but also the inputs and feedback from employers and PTFs. In this regard, the main partners that support the education sector are, among others: UNESCO, BADEA, IDB, FSD, the French Development Agency (AFD), the Global Partnership for Education (GPE), the United Nations Children's Fund (UNICEF).

## **4. Enhancing coordination mechanisms, partnership and government-led processes in ECOWAS**

Ms Rachel Ogbe, Education Adviser, ECOWAS Commission Regional qualification framework: ECOWAS

This presentation will focus on the Economic Community of West African States (ECOWAS) coordination mechanisms. It will provide more in-depth information on its components, which include:



- i. a high-level political commitment that is backed by a common pool of resources from the Community Levy and partners' interventions;
- ii. the ECOWAS Community Strategic Framework (2016-2020) which is designed to ensure compliance to identified strategic goals;
- iii. close monitoring of implementation through periodic reporting to sector ministers, relevant committees; partners coordination meetings, the diplomatic corps, council of ministers, the authority of heads of State and government and corresponding sectors and bodies of the African Union Commission;
- iv. deployment and utilization of relevant personnel such as Ambassadors accredited to Nigeria/ECOWAS, National Offices as well as Special Representatives in crisis areas, Resident Representatives in countries out of crisis and ECOWAS Ambassadors in strategic locations of partner countries and organization such as Addis Ababa for the AUC, Brussels for the EU and New York for the UN agencies.

**5. Effective collaboration to give strong foundation for LLL : Ministries of Education, Health, justice and Cities – case of ORT/SEN**

Ms Loty Gaye, Director of ORT SEN, Senegal

The ORT health/education model is an Education Ministry programme in Senegal funded by the European Union. It is backed by a multipartite partnership between the Ministry of Education, the Ministry of Health, the Ministry of Social Affairs and local authorities. The model targets early childhood development to enable children to have a good start in life. The model promotes sustainable development through the mobilization of local authorities that must provide land to house the structures: a nursery school with a vocational training workshop and a dispensary. The education service package is provided by the Ministry of Education, including the provision of teachers, continuing training, curriculum, and the monitoring and evaluation of teachers' learning. The Ministry of Health and the local authorities provide a doctor to attend to the health problems of the children and the surrounding populations. The Ministry of Social Affairs ensures the personal and community development of the children's mothers and neighbourhood youth associations to strengthen the idea of "community development school-area cells". In collaboration with the Ministry of Trade and Handicrafts, shops are built around the central unit to serve as income-generating activities. The model was launched from three pilot centres and is now expanding, with more than 10 centres.

**Parallel Session 4 (26 April, 2018): Strengthening mechanisms for effective partnerships and coordination at national, regional and continental levels**

**Room: Bougainville**

**Strengthening coordination, partnerships, monitoring and reporting at regional and continental levels**

**[10:30 – 12:30 and 14:00 – 16:00]**

PACE 2018 is happening at a crucial time as African leadership is intent and mobilized to achieve the continental vision of the African Union's 2063 Agenda and the Global 2030 Agenda for Sustainable Development. There is a common agreement that Education is at the core and a linchpin for the success of both agendas, as without human development, all other goals will not be reached. The African Union's Continental Education Strategy for Africa (CESA 16-25) was developed to serve the human capital needs of the 2063 Agenda, as SDG 4 is to do for the SDGs. The previous global and continental developmental frameworks for education (AU's first and second Decades of Education, EFA, MDGs) have yielded mixed results, that have largely been imputed to shortcomings in the mobilization of key stakeholders and resources. Hence, UNESCO and the AU are poised to make PACE 2018 a pivotal opportunity for learning from the errors of the past. The conference aims to strengthen the implementation of SDG4 and CESA 16-25, by aligning the multiple visions, partnerships and coordination mechanisms on which their future successes at country, sub-regional and continental levels will hinge. In view of the above, this session lies at the core of the conference and the outcomes of its deliberations will determine to a large extent the successful implementation of the CESA 16-25 and SDG4 agendas. It

will review the coordination and partnership architectures of CESA 16-25 and Education 2030, highlight lessons learnt and reflect on strategies for strengthening implementation of both education agendas in Africa.

## Presentations and participants

**Moderator:** Ms Ann-Therese Ndong Jatta, Director UNESCO Nairobi

**Panelists:** TBC

The interventions in this session will contribute to the development of solutions and strategies to the perennial problems of weak implementation of the education agenda in Africa for Africa's sustainable growth based on an educated and resourced human capital. The panel will reflect on the following issues and guiding questions:

**1. The existing coordination and partnerships architecture:**

- The type, nature and effectiveness of the coordination and articulation of existing mechanisms that link: (i) the global (SDG4, Global Education Meeting and SDG-Education 2030 Steering Committee) to the continental (AU and CESA 16-25 (STC-EST); (ii) the Continental to the Regional (RECs) and (iii) the regional to the national.
- The objectives of the coordination and articulation at the different levels (national, regional and continental), and identification of priority areas and follow-up actions for the next 5 years.

Guiding Questions:

- a. What is the status of implementation of the coordination and partnership mechanisms for CESA 16-25 and SDG4?
- b. How can existing mechanisms be more efficient and effective?
- c. Should these mechanisms be modified or overhauled?
- d. How should UNCTs work with government on these two frameworks to ensure effective partnerships?
- e. What can be put in place to strengthen big data in Africa for effective monitoring, evaluation and reporting, decision making, policy articulation and implementation.

**2. Review, monitoring and reporting:**

- The data-related issues that would need to be addressed, such as the AU's recently developed and approved CESA M&E framework, and next steps.
- Guiding Questions:
  - a. What does the CESA M&E framework measure? Is it measuring CESA implementation progress or country progress towards the CESA goals?
  - b. How can partners support the Institute of Planning of the AU and its role in monitoring CESA16-25 from regional and continental perspectives by avoiding duplication with what UIS is doing and building on their strengths and opportunities?
  - c. How does the CESA's M&E framework reflect CESA progress, and in particular the linkages with the RECs and the reporting to the Global framework from a Continental perspective?

## Key reference documents

[ADEA 2017 Triennale General Synthesis: Revitalizing Education towards the 2030 Global Agenda and Africa's Agenda 2063](#)

[Agenda 2063](#)

[Continental Education Strategy for Africa 2016-2025](#)

[Education 2030: Incheon Declaration and Framework for Action for the implementation of Sustainable Development Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all](#)

[Unpacking Sustainable Development Goal 4 Education 2030](#)

[Transforming our world: the 2030 Agenda for Sustainable Development](#)



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