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**Promoting critical knowledge, skills and qualifications for
sustainable development in Africa: How to design and
implement an effective response by education and
training systems**

Sub-theme 1

**Common core skills for lifelong
learning and sustainable
development in Africa**

**Status of BEAP Implementation: Responding to the
Kigali Call for Action – case studies from 3 countries**

UNESCO-BREDA

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ABSTRACT

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1. ABSTRACT

1. Over the past two decades, global partnerships mechanisms like EFA and FTI, among others, have contributed tremendously towards getting millions of children around the world enrolled in school. Despite the considerable success realised by many African countries towards the attainment of the EFA goals, it is noted that millions of children are still outside of the formal education system. In addition, of those that enrol some will drop out, others will repeat and many will finish six years of primary education without acquiring the basic skills to continue learning or join the labour market (see GMR, 2009; 2010; 2011).

2. Concerns over the low quality and utility of education as well as the nagging issues of access, equity and inclusiveness of the education systems, expressed at different international and regional consultations on education, culminated in the declaration of the regional high-level workshop on extending basic education in Africa held in Kigali, Rwanda in 2007 called the “Kigali Call for Action”. In the call for action, a framework (BEAP) was developed to guide African countries in undertaking comprehensive and holistic basic education reforms, creating an organic link between basic and post-basic education as well as provides a space for diverse partners to contribute towards the reforms. BEAP is essentially an instrument to implement the Kigali Call for Action.

3. Some African countries have adopted BEAP-type basic education system reforms before and since Kigali using various stated priorities including access and equity, quality, curriculum and teacher training. An increasing number of countries have expressed the desire to undertake basic education system reforms but unable to do so due to a number of challenges including financial and capacity limitations as well as insufficient understanding of the operationalisation of BEAP on the ground.

4. Consequently, UNESCO commissioned the preparation of case studies on BEAP implementation to share at the ADEA Triennale. The case studies present experiences from three (3) countries that have adopted BEAP and are in the process of operationalising it. While it is too early to expect the impacts of BEAP-type reforms, there are experiences in reforming basic education systems from the case study countries that could be useful to share with other countries that may be planning to undertake such reforms.

5. The synthesis of the BEAP experience in the case study countries is contained in Section 5 of this paper preceded by a highlight of key features of the BEAP and its relation to the Kigali Call for Action (Section 4). The lessons learned and key messages coming out of the case studies are presented in Section 6.