ADEA 2017

Triennale

Education and Training in Africa

GENERAL CONCEPT NOTE

Abdou Diouf International Conference Center (CICAD)
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Table of contents

Introduction

The ADEA biennale has been established in education as the continent's largest Forum for political dialogue, knowledge sharing, and fruitful experiences. It became a Triennale in 2012 and its agenda consists of critical themes for the transformation of African education systems for development. The 2017 Triennale is a follow-up to previous sessions but it is structured closely around the current context and the post-2015 outlook with new global and African initiatives in education and development. In this sense, it proposes a theme revolving around the issue: *"Revitalizing education towards the 2030 Global Agenda and Africa's Agenda 2063"*.

1. Background, initiatives and issues

At the international level, 2015 has been a year of evaluation (e.g. Education For All, EFA and Millennium Development Goals, MDGs) and new educational and development initiatives.

"Since the year 2000, considerable progress has been made everywhere at the global level, but the world has not achieved Education for All". This global assessment of the EFA is still quite true for Africa where the trend of the key monitoring indicators among six goals reflects significant achievements between 1999 and 2012: the pre-primary GER increased from 11% to 20%, the rate of annual enrollment (TNSA) at the primary level, from 50% to 79%, girls/boys parity at the primary school from 0.85 to 0.92 and at the secondary level from 0.82 to 0.84.It also shows the areas of stagnation: the illiteracy rate among the youth from 15 to 24 years increased just from 68% to 69% within the same period, while that of adults increased from 57% to 59% and the survival rate in the fifth grade in primary school remained stagnant at 58% and the Pupil/Teacher ratio stood at 42. With regard to the MDGs, Africa significantly reduced poverty, maternal and child mortality, the incidence and prevalence of HIV/AIDS. Most of the African countries achieved the target of land and marine protected areas by 10% in relation to their land and marine surface areas.

In spite of these achievements, coupled with the upturn in economic growth, Africa, coming from far, except for the environment, could not attain any of the targets set under the EFA Goals and the MDGs. Most of the African countries are rather ranked among countries that are far from the target, even too far from the target. That is the reason why low human capital still remains a major challenge, worsened by the visibly inadequate access to early childhood and vocational education (606 pupils per 100,000 inhabitants) and at the higher education level (636 students per 100,000 young people of corresponding age).

In addition to the unmet expectations under the EFA and the MDGs, is the deterioration of threats to global peace, preservation of the planet, the well-being and survival of humanity. To address these vital challenges, the United Nations General Assembly, after very broad consultations globally over a period of two years, adopted the following resolution on 25 September 2015: "Transforming our World: 2030 Agenda for Sustainable Development". This is "an Action Plan based on the idea that measures seeking to eradicate poverty in all its forms and in all its dimensions, and to combat inequalities in the countries and from one country to the other, to preserve the planet, create sustained, shared and sustainable economic growth and promote social cohesion are closely related and interdependent". This new holistic and interactive approach reconciles three dimensions of sustainable development – economic, social and environmental – in the 17 sustainable development

goals and 169 set targets also aimed at achieving human rights for all, gender equality and empowerment of women and girls.

The African Union's Agenda 2063 has become an integral part of the new United Nations Agenda. It positions Africa, based on the vision of the continent's future, regarding the 2030 Agenda by developing seven ambitions : i) a prosperous Africa based on inclusive growth and sustainable development, ii) an integrated continent, politically united and focused on Pan-African ideals (the United States of Africa: a federation or confederation), iii) an Africa where there is good governance, democracy, respect for human rights, justice and the rule of law, iv) an Africa where there is peace and security, v) an Africa where cultural identity, values and ethics are strong, vi) an Africa where development is people-centred, and which is particularly dependent on the potential of women and the youth, and vii) an Africa, which is a strong stakeholder and influential partner on the global stage. The strategy retained by the 2063 Agenda towards the achievement of this African future is structured around six pillars: i) structural economic transformation and inclusive growth, ii) science, technology and innovation, iii) a human-centred development, iv) environmental sustainability, management of natural resources and risks of natural disasters, v) peace and security and vi) financing and partnerships towards the implementation of the post-2015 development agenda.

Incorporating education – into the goals of both the 2030 Agenda and Africa's Agenda 2063 - as the critical foundation for the training of human capital, constitutes a key factor in the success of sustainable development and transformation of Africa. To this end, the Agenda 2063 calls for a "revolution of education, skills and active promotion of science, technology, research and innovation in order to strengthen knowledge, human resources, capacities and peoples' abilities for the African century to train "educated, creative and resilient citizens for a knowledge-based society and community" and "21st century skills for a global competitive environment".

The 2030 Agenda takes this appeal into account in its Sustainable Development Goal n. 4 (SDG4): "ensure quality education and opportunities for lifelong education for all". The Agenda lays particular emphasis on the need to: i) ensure that all girls and boys enjoy a full, free and quality primary and secondary education cycle including access to development activities and early childhood care and quality pre-school education; ii) ensure that women and men have equal access to technical, vocational or tertiary education including quality and affordable post-graduate education under the same conditions; iii) increase considerably the number of young people and adults with skills, in particular technical and vocational skills necessary for employment, access to decent work and entrepreneurship; iv) eradicate gender inequalities in education and ensure equal access for vulnerable people including persons with disabilities, indigenous peoples and vulnerable children at all levels of education and vocational training; v) ensure that all young people and a significant proportion of adults, men and women are able to read, write and count; vi) ensure that all school pupils acquire the necessary knowledge and skills to promote sustainable development, in particular through education for sustainable development and livelihoods, human rights, gender equality; promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity, and contribution to the culture of sustainable development; vii) ensure that schools are suitable for children, and adapted to children with disabilities and to both sexes or ensure that existing schools are for this purpose, adapted to provide an effective learning environment that is safe, devoid of violence and accessible to all ;viii) ensure a considerable increase in the number of scholarships awarded to developing countries at the global level, in particular to least developed countries, small island developing States and to African countries to finance the continuation of

higher studies including vocational education, ICT training as well as technology, science and engineering studies in the developed and other developing countries; ix) ensure considerable increase in the number of qualified teachers, especially through international cooperation for the training of teachers in developing countries, in particular in least developed countries and small island developing countries.

The 2030 and 2063 Agendas are therefore the frameworks for repositioning and revitalizing education for sustainable development and structural transformation of Africa. Towards this end, the attainment of the set educational goals will certainly make it possible for Africa to increase its demographic dividends and to assert itself as the continent of the future since the youth constitute 70% of its current population.

However, in the current situation, the educational sector in Africa faces a lot of significant challenges which must absolutely be addressed in order to fulfill the mission devolved on it under these global and continental goals. Among these challenges, there is the need to highlight the lack of personnel and infrastructure, both qualitatively and quantitatively; the inequalities in the area of access and career paths, low quality in educational/learning outcomes, lack of relevance in the area of curricula, outmoded teaching practices, lack of teaching materials including ICT, lack of preparation of children and the young people to enable them have access to the various stages of the education system, particularly in the area of pre-school education, inadequate financing and institutional governance, insufficient linkages between learning and economic, social and environmental development needs.

In the light of the foregoing, Africa must absolutely design and implement the change to reposition and revitalize educational development with the view to attaining the set goals and targets.

2. Goals and expected outcomes of the Triennale

The goals and outcomes outlined hereafter and those expected from the deliberations to be held during the entire preparatory process and during the Triennale fall within this context.

General Objective:

Provide the opportunity for the various stakeholders to share their experiences and to collectively develop the policies, strategies, modalities, conditions and factors for the operationalisation and successful implementation of the framework of action to reposition and revitalise education and training in Africa for the 2030 Agenda and Africa's Agenda 2063.

Specific Objectives:

- Promote ownership of the goals and targets of the 2030 Agenda and Africa's Agenda 2063 in the education and training sector as outlined by the African countries in the 2030 and 2063 Agendas with the aim of implementing them successfully while capitalizing on the achievements and lessons learned from the evaluations of the successive decades of education in Africa (AU), the EFA programmes and the MDGs, in particular for a holistic approach to quality education, lifelong learning opportunities for all (e.g. formal, non- formal, informal, general, technical, vocational at all levels of pre-school to higher education).

- Outline the necessary commitments and reforms to succeed in the change towards equitable and quality education geared towards building knowledge-based sustainable African societies (e.g. educational policies and projects, curricula, educational methods, evaluation, staff, teaching aids, inclusion of digital technologies, financing, institutional governance, partnerships, community environments) with particular focus on gender equality and keen attention to the special needs of most deprived and vulnerable people, environmental education, incorporation of African languages and cultures, environmental conservation, promotion of peace, Pan-Africanism, science, mathematics, ICT and innovation for African economic and social transformation;

- Identify and define strategies, tools, capacities, resources and the other necessary factors for the operationalisation and the successful implementation of the change;

- Build consensus and partnerships among the Ministries and other educational stakeholders in Africa around the successful implementation of the new strategic framework of action;

- Mobilize the African Union, governments and the different educational stakeholders in Africa, including the private sector and civil society in order to adopt and provide support for the implementation of the strategic framework of action.

Expected outcomes:

- African countries have fully assumed ownership of the goals and strategies for the successful implementation of the 2030 and 2063 Agendas;

- Firm and credible commitments have been made by the countries and translated accordingly through frameworks of action to effect the change of educational systems towards the attainment of the set goals;

- Identification and development of strategies, tools, capacities, resources and other factors necessary for successful planning and implementation of the change have been shared;

- Partnership agreements between the different stakeholders for implementation have been discussed and concluded;

- Information-sensitization strategies and modalities, advocacy and lobbying of policy makers and the society for the successful implementation of the frameworks of action have been formulated and brought under control;

- A monitoring framework and evaluation of commitments towards the attainment of the targets have been outlined with valid measuring indicators for SDG4.

- A final declaration which stipulates the commitments of the stakeholders, in particular Ministers of Education, for the attainment of the set goals has been adopted.

3. Methodological approach to the preparatory work

The methodological approach is an integral part of the concept note of the 2017 Triennale and it must be read and interpreted within a comprehensive framework defining the context, goals and the expected outcomes.

It focuses more specifically on the methodological guidelines, the thematic structuring and the focus of research, the participatory process, distribution of tasks and the timetable for the preparation of the Triennale.

3.1. Guidelines on the Preparatory Work

The preparatory work is:

- **Structured** around the theme and 4 sub-themes outlined below. In the first place, these themes take into account the commitments made by all African States including States in other regions to "Transform our World" through 17 goals under the 2030 Sustainable Development Programme, including the education programme, the SDG4 (sub-theme 1). Placed within a continental perspective, the SDG4 in this context, is structured towards "revolutionising education" required under the African Union's 2063 African Agenda towards undertaking i) a structural transformation of Africa, its economies and societies through knowledge by developing mathematics, science, technology and innovation (sub-theme 2); ii) building continental unity on the formation of a strong African identity and dissemination of Pan-African ideals (sub-theme 3). Finally, the universal sustainable development programme just like the 2063 African Agenda is geared towards meeting a major concern of our time: promoting favourable consciences and behaviours for the establishment of sustainable peace and the emergence of a global democratic citizen (sub-theme 4)

- **Focused** on implementation issues owing to the fact that in spite of the large number of meetings, exchanges and research on the diagnosis of educational systems, policies and reform strategies undertaken and which have led to frameworks of action, programmes and projects, it can be seen that most African countries are confronted with implementation challenges. What are these challenges? Why do they not succeed in addressing them? Are there African experiences and/or non-African experiences that have successfully addressed these challenges? How did they succeed? What lessons can be learnt from them in order to create or recreate the successful conditions and factors to enable African countries to achieve the goals and educational targets of the 2030 Programme and the 2063 Agenda in the post -2015 era?

- **Holistic** because the approach must take into account all the educational resources (formal, non-formal and informal) at all levels (from pre-school to higher education) (teaching, training, learning) and according to all the face-to-face or distance learning approaches at all places and at every age (lifelong learning).

- **Participatory** in that it calls for the active contribution of all stakeholders of the African educational system in all the forms indicated below.

- **Supported** mainly by the expertise of ADEA (WG, ICQN, Task Force and their country networks and institutions and expert agencies).

3.2. Structuring the process

The preparatory work of the Triennale is structured mainly around the theme and the sub-themes. analysis of the theme for the Triennale in relation to the implementation goals helps to identify sub-themes:

i. Establishing quality education and lifelong learning for all in order to achieve sustainable development (sustainable development goals, youth skills to ensure that they are able to live and work in the 21st century, inclusive economy and society, gender equality, environment and preservation of the planet...);

ii. Promoting science, mathematics, information and communication technology in the educational systems to ensure successful structural transformation of the educational systems in Africa and the development of knowledge-based African societies;

iii. Implementing education for African cultural renaissance and Pan-African ideals in order to promote continental integration and the advent of the United States of Africa (confederation or federation).

iv. Achieving success in education for peace and global citizenship to promote mutual understanding within and among human groups, the ability to live together in peace and solidarity while ensuring respect for diversity, democracy and the exercise of human rights for all and by all.

This involves capitalizing knowledge and lessons learned from success stories and best practices in a structured way by closely linking up implementation issues in the areas covered by the four sub-themes. The implementation issues often bring up challenges relating to relevant, feasible, sustainable political and strategic options; and to strategic and operational planning, feasible, sustainable and innovative financing in terms of cost-effectiveness; steering change (changes in paradigms and practices, scaling up, adaptation of logical frameworks into action plans, technical and institutional capacities for implementation, types of governance, monitoring-evaluation and adjustments) and to other conditions and factors for successful implementation (political will, social mobilisation, creation of a conducive environment...). This capitalization requires a collection and analysis of targeted knowledge and experiences culminating in a structured summary of lessons learned on issues and major challenges addressed in the theme for the Triennale. The products to be collected can be in the form of studies (case studies or background papers), films or other audio-visual materials, testimonies, results of existing or on-going consultancies. The evaluation and analysis of existing ones can lead to the adoption of new initiatives to complement the existing data on condition that the research in question is not so huge in view of short deadlines and limited resources.

Such a task will be carried out in collaboration with all institutions and organizations that are repositories of such knowledge and experiences in Africa and elsewhere: governments, African or

international organizations, bilateral cooperation agencies, institutes and research networks, the private sector, NGOs and civil society organizations...

That is the reason why Working Groups, Inter-Country Quality Nodes and their lead Agencies within ADEA are called upon under this plan to play a primordial role both in identifying the institutions which are repositories of knowledge and experiences in the thematic areas outlined regarding the collection and analysis of the information; they must rely on the achievements they have made through their own works and those of their networks and through on-going work.

3.3. Participatory Approach to the process

The originality of the 2017 Triennale is the fact that it falls mainly within the scope of long-term future development: Transforming the World and Africa by 2030 and 2063 respectively. How can we ensure that African countries and the different stakeholders of educational systems own the specific goals of transforming education and implementing the resulting strategies effectively, which is a prerequisite for their firm, active and effective commitment?

This is the main challenge which the participatory process would seek to address during the Triennale.

The philosophy guiding this approach is based on active participation by countries and the various educational stakeholders in identifying the problems and challenges as well as the proposal of possible solutions during the various phases, namely the diagnosis, design, option, implementation, evaluation and adjustment of the process of change.

The set objectives are to:

- Contribute to enriching the debates on the goals, policies and implementation strategies in order to meet as closely as possible the real needs and not only the presumed needs of countries and their peoples while ensuring that the most marginalized and vulnerable segments of the population are made to express their concerns;

- Promote strong commitment of countries in the expected change under the leadership and the democratic accountability of the government;

- Ensure broad-based support of society in the change process, particularly through the active involvement of all stakeholders of civil society and the private sector in policy formulation, monitoring and implementation.

The implementation of the participatory approach will be conducted according to two lines of action: i) open and targeted consultation through the social media, and ii) a co-construction strategy based on champion countries.

  i. *Targeted consultation through the social media*

     Taking into account the series of consultations which preceded the World Education Forum (19-22 May 2015, Incheon, Republic of Korea) and the Global Summit on Sustainable Development

for Agenda 2030 (25 September 2015, New York), the consultations here are targeted at implementation challenges and the options and innovations for addressing them. It is also targeted at the ministers, the youth and students, parents, civil society and the private sector (employers). The objective is to better appreciate the demand and challenges identified in the area of quality education and lifelong learning opportunities they offer to all and to sample opinions on the best way to address the issue. The WG/ICQN will organise targeted consultations according to a distribution that takes into account thematic responsibilities which are assigned to them.

ii.   *The co-construction strategy based on pilot countries*

The WG and the ICQN will select the network of countries with which they will work together with pilot countries which offer examples of good practices in the implementation of educational development policies and strategies regarding the them and sub-themes of the Triennale. The ideal plan will be to cover the five African sub-regions (West, East, Central, North, and Southern Africa) and the four linguistic zones (English-speaking, French- speaking, Portuguese-speaking and Arabic-speaking) of the pilot countries. These countries will be supported by the WG/ICQN in the analysis of lessons to be drawn from their experiences. In the preparatory process, these countries can host countries from their region and/or linguistic zone for a sharing and co-construction meeting on the selected theme and sub-themes. These meetings could also offer the opportunity for the holding of sub-meetings with targeted groups such as the private sector, NGOs, the youth, parents…

The expected outcomes from such meetings are:

- Extensive ownership by the countries of the goals and strategies relating to the 2030 Programme and 2063 Agenda (cf. 4 sub-themes);

- Strengthening the commitment of the countries in implementing the set goals;

- Collective policy formulation on implementation challenges and strategies to address them;

- Identification and sharing of good practices;

- Advanced participatory preparation for the Triennale.

3.4. Distribution of Tasks to WGs and ICQNs according to sub-themes

The tasks are assigned to the WG/ICQN depending on their respective areas of competence and in close relation with the themes and sub-themes selected for the Triennale.

The WGs and the ICQNs coordinating the preparatory work in the different sub-themes will be tasked to determine the expected outcomes respectively (studies, films or other audio-visual materials, testimonies of stakeholders, exhibitions … and as a result organise the activities for the collection and analysis) monitor, receive, complement and evaluate the contributions received from the countries, other WGs and ICQNs, partner institutions with the view to analysing the thematic summaries relating to the framework of discussions and sharing of lessons during the Triennale. The

coordination of the Triennale will bring them the needed support and will ensure the task of monitoring the entire work and the overall summary of the theme.

The WG/ICQNs which do not carry out the coordination function of the sub-them shall be called upon to contribute to each of the sub-themes of the Triennale from the standpoint of their respective areas of competence.

❖ Sub-theme 1

Coordinator: FAWE

Members and responsibilities: ICQN-ECD target 4.2. – WGHE targets 4.3. and 4.b. – ICQN-TVSD target 4.4. – FAWE targets 4.5. and 4.a. – ICQN-LNL target 4.6. – WGTP and WGBLM targets 4.1. and 4.c. – WGNFE lifelong learning opportunities – WGEMPS operational planning, financing and steering of quality education and lifelong learning opportunities for all – WGCOMED advocacy work and social mobilisation for quality education and learning opportunities for all.

❖ Sub-theme 2

Coordinator: ICQN-MSE

Members and responsibilities: ICQN-ECD prepare children to be ready to learn mathematics, science and ICT – ICQN/EMS, ICQN-TVSD WGTP and WGBLM ensure success in learning mathematics, science, technology in primary and secondary education, in technical and vocational education–WGHE promoting mathematics, science and technical education at the higher education level – ICQN-LNL promoting mathematics, science and technical education by using national languages and within the context of literacy – Task force on ICT incorporating ICT in the education-learning processes – WGEMPS operational planning, financing and promoting science management and ICT in educational systems – WGCOMED advocacy work and social mobilisation for the promotion of mathematics science and technology in African educational systems.

❖ Sub-theme 3

Coordinator: ICQN-LNL or WGNFE

Members and responsibilities: ICQN-ECD establish early childhood in African social and cultural behavioural values – WGNFE, ICQN-LNL, WGTP and WGBLM incorporate African languages, general history of Africa and Pan-Africanist projects in primary and secondary education, in technical and vocational education and in non-formal and informal educational programmes in order to establish the bases of deep unity in Africa – WGHE reorient education and research in the sciences (social, economic, legal, natural, physical, biological and others) anticipation of the Pan- Africanist doctrine to place them at the service of liberation, cultural renaissance and « regenerating » transformation of Africa - WGEMPS operational planning, financing and management of the educational establishment of the African cultural renaissance and the ideals of Pan-Africanism – WGCOMED advocacy work and social mobilisation for an education that promotes African renaissance, Pan-Africanism and African federalism.

❖ **Sub-theme 4**

Coordinator: ICQN-ECD

Members and responsibilities: ICQN-ECD learning to live in a group – WGNFE, WGNFE, ICQN- LNL, WGTP and WGBLM to develop at school and in society, the capacities and behaviours for active tolerance, solidarity, democratic culture, understanding, cooperation and international peace/ global citizenship and consciousness of rights, duties and responsibilities –WGHE to promote the acquisition of human rights principles, standards and characteristics in international, regional and national systems in order to manage and prevent conflicts, establish a culture of peace and global citizenship-WGEMPS operational planning, financing and steering the establishment of education for peace and global citizenship – WGCOMED advocacy work and social mobilisation for the promotion of education for peace and citizenship.

3.5. Working calendar

In view of the relatively short period of time for the preparation, the following working timetable may be presented:

➢ From 24 to 27 February 2016: discussion and finalisation of the Concept Note and the current "Methodological approach to the preparatory work of the Triennale" and distribution of the preparatory tasks to the WGs and ICQNs;

➢ From 29 February 2016: dispatching of the revised methodological approach depending on the discussions and the issues raised during the above meeting/dispatching of the tentative summary to assist the thematic coordinators to prepare the methodological note for the work on the sub-theme assigned to them;

➢ From 7 March 2016: Dispatch to the ADEA Secretariat and to the General Coordinator of the methodological notes prepared by the thematic coordinators;

➢ 10 March 2016: Sending of feedback on the concept notes by the General Coordinator to the thematic coordinators;

➢ 15 March 2016: The WG Coordinators share the methodological note with their pilot countries and partner institutions and contract the preparatory work;

➢ End of March 2016: launch of consultations and preparatory process in the pilot countries and in partner institutions;

➢ End of May 2016: methodological seminar on the first assessment focused on the launch of the different activities and the adjustments to be made;

➢ End of September 2016: start of analytical work and summary of the studies received and the results of the consultations and other information from the WGs and ICQNs which contribute to the sub-themes;

➤ End of October 2016: consultative meeting on the early results of the analytical work; beginning of the analytical work and summary of the results obtained in the WGs and ICQNs coordinating the themes;

➤ End of November 2016: start of the analytical work and summary of the results obtained regarding the overall coordination;

➤ End of January 2017: finalisation of the analysis and summary on themes and sub- themes;

➤ 15 February 2017: production of all working documents for the Triennale.

3.6. Reminder of the SDG4 targets (cf. sub-theme 1)

▪ 4.1 By 2030, ensure that all girls and boys receive equal treatment by going through the full cycle of free and quality primary and secondary education, leading to a genuinely useful learning.

▪ 4.2 By 2030, ensure that all girls and boys have access to development activities and early childhood care and quality pre-school education which prepare them for primary education

▪ 4.3 By 2030, ensure that all women and men have equal access to quality technical, vocational or tertiary education, including post-graduate education at an affordable cost and under the same conditions.

▪ 4.4 By 2030, significantly increase the number of young people and adults with skills, in particular, technical and vocational skills necessary for employment, access to decent jobs and entrepreneurship.

▪ 4.5 By 2030, eliminate gender inequalities in education and ensure equal access for vulnerable people, including people with disabilities and indigenous peoples and children in vulnerable situation at all levels of education and vocational training.

▪ 4.6 By 2030, ensure that all young people and a considerable proportion of adults, men and women know how to read, write and count.

▪ 4.7 By 2030, ensure that all school children acquire the knowledge and skills necessary for the promotion of sustainable development lifestyles, particularly through education for sustainable development and lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and contribution to the culture of sustainable development.

▪ 4.a Ensure the establishment of schools that are suitable for children, people with disabilities, for both men and women or adapt existing schools for this purpose and provide an effective learning environment that is reliable, devoid of violence and accessible to all.

▪ 4.b By 2020, significantly increase the number of scholarships offered at the global level to developing countries for studies, in particular to least developed countries, small Island developing States and to countries in Africa, to finance the continuation of higher studies,

including vocational education, ICT, technical and science courses and engineering studies in developed countries and other developing countries.

▪ 4.c By 2030, significantly increase the number of qualified teachers, especially through international cooperation for the training of teachers in developing countries, particularly in least developed countries and small Island developing States.

4. Organizational modalities of the Triennale

4.1. Format of the Triennale

The *format* of the Triennale is based on the concern to, as much as possible, promote maximum interaction among the participants through:

▪ Introductory plenary sessions where the discussions create room for shared understanding of the subject to be discussed;

▪ Parallel sessions which provide space and time for in-depth discussions on specific subjects;

▪ Summary plenary sessions where all the ideas expressed are taken into account and adequately reflected;

▪ Forums for knowledge sharing and experiences initiated by the ADEA Working Groups (WG), ICT Task Force, the Inter-Country Quality Nodes (ICQN) and other stakeholders of the Triennale;

▪ Exhibitions on the Triennale theme organised by ADEA or partners.

Duration of the Triennale:

The ADEA 2017 Triennale is a 4-day event (14th - 17th March 2017).

4.2. Participants

The Triennale generally brings together between 350 and 400 participants representing policy makers, stakeholders and critical development cooperation partners of education in Africa:

i. Official representatives of governments: Heads of State, particularly the 10 devoted to education, science and technology by the African Union, former Heads of State, and Ministers (e.g. Education, Higher Education, Technical and Vocational Education, Science and Technology, Economy and Finance, Environment, Women's Affairs, Culture, Youth, and Social Welfare...);

ii. Entrepreneurs and leaders in the business world and on the labour front;

iii. Representatives of teachers' unions, professional associations of other educational stakeholders (e.g. advisors, heads of school, rectors of university, inspectors, etc.);

iv.	Youth leaders and students' movements, parent/teacher associations and active educational NGOs;

v.	Representatives of research institutions and networks including statistical institutions and "Think Tanks";

vi.	Representatives of International Development Cooperation Agencies;

vii.	Journalists representing information agencies and communication networks working in the area of education;

viii.	Representatives of the African Diaspora.

4.3. Venue and date

Initially scheduled to take place in Marrakesh, the Kingdom of Morocco, the ADEA 2017 Triennale will now take place in the Republic of Senegal under the high patronage of His Excellency Macky Sall, President of the Republic of Senegal and Lead Champion for the Committee of Ten Champion African Heads of State on Education, Science and Technology.

The dates of the Triennale remain 14th - 17th March 2017.

Ushirika wa Maendeleo ya Elimu Barani Afrika

الرابطة لأجل تطوير التربية في إفريقيا

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