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THE BROADER "HOW"

General Synthesis Paper

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General Synthesis Paper

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TABLE OF CONTENTS

ABREVIATIONS AND ACRONYMS

ADEA	ASSOCIATION FOR THE DEVELOPMENT OF EDUCATION IN AFRICA
AFD	FRENCH DEVELOPMENT AGENCY
ANCEFA	AFRICA NETWORK CAMPAIGN ON EDUCATION FOR ALL
PDA	PUBLIC DEVELOPMENT AID
APPEAL	ASIA-PACIFIC PROGRAMME OF EDUCATION FOR ALL
ASPBAE	ASIA SOUTH PACIFIC ASSOCIATION FOR BASIC AND ADULT EDUCATION
AfDB	AFRICAN DEVELOPMENT BANK
DAC	DEVELOPMENT ASSISTANCE COMMITTEE
SC	STEERING COMMITTEE
CESA	CONTINENTAL EDUCATION STRATEGY FOR AFRICA
CESAP	COMMITTEE FOR STUDIES, EDUCATION AND CARE FOR PEOPLE WITH MULTIPLE DISABILITIES
GCE	GLOBAL CAMPAIGN FOR EDUCATION
UNCTAD	UNITED NATIONS CONFERENCE ON TRADE AND DEVELOPMENT
CONFEMEN	CONFERENCE OF MINISTERS OF EDUCATION OF FRENCH-SPEAKING COUNTRIES
CSR	CORPORATE SOCIAL RESPONSIBILITY
TPSD	TECHNICAL AND PROFESSIONAL SKILLS DEVELOPMENT
IECD	INTEGRATED EARLY CHILDHOOD DEVELOPMENT
SNE	SPECIAL NEEDS EDUCATION
GCED	GLOBAL CITIZENSHIP EDUCATION
ECOWAS/CEDEAO	ECONOMIC COMMUNITY OF WEST AFRICAN STATES
ESD	EDUCATION FOR SUSTAINABLE DEVELOPMENT
TVET	TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING
PGCE	PEACE AND GLOBAL CITIZENSHIP EDUCATION
EECP	EDUCATION AND EARLY CHILDHOOD PROTECTION
EFA	EDUCATION FOR ALL
CEFE	COMPETENCY BASED ECONOMIES THROUGH FORMATION OF ENTREPRENEURS
UNFPA	UNITED NATIONS POPULATION FUND
LGEP	LOCAL GROUP OF EDUCATION PARTNERS
GLUPA	GREAT LAKES UNIVERSITIES PEACE ASSOCIATION

WG	WORKING GROUP
WGEMPS	WORKING GROUP ON EDUCATION MANAGEMENT AND POLICY SUPPORT
OWG	OPEN WORKING GROUP
HCR	UNITED NATIONS HIGH COMMISSION FOR REFUGEES
GHA	GENERAL HISTORY OF AFRICA
IEC	INFORMATION EDUCTION AND COMMUNICATION
IIEP	INTERNATIONAL INSTITUTE FOR EDUCATION PLANNING
ISESCO	ISLAMIC EDUCATIONAL, SCIENTIFIC AND CULTURAL ORGANIZATION
JICA	JAPAN INTERNATIONAL COOPERATION AGENCY
MOOC	MASSIVE OPEN ON-LINE COURSE
NPI	NAIROBI PEACE INITIATIVE
OECD	ORGANISATION FOR ECONOMIC COOPERATION AND DEVELOPMENT
SDG	SUSTAINABLE DEVELOPMENT GOALS
ILO	INTERNATIONAL LABOUR ORGANIZATION
MDG	MILLENNIUM DEVELOPMENT GOALS
NGO	NON-GOVERNMENTAL ORGANIZATION
UNO	UNITED NATIONS ORGANIZATION
OAU	ORGANIZATION OF AFRICAN UNITY
IDP	INTERNALLY DISPLACED PEOPLE
GDP	GROSS DOMESTIC PRODUCT
GPPAC	GLOBAL PARTNERSHIP FOR THE PREVENTION OF ARMED CONFLICT
UNDP	UNITED NATIONS DEVELOPMENT PROGRAMME
PPP	PURCHASING POWER PARITY
PPP	PUBLIC PRIVATE PARTNERSHIP
HIPC	HIGHLY INDEBTED POOR COUNTRIES
ICQN	INTER-COUNTRY QUALITY NODE
ICQN-TMS	INTER-COUNTRY QUALITY NODE ON THE TEACHING OF MATHEMATICS AND SCIENCES
R&D	RESEARCH AND DEVELOPMENT
CAR	CENTRAL AFRICAN REPUBLIC
GNI	GROSS NATIONAL INCOME
RRAG	RESEARCH REVIEW AND ADVISORY GROUP
SADC	SOUTHERN AFRICAN DEVELOPMENT COMMUNITY

SIDA	SWEDEN INTERNATIONAL DEVELOPMENT AGENCY
EMIS	EDUCATION MANAGEMENT INFORMATION SYSTEM
SMASSE	STRENGTHENING MATHEMATICS AND SCIENCE IN SECONDARY EDUCATION
STEM	SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS
GER	GROSS ENROLMENT RATE
ICT	INFORMATION AND TELECOMMUNICATION TECHNOLOGIES
NER	NET ENROLMENT RATE
ANER	ADJUSTED NET ENROLMENT RATE
AU	AFRICAN UNION
UIL	UNESCO INSTITUTE FOR LEARNING
UNESCO	UNITED NATIONS EDUCATIONAL, SCIENTIFIC AND CULTURAL ORGANIZATION
UNESCO BREDA	UNESCO REGIONAL OFFICE IN DAKAR
UNICEF	UNITED NATIONS INTERNATIONAL CHILDREN'S EMERGENCY FUND
UNRWA	UNITED NATIONS RELIEF AND WORKS AGENCY FOR PALESTINE REFUGEES IN THE NEAR EAST
UPEACE	UNIVERSITY FOR PEACE
USAID	UNITED STATES AGENCY FOR INTERNATIONAL DEVELOPMENT
VBE	VALUES BASED EDUCATION
HIV	HUMAN IMMUNODEFICIENCY VIRUS
WEF	WORLD EDUCATION FORUM

INTRODUCTION

The ADEA Biennale established itself as the largest continental forum for policy dialogue and sharing of knowledge and experiences to improve the performance of education and training systems. It became a Triennale in 2012 and raises critical issues during exchanges between political leaders (Heads of State and Ministers), technical and financial partners, experts and other stakeholders for the transformation of African educational systems in the service of development.

From Ouagadougou 2012 to Dakar 2017

In this regard, the theme of the 2017 Triennale, "**Revitalizing Education Towards the 2030 Global Agenda and Agenda 2063 for Africa**: **THE "HOW" CHALLENGE** is in line with those of the previous ones, particularly the last held in 2012 in Ouagadougou, Burkina Faso. It developed a **"Policy Framework to Promote the Skills for Accelerated Growth and Sustainable Development in Africa" (ADEA, 2012)**, which identified three main areas of expertise to be developed:

- A core set of core competencies based on three basic skills: (i) communication and life-long learning skills (language and mathematical, literacy and cognitive skills of observation, analysis, critical reflection, problem solving and decision making); (ii) skills for integration in society and the world of work (social and civic competences, generic work skills); and (iii) skills for personal development and assertion of an African identity (skills for the promotion of health, nutrition, social protection, environmental preservation, participation in integration and African renaissance).
- **Technical and professional skills** based on four priorities: (i) transforming subsistence economies into high-growth economies; (ii) youth employability and employment; (iii) empowering women as major actors in accelerated and sustainable development in Africa; and (iv) the formation of a critical mass of professional skills capable of anticipating and implementing technological change and innovation, changes in national production systems and the impetus of industrialization on the continent.
- **Scientific and technological skills** that can create and strengthen African transformational leadership capable of building the growth of African societies and economies on knowledge and innovation to get them to the best levels in the world through: (i) the widespread dissemination of scientific culture throughout the education and training system and throughout society; (ii) the close articulation of the development of scientific competence in the search for solutions to the specific problems of development of African societies and economies; (iii) the transfer of research findings into innovative and useful practices and technologies for development; (iv) the pooling of resources for effective and sustainable responses to common challenges and demands in advanced sectors and highly specialized fields of science and technology.

This framework remains current as it is in the perspective of accelerated growth and sustainable development, which are at the heart of Agenda 2063 and Programme 2030. It also addresses the issues of equity and quality of education, promotion of science and technology, cultural identity and pan-Africanism. However, the 2017 Triennale is taking place in a context different from that of 2012, marked by major changes and re-orientations that have substantially affected the environment, scope and aims of education and training. These include the commitments, orientations and objectives of the 2030 UN Programme and the Framework of Action for the Implementation of SDG4 on Education

as well as those of the African Union Agenda 2063 and the 2016/2025 continental education strategy, which proposes to re-orient African education and training systems towards the realization of Africa's vision for the future.

These new reference frameworks carry innovative philosophies, paradigm shifts and transformation requirements that raise issues of repositioning education and training in interaction with a new development model to be promoted. They also carry high humanistic ideals, strong ambitions and voluntarist commitments that offer strong potential and opportunities for mobilization towards the revitalization of education and training. They therefore represent both guides and levers to the repositioning and revitalization of education and training systems so that they fully realize their mission: to guarantee to all human beings and in full equality the effective exercise of the fundamental right to education and make it a decisive factor for sustainable development in its broadest sense.

African ownership of the 2030 Programme and Universal Objectives

The 2030 Programme is universal and its objectives are for all the countries of the world that are committed to implementing them. To achieve the global transformation goals from a sustainable development perspective, including SDG 4, each region is committed to adopting inputs, approaches and priorities that reflect its realities, capacities and sustainable development aspirations. In Africa, they are defined by Agenda 2063. For this reason, the development of the Triennale theme places SDG4 (sub-theme 1) at the centre of the revitalization of education and then, articulates priorities related to major challenges facing Africa in terms of education and development, namely: bridging the scientific and technological divides to build African knowledge economies and societies (sub-theme 2); building a strong pan-African identity as a basis for continental integration and African renaissance (sub-theme 3); and building a continent of peace, democracy, freedoms and human rights (sub-theme 4). This universal-continental breakdown achieves a first level of African ownership that explains the structuring of the theme in four sub-themes:
- implementing quality education and life-long learning for all from the perspective of sustainable development (SDG4);
- promoting science, mathematics and new technologies in educational systems to achieve Africa's structural transformation;
- implementing education for African cultural renaissance and the ideals of pan-Africanism to promote the birth of the United States of Africa (Confederation or Federation);
- achieving peace and global citizenship education in order to promote mutual understanding within and among human groups, the willingness to live together peacefully and in solidarity, while respecting diversity.

The second level of African ownership is achieved in the participatory approach to the analytical work on the theme. Based on a strategic research-action, it included countries and educational stakeholders of the five African regions in the preparation process on issues raised by the theme and the sub-themes. Regional consultations were thus held for countries:
- of East Africa in Kenya on sub-theme 1;
- of West Africa in Senegal and of North Africa in Morocco on sub-theme 2;
- of Southern Africa in Angola on sub-theme 3;
- of Central Africa in Gabon on sub-theme 4.

The regional consultations were concluded through a continental consultation in Egypt. This participatory preparation strategy also appealed to all countries and education stakeholders in Africa. They were thus able to contribute to the collegiately prepared analytical work on the topic through experiences and knowledge that they could capitalize in the form of case studies or summary documents. ADEA's WGs and ICQN's have been fully involved throughout the process with the responsibility of documenting the achievements of the work they have accomplished during all these years in collaboration with their networks of experts and countries. All these contributions are the subject of the four thematic syntheses relating to the four sub-themes as well as this general synthesis.

Focus on Implementation

Another peculiarity of the 2017 Triennale is that it focuses on preparatory analytical work and on exchanges on the how question. The preparation and formulation of political and strategic intentions, options and objectives have already been the subject of numerous studies and meetings which, although they have not completed the design work, have at least led to significant advances that increasingly raise issues and challenges for implementation on the agenda.

As early as 1961, the Conference of African States on the Development of Education in Africa urged the newly independent countries on the path to make primary education more widespread within a period of 20 years, and thus in 1980, to redirect education towards the needs of the economy, promote science, considerably expand secondary and higher education, develop technical and vocational education and adapt it to technical progress and development requirements, reform education and training contents as well as methods to reinforce their relevance to the realities, needs, heritages and resources of the African context.

The first Decade of Education for Africa (1997-2006) targeted four priority areas: Equity and access to basic education, quality and effectiveness of education, complementarity of learning methods and capacity building.

The ACTION PLAN of the SECOND EDUCATION DECADE FOR AFRICA (2006 - 2015) focused on the following areas: the establishment of effective information management systems at national level (EMIS) linked to regional and continental EMIS networks; full integration of education in the policies, programme activities and organizational structures of the African Union Commission and regional economic communities; improvement of educational outcomes (access, quality, effectiveness, merits); gender equality in primary and secondary education; the systematic sharing of experiences and mutual assistance for the promotion of education; mechanisms to ensure that education contributes to regional integration. These African policy frameworks were supported by those launched at the international level.

For example, the Jomtien Framework for Action in March 1990 focused on the goals and strategies for addressing the basic educational needs of all in the year 2000: expansion of early childhood care and development, universalization of primary education, improvement of learning outcomes, reduction of adult illiteracy by half, expansion of basic education and training in other essential skills for adolescents and adults, increased acquisition by individuals and families of the knowledge, skills and values needed for a better life.

It was followed by the Education for All framework of the Dakar Forum in 2000, which focused on six objectives to be achieved by 2015: to develop and improve all aspects of early childhood care and education, provide all children with the opportunity to access and complete compulsory and free primary education of good quality, meet the educational needs of all young people and adults by ensuring equitable access to adequate programmes for the acquisition of life skills and knowledge necessary for day-to-day life, improve literacy levels for adults, especially women, by 50 per cent, and ensure equitable access for all adults to basic and life-long education programmes, eliminate gender disparity in primary and secondary education and achieve equality in this area, improve education quality with a view to excellence so as to achieve universal and quantifiable learning results for all - especially in reading, writing and numeracy that are essential skills for everyday life.

Where are we today after all these African and global frameworks for the development of education?

An analysis of Africa's record shows progress but, above all, reveals persistent challenges in implementation, which means that the main objectives set at the time are still far from being achieved today. What are the challenges facing the implementation of education frameworks and programmes in Africa? How can they be identified through the African experiences studied and in the different fields targeted by the Triennale theme? What are the effective responses to them from lessons learned from successful implementation experiences? What new approaches to implementation require the achievement of much more ambitious targets in 2030 than those of past frameworks when the latter have so far not been achieved?

It is around these questions centred on implementation within African contexts that this summary document presents the results of the analytical work carried out:

1. Taking stock of the stakes and problems of educational development in the 2030 Programme and 2063 Agenda;
2. Analysing the state of education in Africa: challenges and opportunities for implementation;
3. Learning from lessons learned from successful experiences and best practices in implementation;
4. Deploying the factors and conditions for success: strategic areas of action;
5. Adopting a road map for the successful implementation of the 2030 Programme and 2063 Agenda's educational objectives.

1. ASSESSING THE STAKES, AMBITIONS AND ISSUES OF EDUCATION DEVELOPMENT IN THE 2030 PROGRAMME AND 2063 AGENDA

The 2063 Agenda adopted in 2013 by African Union Heads of State expresses a vision for the future of Africa in seven aspirations: (i) a prosperous Africa based on inclusive growth and sustainable development; (ii) an integrated continent, politically united and based on the ideals of pan-Africanism and the vision of African renaissance ("United States of Africa: Federation or Confederation"); (iii) Africa where good governance, democracy, respect for human rights, justice and the rule of law prevail; (iv) Africa of peace and security; (v) Africa with a strong cultural identity, common values, ethics and heritage; (vi) Africa with citizen-centred development, building on the potential of its populations, especially its women and youth, and caring for children; and (vii) Africa that has become a strong and influential actor and player on the world stage.

To achieve this vision, the 2063 Agenda strategy of action is based on six pillars: (i) structural economic transformation and inclusive growth; (ii) promoting science, technology and innovation; (iii) people-centred development; (iv) environmental sustainability, natural resource management and disaster risk management; (v) peace and security; and (vi) finance and partnerships.

The 2030 Programme adopted by the United Nations General Assembly in 2015 incorporates the general aspirations of the 2063 Agenda such as prosperity, inclusion and sustainable development, democracy and the rule of law, peace and security, and human-centred development. The vision of the future that it bears is immediately asserted in its title: "Transforming our World: The 2030 Agenda for Sustainable Development". The paths and goals of this transformation reflect high humanistic aspirations: to eradicate poverty in all its forms and dimensions, to combat inequalities in and between countries, to preserve the planet, to create sustainable, shared and lasting economic growth, to achieve human rights for all, gender equality and the empowerment of women and girls, to foster social cohesion, peace and security in the world.

1.1. Huge Challenges for the Future of Africa and the World

The challenges facing the 2063 Agenda and 2030 Programme are therefore huge for the future of African peoples and for all humanity. In a nutshell, it is an issue of turning the page on a declining world that no longer fits the interests and aspirations of the overwhelming majority of humanity in order to make way for the emergence of a new world through a development model based on commitment and the satisfaction of the basic needs of all human beings, without any distinction between those who are alive today and those who will live afterwards. Some people are wont to describe them as vital issues such as the survival of planet Earth or humanity. In any case, the stakes are crucial, especially for the African continent: desertification and famine or the preservation and regeneration of natural resources, the loss of immense arable land and the wars of appropriation of the rest or the conservation of the agricultural heritage and food security for all, deepening the divide with the rest of the world and mass emigration or accelerated development and valuation of the demographic dividend, marginalization or continental integration, etc.

The success of the expected transition thus becomes an imperative and at the same time a huge challenge of historical rupture and a qualitative leap. But no such revolution can be accomplished peacefully without education. In other words, it is essential that the human beings who must accomplish this transformation acquire the consciousness, behaviour, values, knowledge and skills that make them capable of promoting sustainable development in all its dimensions. It is important to emphasize here that in the 2030 Programme, the sustainable development vision integrates the conceptual shift of sustainability. It was initially a concept essentially linked to the environment, which stated that we must exploit nature in such a way as not to impair its productivity or resilience. This concept has been expanded to include the social and economic infrastructure that determines a society's ability to maintain itself in a rapidly changing global context. Today and especially in African contexts, this "capacity of a society to maintain itself" poses a fourth cultural dimension in relation to the imperative need to assert a cultural identity in globalization. This is what the 2063 Agenda is all about. In short, the concept of sustainable development reconciles four inseparable and interactive dimensions: (a) protecting and safeguarding the environment, particularly the fight against climate change; (b) promoting a model of sustainable economic growth based on rational exploitation and conservation of natural resources; (c) the construction of inclusive societies based on the effective fight against poverty and all sources of discrimination and inequality; and (d) strengthening mutual recognition in cultural and spiritual diversity and understanding between different groups, societies

and peoples in the sense of living together in peace and human solidarity. This is all that renews the vision of education as an essential condition and decisive factor for achieving the objectives of the 2030 Programme and 2063 Agenda. In this perspective, the table drawn from the 2016 Global Monitoring Report and adapted below reveals the specific links between education and the other 16 SDGs and 23 Objectives of Agenda 2063.

SDG	G2063	
SDG1	G 1.1.	To get out of poverty and raise the standard of living and quality of life for all, education is decisive as a factor of social mobility.
SDG2	G1.5.	Education is a key contributor to the progressive adoption of more modern, more productive and more sustainable farming methods and a better understanding of nutrition.
SDG3	G1.3.	Education can make a real difference in many health-related areas: early mortality, reproductive health, spread of diseases, nutrition and healthy life-styles, well-being.
SDG5	G6.1.	The education of women and girls is crucial if we are to achieve basic literacy, strengthen participatory skills and competences and improve the chances of life, and ensure full equality between men and women in all spheres of life.
SDG6	G1.7.	Education and training strengthen skills and capacities for more sustainable use of natural resources, and can promote hygiene.
SDG7		Non-formal and informal education programmes, in particular, can encourage energy conservation and stimulate the adoption of renewable energy sources.
SDG8	G1.4.	There is a direct correlation between areas such as structural transformation and economic vitality, entrepreneurship, skills adapted to the labour market and levels of education.
SDG9	G1.7.	Education is necessary to develop the skills needed to build more resilient infrastructure, economies and communities and to promote more sustainable industrialization.
SDG10		When it is accessible on an equal footing, education is a proven means of reducing social and economic inequalities.
SDG11	G1.7.	Education provides everyone with the skills to participate in the organization and maintenance of more sustainable cities and to be resilient in disaster situations.
SDG12	G1.7.	Education can truly change the way production is done (especially in the circular economy) and help consumers understand what goods are produced in more sustainable ways and how to prevent waste.

SDG13	G1.7.	Education is essential in helping as many people as possible understand the impact of climate change. It promotes adaptation and mitigation, especially at local level.
SDG14	G1.6.	Education is essential in promoting awareness on the marine environment and building a proactive consensus on what constitutes wise and reasonable exploitation.
SDG15	G1.6. G1.7.	Education and training strengthen the skills and capacities needed to support sustainable livelihoods and preserve natural resources and biodiversity, especially in threatened environments.
SDG16	G4.1. G4.2. G4.3.	Social learning is crucial to the sustained development of peaceful and open societies that ensure peace and security.
SDG17	G1.7	Life-long learning builds the capacity to understand and promote sustainable development policies and practices.
	G2.1. G2.2. G2.3. G7.1. G7.2.	Education imbues the ideals of pan-Africanism in the minds of young people in order to establish the basis for the continent's integration and unity in a Federal or Confederate Africa, as a condition for achieving high aspirations for prosperity, full sovereignty and influence in the world.
	G3.1. G3.2.	Education is essential for the development of a conscious and active citizenship that promotes democratic values and practices, universal human rights principles, justice and the rule of law, and corresponding leadership and institutions.
	G5.1.	Education builds the historical, cultural and linguistic fundamentals of a strong cultural identity based on African Renaissance.
	G6.2.	Education opens the door to the exercise of the fundamental rights of young people and children and strengthens their awareness of duties and responsibilities.

1.2. Highly Ambitious Objectives and Targets consistent with the Scale of the Transformation Envisaged

SDG4 of the 2030 Programme and Objective 1.2 of the 2063 Agenda are therefore expected to play a decisive role in transforming Africa and the world in interaction with other development objectives. To this end, SDG4 "Ensure universal access to quality education on an equal footing and promote lifelong learning opportunities" sets seven targets and three implementation modalities (a, b and c):

- **4.1** By 2030, ensure that all girls and boys undergo a full cycle of free and high quality primary and secondary education on an equal footing, resulting in meaningful learning.
- **4.2** By 2030, ensure that all girls and boys have access to early childhood development, early childhood care and quality pre-school education that prepare them for primary education.
- **4.3** By 2030, ensure that all women and men have equitable access to quality, affordable technical, vocational or tertiary education, including university education.

- **4.4** By 2030, significantly increase the number of young people and adults with skills, including technical and vocational skills, needed for employment, decent work and entrepreneurship.
- **4.5** By 2030, eliminate gender inequalities in education and ensure equal access for vulnerable persons, including persons with disabilities, indigenous peoples and vulnerable children, to all levels of education and vocational training.
- **4.6** By 2030, ensure that all young people and a significant proportion of adults, both men and women, can read, write and count.
- **4.7** By 2030, ensure that all pupils acquire the knowledge and skills needed to promote sustainable development, including through education for sustainable development and livelihoods, human rights, gender equality, the promotion of a culture of peace and non-violence, global citizenship and the appreciation of cultural diversity, and the contribution of culture to sustainable development.
- **4.a** Build schools that are appropriate for children, persons with disabilities and both sexes or adapt existing facilities for this purpose and provide an effective learning environment that is safe, violence-free and accessible to all.
- **4.b** By 2020, significantly increase at global level the number of scholarships offered to developing countries, particularly least developed countries, small island developing states and African countries, to finance the follow-up of higher education, including professional training, computer science, technical and scientific curricula and engineering studies, in developed and other developing countries.
- **4.c** By 2030, significantly increase the number of qualified teachers, including through international cooperation in teacher training in developing countries, especially in least developed countries and small island developing States.

As for Goal 1.2 of the 2063Agenda, it focuses on "well-trained citizens and a skills revolution underpinned by science, technology and innovation" with the following targets:
   a) Achieve a literacy rate of 100 per cent by 2025;
   b) No gender disparity at all levels of education by 2030;
   c) Achieve a 100 per cent education enrolment rate for children by 2035;
   d) At least 70 per cent of the population receive quality education at all levels;
   e) Increase the number of qualified teachers by at least 30 per cent, focusing on science, technology, engineering, and medicine (STEM);
   f) Achieve 100 per cent enrolment in universal secondary education by 2020;
   g) Achieve 100 per cent enrolment in post-secondary education by 2025;
   h) Ensure access of at least 70 per cent of secondary school graduates to higher education;
   i) Achieve a 10 per cent rate of diplomas awarded by universities or engineering colleges in computer science and information technology by 2040;
   j) Achieve 30 per cent of degrees awarded by universities or engineering colleges in engineering by 2040;
   k) Achieve a 10 per cent rate for diplomas awarded by universities or engineering colleges in the fields of biology or health sciences and biotechnology by 2040;
   l) Achieve a 10 per cent rate for university degrees in basic sciences;
   m) Provide free access to TVET education by 2030 for all secondary school students without access to higher education;
   n) Improve the quality of education for at least 70% of the population by 2023.

Consultations and preparations for the implementation of the 2063 Agenda targets led to the adoption of the 2016-2025 CONTINENTAL EDUCATION STRATEGY. It aims to redirect education towards the realization of the vision of the future 2063 Agenda through the following strategic objectives:

- SO1 - Revitalize the teaching profession to ensure its quality, relevance and adequacy at all levels of education;
- SO2 - Build, rehabilitate and preserve school infrastructure and develop policies that provide a permanent and supportive learning environment for all, in order to increase access to quality education at all levels of education;
- SO3 - Harness the ICT capacity to improve access and quality of education and training, and management of education systems;
- SO4 - Ensure the acquisition of the required knowledge and skills as well as the improvement of completion rates at all levels and for all groups, through regional and continental national harmonization processes;
- SO5 - Accelerate processes leading to gender parity and equity;
- SO6 - Launch ambitious and effective literacy programmes to eradicate the scourge of illiteracy;
- SO7 - Strengthen science and mathematics programmes among young people and promote scientific literacy in society;
- SO8 - Increase the potential for technical and vocational training in secondary and higher education by strengthening the beneficial links between the world of work and education and training systems;
- SO9 - Revitalize and increase access to higher education, research and innovation in order to meet the continent's challenges and promote global competitiveness;
- SO10 - Promote education for peace, and conflict prevention and resolution at all levels of education and for all age groups, based on common African values;
- SO11 - Improve the administration of education systems and statistics by strengthening the capacity to collect, manage, analyse, communicate and use data;
- SO12 - Organize a coalition of all education stakeholders to lead and support initiatives arising from the implementation of the CESA 16-25.

In examining all these objectives and targets, the question that arises from the outset is this: Are African education systems capable of achieving the performance required by the 2030 Program and 2063 Agenda?

1.3. Complex Issues of Education Acceleration and Transformation

Let us begin with what seems to be the simplest and most fundamental: universal access to basic education in 2030. It raises an issue of unprecedented acceleration. From 1960 till date, the pace of growth in schooling has not yet been sufficient to cover basic educational needs. Africa still lags behind in universal primary schooling, which seems to still be a far-reaching goal for most countries on the continent. According to the 2016 World Education Monitoring Report, 31.4 million primary school-aged children, 23.6 million secondary school-age adolescents 1 and 33.1 million youths of secondary school age 2 are still not going to school. What can be done to accelerate the pace to include all those who have been abandoned and are the most difficult to reach, and whose relatively high population growth rate continues to increase? How can the enormous needs for teachers and infrastructure be met? What can be done to ensure that those who enter the system are kept in the system when it is evident that since 1960 the average rate of primary school completion has stagnated around 55-57%? The resolution of such a problem is an emergency and a categorical imperative

because it is also a matter of recognizing human dignity in each African through the effective exercise by everyone of the fundamental right to education. It also implies that all children are adequately prepared for enrolment through integrated early childhood development programmes.

The second problem is even more complex: how can the education provided effectively promote accelerated growth and sustainable development in Africa? Learning assessments reveal that at the end of primary school, one pupil in two lacks a satisfactory level of basic reading and mathematical skills. How can we eradicate illiteracy, get an educated population and develop a critical mass of civic, life and work skills with such learning outcomes? Moreover, most schools know how to pass on knowledge but do not sufficiently develop conceptual understanding and education in the sense of changing attitudes, behaviours and values. How then can existing systems promote, democratic citizenship, ecological awareness and sustainable lifestyles, for example? Moreover, the knowledge transmitted is often irrelevant to African contexts and is therefore not related to life and work issues that are faced there. The probable hypothesis is that few social and economic benefits accrue to learners as well as to society. How can such knowledge acquired in schools be effective in contributing to economic development and social inclusion? This second problem revolves around the issues involved in the quality of education required to transform Africa and the world.

The third issue stems from the articulation between education and sustainable development in the four dimensions outlined above. There is also another dimension to this wider understanding of the concept of sustainable development: that of the sustainability of learning outcomes in a "global village" where the media, technological and scientific revolution has become such a permanent product of rapid change that knowledge and skills acquired quickly become obsolete. This dimension of sustainability raises two cross-cutting issues: the need for lifelong learning and the inter-sectoral approach to education that should no longer be conceived and implemented in isolation from the other components of the social entity, but rather in interaction with them. All these two questions call into question the academic monopoly of knowledge acquisition and challenge the ability to build new societies of learners or organize the society's cooperative intelligence for learning at any place and at any age. In addition to acceleration, problems of the transformation of the education and training systems are also posed.

THE LIFE-LONG APPROACH: LEARNING IN WORK AND DAILY LIFE

Environmental changes also require other types of learning than formal schooling or traditional education within the community. Everyone must be able to act and make a contribution to environmental sustainability at all ages of life, hence the crucial need to learn both at work and in everyday life. Lifelong learning encompasses all learning activities undertaken in the course of life in order to improve one's knowledge, skills and aptitudes for personal, civic, social or professional purposes (UIL, 2015). The lifelong learning approach focuses not only on curricula but also on intergenerational knowledge and values produced by communities. It encourages synergies and connections between different groups in society to meet environmental challenges. Government agencies, religious organizations, non-profit and community associations, trade unions and the private sector can all contribute to lifelong environmental education.

Global Monitoring Report on Education, UNESCO, 2016

Clarifying the challenges, ambitions and problems of educational development in the perspective of the 2030 Programme and 2063 Agenda leads to the question of measuring the gap between them and the current performance of education and training systems in Africa in order to identify and assess the challenges and opportunities on the path of achieving the objectives and targets set.

2. ANALYZING EDUCATION PERFORMANCE IN AFRICA: CHALLENGES AND OPPORTUNITIES

To accomplish the changes that the 2030 Programme and 2063 Agenda call for, Africa should, through education and training systems, train a sufficient stock of high quality skills that meet the SDG4 targets. Where are we today?

2.1. Again, Africa has come a long way

The review of the 2016 GLOBAL EDUCATION MONITORING REPORT provides some amount of data for an overall assessment. It should be noted here that, in addition to the regional averages presented below, there are very large disparities between countries and between the different localities within each of these countries.

With regard to participation, the table below provides a picture of African performance compared to that of other regions of the world for the reference year 2014 (sources: World Education Report, UNESCO, 2016).

	NER adjusted before the official age of entry to primary school	Adjusted NER Primary (ANER)	Completion rate Primary	Transition Primary secondary General	Adjusted NER Sec 1	Adjusted NER Sec2	Percentage of young people (15 to 24 years) enrolled in technical and vocational secondary education	GER Higher
	T-M-F	T-M-F	T-M-F	T-M-F	T-M-F	T-M-F	T-M F	T-M-F
Global	67- 67- 67	91 - 92 - 90	-	97 – 97 - 98	84 – 84 - 84	63–63 - 62	3 - 4 - 2	34 - 33 - 36
Sub-Saharan Africa	41 - 40 - 42	80 – 82 - 77	55	85 - -	66 - 68 - 64	43 –46- 39	0,6 - 0,7- 0,4	8 - 10 - 7

North Africa and West Asia	51 - 51 - 50	89 – 90 - 88	-	99 - 98 - 99	86 – 89 - 83	67-69 - 66	2 - 4 - 2	37 - 38 - 37
Latin America and the Caribbean	90 - 89 - 91	94 - 94 - 94	94	97 – 96 – 98	92 - 92 - 93	76 - 75 - 77	2 - 2 - 2	44 – 39 - 50
East and South East Asia	79 - -	96 – 96 - 96	-	91 – 90 – 92	91 – 90 - 91	77 - 74 - 80	5 - 5 - 5	39 – 37 - 41
South Asia	- - -	94 – 94 - 94	77	97 – 95 – 98	80 – 79 - 82	50 – 51 - 49	0.7 - 0.9 - 0.3	23 – 24 - 22
The Caucasus and Central Asia	49 - 49 - 50	94 – 95 - 94	100	99 – 99 - 100	96 - -	84 - 83 - 85	6 - 6 - 5	24 - 24 - 25
Europe and North America	93 - 94 - 93	97 - 96 - 97	-	100 – 100 100	98 - 98 - 98	92 - 91 - 92	14 - 16 - 12	75 – 66 - 85
Pacific	76 76 76	94 – 95 - 93	-	- - -	98 - 97 - 98	66 - 61 - 70	0.4 - 0.7 - 0.2	62 – 52 - 72
Developing countries	64 -62 - 62	90 - 91 - 89	73	95 - 100 – 89	82 – 82 - 82	59 - 59 - 58	1 - 1 - 1	29 - 28 - 29
Low income countries	41 - 41 - 41	81 – 84 - 79	48	79 – 80 – 77	65 - 69 - 62	40 - 44 - 35	- - -	8 - 10 - 5
Countries Affected by Conflict	58 - 59 - 58	81 – 84 - 79	62	95 - 100 – 87	76 - 79 - 74	54 - 56 - 52	1.2 - -	26 - 26 - 26

The findings from the data on school enrolment show that, compared to other regions of the world, Africa is performing poorly. It still has a long way to go before achieving target 4.1 of SDG4: "all girls and boys go through a full cycle of free and quality primary and secondary education on an equal footing". Net primary enrolment rates (80%) and primary completion rates (55%) are below the average for developing countries (90% and 73%). They are similar to average countries affected by conflict (81% and 62%) and low-income countries (81% and 48%). Despite this low completion rate, the actual transition from primary to secondary is only 85%. The completion rate of secondary 1 (60%) is lower than that of primary and secondary 2 (39%). Thus, a strong selection-elimination pyramid is established in Africa. The net primary school enrolment rate of 80% drops to 66% in secondary 1, that

is, 16 points below the average for developing countries (82%) and 10 points below countries affected by conflict (76%). It still falls even further to 43% in secondary 2 compared with 59% for developing countries, 54% for conflict-affected countries and 40% for low-income countries. Finally, the gross enrolment rate in higher education drops to 8%, while stands at 29% for developing countries, 26% for countries affected by conflict and 8% for low-income countries.

Universal access to early childhood development and protection, and to pre-primary education that makes all girls and boys ready for primary education, is far from being achieved. The coverage of early childhood needs and the preparation of children for schooling is very insufficient. The under-five mortality rate (84 deaths per 1,000 live births) and the percentage of children under 5 years with moderate or severe growth retardation (33%) remain high in comparison with developing countries (48 and 26%), conflict-affected countries (57 and 35 per cent) and low-income countries (76 and 35 per cent). The gross enrolment ratio in pre-primary education is only 22% and the adjusted net enrolment rate one year before the official primary school enrolment age is 41%, although these figures stand respectively at 39% and 64% respectively for developing countries, 23% and 58% for countries affected by conflict, and 17% and 41% for low-income countries.

Universal access to technical, vocational and higher education, including academic, quality and affordable education would seem out of reach for Africa by 2030. Only 0.6% of young people aged 15-24 have access to technical and vocational secondary education, and the rate of secondary school enrolment is only 6.5%. With such performances, it is difficult to significantly increase the number of young people and adults with relevant skills, including technical and vocational skills for employment, decent work and entrepreneurship, given that the adult population's educational level remains low due to the stagnating high rates of illiteracy.

With regard to the elimination of gender disparities in education, the disaggregated data reveals its persistence despite progress made since 2000. Although the parity (1,01) has been achieved in pre-primary, it is not the case in primary (0.93), secondary general (0.86) and higher education (0.70) where girl participation remains at a disadvantage. Girls also remain the most excluded from literacy. In primary education, 55% of the 31 432 000 out-of-school children are girls. With regard to out-of-school adolescents of secondary 1 and 2 ages, girls make up 52% and 53% respectively. Among the 0.6% of young people enrolled in technical and vocational education, girls account for 0.4% as against 0.7% for boys; female participation in higher education is 41% against 59% for boys. Gender parity indices in the completion of primary education (0.89) in lower secondary (0.96) and upper secondary (0.63) are likely to maintain these school disparities in the same way as the literacy parity indices of young people (0.86) and adults (0.76) to the detriment of girls and women. The risk is even greater that female teachers, with the notable exception of pre-school (76%), are in the minority in primary education (44%) and more widely in secondary (29%) and higher education (21%).

Geographical and socio-economic disparities also need to be eliminated. The respective parity indices are 0.60 and 0.37 in primary completion. While the average primary completion rate is 55%, it is only 24% for the poorest girls and 29% for the poorest boys. At the level of secondary 1, these four figures drop to 0.36, 0.12, 4 and 8 respectively, and then in secondary 2 to 0.19, 0.05, 0 and 2.
Ensuring that all young people and a significant proportion of adults, both men and women, acquire literacy and numeracy skills is one of the areas where Africa is still not making significant progress. Youth and adult literacy rates are respectively 71% and 60%, while the number of young illiterates is

48,765,000, of which 59% are women; adults make up 188,315,000, out of which number 61% are women.

Achieving education for sustainable livelihoods, human rights, gender equality, the promotion of a culture of peace and non-violence, global citizenship, African cultural identity, the ideals of pan-Africanism, the valorisation of cultural diversity and the contribution of culture to sustainable development remains an enormous challenge. It will require curricular and pedagogical reforms, as well as changes in the environments, cultures and practices of stakeholders in order to make educational systems capable of developing awareness, implanting values and changing attitudes and behaviours. These conditions are far from being achieved today: for example, few African education systems have fully integrated gender equality education (2 out of the 16 that provided data), human rights education (1 out of the 12 that provided data), education in sustainable lifestyles (1 out of the 16 that provided data), peace education (1 out of the 12 that provided data), citizenship education (3 out of the 15 that provided data), etc.

The same holds true for building the foundations of a strong African identity. For example, the pedagogical use of the "General History of Africa" is fully integrated only in higher education. In primary education only one country has done so, in secondary 1 five countries and in secondary 2 seven countries out of a total of 51 countries surveyed. In addition, African education systems continue to favour the use of foreign languages as languages of instruction.

In all, Africa remains the region of the world furthest from the targets of SDG4 and G1.2 of the 2063 Agenda. In addition, it is also the region in the world where the need for education increases most because of the relatively high population growth rate of 2.6 per year, while it has the lowest per capita GDP (1,025 in current US $ and 2,258 in PPP dollars) and the highest poverty rate (population living on less than US $ 1.90 PPP: 38.4%). In view of education's history, culture and languages, it is also the continent where ownership of official education systems by the populations has been the least.

2.2. Africa Faces Huge Challenges in Achieving Objectives of the 2030 Programme and 2063 Agenda

This situation definitely explains the well-known and persistent challenges:

- The inclusion of high numbers of out-of-school children: 50% of out-of-school children worldwide, i.e. 55 million out-of-school children, live in Africa, while the African population represents about one-tenth of the world's population;

- The inclusion of a considerable mass of young people (48,765,000) and illiterate adults (188,315,000);

- Eliminating the enormous waste of resources devoted to education: between 20 and 50% wasted because of repeating and especially drop-outs, which explain the low internal efficiency and particularly low completion rates in primary education (55%);

- Reversing the strong extraversion of education: linguistic and cultural heritage, endogenous development needs and problems are barely present in learning;

- The substantial raising of low learning outcomes for students, including in basic literacy and mathematics;

- The pedagogic revolution necessary to put back on track teaching and learning processes that prioritize memory at the expense of the observation, experimentation, analysis, logical thought, the critical mind, etc.;

- Strengthening external effectiveness to overcome the gap between learning outcomes and the ability to use them to solve problems of life and work.

The 2030 Programme and 2063 Agenda have set goals, objectives and targets, as well as policy and strategic options that pose new challenges for education in Africa:

- Guarantee the combined universalization and quality of free basic education including a year of pre-schooling, and primary and secondary education for all;

- Offer lifelong learning opportunities to all as an imperative and emergency in the 21st century as well as digital skills / ICTs;

- Go beyond parity to implement gender equality;

- Empower everyone to achieve decent work;

- Effectively integrating changes in awareness, attitudes and behaviour in the learning curriculum to promote a new world and a new Africa in the perspective of sustainable development;

- Promoting African renaissance and the ideals of Pan-Africanism at the service of building the United States of Africa;

- Reversing the relationship between literary and scientific studies to the benefit of the latter for the construction of African knowledge societies and economies and to equip Africa with scientific and technological skills for building knowledge societies and economies.

2.3. Africa Must Seize Opportunities to Achieve Qualitative Developmental Leaps

These challenges are also targeted by commitments to mobilize states and other stakeholders in the 2030 Programme and 2063 Agenda. In this sense, they are also opportunities. It is appropriate here to take a retrospective look at the programmes launched in 2000. Although Africa has not achieved the MDGs and the EFA goals, it has made remarkable progress through these programmes. Trends of the main indicators for monitoring the six EFA goals show the significant progress made between 1999 and 2014: pre-primary GER doubled from 11% to 22%, primary ANER gained 30 points (from 50 to 80 per cent), the parity between girls and boys in primary education increased from 0.85 to 0.93 and in secondary education from 0.82 to 0.86. At all levels of education systems, there has been a marked increase in enrolment. With regard to the MDGs, Africa has significantly reduced poverty, infant and maternal mortality, and the incidence and prevalence of HIV / AIDS. Most African countries have achieved the target of 10% coverage of protected areas in relation to their territorial and marine areas.

These advances made through the MDG and EFA movements confirm that post-2015 initiatives can also be seen as exceptional opportunities for making further progress in education in Africa. Moreover, specific commitments by African States tie in with and integrate universal commitments. Education approaches and objectives are closely linked to those of sustainable development for synergy of interaction and overall dynamics at the service of transformation. To the achievements

that can serve as the basis for a virtuous circle and exceptional opportunities offered by the 2030 Programme and 2063 Agenda, we should add:

- African economic growth, which stood at 5-6% within the period, clearly above the rate of population growth, providing an opportunity for increased financing and accelerated educational development, in contrast to the period of stagnation of the 1980s (a slowdown is projected but a significant number of countries on the continent still manages to maintain a good growth momentum);

- The rise of a middle class (growth of 59.6%, higher than the population growth estimated at 27.6% over the period 2000-2010) which encourages the development of private education, especially at higher levels, thus offering an opportunity to redirect public financing towards basic education and the poorest sections of the population;

- The growing potential for the participation of communities and civil society, an inadequately exploited asset, which decentralization policies that promote the emergence of local leaders and empower grassroots actors, can enhance and harness;

- The rapid expansion of ICT that can offer the opportunity to strengthen equitable access and improve the quality of education, while providing effective support to improve governance systems.

How can all these opportunities be used to achieve SDG4 and the 2063 Agenda's Objective 1.2?

3. LEARNING LESSONS FROM SUCCESSFUL EXPERIENCES AND BEST PRACTICES FOR IMPLEMENTATION

The analytical work centred on implementation challenges documented the lessons drawn from successful experiences and best practices in the thematic areas covered by the four sub-themes of the Triennial. It is noteworthy to indicate at this juncture that the diversity of national and local situations does not allow us to reproduce as such the lessons learned within a given context. Such lessons can promote the search for solutions when confronted with similar challenges but they need to be assessed, interpreted and adapted to fit into a particular implementation context.

3.1. Ensuring the right to quality, relevant and effective education for all in order to promote employability and sustainable livelihoods

Sub-theme 1: The implementation of quality education for all and lifelong learning for sustainable development (SDG4)

Regarding the bases and requirements for the promotion of quality education and lifelong learning for all, there is first and foremost the mandatory law for quality education understood as one that takes into account the actual needs and abilities of the learner, particularly by a competent and motivated teaching and supervisory staff. Secondly, there is the need to have human resources capable of contributing to sustainable development in their communities in particular, and on the African continent in general. In addition to this, there is the need to promote the societal image of alternative and/or indigenous education systems and procedures.

The advent of such a policy should allow for training that leads to empowerment by virtue of the relevant knowledge acquired for life, health and employability. By broadening and strengthening

partnerships with the grassroots communities and other stakeholders, the social governance of schools should improve and make it possible to: i) obtain innovative and sustainable financing; ii) promote a peaceful environment for learning, especially one that fosters gender mainstreaming.

Issues

In order to promote quality, inclusive, lifelong learning, nine strategic interventions or problem pillars to be tackled have been identified. They relate to i) quality of learners, ii) quality of processes and teachers, iii) quality of contents, iv) dealing with gender inequalities, v) inclusion of the "marginalized", vi) provision of an Integrated Early Childhood Development (DIPE) and basic education for all, vii) continuum of Education-Training, viii) development of the higher education sector, ix) use and promotion of ICT.

 Addressing the quality of learners is to ensure that education is available for all (the deprived-girls-child workers-children in conflict situations- nomadic children- children with disabilities) without any discrimination whatsoever. Furthermore, it is necessary to promote i) reintegration of drop-outs, ii) completion of secondary education.

Quality processes and teachers call for appropriate skills and communication tools. The objective is to create an academic environment that is gender-sensitive and explores the various mechanisms of ensuring that the teaching and learning processes are tailored to the specific needs of boys and girls.

Regarding the quality of contents, special emphasis will be laid on value-based education (VBE), recognized as one of the strongest lifelong and overall life-dimensional human development pillars. By mobilizing and involving communities considered as key providers and "interpreters" of the content, the entire local and indigenous knowledge, expertise and value systems will be integrated. This harmonization of teaching –learning with local realities (common set of core skills) can be a factor of quality and relevance. In this regard, legislation could be enacted on the need and obligation for African educational systems to give priority to indigenous knowledge and expertise.

Addressing gender inequities is to ensure that schools are made secure and become friendly places not only for girls but for all kinds of weak or marginalized categories. This must also assist in supporting the transitions towards higher education and development of local leadership.

Inclusion of the "marginalized" means addressing as much as possible the negative effect of social stigmatization faced by parents and children living with disabilities or attending alternative educational systems (Koranic schools-apprenticeships –literacy – etc.). Education for Special Needs (EBS) is still another critical dimension for inclusion as well as the imperative of human rights.

Provision of quality Early Childhood Development and basic education for all children can be a systematic means of influencing in a more conscious and meaningful way, social knowledge, fundamental values and attitudes of children, particularly to neutralize gender stereotypes before they become a mode of thought and unconscious behaviour. In other words, early childhood development can contribute to solving the learning crisis in Africa.

The lack of any continuum between education and training is a major cause of exclusion among the youth for the simple reason that the ones who leave the school system for having failed and without attaining the required level of performance are left out of the system without any opportunity for training so as to enter into the labour market. This exclusion of young people is a threat to the socio-

political stability of a country. The anticipation of such a situation can be tackled, not only by building bridges between the different types of training and education in the formal, non-formal and informal sectors but also 'by operating a shift of the TVET towards the development of technical and vocational skills (DCTP).

The development of the higher education sector should allow for the provision of creative and innovative solutions for sustainable reform and transformation in the development sectors. Specifically, such revitalization would help produce well-trained and committed professionals on a large scale, especially for literacy, adult education, lifelong learning and educational leadership.

Promoting life-long learning

All the age brackets, including adults should benefit from the opportunities to learn and continue to learn. From birth, lifelong learning for all in all circumstances and at all levels of education should be integrated into the systems by means of institutional strategies and policies, programmes accompanied with the necessary resources as well as solid partnerships developed at the local, regional and national and international levels. This requires a multi-dimensional and flexible process as well as entry points and reintegration at all ages and at all levels of education, strengthening of linkages between the formal and non-formal structures and the recognition, validation and accreditation of knowledge, aptitudes and skills acquired within the framework of non-formal and informal education. Lifelong learning also includes improved and equal access to technical as well as quality vocational education and training including higher education and research which will duly take into account the importance of quality assurance. Specific measures and an increase in financing must be provided for to meet the needs of adult learners and millions of children, young people and adults who are illiterate. Furthermore, all young people and adults, in particular girls and women should benefit from the opportunity to achieve relevant and recognized levels in the area of functional literacy and skills in calculations and the acquisition of essential skills for everyday life and decent work. It is therefore important to ensure the provision of opportunities for adults concerning education, training and learning. Intersectoral approaches should be adopted, consisting of education, science and technology, the family, employment, industrial and economic development, migration and integration, citizenship, social well-being and public finance policies.

Framework of Action SDG4

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The teachers must be able to help the pupils and students to become collaborative learners, problem solvers and be creative in the use of ICT. This must be carried out both in the formal and non-formal systems. It calls for satisfactory integration of ICT in the existing initiatives, programmes and projects rather than using it in a separate entity.

Major Challenges to be addressed

Among the challenges to be addressed, the following can be highlighted:
- A state of physical, mental and psychological preparation for the benefit of pupils to learn and have a network of support from their families and communities;

- The availability of libraries to contribute to the emergence of a culture of sustainable reading in a literate environment in the schools and institutions, in the community and at the home;

- The development of a model and evaluation and monitoring procedures to obtain objective, equitable and transparent outcomes;

- Productive teachers: creative – resourceful – endowed with critical minds – capable of making good use of appropriate technology for teaching and learning;

- Addressing the skills gap in the area of gender in education;

- Attracting new personnel to the profession by improving the status and management of teachers;

- Developing a culture of social dialogue;

- Harmonizing at the continental level, qualifications frameworks, the mobility system of teachers, thus highly reducing the brain drain syndrome and the shortage of mathematics, science, engineering and technology teachers.

Among other challenges to be addressed for an effective and efficient Training-Employment continuum, the following can be highlighted:
- A TVET that marks a departure from the traditional learning systems dating back to the colonial era;
- A pedagogical and technological requalification generally applicable to TVET teachers;
- A greater participation of the private sector and youth enterprises in employability of school graduates;
- Strengthening of relationships between training and the labour market by developing programmes based on knowledge targeted by the labour market.

Experts' Seminar and 2014 Ministerial Conference on: "Youth Training, Integration and Employment in Africa"

Three observations:

- All the countries are confronted with a very high level of exclusion of young people from the labour market. As a consequence, Africa must resolutely establish a new social pact with the youth, failing which they will be turned into a sacrificed and a potentially problematic generation.

- The reasons for this high exclusion are due to the shortsighted view of effective development dynamics. African economies, as a matter of priority, consist of a fabric of self-employed workers and micro and small enterprises which are actual creators of wealth and employment but who are often marginalized, mostly in the area of public policies and vocational training.

- The development of technical and vocational skills is undervalued and devoid of resources. In actual fact, there is an almost general discrepancy between the national strategic guidelines focused on the need for vocational training of a large number of young people and the very small number of young people actually received and trained in the training institutions. Moreover, the large numbers of young people trained by the productive sector are not recognized and public policies are not designed to provide any support to them.

Three priority action areas initiated by the countries.

- *Action area 1 (2015)*: invest in the enhancement of skills of entrepreneurs and trainers. None of the ongoing changes can be realized without a genuine policy for retraining of all the public and private stakeholders involved in the various arrangements and processes for skills acquisition.

- *Action area 2 (2016)*: promote the education/training continuum. The lack of such a continuum is one of the major causes of exclusion of young people, considering that those who come out of the school system with failure or without any recognizable school achievement find themselves in the streets without any opportunity to go through active training when entering the labour market**.** The country reports indicate new reorientation opportunities between education and training that may have to be deepened and shared.

- *Action area 3 (2017)*: design and operationalize inner-country experiences of facilitating access for the youth to employment. The national experimental fields are often very limited to achieve practical applications that will provide good answers to questions that are broadly transnational. The Quality Node should enable one to propose and especially operationalize measures that are rather common or at least convergent in the areas leading actually to employment.

Contributions of the PQIP/DCPT to the preparatory analytical work of the 2017 Triennial

Among other challenges to the development of higher education, there is the lack of financing vis-à-vis the growth in demand for access (infrastructure – research – education scholarships for the most deprived persons). In addition to this, there is also a weak commitment on the part of the stakeholders. Furthermore, the universities which had until then been educational institutions are confronted with the challenge of repositioning as training, research and innovation institutions with a focus on development.

Successful experiences

Lots of experiences and/or studies have been carried out in the area of quality education and lifelong learning. The results of these experiments and/or studies carried out in both Africa and elsewhere that convincing outcomes can be drawn from the promotion of quality education providing skills for all. These experiments centred on the targets and beneficiaries, content development, methods, procedures and learning tools, learning environment, governance, educational financing, etc. a lot more could be cited without attempting to be exhaustive.

The recent assessment of education into the necessary lifelong skills (LES) by UNICEF provides an intermediate solution through the development of a conceptual and methodological approach which led to the development of a matrix applicable to formal, non-formal and informal sub-sectors. The specific elements of the Matrix, reference framework for a total and functional understanding of the SCC, include knowledge, attitudes, aptitudes that each African learner would acquire to be able to respond to his own needs and expectations and to those of his society, on the one hand and to preserve their individuality, uniqueness and citizenship as children, young people and adults, on the other hand.

The Matrix provides i) the basic principles of an inter-disciplinary approach, ii) the link between theory, reality and practice, iii) pedagogical aspects such as REFLECT and the TYLAY approach which provide concrete responses to learning needs in the various contexts based on societal values and vision. The intervention, Accelerated School Preparation (ASP) is an alternative approach to strengthening the preparation for early childhood at the primary school and to address the lack of adequate access to preschool education and the high cost of preschool establishments for rural children.

In Rwanda, a career and educational planning orientation programme in a post-conflict environment uses "Mobile Laboratories" equipped with appropriate ICT infrastructure including Wi-Fi connectivity, tablets and laptops to maximize talents and potential and their population of learners and to harness them for personal, community and national development.

The CAMED in Tanzania is an example of packages of actions which i) provide support for community initiatives in order to improve enrolment of girls; ii) train the mentors of teachers and staff and parents to improve the quality of education; iii) develop and distribute low cost educational resources. It also enables young female graduates to play a leadership role as "Learners' Guides" in their local schools in order to train them and provide a relevant life skills programme.

Regarding a case study on the education of girls in Kenya, it is advocating for a primary school governance system that is favourable to gender equality consisting of: a) awareness raising among parents and the community on the importance of girl child education; b) the security and safety of girls by providing boarding facilities and menstrual pads; c) guidance and counseling; d) school feeding programmes; e) enforcement of laws to reduce child labour and promote the right of girls to education; f) increasing subsidies and abolition of school fees; and the provision of basic learning materials. *Good Neighbours* (*Bons Voisins),* is a strategy for educating girls in Malawi which addressed these challenges through sex education, education on the rights of children and education for the prevention of child marriages.

Benin opted for a public integration policy in the school cycle rather than a separate institutional mechanism for the inclusion of children with disabilities in education and development. Several results of this experience are noteworthy: breaking the taboo and the stigma associated with people with disabilities in the community; successful mobilization of private and public initiatives and interventions; partnership and strategy for multisectoral organization in public policy; continuous awareness raising and community ownership; and support for the learner with special needs.

 In Asia-Pacific, financial resources were mobilized for education through several legislative and regulatory provisions. They include, among other i) the compulsory contribution arising from Corporate Social Responsibility (CSR); ii) taxation from extractive industries; iii) SIN taxes on lottery; iv) SIN taxes on alcohol and tobacco; Impact on Education Obligations (or the conversion of a debt stock into bonds for development).

Lessons learned: success conditions / factors

Through anticipation and foresight, results were gathered in order to better learn to appreciate: how to do, how to be and learn how to live together. Among the conditions/factors that make it possible to attain such results, the following can be mentioned:

- The transition from parity to equality requires the sensitivity of the learning environment and the pedagogy of teachers vis-à-vis the needs of the different groups of learners (people with disabilities, girls and women, chronically ill people, poor people in the rural communities, etc.), cultural transformation, representations, behaviours, institutions coupled with targeted policies of affirmative action (legal protection, free care, prepared teachers, feeding programmes, vocational guidance…)
- The remedial schools are workable (relevance, cost-effectiveness, broadening the opportunities for vocational training for employment, self-employment and entrepreneurship coupled with the maturation and entry into adulthood) in the fight against exclusion, dropout rates and school failures;
- The need for systematic intervention and research-action on the part of external stakeholders and greater empowerment of teachers to become researchers with emphasis on action;
- That every level of educational continuum must produce values, knowledge and relevant knowledge to constitute the basis for the subsequent stage;

That the level of performance of the students is enhanced when a learner takes the initiative to deepen his understanding and capacity to transfer knowledge into all disciplines and situations; That the learners, especially in basic and preschool education, literacy and non-formal education produce best results when the teaching is done in the mother tongue or in the language they understand better; That there are transformational models potentially reproducible in other countries or regions of Africa. Vocational training and decent work for all requires the mobilization and development of all the available training resources in the society and the economy: linkage between FPT and learning, partnerships with the private sector, employers' organizations and producer organizations, master craftsmen…

2015 Kigali Ministerial Conference: "enhancement of the skills of entrepreneurs and trainers (FFE)".

Four observations:
- The FFE does not form part, without exception, of national TVET policies;
- The FFE remains more often at the stage of: who is to be recruited, at what level and for which status?
- The professional trainers are often part-time workers or visiting lecturers;
- All the same, the mechanisms are progressing more and more towards involving professionals in the training and calls for a full review of the existing FFE.

Six areas of action and cooperation among the countries:
1. Place the FFE at the centre of the TVET reform and its development towards the DCTP (intangible investment);

2. Not to separate the FFE; and upscaling of training materials and equipment (tangible investment);

3. Redefine the trainer from a three-pronged stance: technical (mastery of a special discipline), pedagogical (ability to ensure that students progress from their actual situation) and professional (requirement of professionalization in actual work situation);

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4. Consider the entrepreneurs as full-fledged beneficiaries of the existing FFE arrangements or as those to be developed;

5. Significantly develop the skills of entrepreneurs in the informal sector who train the young people at the work place;

6. Consistently develop the training mechanisms in turns and through learning, and in this regard, train the trainers and entrepreneurs in a coordinated and complementary manner

Contributions of the PQIP/DCPT to the preparatory analytical work of the 2017 Triennial

Key messages

- *Reorientate the training systems to vocational and technical skills, not in the area of supply but on the demand side by establishing the link between the curricula and the training programmes and the most important labour needs of the country, by establishing training partnerships with all stakeholders of the economy;*

- *Move from the equal number of registration of girls and boys in the schools to the advancement of the priorities of education of "the second generation" of girls: completion at the different levels, success in scientific and technological training/learning;*

- *Promote a multilingual education and internalize endogenous knowledge in the curricula;*

- *Promote ICT in the teaching-learning process;*

- *Adopt and operationalize an attractive system within the teaching profession with continental professional standards which can be adapted by the countries as guiding principles for the management of teachers in order to boost motivation and professionalism;*

- *Transform the professional development of teachers by committing them to research-action, brainstorming practices, learning in pairs, approaches to cultural changes and practices, taking care of learners facing difficulties, pedo-centrism and by preparing them for improved flexibility and adaptation to different formal, non-formal and informal learning contexts;*

- *Take into account the determining role of the evaluation system, textbooks and learning environments as well as the leadership and school projects in the orientation and contents of what is actually taught and learned in classrooms;*

- *Ensure greater involvement of local stakeholders in the management of the schools;*

- *Apart from refining indicators of the learning outcomes, develop the equity indicators linked to inclusion in order to control the quality of education for all;*

- *Ensure adequate financing to guarantee the provision of good quality education, especially for the benefit of marginalized groups;*

- *Ensure that schools are safer and more secure;*

- *Promote lifelong learning.*

3.2. Pooling and internalizing successful innovations

<u>**Sub-theme 2**</u>: **Promotion of Science, Mathematics and Technology**

Issues

One of the characteristics of the 21st century is the preponderance of the knowledge economy in a highly globalized world. That is the reason why the Continental Education Strategy for Africa (CESA) lays emphasis on science, mathematics and ICT as drivers of the sustainable development of Africa. Of course, significant progress has been made in i) the development of mathematics, science and technology education; ii) the development of the capacity and skills of teachers; iii) the introduction of ICT in schools and its use in the teaching-learning processes. But there is no gainsaying that a lot remains to be done in order to i) gain mastery of the language of instruction both by the teachers and the students, ii) incorporate the indigenous knowledge in the science taught at school, iii) increase the participation of girls in the STEM subjects, iv) reach out to learners with special needs and/or confronted with learning problems.

PROMOTION OF STIM IN AFRICA

Today, African graduates come out of school mainly with academic qualifications in the arts and social sciences: indeed, the number of students from the science, technology, engineering and mathematics disciplines account on the average for 25% of the products. Furthermore, women are under-represented in these disciplines.

As a result of recent progress achieved in Africa regarding enrolments, increasing numbers of students are able to complete their primary and secondary school courses. This new generation must be able to acquire the skills and knowledge they may need to address the challenges confronting the continent. At the beginning of the year, the Rwandan authorities and the World Bank organized a high-level Forum on higher education in science, technology and innovation in Kigali. At this event, the participating countries and their partners made an appeal for action by setting an ambitious goal: a two-fold increase in the number of students leaving African universities with a science or technology certificate by 2025. It is at such a price that an accelerated transition of Africa towards a knowledge-based society can be achieved within a time span of one generation.

How do we proceed? Several measures which have already been successful will help to adapt higher education to the needs of the 21st century and brighten the career prospects of young Africans. They centre on a keyword, partnerships: partnerships between the universities in Africa and elsewhere, between universities and the private sector and between African countries and new investment partners in Asia and Latin America. Systemic reforms are also important, especially to improve the quality of education at all levels and make higher education more responsive to the expectations of employers...

The World Bank, together with eight African countries and the Association of African Universities has developed an initiative aimed at establishing 19 "Centres of Excellence" in West and Central Africa. The plan is to develop and support excellence in higher education in Africa, particularly in the areas of science and technology, by promoting regional specialization; by bringing the best teachers and researchers together and promoting the sharing of knowledge. This form of

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> **cooperation is critical to maximize the impact of very limited resources and promote increased regional integration.**
>
> Makhtar Diop, Vice-President of the World Bank, Africa Region, 2014

Major challenges

The successful promotion of science, mathematics and ICT education in Africa calls for the major challenges to be addressed, which, among others, are:

- The low production of STEM research and in the physical sciences;
- The lack of benchmarks in the culture of science and mathematical standards;
- The poor command of the language of instruction by the teachers and learners;
- The gender disparities in the area of school participation and results in science and mathematics;
- The low educational background of learners concerning basic skills in reading, writing and mathematics;
- The gap in teaching and physical resources (school textbooks – basic services such as water, sanitation and electricity);
- The lack of ICT tools such as radios, computers, television sets and installation of internet facilities;
- The low mastery of the use of ICT tools by the teachers and students;
- The lack of comprehensive policies on integration of ICT in the provision of education;
- The shortage of science, mathematics and ICT teachers;
- Teachers with inadequate training or without qualifications, less motivation as far as working conditions and remuneration are concerned;
- The big size of classes at the higher education level.

Solutions to address the major challenges identified

Several options and approaches can assist in surmounting the major challenges in the area of promoting STEM and ICT in the teaching-learning processes. Furthermore, these options and approaches would contribute to enhancing understanding and the recognition of the importance of science and mathematics in national development by the learners and teachers. The solutions, among others, are:

- The establishment of a support mechanism for teachers for their professional development and permanent improvement of their teaching practices;
- The provision of ICT infrastructure and the strengthening of knowledge and skills for optimum use of these materials;
- The use of ICT to broaden learning opportunities at the higher education level, while contributing to enhancing efficiency in the use of resources;

- The elimination of gender disparities in the learning of the STEM subjects through targeted interventions which motivate girls to register in the STEM courses;

- The inclusion of indigenous knowledge, popularization and promotion of scientific knowledge from all segments of the African society into the school curricula;

- The establishment of a system of guidance /support for teachers and learners towards the acquisition of cultural tools associated with STEM, such as the "language" of the courses in the African context where the language of instruction is different from the mother tongue;

- The design of a platform for the sharing of knowledge at the continental level for the dissemination of successful experiences as well as good practices.

Strengthening science and mathematics curricula and dissemination of knowledge and the scientific culture in the African society

a. Introduce science right from the start of the educational curricula and develop attractive extra-curricular activities such as science parks and clubs;
b. Encourage practical training and reward innovation and innovators;
c. Facilitate the implementation of incubator projects and mentoring programmes;
d. Use informal and non-formal means to disseminate knowledge and the culture of science;
e. Include contextualized scientific knowledge in curricula and in alternative educational approaches;
f. Promote scientific knowledge and indigenous culture.

CESA 16/25

Successful Experiences – Promising Solutions

In order to establish scientific benchmarks and mathematical standards in Africa, the Inter-Country Quality Node (ICQN) on education in mathematics and science (PQIP-EMS) and the Working Group on Educational Management and Policy Support (GTGEAP) are working on the development of a framework for the design of specific benchmarks. It should be understood that such a mechanism will not be in harmony with internationally-recognized principles and approaches.

Kenya is implementing an innovative school curriculum for environmental science education. The curriculum in question allows the students to be linked to their environment through science, especially by incorporating indigenous knowledge into science taught at school. This is an example of "self acculturation" or of "scientific inculturation".

Still in Kenya, the programme dubbed "Strengthening Mathematics and Science in Secondary Education (SMASSE), comprises of several segments including online orientation for Elimika teachers which provides the teachers with new information on the school curricula, the teaching methods, etc. Subsequently, SMASSE has been institutionalized and regularized, both as a capacity building programme for mathematics and science teachers in the primary and secondary schools all over the country.

Regarding SMASE-Nigeria, it was launched and managed in the form of a project between the Nigerian Federal Ministry of Education and JICA. After the convincing results of the pilot phase, the project was replicated in all the same targeted regions before becoming a programme for the Federal Minister of Education who took over the financing of all the activities with effect from 2014. Similar activities have been implemented in Ethiopia, Malawi, Morocco and Zambia,

In Tanzania, an experimental study assisted in teaching students the same concepts in biology, geography by using two different languages: English, the language of instruction and Kiswahili, the local language of the learners. This is a success story for the promotion of the "science talk".

A programme at the Rabat Advanced Teacher Training School for Mines in Morocco hopes to relate the contents of mathematics to real life experiences. Thus, solutions were developed for the problems relating in particular to population growth, resource management (water, energy, mineral resources etc.), demand for energy, climate change, the new epidemics and health, disaster management and terrorism.

In order to address the issue of overcrowding in classrooms, the University of Cadi in Morocco is implementing and managing UC@MOOC, which is a digital platform introduced to help address the issue of overcrowding of students in the universities. The platform is also used by students in neighbouring countries in the region such as Tunisia, Algeria and Senegal. It operates by allowing the students to learn, even without any face-to-face interactions with the lecturers in the university through the use of the digitalized content made available to them through tools such as CD-ROMs and DVDs.

The experimental solution EDUCI has been developed in partnership with Microsoft, Orange, Nokia and UNESCO-IIPE. It was tested in December 2012 by the Ministry of Education of Côte d'Ivoire. It helps to collect information on educational inputs, thus replacing the traditional paper survey forms.

The Real-Time Access and Utilization of Children's Learning Data Project in Ghana, helps students to access their results on their mobile phones to establish local, regional or national statistics that form a database to foster information sharing and the circulation of experiences among schools.

DIGITAL TECHNOLOGY FOR EDUCATION IN AFRICA

Making quality suitable contents available for targeted audiences
In the first place, ICT can provide large-scale access to various forms of contents, to individuals or groups, both for the preparation of the courses and to work in class or outside the classroom. Thus, in the face of the shortage of school materials, ICT can contribute to making a large number of resources available at very affordable costs with an avenue for updating the contents…

Improving the training of teachers
The shortage of qualified teachers at all levels of the system (in particular at the primary level for the teachers already at post) can be partly bridged through nomadic technology which provides greater flexibility for the organization of the training, particularly in the area of apportioning time between the activities requiring the physical presence of teachers and the activities relating to distance self-training. This flexibility is all the more important that the long absence of teachers

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from the classrooms must be avoided. But technology can also help in supporting the students by tutorship in order to fight to address demotivation which involves abandoning the learner...

Promoting a learner-centred approach
ICT can facilitate a teaching approach inspired by methods referred to as "active", which are geared towards developing skills beyond the transmission of knowledge. These methods are based on collaborative learning, case studies, situations-problems, teaching methods led by the learners. ICT also allows for both the transmission of knowledge and the solving of complex problems, case studies and simulations, etc.

Among the classroom practices which are associated with performance improvement of students, the sustained controls and examinations can be supported by mobile technology which facilitates the administration, correction and consultation of results, both internally and externally...

Addressing the lack of data for the management of the educational system
The availability of reliable and current data on learning and school materials, the number and the qualifications of teachers, the organization of the influx of students and the times for study is an essential requirement for the development and conduct of any educational activity. A large number of governments and policy makers facing issues of inadequate and up-to-date information and data have become aware of the use of smartphones or tablets to address these difficulties...

AFD Common Stocks of Knowledge (Savoirs communs) n°17

Lessons learned and key messages

- *Indigenous knowledge is as important as science taught in schools and it must be reflected in the school curricula.*

- *The language of instruction plays a critical role to enhance the conceptual understanding and performance of the students in science and mathematics.*

- *When the teachers spend more time on teaching and learning activities, the students learn more and obtain better learning outcomes.*

- *A concerted effort among all African countries enables each of them to benefit from the initiatives intended to improve the teaching of science and mathematics.*

Consequently, it is important to

- *Provide adequate resources towards the improvement and upscaling of equipment required for strengthening science and mathematics education;*

- *Ensure a better attraction and ownership of mathematics and science education: bilingual education, curricula reforms, linkages with problem-solving approaches of the surrounding environment, teaching methods reforms, enrichment of the learning environment with ICT and virtual training platform, multiple incentives to schools, students, teachers and parents;*

- *Develop and implement a professional development plan and motivation of teachers in the scientific disciplines;*

- *Move towards the creation of a continental platform "virtual space" for the sharing of information and best practices in the area of teaching-learning of STEM to ensure that each African country can learn from these successful and innovative initiatives.*

Extensive dissemination of the science culture in the entire educational and training system and in the society as a whole.

The development of scientific and technological skills does not start from the higher education level but rather from early childhood and then, throughout primary and secondary school and even from personal and collective experiences. In other words, learning from observation, analysis, experimentation, evaluation, interpretation, rational and critical reflection, from methodical doubt, the use of ICT can be achieved at all levels of the educational system and personal development and through promising scientific disciplines, and beyond that, in all learning activities. In fact, more precisely, it touches on culture and science and technological education with the integration of ICT, which must be inculcated into children, the youth and the entire society. In this regard, higher education can play a three-fold role:

- Learning transfer or popularization while ensuring the necessary demystification of science as a daunting discipline and a difficult subject in order to ease accessibility at all levels and create understanding and ownership of concepts, laws, methods and basic approaches;
- Training of teachers for science and technology education or more precisely for the pedagogy of learning the culture of science;
- Research on reforms to be undertaken to ensure that education and training systems broaden and strengthen the place and the role of science and technology not only as disciplines but as the foundation of all types of training for all, irrespective of the final destination of the learner.

Strategic Policy Framework for the Implementation of the Recommendations of the 2012 Triennial (Ouagadougou, Burkina Faso)

3.3. Recognize Africa's past in order to better project the future of the continent

<u>Sub-theme 3</u>: *The implementation of education for the African cultural renaissance and the ideals of Pan-Africanism*

Issues

It is henceforth admitted that African integration can be advantageously developed around a humanistic approach to education which would itself be developed around multicultural and multilingual ethics that promotes inclusion, mutual understanding and social cohesion. Furthermore, the close correlation between the use of mother tongues in multilingual settings and the promotion of African cultures has been highlighted on the one hand, and the use of mother tongues in education and sustainable socio-economic development, on the other hand. Hence, African education must not only depart extensively from the school form but also open itself adequately to its environment in order to incorporate the three dimensions which are indigenous knowledge, practical knowledge and innovative knowledge. In other words, it is important to a stop the extroversion of the African educational systems which are designed from models inherited from

the colonial period. Indeed, in these systems, local cultures, African history and indigenous knowledge are not adequately incorporated into the educational curricula and the training of the African youth.

To address such a situation, six basic concepts or structural components must be taken into account by this reorientation. They include: i) Pan-Africanism; ii) African cultural renaissance; iii) Multiculturalism; iv) Multilingualism; v) Continental integration; vi) Indigenous knowledge and expertise.

Though Pan Africanism, as a social, cultural and political emancipation vision hopes to promote and encourage the practice of solidarity between Africans wherever they may be in the world, African renaissance is a way of being and getting to develop Africa, the African historical conscience, to bring about fruitful dialogue among Africans with their own cultural heritage. Thus, it is a question of enhancing African creativity in a world where one has to "receive" but also to "give" "participate", "develop" and "act".

In Africa, the number of languages spoken and/or written in each country varies between 2 (Burundi), to more than 400 (Nigeria). At least 56 African languages are used in administration and 63 in the judicial systems. More than 65 African languages are used in written commercial communications and more than 240 are used in the media. This linguistic profusion and vitalizing dynamic should be an asset and not a factor for isolation of the continent in relation to the emergence of knowledge economies. Obviously, an advantage can be derived by subscribing to an ideological movement founded on a multilingual vision where African languages as much as the official languages (French, English, Portuguese, Arabic, etc.) play their role in the partitions which promote inclusion and continental integration.

African integration represents the concretization of the feeling of solidarity for the entire continent. Such integration is founded on a number of pillars: recognition and promotion of African social and cultural heritage – pooling of "national sovereignties" for the benefit of a "collective sovereignty" – convergence of sectoral and macroeconomic policies – formation of a regional market to stimulate investment and trade – building of regional physical infrastructure. It also contributes to the promotion of an education founded on humanism; this implies the enhancement of cultural diversity, universality and inter-culturality.

The indigenous knowledge and expertise emerge from oneself; and they build on empirical and intellectual data of a given culture. Turning to them helps to identify knowledge implementation, experiences and good practices which have to be incorporated into education and training at all levels in order to develop an education for African Cultural Renaissance, the ideals of Pan-Africanism and continental integration.

AFRICAN CULTURAL RENAISSANCE
CONVINCED THAT
- African unity can find its foundation particularly in its history;
- The affirmation of cultural identity translates a common concern for all Peoples of Africa;

- Cultural diversity and African unity are a balancing factor, a force for the economic development of Africa, conflict resolution, the reduction of inequalities and injustice for national integration;
- There is the urgent need to build educational systems which take into account African values and universal values in order to ensure both the entrenchment of the youth in the African culture and their opening up to the fertilizing contributions of other civilizations and to the mobilization of social forces towards sustainable indigenous development open to the outside world;
- There is the urgent to resolutely ensure the promotion of African languages, vectors and avenues for tangible and intangible cultural heritage in what is more authentic and essentially popular, but also as a factor for development;
- There is the urgent need to carry out a systematic inventory of the tangible and intangible cultural heritage, especially in the areas of history and traditions, knowledge and expertise, arts and the craft industry in order to preserve and promote it;

Extracts from the CHARTER OF AFRICAN CULTURAL RENAISSANCE

Major challenges

Several major challenges have to be addressed for the successful implementation of an Education for the African Cultural Renaissance. They include, among others:
- The limited knowledge of traditions;
- The difficulty of integrating the identified traditions in the curricula;
- The poor mastery of the knowledge linked to the understanding of the contents of cultural identity (systematic fact-finding about the indigenous culture) and the ideals of Pan-Africanism, their didactic transposition and the curricula planning.
- The difficulty of integrating concepts related to Pan-Africanism and to African integration;
- The difficulty in correcting the image that Africans themselves make about Africa and Africans;
- The unwillingness on the part of many policy makers to understand that it is important to actually integrate the cultural dimension into education;
- The lack of skilled human resources;
- The gap in suitable learning materials.

In addition to this, one may have to consider the low participation of national entities (State enterprises, local government authorities, etc.) in financing the integration of culture into education.

Lessons learned

Among other preliminary requirements or conditions to be addressed concerning the aforementioned challenges, there is the actualization of a bold policy of literate environments sensitive to the issue of African languages. This can hardly be achieved without promoting African languages as a medium and focus of education but also as a medium and cultural vector for greater social justice (cf. use of ICT in the teaching-learning process), or as a component of a common body of knowledge and skills to be grasped by the learners.

RECOMMANDATION ON INVESTMENT IN AFRICAN LANGUAGES AND MULTILINGUAL EDUCATION

1. Standardize multilingualism for social cohesion and for individual and social development through language policies based on natural command over two languages or more. Such policies must be anchored on the social vision for a country, translated into legislation and reflected in planning, budgeting and research in all sectors of the society.

2. Choose to enhance and develop African languages which are the most vibrant means of communication and the source of identity of majority of Africans and thus, to develop all the language policies (for instance, accept African languages as official languages and the language for writing examinations).

3. Establish a system of dynamic partnerships for education among all the stakeholders (government, educational service providers, language experts, labour market, local communities and parents) in order to engage in a participatory dialogue and mobilize large-scale support for an integrated, holistic and diversified multilingual education which will stimulate empowerment and transparency.

4. Plan an additive or late-exit multilingual education based on the mother tongue, develop it audaciously and implement it without any further delay by resorting to models adapted to the conceptual framework, to the situation and to the unique resources of the country concerned. For education to be relevant, it must, from the onset, prepare the students for active citizenship and enable them to pursue their academic goals.

5. Improve access to learning and information and make education effective by dismantling the language barrier and using languages the learners are proficient in, by proposing relevant programmes from the socio-cultural point of view, by further promoting the use of African languages in the educational context.

6. Combine optimization of the use of language and the adoption of relevant and high quality educational programmes, methods and materials which will help in obtaining the best results and ensure the reduction of the dropout and repetition rates in the entire educational system and establish an education for individual and social development in Africa. Being conscious of the fact that the choice of language and the way the languages are used in the classrooms can impede or facilitate communication and learning, and hence can empower or not empower people. The communication is a key component of the effectiveness of the teaching and learning methods. It is also essential regarding access to knowledge and its creation. Furthermore, the relationship between the use of the language in the classroom and the life of the students outside the school determines the possibility of applying and putting into practice what is taught; in other words the relevance of education and its impact on individual and social development.

7. Make maximum use of the expertise and resources available and continue to develop skills in the education sector and the media as well as at the work places. Sharing responsibilities with the universities, teacher training institutions, the media, the labour market, businesses and other institutions that are well-resourced.

8. Conduct inter-disciplinary research and awareness raising campaigns and building consensus in order to update knowledge relating to language in education and for development.

> 9. Cooperate at the international level and make use of regional resources.
>
> Use the policy Guide on integration of African languages and cultures in the educational systems mentioned below
>
> *Why and how must Africa invest in African languages and multilingual education? An evidence and practice-based policy advocacy brief. Second ADEA publication, 2010*

Strengthening of autonomy probably is, even History as a discipline, it has been undermined by some pedagogical re-organizations. The design and use of textbooks in line with the cultural renaissance is another requirement since the history textbooks in use in most of the schools are full of clichés and stereotypes.

To achieve a real African cultural renaissance in education, there is he need to reprofile and to revisit, if not to say rewrite school curricula by i) adding more value to the existing work on multiculturalism, ii) by incorporating into it social issues in particular and the specific needs of the people. In short, it will be imperative to have a common set of core skills encompassing all forms of education (formal, non-formal and informal). The most relevant strategy is the bottom entry point approach. It consists in experimenting and disseminating curricula designed on the basis of mother tongues, in the border areas which are real socio-cultural melting pots. Furthermore, it may be necessary to:
-   Continue and systematize the work of codifying the African languages;
-   Legislate on the implementation modalities for the use of the mother tongues in the curriculum;
-   Systematically incorporate modules on the transcription of African languages in the teacher training colleges;
-    Develop teaching materials that are sensitive to African cultural realities;
-   Popularize the integration of a common set of core skills (cf. Benin – Ghana – Senegal).

> **POLICY GUIDE ON INTEGRATION OF AFRICAN LANGUAGES AND CULTURES IN EDUCATIONAL SYSTEMS (ADEA, 2010)**
>
> The multilingual and multicultural education policy calls for:
>
> 1. The establishment of policy and legislative frameworks;
> 2. Awareness raising and advocacy measures at the national level and the development of regional networks;
> 3. An institutional strengthening and capacity building;
> 4. The development of monitoring and evaluation strategies to ensure the evaluation of learning outcomes and follow-up;
> 5. The development of curricula and training of stakeholders;
> 6. A publication in national languages and a book policy;
> 7. Research work and pedagogical innovations;
> 8. The mobilization of financial resources.
>
> *Why and how must Africa invest in African languages and multilingual education? An evidence and practice-based policy advocacy brief. Second ADEA publication, 2010*

Along these lines, aspects concerning facilitation and acceleration are available. They include, among others, the need to:

- Use the General History of Africa as proposed under the UNESCO Project on the pedagogical use of the HGA;
- Use the museums as a platform for learning as illustrated by the Burkina Faso experience;
- Dedicate public places to great African heroes and to the major events marking the history of the continent;
- Use of the Ubuntu approach, which seeks to promote humanism based on humanistic interdependency, positivism, collective approach to solving social problems;
- Use of family relationships, which is a widespread phenomenon in West Africa and which remain an excellent practice to facilitate inter-family and inter-tribal relationships;
- Explore tales and drama to promote African values and identity among the learners (cf. CARTEL-CITO Federation);
- Organize study tours for teacher interns in the local communities of several countries in order to expose them to the multicultural realities, thus promoting their opening up to others through contacts and immersion into grassroots communities.

Pedagogical Use of the General History of Africa

A number of key ideas cut across the entire work:
- The centrality of Africa first of all as a cradle of humanity and for its location and its continuous trade relations with other regions of the world..
- The cultural unity of African civilizations, beyond the diverse situations (illustrating local developments) expressions of creativity of Africans.
- The continuity of African History beyond the break-ups caused by the Atlantic slave trade and colonization.

This continuity is also due especially to the ability of Africans to resist, produce and to self-regenerate even in very harsh situations. Among the cross-cutting themes, the handling of which helps to buttress these propositions, issues such as those relating to techniques (invention and dissemination) for the circulation of knowledge, Settlement history, continuing training of ethno-cultural communities, training of States were tackled by each of the regions. The thematic section of the State is so vivid that the spaces that did not have "centralised" states are sometimes forgotten or are much less covered …

Finally, there is the issue of the acceptance of the work by the young people for whom the contents are intended for learning purposes. It would not be out of place to answer this question from the preface by A.M. MBow who set the goals of the General History of Africa. One could even ask about the achievability of the goals vis-à-vis the training needs of the youth of today by taking into account the state of the world and the major trends that can be seen in it.

Regional Conference on the Pedagogical Use of the General History of African Schools, Tripoli, Libya, 10 – 17 June, 2010

In the area of financing and mobilization of the necessary resources for the advent of an African cultural renaissance education, several opportunities exist:

- An advocacy among States on compliance with commitments made on financing Education (4 to 6% of GDP or 15 to 20% of the overall Budget of the State);
- A reduction of taxes on African cultural works and products which impact on education;
- A capitalisation of promising financing experiences (cf. KARANTA strategy which cuts across to Senegal, Mali, Niger and Burkina Faso);
- The payment of a tax by users of educational products;
- The co-financing of cross-border educational programmes between countries with populations speaking the same language;
- The encouragement of public-private partnerships (PPP);
- The enactment of laws on sponsorship for the substantial financing of education, with a reduction of taxes in return;
- The development of simple, less expensive, short-term joint pilot programmes initiated by several countries with common borders (cf. "Education Centres for Integration" co-managed by Burkina and Mali).

Key Messages

- *The extreme diversity of African cultures and traditions is to be considered, not as a brake but rather as a formidable opportunity for the building of national and African identities;*

- *Re-inventing the African School will go through i) a period of distancing in comparison to a form of schooling done in a more holistic approach, ii) a greater internalization of endogenous values and practical stocks of knowledge;*

- *The additive bilingualism anchors in the culture and improves the quality of learning if the planning of implementation is well conducted (linguistic, institutional didactic re-arrangement of the learning environment, teacher training, IEC, steering generalization...);*

- *Promotion, African integration are based on the grassroots communities: taking of ownership through education of the multicultural and multilingual traditions, the historical melting-pots and the sublimations of sources of conflicts, especially, in the border regions and points of encounters;*

- *To promote the benchmarking for the enhancement of the propagation of successful practices on the cultural renaissance and continental integration.*

3.4. Towards a Holistic and Multisectoral Approach of Peace Education and World Citizenship

Sub-theme 4: The Promotion of Peace and World Citizenship through Education

Problematic Questions

In this XXIst Century, where globalization has created a 'planetary village', one can hardly do without the necessity of living together, as one global community, as one peaceful world community. Since it is acknowledged and taken for granted that learners spend the majority of their childhood at school, the latter affords them the opportunity to fashion out and reinforce the values forming the character of the learner. Education must not be reduced to the acquisition of knowledge and the development

of cognitive skills but it also consists of inculcating values, the know-how to be and the attitudes which facilitate and promote social transformation and international cooperation. Consequently, peace education and global citizenship (PEGC) must a central place in the African school system of the future. A particular attention must be accorded to each of these components.

As such, thanks to global citizenship education, skills and values will be inculcated for the participation and the contribution of citizens to the dimensions of societal development at the local and world level. With peace education, causes of conflicts and the means of averting them will be studied, while developing within the learners empathy, regarding the other human beings, the respect of human dignity, emotional conscience, communication, cooperation, that capacity to avert and resolve conflicts, etc.

Among other indicators of these objectives, we may note i) the reduction of all forms of violence as well as the associated death rates; ii) the eradication of ill-treatment, torture, exploitation, and the trade in children; iii) the promotion of the Rule of Law internally and internationally; iv) the guarantee of equal access to justice for all. In short, it will be a question of enhancing the emergence of fairer, more peaceful, more inclusive, safer and more sustainable societies.

Role of Education in the Promotion of Peace and Global Citizenship

It can encourage, notably, individuals, especially the youths, to vote or facilitate participation in the political processes or the political life. The content taught as much as the teaching methods are the corner stones of the relationship existing between education, conflicts and the consolidation of peace. If peace and non-violence make progress, it is not simply because children and youths go to school, but it is because of both the teachers impart into their pupils the useful skills for facing situations that are prone to conflict or violence. Education reflects the social tensions, especially stereotyped conceptions and the underlying ideologies of conflicts. Because the foregoing, the relationship between education, peace and conflicts deserves a lot more attention in order to be able to support the positive contributions deployed, to a larger or lesser extent, in favour of the consolidation of peace, of access to justice and protection against violence.

1. Education increases the propensity to participate constructively and non-violently in the political processes: a. Educational and communication campaigns may inform the populations as to the manner of participating in the political life and accessing political information. b. An adapted system of education and teaching facilitate transition towards political systems that are more participatory. c. In democratic regimes, the people are generally, more and better educated.

2. A better level of education is clearly tied up with a strong feminine representation into political management positions. a. Gender equality in politics is far from being achieved. b. The best educated women are better suited to exercise management functions. c. The more women you have in politics, the more the educational disparity based on gender is reduced.

3. Education taught in conditions of equality, using inclusive didactical and pedagogical materials is a powerful tool for the aversion of and an antidote to conflicts.

4. Conflicts have more and more disastrous consequences on the educational systems. a. Children, teachers and schools are often taken as target. b. As regards forcefully displaced

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persons, more especially, children and youths, access to education is an absolute necessity. c. Other forms of violence, notably, incidents of harassment at school, sexual violence are cases for concern.

5. The role of education in the resolution of conflicts should be better acknowledged, notably, in the programmes of consolidating peace. Education can reduce criminality and violence against children and youths. Educational programmes help the marginalized persons to access justice and legal protection.

Main Challenges

Several challenges of implementation of PEGC must be addressed. But fortunately, there exists many opportunities and potentialities which can be maximized by leaning on the capacity to make of the diversity of cultures, languages, religions, African ethnic groups, a powerful lever of the 'living together'

Among the political and socio-historical challenges to take up, there is the limited willingness and leadership on the part of many African heads of governments, to defend policies and laws which may be in favour of peace and global citizenship. To the aforementioned, comes the challenge of the capacity of Ministries of Education to translate into actions the vision with respect to PEGC and the forging of related partnership at the national level and that of the schools. An emergent challenge is the rise, in many countries, of extremist radicalized, violent group that attacks school buildings and recruit into their ranks members of the school communities, including pupils.

At the operational level, there are, at least, four challenges to be noted. First of all, there is the non-existence, in several African countries, of the curriculum that may guide the implementation of PEGC programme. Another challenge is that of power i) getting close in an objective manner to the structural causes of deeply rooted conflicts, resulting in historical injustices, marginalization or corruption, ii) avoid the confusion between outcomes, impact and the methodology of PEGC; Learning through community service and commitment is also a challenge to be addressed in the majority of existing curricula. Added to this is a corresponding gender question, not losing sight of, as UNESCO notes, that global citizenship education is founded on Human Rights and that the equality of sexes is a fundamental Human Right. PEGC must therefore involve the two sexes (cf. Programme carried out in Côte d'Ivoire: Creation of Mothers and Infants' clubs, which brought together women of different nationalities, ethnic groups, and social strata for the well-being of their children).

Opportunities

Among the opportunities to be explored, there is the political commitment by the recent signing by the Ministers of Education of a Communiqué (in Addis Ababa) for the mainstreaming of the promotion of peace and global citizenship into the international and continental strategies. The youths constitute a driving force for promoting the values under-pinning global citizenship and how to put them into practice. The majority of contemporary conflicts occur in places where the populations are very youthful; children and youths offer a great amount of opportunity for breaking the cycles of violence.

On admitting that education is not limited only to socio-economic development, but that it includes social responsibility and citizenship, one cannot help but adopt a holistic approach for peace

education and GCE. Up to now, the forma system is the principal mode of instruction for PEGC. The said system must, however, be complemented by the non-formal and informal systems. Then, the formulation of national PEGC policies by Ministries of Education must be realized in collaboration with the partners, including the civil society.

The general option for promoting should allow the doing away with a curriculum based on content to the one based on skills, from the teacher-centred pedagogy to the learner- centred pedagogy, from a summative evaluation to an evaluation more formative. It is also necessary to do away with teaching and learning resources based on content to interactive learning work-books, based on activities (cf. Rwanda – South Africa – Tanzania – Uganda – Kenya – Asia Pacific Region). The two possible implementation strategies of PEWC are mainstreaming and immersion. Mainstreaming consists of identifying profitable disciplines and concepts of peace and global citizenship and making them integral parts of those disciplines. With immersion, the main messages of peace and world citizenship are introduced into the teaching and learning content, the said disciplines becoming the entry points. Adopting the 'formal model' goes on to make PEGC into a separate, distinct discipline. This is a less current choice in the countries. One of the examples where world citizenship is taught like a separate, distinct discipline is South Korea ('Creative, Experimental Activities').

Profitable Experiences and Lessons Learnt

The non-formal programmes are another approach used to implement global citizenship, through initiatives led by youths in collaboration with non-governmental organizations (NGO's) and the private sector. Several illustrative examples were developed according to this approach:
- 'Activate' (South Africa), a network of youth leaders aimed at bringing about change through the introduction of creative solutions to problems of society;
- 'High Resolve' (Australia), a pedagogical initiative in secondary schools;
- 'Peace First' (United States), a programme-based creativity, critical thought, knowledge about oneself and inclusiveness, allowing youth volunteers to work with children by designing and implementing community projects in a participatory way;
- 'Youth for Peace' in Cambodia
- 'Creating opportunities for dialogue with parents and children in South Kirgistan'
- 'Reinforcing institutions and the response of Civil Society to Specific Violations of Religious Liberty and the Promotion of Tolerance and pluralism' (Bangladesh) for the promotion of pluralistic values in the children with the aim of averting conflicts and exclusion-related intolerance;
- 'Inclusion for all: Education, pluralism and achievement' (Portugal), for working with population that are increasingly multi-ethnic and to support them in improving the school performances of immigrant children and assist in creating cohesive communities;
- Twinning initiative between British schools and schools in Jordan and Lebanon (British Institute) i) in support to Syrian refugee giving an opportunity to share their experiences by Skype and writing to each other letters, ii) and for giving the teachers the possibility to share ideas, lesson plans and work together on common projects.

In all these cases, the operational arrangement for a PEGC must take on board the following key questions:
- The identification of the causes of violence and the relevant dynamics developed (cf. examples from Sierra Leone, South Soudan, Liberia, and Burkina Faso)

- The reinforcement of resilience to mitigate natural and human catastrophes and the treatment of the causality link between conflicts and catastrophes (Burkina Faso, and Uganda)
- The sacrosanct nature of schools must be protected against the attacks and military occupation during a conflict ('Declarations of secure and safe schools' in CAR)
- The highlighting of the relationship between highly youthful population and a high level risk of the incidence of armed conflict in a context of unemployment/under-employment of the youth, the lack of access to quality education, bad governance, etc.
- The transformation of the demographic explosion of the youths into youth dividend in Africa
- The promotion of inter-religious dialogue at all the levels

On a parallel way, it is important to also incorporate cross-cutting issues likely going to affect the implementation of PEGC: IC Technologies (ICT), social media platforms - sports – music and arts - climate change – strong political leadership.

Implementation of Peace Education and Global Citizenship (PEGC)

While it is true that GCE has been implemented in different ways and in a diversity of contexts, including it at regional and local levels, certain elements keep on always coming back:
- an attitude resting on the understanding of multiple levels of identity and on the potential of a 'collective identity' transcending individual, cultural, religious, ethnic and other differences;
- a knowledge about world problems and universal values such as justice, equality, dignity and respect;
- propitious cognitive skills and competences for a critical, systematic reflection, including, for an approach allowing for a reflection from diverse points of view, acknowledging the dimensions, perspectives, and different angles of the problems;
- non-cognitive skills, including social skills like empathy and capacity to resolve conflicts, aptitudes to communicate and create networks and exchange with people about the diversity of environments, origins, cultures and opinions;
- behavioural aptitudes allowing for collaborating and acting in a responsible manner in search of global solutions to world problems and to struggle for the collective good (UNESCO 2014b).

Are they a lot more ambitious than those of 2015? What needs to be changed in education for it to transform Africa and the world?

We need to acknowledge that the educational reform projects have not failed to materialize in this sense, and they are even still teeming in Africa. On the other hand, only few countries succeeded in their effective implementation. This is where lurks the real main challenge to attaining the objectives and targets of Programme 2030 and of the 2063 Agenda.

Critical Conditions and Factors of Successful Implementation

The required successful and brisk implementation on the ground and transformation, demand certain decisions, processes, means and capacities of a break-up of paradigm shifts of culture and of practices always blocking the way to resistances, to interests and to established symbols, like

resource and capacity deficits. Yet, experiments made elsewhere just like in Africa teach us that it is possible to relatively succeed with these objectives in a small, poor country like was the case with Cuba or in a massive, poor country as was China.

Among the conditions and success factors identified by analysis, it is proper to emphasize here the following:
- a ready mobilization of the political will
- a strategic and operational planning, targeted sectoral and multi-sectoral transformation.
- Adequate financing

An availability of technical and institutional capacities. For the promotion of PEGC, a new paradigm of collaboration is removing the traditional silos that have hitherto been separating governments, philanthropists and the enterprises. Partnership networks developed in several countries allowed for the amassing of profitable results. This is the case of the ''Africa'' Programme of the University for Peace (UPEACE), which launched a collaborative programme known as the Association of the Great Lakes of the University for Peace (GLUPA) between ten universities of the Great Lakes region (Burundi, DR Congo, Kenya, Rwanda, Tanzania, Uganda and Zambia). In East and central Africa, a partnership has been developed, bringing together the Pan-African organization called 'Nairobi Peace Initiative' (NPI), the secretariat of World Partnership for the Prevention of Armed Conflicts (WPPAC), the World Campaign for Peace Education and the Kenya Ministry of Education.

More and more, the private sector is playing an important role for sustaining the efforts of peace consolidation in the conflict-affected and post-conflict regions by providing essential expertise, know-how and capital. That is how, for example, the Samsung Group and Cromcraf have created peace clubs (Amani). In Ghana, the 'Ghana Citizen Project' enables pupils to learn about their rights and responsibilities as citizens of the nation.

Key Messages

- *Promoting equity is essential for any education characterized by exclusion and inequality exacerbates conflicts.*

- *Adapting intervention to the context is a guarantee of success and demands to know the types of conflicts and the factors explaining them, to determine the link with education, to evaluate the local practices and resources mobilisable: human, cultural, religious, social..., to measure the strategy as a factor of transformation in confronting problematic questions and challenges identified in the context.*

- *Preparing and implementing a system of identification and monitoring of forerunner signs for preventing and arbitrating in conflicts.*

- *Approaching peace education by a multi-sectoral way, watching out for its overwhelming effect to be felt by all (identify and document the best practices for the purposes of scaling up and replication elsewhere)*

- *Developing a Curriculum planning and partnerships at the horizontal and vertical levels and mobilizing, especially, community participation.*

- *Mainstreaming ICT and mobilizing political leadership and peace champions*

- *Including endogenous knowledge and practices as well as women in the peace education process*

4. DEPLOYING SUCCESS FACTORS AND CONDITIONS:

4.1. Strategic Axes for Action

The analysis of the situation of education in Africa, like that of lessons learnt from the successful experiences, underscore two decisive conditions for success regarding the attainment of the objectives and targets of Programme 2030 and of Agenda 2063:

- It is a must to transform the educational policies implemented, if not the status quo is bound to produce the same results than those obtained from independence up to now: the countries always remain far removed from the set objectives by the successive education development programmes;
- It is necessary, at the same time, to transform the orientations, the contents and the operational modalities of education, failing which; it will not transform Africa and the world in terms of sustainable development.
- But what must change in order for Africa to succeed in attaining 2030 objectives?

Mobilization of the Political Will

The mobilization of the political will is a key condition. It can be achieved through the commitment of the political leadership at the highest level, which must be translated by:

- Wider national consensus building based the reforms to be effected
- Decision-making for the adoption of reform policies and the setting up of corresponding legislations
- The effectiveness of difficult but indispensable budgetary arbitration for the achievement of new objectives
- The mobilization of the administration for necessary inter-sectorial collaborations meant for bringing about change
- The mobilization of the different sectors of society based on partnerships among stakeholders and the participation of the grass-root players in favour of changes
- Strategic monitoring for the maintenance of the transformation process and the commitments made within adequate time frame for the attainment of these set targets. The differences in performances between countries that have similar realities, resources and constraints, most often, explicitly show the impact of such a level of commitment. Certain African countries have, in this way, been able to make successful accelerations and/or remarkable transformations while others were stagnating. As regards the first, Tunisia under Habib Bourguiba, Tanzania under Julius Nyerere, Zimbabwe, under Robert Mugabe, and Uganda under Yoweri Museveni have, among others, given, at different periods and in specific priority areas, a good illustration of what the commitment of political leadership can bring to the advancement and transformation of education. Among the factors of impact, we can cite, notably, favourable arbitrations in terms of the volume of financing and / or the gains of efficiency for the sector, a strong commitment and a persevering determination in decision-making and application during the course of difficult reforms.

Systematic Strategic and Operational, Inter-sectorial Planning of Targeted Transformation

The commitment of leadership at the highest political level can therefore give a strong boost to the development of education, but on condition that it is founded on well-defined political and strategic options, rigorously evaluated, relevant and efficient. Now, the latter come, first of all from a good sectorial analysis allowing for the diagnosis of the strength and the weaknesses as well as factors explaining performances and counter-performances of the educational system in question in order to identify precisely the specific challenges to take up and te levers on which to rest the dynamics of transformation. To this effect, African countries, beyond the continental averages, are experiencing different situations For example, Rwanda and Sierra Leone who record net primary school attendance rates higher than 95%, do not have the same challenges and priorities of participation that Liberia and Eritrea, whose primary school attendance is widely below 50%.In Burundi and Seychelles, where the percentage of primary pupils at last part of primary education is attaining a minimum level of competences in reading and mathematics is nearly 100%, are faced with the different thorny questions of improving learning results from those of Comoros or Niger, where the same percentage stands around 50%. Consequently, the choices to make in terms of the targets to be achieved, priorities of action and the budgetary arbitrations must be adjusted in line with the challenges and the specific problematic questions that each system encounters in a given context. . Orientated then in this way, the options can be edified on a simulation of needs to cover and the costs of financing, taking into account the criteria of relevance, of feasibility and of efficiency established technically and scientifically. However, because they can call into question the established positions and hit against some elements of resistance, these options must therefore then be the subject of a wider dialogue with all the stakeholders in order to ensure their political and social acceptability. It is then on this basis that a valid educational policy can be defined and then one can meaningfully go ahead with its planning and its implementation.

Moreover, the differences of context and performances, it is necessary to say that the models of strategic and operational planning, by definition, may vary. However, in the lessons learnt from the best practices, the process of strategic planning covers the whole of the education sector, even when this is managed by several Ministries. It defines the strategic long term objectives of education, between now and 2030, for example, before going down into the sub-sectors in order to guarantee a coherent wholesome implementation of the development system. The long term planning is then operationalized through a multiannual programming, sub-divided into annual plans of action, allowing for the setting of and monitoring of intermediary targets and to adopt an allocation of resources and budget based on the expected results. These detailed plans of action are drawn up for all levels, for the plan for implementation of change must not be limited to the macro or national level. It must go down to the meso levels (intermediary decentralized and/ or deconcentrated) and micro (school and class) so as to specifically and operationally define the targets, activities and responsibilities for which all are grateful to the players at all the levels.

Moreover, the holistic and inter-sectoral approach of sustainable development adopted both for 2030 Programme and the Agenda 2063 requires a multi-sectoral planning of education. The latter is translated by the action plans orientating the activities and the expected results in tandem with the different social, economic and environmental sectors concerned. For example, management of flux towards the different sectors must take into consideration development planning in relationship with the needs in human capital of the different sectors. The improvement of the quality of education must pay attention to the meaning of learning and external effectiveness so as to be able to take into account the promotion of health, sustainable livelihoods, active citizenship, employability and entrepreneurship. The partnership forged on this basis with the other sectors may enhance

integrated interventions favourable for dynamic synergies, giving a new impetus for social and economic transformation. In Ethiopia, local educational plans are set out along multi-sectoral approach and Nigeria has set up an integrated mechanism of subsidies in the spheres of health, education, water and hygiene.

POLICY CONSISTENCY

In this era of SDG's sectoral approaches are not adapted to the cross-cutting and interdependent challenges of sustainable development (Le Blanc, 2015).The context is, on the other hand, more propitious to concepts such as 'Collective impact' (Kania and Kramer, 2011), which implies a desired structural coordination of the efforts in order to attain wider results; 'systemic thought' (Chapman, 2004), which consists in considering that all is wider than the sum total of the parts; or yet still 'global government ' approaches (United Nations, 2014), which expects Ministries to work concertedly. From a political standpoint, multi-sectorial approaches mitigate competition in the search for scarce resources, enhance the more efficient use of existing resources. Integrated services can be the solution to reach out to vulnerable groups, to respond simultaneously to their multiple needs and to reduce the cost of double-entries (OCDE, 2015d) The diversity of points of view being necessary for integration and the resolution of problems (Hong and Page, 2004), educational planning would have its interest better served when it can draw from a wider range of competences released by the Ministry of education (Jacobs, 1964). A Minister of Education desiring to reduce the disparity between the sexes regarding school attendance and the level of education must be conscious of the structural factors, which beyond the field of education, hinder the school attendance of girls and boys, and which requires a thorough understanding of the social development and trends within the employment sector. Development efforts undertaken within the scope of the SDG require a horizontal mainstreaming (Le Blanc, 2015). Vertical mainstreaming, that is, the coordination and collaboration at the different rungs of the government ladder, is also a necessity and it pre-supposes that the roles and the responsibilities of each are clearly defined. (OCDE, 2013a).

World Report on Education, 2016

Besides, development planning of innovation and reforms allows for a successful implementation when it adopts a systemic approach. For example, the planning of a curriculum reform, beyond the definition of the end results, objectives and new contents, must foresee:
- the didactic transpositions to the different stages of schooling;
- the preparation of all the players involved in the new approach, notably, the inspectors and advisors, teachers, and learners, school heads and parents;
- the adequate allocation of contact hours, visuals and appropriate learning environments;
- the application of pedagogical processes, stimulating procedures and congruent evaluation systems;
- modes of governance at all levels, notably, those allowing for the mobilization of support of the institutional and community environment.

Planning change equally requires anticipating the preliminaries of a successful implementation of innovation and reform. For example, the successful introduction of African languages into the educational system demands the putting in place of consistent system of transcription and

codification of those languages, their conceptual enrichment, institutional and didactic re-organization (legislation and validation framework) and (additive or subtractive model, pedagogy and visuals), the promotion of an educated environment in those languages without including the necessary training and allocation of personnel in terms of language need of the different localities, of information to parents.

Adequate Financing

The meeting of educational needs poses first of all and above all the question of necessary financing for the acquisition of personnel, the, des infrastructures and other in-puts in sufficient quality and quantity. The Global Monitoring of Education Report 2016 mentions a recent estimation: 'in order to achieve the SDG's between now and 2030, it will be necessary for both the public and private sectors invest each year an additional amount corresponding to one part of the GDP included in 1.5 and 2.5%. Low income or lower middle income countries would have to increase their expenditures to higher than about 4% of the expected GDP (Schmid and Traub, 2015)'. How can African countries increase, to the required level, the national resources allocated to education, especially in a period in which a declining tendency in the GDP for the continent has been projected, even though we need to take into account the diversity of situations?

The African average public expenditure on education in Africa is 4.3% of GDP and 16.6% of the total public expenditure according to the 2014 figures. As a part of the GDP, the African average is below the world average (4. 6), of the developed countries (5. 1) and of developing countries (4. 4), but more than those of countries in transition (4. 1), countries in conflict (3. 8), low-income countries (3. 9) and the middle lower income countries (4. 1). However, the level of public expenditure in education is not the same for all the African countries. The figures vary between 8. 6 (Swaziland) and 0.8 (South Sudan) for the total reported public expenditure on education to the total public expenditures. This strong variability indicates that the efforts deployed for increase financing as required by the attainment of SDG4, are quite different from one country to the other. But in all cases, the high ambition of attaining the 2030vtargets requires a significant increase in domestic financing of education. Among the pathways to action, we emphasize the following:
  - to increase from 1 to 4 points the share of GDP allocated to education taking into account the current variability of public expenditures underscored above;
  - to increase the fiscal earning ratio per GDP, for the latter is lower than 15% in the majority of the countries so that it may attain 18% in the emergent economies and to 26% in the developed economies; which is going to require a determined struggle against tax fraud and evasions (the latter and the practices of offshore investments of the multinationals have had as an effect a lack of an annual earning for developing countries, estimated respectively at US$139 billion (Action Aid, 2013) and at US$ 100 billion (CNUCED, 2015);
  - to diversify public and private sources of financing;
  - to re-allocate into educational expenditures certain State subsidies, especially those granted for fossil fuels.

In all the pathways, it is suitable to assure oneself of the long-term sustainability of education financing.

The levels of public expenditures on education from the different regions of the world compared to the meeting of educational needs in these same regions show that the low African under-

performances in terms of participation and of quality cannot be simply explained by the volume of public financing allocated to education. That is why, over and above the volume of financing, the attainment of the 2030 Goals, raises, especially in Africa, the question of efficient allocation and use of the resources in the education sector. The disparities between countries are enormous when one considers the differences of unit cost per pupil. With respect to public expenditures in public schools at the primary level, the unit cost stands at 29.7% of GDP per inhabitant in Niger as against 5.6% for Sierra Leone, almost five times higher. At the secondary level, these figures for the same countries increase respectively to 73.2 and 7.9%. At the higher education level, Niger still stays ahead with 617.7 and it is South Africa which spends here the least at 37.9%. Mathematically speaking, in terms of the resources available in a country for the educational system, the unit cost per pupil determines the capacity to meet the educational needs. In the unit cost per pupil at the primary level, the salary of one teacher represents 95.5% (Cabo Verde) and 44.7% (Burkina-Faso). Teachers' remuneration also varies from one country to the other: " the average level of remuneration varies by less than twice the GDP per inhabitant (in DRC, in Angola, in Guinea, in Seychelles in Congo) to more than six times of GDP per inhabitant (in Ethiopia, in CAR and in Burundi) " (Universal Primary Schooling in Africa: the Teacher Challenge. *Pole of Dakar (UNESCO BREDA)*. These data and the management margin they offer, tells it all as regards the political economy of transformation that each country must undertake in order for better resource and specific priorities arbitrations to be effected for its development. These arbitration may involve the allocation of public resources among the different level of the system, the adaptation of unit costs across the teachers' remuneration levels or other components, the splitting into salary expenditures/social and pedagogical expenses, the teacher/pupil ratios, the models of schooling that is more endogenous, a more efficient utilization of personnel and the financial and material resources available...It is a question of, finally, turning our attention towards a structure of compatible unit costs at the same time with the level mobilizable resources within the duration of the set educational development objectives, with the constant but difficult challenge of doing more with less, while reinforcing the domestic efficiency, equity and quality.

KEY MESSAGES

The lack of equitable and adequate financing is one of the principal causes of the failure of the objectives of education for all between 2000 and 2015. Yet, no target of the SDG4 specifically treats the financing of education. Education expenditure reports hardly combine public funds, of foreign donors and household expenditures. The national education accounts, which examine the three sources concurrently, give it a more precise picture. At the world level, the mean public expenditures on education have crossed the two-third threshold proposed in the 2030 Education Action Framework. However, at least 35 countries are not respecting the minimum GDP share recommendation (4%) and total public expenditures (15%) that should be devoted to education. The data are incomplete, for only 60% of the countries reveal information about their total expenditures on education in relation to their GDP for each year. The pieces of information in this respect are also stale, being only available after three years. The public expenditures monitoring must verify the allocation of funds to the most indigent persons. The countries are encouraged to create regional mechanisms of peer evaluation, in order to learn from each other issues of equity. Aid should be multiplied at least by six in order to fill up the annual deficit of $39 US billion, which deficit prevents the attainment of new objectives.

World Education Monitoring and Evaluation Report, 2016

The domestic financing remains the main source of expenditures of education in Africa. However, whatever may be the agreed efforts for increasing on the part of low-income countries, external financing, estimated at more than 10% of the expenditures on education, in the main part, between them remain necessary. In the hypothesis of domestic financing increase as advocated, the financing deficit is estimated at 42% of the total cost of achieving the new objectives. Now, between 2010 and 2014, total aid to education has dropped from US$ 14.2 billion to US$13. 1 billion U.S, that to basic education, from US$ 6.2 billion to US$ 5.3 billion, and that to higher education, from US$ 5.6 billion to US$ 4.9 billion. Only aid the secondary education has experienced a slight increase, moving from US$ 2.4 billion to US$2.8 billion. Regarding aid to basic education in Africa, it has undergone an immense decrease of 22%. As a matter of fact, according the report quoted above, for " member countries of the Development Aid Committee (DAC) of OCDE, the total aid equals on average to 0.31% of the GNI and has almost not varied for ten years, while in 2015, 15 countries of the EU made a commitment to increase aid to 0.7% of the GNI in 2014, only Denmark, Luxembourg Sweden and the United Kingdom met this commitment"

For the achievement of the 2030 educational targets, donors are therefore solicited to:
- devote at least 0.7% of the Gross National Revenue to aid;
- allocate 10% of this aid to basic education and secondary education;
- give, from the aid, priority to poor countries, which have relatively a total number of more non-school attending children;
- Increase the share allotted to education in the total humanitarian assistance (less than 1.9% in 2015);
- Internalize this aid catalytically and prioritize integrated multi-sectorial interventions;
- give corresponding support to poor countries in the throes of tax evasion, illegal trafficking and corruption.

In all, African countries will need to invest more and better in education in order for them to achieve the new set objectives. Which means also that the increase in the volume of resources mobilized will only be determining if the use made of it is efficient and efficacious in the sense of a better and possible way of meeting educational needs in close relationship with the effective exercise of one's right to quality education for all and the production of appropriate competences for the handling of specific development priorities for each country. Such utilization demands arbitrations and targeting of priorities by the political leadership. It equally depends on the availability and the in-country mobilization of technical expertise and institutions capable of rigorously ensuring the sectorial, planning and management analysis of educational development.

Availability of Technical and Strong Institutional Capacities

The needs for capacities in the educational sector are vast. As for the teachers, the question is a top priority. Here, emphasis is placed on the governance capacities of the systems. The vertical coordination of implementation of policies requires that the central services of the Ministries of Education, the devolved services, local authorities and the schools, should at every level of the ascending and the descending chain; conveniently play the roles and responsibilities attributed to them. The inter-sectorial approach of education involved in the interaction of the new objectives equally requires them, at every level, the capacity to build a horizontal coordination with the other sectors of development in order to design and implement the integrated interventions. The capacities in question are, notably, the following:

- the collection, analysis, the development and management of a knowledge bank on the educational system;
- the preparation, strategic planning as well as the monitoring and evaluation of the policies and programmes;
- the planning and management of human resources;
- the planning and management of financial resources, including budgetary and administrative processes, procurement…;
- the planning and management of the educational system infrastructure;
- the planning and management of decentralization and decongestion in the educational system;
- the planning and management of the integrated multi-sectorial interventions;
- good governance and the use of ICT in all the areas of education.

Now, in the majority of African countries, the number and quality of technical capacities tend to be reduced, thus weakening at once the institutions. This degradation of capacities also affects pedagogical research, training and supervision of teachers, the preparation of curricula, the designing of school textbooks… Such a situation is especially more worrying as it occurs at a time when, in all the areas, governance in education needs to integrate new developments in the area of harmonization of public policies, thorough decentralization, standardized steering of the quality, transparency, indebtedness, results-based management, the move from average budget to result-based budget, performance contracts, increased efficiency and effectiveness expenditure procedures … Added to that is the high ambition and the complexity of the new objectives and targets making their attainment and monitoring hypothetical if the present weakness of the institutional and technical capacities continues. It is therefore an emergency to put in place strategies and programmes of capacity reinforcement in response to the needs. It must necessarily be prompt responses for the reinforcement of capacities is a continuous process without which, there will set in still, like at present, periods of more or less longer crises of deficit and inappropriateness. For the successful implementation of these programmes and strategies for capacity reinforcement:

- the processes of preparing the strategies and programmes must be supported by extensive surveys and consultations, taking into account lessons learnt from experience, to target specific needs of countries in terms of the required capacities at the country levels, decentralized and also, at the basis, for State as well as non-State players, leaning on the technical resources and the existing country system, going on with simulations and diverse exercises of experimentation and evaluation, to foresee a system of monitoring and adjustment in order to gradually guarantee the attainment of the expected results;
- the strategies and programmes of capacity reinforcement in the educational sector must integrate the perspective and the inter-sectorial collaborations by moving towards strategic objectives and the integrated interventions which will have demultiplying effects in several spheres of development of the country and taking into account the harmonization framework public policies as they ought to take into consideration the introduction of educational, administrative as well as technical reforms and innovations and innovative management and control tools, especially, the integration ICT to all levels;
- the strategies and programmes for capacity reinforcement, for one to be espousing the philosophy of the new development objectives, must integrate a culture of quality education understood to be a success of the learning situations by all with as end result the sustainability of societies as well as the sensitivity to equalization of gender, socio-economic and geographical origins and among all human groups with a particular attention paid to the most vulnerable;

- dialogue, each country, between the Government, technical and financial partners, the civil society and the private sector must build, on sustainable, solid basis, a meaningful consensus and commitments based on the strategies and programmes formulated, this finds an framework in the country, having set up the Partners in Education Local Group (PELG);
- Aid increase for poor countries must comprise resources for capacity reinforcement while care must be taken to guarantee an adequate anchorage and effectiveness of assistance as well as the taking of national ownership and responsibility as a pledge of relevance and sustainability;
- humanitarian assistance must equally integrate the strategies and programmes of capacity reinforcement in the Fragile States;
- the reinforcement of regional and continental networks, such as ADEA, its working groups and its inter-country poles is vital for they represent essential public goods and play an irreplaceable role in the knowledge and experience sharing among countries, the exchanges among different Education stakeholders in Africa, evaluation and learning among peers, the research and action and the documentation of best practices, the management and dissemination of knowledge, all in one link with dialogue on the policies involving, notably, Ministries of Education and development partners;

Last of all, the perspective of these programmes and strategies are based on the putting in place of wider internal partnerships developing the capacities necessary for the attainment of the objectives and targets of the 2030 programme and of the Agenda 2063. It involves profound changes in approaches to external assistance in the matter for a lot more assistance reinforcing the accountability, participation and self-reliance of the beneficiary countries. The latter, who in their turn, are called upon to commit themselves more resolutely in their steps of self-and-inter-learning, anchored in a context of needs and resources which they ought to control more than any other.

4. 2. Strategic Axes for Action

Among the causes of non-attainment by African countries of the Education for All (EFA) objectives and the other objectives set before by African and international conferences is found the Status Quo policies adopted since the period of independence. The educational system then inherited from colonization did not originate from the internal development of African societies. They were imposed from outside for goals orientated very often towards the selection and training of a local allied elite in the administration and economic exploitation, or even in the political and cultural domination of the colonies. The elitist orientation, the pyramidal structure and functioning modes, based on selection-elimination of these systems as well as the paradigms, cultures, languages and educational contents which ignore the endogenous heritage and problematic questions are the marks of their profound influence. In certain cases, like in the case of colonies belonging to France, the financing modes were also made similar to those of the metropolis.

That is why African countries that did not succeed, essentially, in transforming these systems, always hit against almost impossible challenges on their path to realizing the set objectives:
- to succeed in including all in a School designed and structured for manufacturing an elite;
- to ensure the success of all in a School where the dominant culture in terms of quality signifies that it is necessary to get rid of the mass of learners with learning difficulty so as to be able to concentrate on a small minority who should be led to the highest level possible which will be known as excellence;

- to develop competencies massively for sustainable development in school system created for responding solely to the narrow needs of the administration and colonial commercial enterprises;
- to imprint an African cultural identity in a School where the languages, the axiological and epistemological benchmarks continue to debunk and/or under-rate the historical and civilizational achievements of Africa.

Confronted by these challenges, the majority of o the educational policies adopted since independence up to the present have been orientated in response towards the quantitative expansion of these systems and, at best, the correction, here and there, of some of their glaring aberrations, for instance, the Africanization of the contents and of textbooks that shocked the most the national conscience, in disciplines such as history and literature.

That is why the achievement of the objectives of the 2030 Programme and Agenda 2063 requires that we make a clean break with these policies known as additive and corrective measures which perpetuate the status quo in order to adopt transformational policies. The latter squarely rest, first of all, on the options of (re)-contextualization and (re)-connection.

Re-contextualization

Every educational system invents itself in a determined context by specific natural, economic social, cultural conditions... The first mission of education is to impart the inter-generational heritage which is the bed-rock of the survival of a group of humans in a given environment taking into account the accumulation of experiences and knowledge as the confront common and specific challenges. From that point of view, basic education for us is not a novelty for African societies and has been carried out according to a diversity of modes and traditions. The needs assessment and the formulation of objectives of such an educational system just like the educational models and resources necessary for its implementation, rested upon a choice of priorities and the attaching of value to the endogenous potential without requiring external assistance. These reminders are not incentives for a return to a distant past, which, in a way, still persists in certain African villages. They are rather inviting for a repositioning of education and its foundations in today's context. What are the specific challenges and problematic questions of health, hygiene, nutrition, communication, environment social inclusion, axiological referential, cultural well-being, citizenship, labour and others which come up fundamentally in our national contexts? Which responses can and must education bring these? Which models and systems of education adapted to the mobilizable resources in our national contexts in order for us to be in charge of these responses? It is answers to such questions which will permit us to lay the basis of an educational system where a relevant offer is made as it is responding to the demand of society, an efficient offer, because it is profitable with social and economic individual and collective benefits, an equitable offer because the models and costs are adapted to needs and domestic resources rendering generalization feasible and therefore all inclusive. It is also on this basis of solid support that at the same time and gradually, the professionalization of personnel, the perfecting of the learning environment, the pedagogical re-orientation, in short, the factors and conditions of a continuous improvement of the quality of education, believed to be a success of the basic learning of all in close articulation with the external relevance and the effectiveness already mentioned take root. This process operates across the periodic evaluation of performances followed by adjustments and introduction remedies in line with lessons learnt from the analysis of experience

and also include lessons learnt provided that they are not simply reproduced, but truly 're-created' models in terms of the specificity of the context.

Reconnection

What one may also gather out of this that education is not made for itself and that the school must not be an island in a society. In order to place education at the service of educational development, it is necessary to re-finalize it to the service of transformation of the economic, social, environmental and cultural dimensions and take the School out from its isolation, for it cannot, all by itself, carry out this process of transformation. It is through interactions with diverse environments and players that it can optimize itself, in synergy with the other sectors, the transformational potential of education both for its transformation and for the transformation of other sectors. Outside of the national inter-sectorial policies and strategies and multi-sectorial central interventions or the decentralized integrated ones, these interactive processes are achieved in the opening of the schools and the teaching-learning to the surrounding area, in the community participation and the crossed partnerships with the players in the economy and the society also in the planning as well as the management and the implementation of education and training. That is where also, the mobilization of new resources of education and training when the School leans out towards all the local activities of the surrounding environment, thus turning the places of work, of entertainment, of residence and others into opportunities for learning. In short, for education to transform Africa and the world, it itself needs to be transformed by reconnecting to all that is social and by constructing a platform of interaction and convergences with the different sectors of the State, of the society of the culture of the economy of the environment...

Approaches of Educational Transformation

From the different components and their interaction, the approach of transformation in education must be systemic, that is:
- to take into consideration all the constitutive elements of the system: in-puts, processes, procedures, evaluation, community and institutional environment...
- carry to all the levels and modalities of education: general education of the pre-primary to the higher education, professional and technical training ...
- to involve the different dimensions: access, equity, quality, governance...

In the perspective of pre-finalization, the approach of transformation of education is not translated by the simple addition of new subjects, but also, and especially, by the integration of new social, economic, environmental and cultural dimensions in the activities and disciplines. It is about:
- reinforcing the meaning of existing learning activities by putting them in link with search for solutions to social, cultural, economic, environmental problem of the local and national surrounding...;
- linking up learning the cognitive to the socio-affective and the psychomotor in order to articulate, to the acquisition of knowledge, the changes in values, of attitudes and of comportments as well as the development of competencies;
- let the learners take responsibility in the governance of the institution of the class, in the school project, in cultural display, in the preservation of a school environment, so that by practice and critical reflection on this practice that they may effectively exercise and learn on a daily basis what is conscious citizenship and active in rights and duties, in freedoms and in

responsibilities, leading a sustainable life styles in the living together peacefully and in solidarity.

Conducting Change

The success of the implementation of all this transformation pre-supposes the existence of strategies and principal levers of change. Looking at the lesson drawn from experience, the hybrid governmental strategies are working all right. They are at same time betting on:

- the descending approaches (*top-down) based on the authority and intervention of a strong, national technical team;*
- the ascending approaches (*bottom-up*), leaning on the information, the sensitizations, social mobilization and participation in change, so that all adhere and progress in the same direction.

Such a combination may prove to be on the winning side. Obviously, this transformation cannot be achieved overnight like the big bang. It is conducted within duration. Strategic planning of change is therefore necessary just like the stages of experimentation under the classic form or pilot-project. In both cases a challenge comes up, often at the level of scaling up, which, beyond the preliminaries of resources and capacities, raises the problem of flexibility of innovation in relationship to its adaptability and its effective adaptation to different local contexts.

5. TOWARDS AN AFRICAN ROADMAP FOR THE IMPLPLE-MENTATION OF SDG4 OF PROGRAMME 2030 AND THE O1. 2 OF AGENDA 2063

In conclusion, the present document is mainly to serve as an exchange support material of the Triennale. It is hoped that the discussions will end, beyond, what each participant and each country draw from them as useful knowledge and experiences, for the preparation of an African Road for the achievement of the educational objectives of Programme 2030 and the Agenda 2063. This roadmap must clear the way of implementation, allow for harmonization of the efforts and the resources and create the synergies for the optimization of the chances in Africa to attain the new objectives set. The rough sketch proposed in this direction takes support on the action framework of 2030. The latter, constitutes the international roadmap for the achievement of SDG4 between now and 2030 and offers adaptable strategies of action to each country. It equally advocates the taking of ownership and collaboration at the regional level which'' in order to be inclusive and effective, will be concentrated on the aspects such as''

- The collection of data and monitoring, including peer evaluation from one country to the other;
- Mutual learning and exchange of best practices;
- The drawing up of policies;
- Dialogue and association with competent partners;
- Formal meetings and high-level functions;
- Regional communication strategies;
- Advocacy and resource mobilization;
- Common capacity reinforcement and implementation of projects

The African roadmap sketch lines up coordination on:

- The principle of taking ownership and regional adaptation in articulating the 2030 perspective à la perspective 2030, that of the African Agenda 2063 as well as the reflections which will be the outcomes of the present Triennale;

- the principle of inclusion in that all representatives of all the education stakeholders in Africa: ministers, civil society organizations and the private sector, development agencies and foundation, teachers' unions, parent's associations, women and youth movements, research and expertise networks …;
- the principle of effectiveness, with focalization on aspects mentioned above, in order to avoid duplications and putting in front the comparative advantages of the steering of coordination.

That is precisely why the proposed steering of coordination has to involve:

- The African Union, representing all the African States will ensure its political leadership;
- The ADB will represent all the development agencies and will have the responsibility of external partnerships and resource mobilization;
- ADEA, which has been well positioned for a long time on the aspects already mentioned above, has the experience, the capacities and the necessary tools to ensure its technical and secretarial coordination.

As regards the strategic axes for action being discussed, the rough sketch of the roadmap presents 5 key areas and 5 strategies of action.

Areas of actions:

▶ PRIORITY AREA OF ACTION 1
Implementation of the inter-sectorial approach of SDG4 and G 1. 2 for world and Africa's transformation in the sustainable development perspective, structural, cultural and social transformation

▶ PRIORITY AREA OF ACTION 2
Contextualization and African transformation of education to better target the educational needs, adapting the models to the resources, to enhance the search for solutions at the local level, integrate the programmes and perspectives to the processes of planning, and community decision-making, ensuring the interaction of the systems with the surrounding community, through multi-partite networks

▶ PRIORITY AREA OF ACTION 3
An integrative approach for transforming the curricula and learning and training environments, schools and other training institutions and all the educational resources as factors of promoting life-long learning.

▶ PRIORITY AREA OF ACTION 4
Promotion of change of cultures and practices of teachers, educators and trainers in favour of success for all, of reinforcement of the meaning of teaching-learning activities, the centring on the promotion of mathematics and the sciences and the integration of ICT and the affirmation the African cultural identity: research-action, reflexive practices, learning among peers, interaction with the clientele, opening of life-long learning possibilities.

▶ PRIORITY AREA OF ACTION 5

Participation of women and youths: peace and world citizenship as well as sustainable development *movements in favour of peace,* contribution to advocacy and the drawing up and implementation of policies, employability, offers of on-line quality learning.

Strategies for action

▶ Strategy 1: Communication for mobilizing commitment from all the stakeholders: advocacy, information, sensitization, social mobilization…;

▶ Strategy 2: assistance granted to the movement: dialogue forum on the policies, exchange networks on the best practices and knowledge sharing, learning and peer review, studies and research setting up of learning communities on the steps facing the problematic questions and major challenges;

▶ Strategy 3: facilitation of sub-regional, regional, and international partnerships in collaboration with the institution an the players at these different levels;

▶ Strategy 4: mobilization of targeted resources on the effect of a lever for the creation of the catalyst effects;

▶ Strategy 5: monitoring/evaluation of progress t the continental level, support to the diagnoses and studies, to exchanges on results and measures;

This sketch will therefore be finalized as "AFRICAN ROADMAP FOR THE IMPLEMENTATION OF SDG4 OF **PROGRAMME 2030 AND OF O1. 2 OF AGENDA 2063" at the end of the** Triennale to be presented to all education stakeholders in Africa.

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