

CONCEPT NOTE ON **SUB-THEME 1**

Implementing Education and Lifelong Learning for
Sustainable Development



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الرابطة لأجل تطوير التربية في إفريقيا
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1. Introduction

The ADEA 2017 Triennale which is scheduled to be held in Senegal under the theme: **“Revitalizing education towards the 2030 Global Agenda and the 2063 African Agenda”** provides a platform for forward-looking policy dialogue, and knowledge and experience sharing on how implementing education and training can be positioned to provide the much needed human capital that will drive the transformation of Africa towards attaining sustainable development.

In the process leading to the Triennale, FAWE will coordinate the preparatory work of ICQN/WGs working in related areas of Sub-theme 1 - **Establishing quality education and lifelong learning for all in order to achieve sustainable development**. Working in partnership with ADEA Secretariat, FAWE will contribute to this effort by coordinating the various ICQN and WGs focusing on the subtheme. The process of developing sub-theme 1’s input to the Triennale’s final content will call for extensive consultations with relevant ICQNs and WG, including selected countries that will generate the presentations/projects/products that will be presented at the Triennale arena. FAWE will be the focal point in matters concerning the preparation and execution of obligations under sub-theme 1.

2. Background

The UN Summit held in September 2015 in New York marked the culmination of a global process that defined the seventeen Sustainable Development Goals (SDG) that will drive the global development agenda. The post 2015 global resolution is that sustainable development begins with education; that Education holds the key to achieving most of the Post-2015 goals from gender equality and healthy families to sustainable communities and peaceful societies. As Africa stands ready to implement these SDGs, its leaders’ commitment to translate rapid economic growth into sustained and inclusive development, needs to be accompanied by another commitment to position Education, Science, Technology and Innovation as the key drivers of Africa’s social and economic development and the acceleration of African countries’ transition to innovation-led and knowledge-based economies.

In January 2016, African Heads of State adopted CESA as a means to achieve SDG 4: “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” into the Continental Education Strategy for Africa; a document that will guide education development in Africa. The CESA is driven by the desire to set up a “qualitative system of education and training to provide the African continent with efficient human resources adapted to African core values and therefore capable to achieve the vision and ambitions of the African Union. Rightfully, the CESA is anchored on the Agenda 2063, which has charted a bold strategic trajectory spanning the next 50 years to transform the continent into a prosperous, integrated, secure and peaceful, democratic, and dynamic force in the world.

3. Objectives and expected outcomes

- Coordination of the thematic groups under theme 1 in consultation with other ICQNs and WG and ensure their effective participation and contribution to the preparatory work of the 2017 ADEA Triennale.

The Sub-thematic coordination process aims to collate from ICQNs and WGs and consolidate into one useful input to feed into the broader concept note for the 2017 Triennale. Beyond the conceptualisation stage,

- Oversee country and regional level consultative process and ensure that data collected, case studies and any other presentations meet the expected standards.

FAWE will oversee the work of the related ICQNs and WGs in collection of data, conduct of assessment and analysis, targeting of learning interventions, preparation of summary case study presentations and other products to ensure the final products are of high enough quality to add value to the Triennale.

- Through a consultative process, agree on the final case studies/projects for presentation at the Triennale.

It is expected that, apart from getting ready the case study presentations, projects and products for the Triennale, this coordination process will map out the various state and non-state actors' interventions that will provide valuable learning to implementation of education development in Africa, as well as raise awareness among various stakeholders in Africa, on the various targets that their countries will work towards achieving under SDG 4.

4. Participants

Sub-theme 1 Coordinator: Forum for African Women Educationalists (FAWE)

Members and responsibilities:

WGTP and WGBLM – As education quality and the pedagogical functioning of a school rests heavily on teacher capacity and supply and access to relevant books, the dialogue with the two WGs should reach an understanding that working collectively or individually, they will generate case studies that depict work being done in selected countries towards implementing supply and access to textbooks and reading material. Conduct studies aimed at establishing what models are working in other countries in regard to efficient distribution of textbooks and other learning material. If governments are providing funding for textbooks and reading materials, what needs to be done to ensure the materials get to the right recipients at the right time. Explore the existing good practices that can lead to increased numbers of qualified teachers. The team will focus on SDG target 4.1: *By 2030, ensure that all girls and boys receive equal treatment by going through the full cycle of free and quality primary and secondary education, leading to a genuinely useful learning and SDG 4.c: By 2030, significantly increase the number of qualified teachers, especially through international cooperation for the training of teachers in developing countries, particularly in least developed countries and small Island developing States.*

ICQN-ECD – ECD is a relatively less developed education sector. The GMR, 2015 reported that between 1999 and 2012, pre-primary enrolment in SSA rose by almost two and half times, but the average gross enrolment ratio (GER) was still very low at only 20% in 2012. Therefore, learning from how innovative solutions have been successfully implemented and have expanded provision and improved quality are very essential. Establishing why ECD is still under private sector despite government commitment and show casing what governments need to do to develop relevant ECD

curriculum and take full responsibility would be essential. The ICQN-ECD will be encouraged to, as well, scan various regions and identify community led and inexpensive ECD initiatives that have successfully contributed to accelerating the pace towards realising SDG target 4.2, which states; By 2030, ensure that all girls and boys have access to development activities and early childhood care and quality pre-school education which prepare them for primary education

WGHE - Higher Education hosts Education and Training and Science and Technology, which are complementary sectors that should potentially drive Africa's social and economic development and accelerate the transition of African countries to innovation-led, knowledge-based economies. Establish good practices from higher institutions of learning that have invested in research, how they have done it, how the research findings are disseminated and how the research goes in as far as supporting local industries in improved and increased products. Under SDG target 4.3, which states; By 2030, ensure that all women and men have equal access to quality technical, vocational or tertiary education, including post-graduate education at an affordable cost and under the same conditions WGHE will seek out and facilitate their entry into the Triennale arena, presentations of case studies on best practices in implementing, including those promoting equity in the provision of quality higher education. In a number of countries all over the world, public resources are proving increasingly insufficient in funding higher education, yet for economically marginalized families, a student financing fills the void in the expected family contribution and the cost of attendance in the student's school of choice. In view of that, SDG 4.b, which states; *By 2020, significantly increase the number of scholarships offered at the global level to developing countries for studies, in particular to least developed countries, small Island developing States and to countries in Africa, to finance the continuation of higher studies, including vocational education, ICT, technical and science courses and engineering studies in developed countries and other developing countries, will require WGHE to identify, document and showcase successful models of financing Higher education, particularly to support students from marginalised backgrounds.*

ICQN-TVSD – Access to skills training provided by formal Technical Vocational Education and Training (TVET) is often limited for various reasons, including insufficient entry qualifications, direct and indirect costs for enrolment, ignorance about the usefulness of TVET training, among other reasons. For women, especially, they also have to contend with community or family beliefs that undermine the potential role they can play to contribute to sustainable and productive livelihoods. Even though women and girls are major contributors to development, challenges to achieving gender equality and women's rights remain significant. Women have been gaining employment in non-agricultural sectors, but often in less secure jobs with fewer social benefits than those held by men. In both the public and private spheres, women continue to be denied opportunities to influence decisions that affect their lives. The team will as well explore innovative cost effective financing strategies for TVET. Explore good practices in how governments and the private sector can support the growth of TVET. Working within the ambit of SDG target 4.4. *By 2030, significantly increase the number of young people and adults with skills, in particular, technical and vocational skills necessary for employment, access to decent jobs and entrepreneurship,* ICQN-TVSD will highlight successful models of implementation by state and non-state actors, especially those that have empowered marginalized groups and increased their employability both in Africa and beyond.

FAWE – Besides coordinating the sub-theme, FAWE is also expected to coordinate a study on girls' education and also mobilise youth participation during the Triennale. FAWE working very closely with ADEA Secretariat, will ensure that a gender specialist is on board to review the Triennale documents

and ensure that aspects have been taken care of. FAWE will specifically focus on SDG target 4.5: *By 2030, eliminate gender inequalities in education and ensure equal access for vulnerable people, including people with disabilities and indigenous peoples and children in vulnerable situation at all levels of education and vocational training.* In this area, FAWE will identify presentations/projects implemented by its National Chapters, government and non-state partners, focusing on what has been done to secure education rights for marginalised groups; including children in difficult circumstances, girls and women, youth at risk and out-of-school, orphans, young people living with disabilities, ethnic minorities and the poor. The presentation/projects will look at where we are post-2015 and what have been the successes, challenges and actions that need to be prioritized for member states, civil society and other actors to meet the gender equality targets? Presentations/projects will especially focus on how gender equality should be implemented in securing education for girls and young women. One intervention most suitable to the task is the comprehensive scholarship programme that has transformed the lives of many vulnerable girls and boys and opened for them, several life options.

FAWE will identify interventions, from across Africa, that respond to the obligations of SDG 4.a: *Ensure the establishment of schools that are suitable for children, people with disabilities, for both men and women or adapt existing schools for this purpose and provide an effective learning environment that is reliable, devoid of violence and accessible to all.* As girls still face a distinctive set of barriers to schooling, with many dropping out for reasons of early marriage and pregnancy, gender-based violence in and around schools, poverty, household chores, lack of gender-sensitive learning contents and environments, FAWE's own Centres of Excellence (COE) innovation will be among the flag ship presentation/projects to enter the Triennale arena. The COE endeavours to cultivate positive gender relations among female and male learners and teachers, and to enhance the quality of teaching and learning through development of critical skills, promoting appropriate pedagogy, providing gender responsive teacher education training, constant assessment of learning, and being accountable for results and impact.

ICQN-LNL will work in the area of SDG target 4.6, which obligates countries to ensure that *by 2030, all young people and a considerable proportion of adults, men and women know how to read, write and count.* Currently, Africa records the highest adult illiteracy rate, standing at 41%, and of the estimated 187 million adults who lacked basic literacy skills in 2012, 61% were women. In fact, the GMR statistics show that in 2012, the average adult literacy rate in sub-Saharan Africa increased only from 57% in 2000 to nearly 59%. The ICQN-LNL will spearhead the identification and staging of successful interventions that have had significant impact on the literacy campaign in Africa.

WGNFE - Over 20% of young people are unemployed, and one main contributing factor to this is that they lack relevant skills to gain productive employment. One of the major challenges facing African countries is the inability to make consistent progress ensure that all youth and young adults in Africa have adequate access to skill-based education and training. The team will explore available good practices that would pay attention to the out of school children and youth that would make them useful citizens to themselves, to the nation and Africa as a whole. Current education and training systems in most African countries suffer from, among many ailments, lack of strategic decisions that affect the administrative and pedagogical functioning of schools, shortage of qualified professionals, poor infrastructure and teaching and learning aids, and many others. WGNFE will highlight interventions that have had positive outcomes in providing lifelong learning opportunities in order to realise SDG target 4.7: *By 2030, ensure that all school children acquire the knowledge and skills*

necessary for the promotion of sustainable development lifestyles, particularly through education for sustainable development and lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and contribution to the culture of sustainable development.

WGEMPS is expected to provide the necessary back stopping on data, oversight and quality assurance to the work that will be done by various ICQNs/WGs and partners in preparing presentations/projects/case studies for the Triennale. In providing this technical assistance, WGEMPS will draw the various partners to the need to remain focused on how such interventions contribute to improved education quality and expansion of lifelong learning opportunities for all.

WGCOMED – being the communication arm of ADEA, will provide information and communication services to the sub-theme. There will be need to develop and disseminate adverts of calls for papers or projects in various countries, and WGCOMED will be requested to use its communication networks for that purpose. As well, a number of interventions may require generation of messages for social mobilisation, leading to and during the Triennale, and also production of advocacy briefs targeting Ministers attending the Triennale. Various ICQNs/WGs will engage WGCOMED to provide technical assistance in such advocacy and social mobilization work.

5. Methodology - Preparatory work

FAWE as coordinator of sub-theme 1 will take the following approach and methodology in the preparatory work ahead of the Triennale:

- Develop a concept note which clearly spells out the role of the thematic groups in the preparatory work. The concept note will be shared with the focal point person at the ADEA Secretariat who upon approval of the concept will have it translated and shared with members of sub-theme 1.
- FAWE will liaise with the ADEA Secretariat to generate contact information of the focal point persons for the different thematic groups to initiate conversations and on agree on modalities for the consultation process of members under sub-theme 1.
- Each thematic group will then in build in the FAWE developed concept by giving detailed information of what exactly they plan to do and their contribution to the preparatory work and final input into 2017 ADEA Triennale. Once the concept is fully developed with input from all the thematic group members, a virtual discussion will be held to review and approve the final concept note of the sub-theme 1.
- The sub-theme 1 team members will identify pilot countries based on whether they have programmes that are worth documenting and show casing. Focal points in the selected countries will be identified and virtual consultations held on how to conduct country-based consultative meetings as well as regional consultative meetings. Virtual consultative meetings will be arranged with the support of selected partners and the host country. Country based consultative meetings will be followed by Regional consultative meeting.
- Each thematic group will then be required to generate what they consider good practices (**have been tested and proved to work and are of scalable nature**) which will be shared with the different governments with the aim of having the governments scale up or replicate. The case

studies will then be analysed critically by identified experts through a consultative process and come up with the best 4 case studies per thematic group. The case studies may be in form of testimonies (recorded or live), visual- audial, paper presentations etc.

- In addition to working through the thematic groups, FAWE will also coordinate a consultative country level meeting in Ethiopia. FAWE will coordinate the preparatory work through the contact in Ethiopia who will work with the government of Ethiopia to support the consultative meeting. The thematic group members will be coordinated to be part of this country level consultative meeting in preparation for the Africa region level Triennale.
- For all the above to take place, The ADEA Secretariat will write letters to the different countries and identified partners and copying in FAWE as the coordinating arm for sub them 1. The ADEA Secretariat will not only stop at writing the letters but make follow up with the governments for commitment to facilitate the work of the thematic group members.
- Once the commitment has been received from the governments and partners then FAWE will as well make up follow up for financial and in-kind support for the preparatory work. A budget to this effect will be generated and shared with the partners and the host country for the consultation.

How the thematic sub-theme will be organised during the Triennale

- Have a session for learning and sharing of successful intervention- what has worked;
- Panel discussion on emerging issues from the sub-themes thematic groups;
- Policy discussion- from policy to action: Identify 2-3 ministers who have done very well in any of the areas under this sub-theme and are scaling up interventions in their respective countries within the thematic area - this could be moderated by a well renowned media personality;
- Have a session led and organised by the youth- life stories on how lifelong learning has changed their lives-these could be youth who were out of school and are now successful entrepreneurs, or otherwise, the objective would be to draw lessons and show case what works;
- Have a parallel session where 2-3 NGOs (have worked in a specific area/ issues and have well documents evidence of what has worked) present to 4-5 ministers of education who will then ask question to interrogate the model- the whole idea is to try and convince the ministers to buy in and replicate the model in their respective countries and if not they could also share their concern(this would benefit both the NGO presenting in terms of feedback but also Ministers would have the fears addressed- hopefully partnership would emerge;
- We could also organise an exhibition for the sub-theme/thematic area of focus.

6. Financial and Technical Support

With support from the ADEA Secretariat, written communication will be sent to the selected partners (NORAD and AfDB) and the host country (Ethiopia) to provide financial, in-kind and technical support to FAWE to ably coordinate **Gender and Girls Education** component. In country coordination in

Ethiopia, linkages with the host country on the nature of support that will be provided, will be supported by WGCAMED and the AU focal point persons. FAWE will Liaise with the in country contacts to make all the required arrangements for the success of the consultation process in Ethiopia.

7. Working calendar

The timetable is tentative until consultations are concluded with ICQNs and WGs under Sub-thematic area 1

- 15th March 2016: submission to the ADEA Secretariat, the General Coordinator the concept note on sub-theme 1 prepared by FAWE;
- 15th March FAWE receives from the ADEA Secretariat the contact details of all members under sub-theme 1;
- 16th March 2016: FAWE receives feedback on the concept notes by the General Coordinator;
- 21st March, FAWE Shares the developed concept note with the implementing ICQNs and WGs;
- 28th March, FAWE receives review concept note with detailed information and input from the different thematic group members;
- 6th April 2016: Hold the virtual meeting with implementing ICQNs and WGs to review the methodological note and agree on pilot countries and partner institutions and to undertake the preparatory work;
- End of April 2016: launch of consultations and preparatory process in the pilot countries and in partner institutions;
- End of May 2016: methodological seminar on the first assessment focused on the launch of the different activities and the adjustments to be made;
- End of September 2016: start of analytical work and summary of the studies received and the results of the consultations and other information from the WGs and ICQNs which contribute to the subthemes;
- End of October 2016: consultative meeting on the early results of the analytical work; beginning of the analytical work and summary of the results obtained in the WGs and ICQNs coordinating the themes;
- End of November 2016: start of the analytical work and summary of the results obtained regarding the overall coordination;
- End of January 2017: finalisation of the analysis and summary on themes and sub-themes;
- 15 February 2017: production of all working documents for the Triennale.



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