



**Biennale on Education in Africa
(Maputo, Mozambique, May, 5-9 2008)**

**Beyond Primary Education:
Challenges and Approaches to Expanding Learning Opportunities in Africa**

**Session 2
Presentations
on the Development
of Post-Primary Education**

**The Kigali Call for Action
An Expanded Vision of Basic Education for Africa**

Ann-Thérèse NDONG-JATTA

**Working Document
Draft**

PLEASE DO NOT DISSEMINATE

DOC 1.7.01

This document was prepared by ADEA for its Biennale (Maputo, Mozambique, May 5-9, 2008). The views and opinions expressed in this volume are those of the authors and should not be attributed to ADEA, to its members or affiliated organizations or to any individual acting on behalf of ADEA.

The document is a working document still in the stages of production. It has been prepared to serve as a basis for discussions at the ADEA Biennale and should not be disseminated for other purposes at this stage.

© Association for the Development of Education in Africa (ADEA) – 2008

Association for the Development of Education in Africa (ADEA)

International Institute for Educational Planning
7-9 rue Eugène Delacroix
75116 Paris, France
Tel.: +33(0)1 45 03 77 57
Fax: +33(0)1 45 03 39 65
adea@iiep.unesco.org
website: www.ADEAnet.org

Since Jomtien (1990) and after Dakar's Forum on EFA (2000) most of the stakeholders have invested mainly in primary education, and carried out reforms in lower and upper secondary levels without looking at education as a system in a holistic manner.

Recently, UNESCO and its Education partners, among others, the African Union, ADEA and the World Bank, have supported different initiatives and have organized regional consultations on important themes, including Regional Seminars on Reforming Secondary Education in Africa (Addis Ababa, Ethiopia, November 2005 organised by UNESCO/BREDA and Accra, Ghana, April 2007 organised by the World Bank), and came to the conclusion that a thorough, sector-wide reform of basic education in African countries is required. Introducing a basic education of a minimum of 9 years, that is holistic, inclusive, coherent and seamless, and giving priority to the preparation of clear policies and national plans towards its implementation is considered urgent for the achievement of EFA goals and the Millennium Development Goals (MDGs). This reform consists of two major points:

- A necessary extension of basic education to a minimum of 9-10 years duration viewed in a holistic vision, and
- An indispensable reform of basic education, responding to the evolution and exigencies of the African societies. UNESCO and its partners have supported initiatives to reform education systems in Africa, and more recently have articulated visions and formulated proposals to mobilize national authorities in charge of education to commit themselves to promoting the development of a holistic, integrated and inclusive competency based spiral curriculum framework relevant to the needs of children and youth in Africa for an uninterrupted period of 9 to 10 years for life-long learning.

The 115 participants from 15 countries, including Ministers of Education or their representatives, Directors and Policy makers, curriculum specialists, teacher trainers, United Nations officials, development partners and civil society organisations, gathered in Kigali, Rwanda from 25thto 28th September, pledged commitment to reorienting and/or creating a new architecture or strengthening efforts towards expanding basic education in Africa.

Several presentations on overviews, experiences and perspectives on enlarging and expanding basic education based on the right to education and democratisation of education from countries in Africa, Asia and Latin America enriched the discussions, mainly, focusing on critical issues of content, developing curriculum frameworks for basic education that are skills and competency-based, as well as on strategies for mobilization of financial partners to ensure full implementation.

The expanded basic education will provide the knowledge base and competencies to the learners to improve their lives and facilitate their entry into the world of work, prepare them through skills training to contribute to social and economic development of their country and/or continue to further studies. The participants expressed commitment to creating the necessary conditions for establishing a minimum of 9-10 year basic education in their respective countries, both in formal and non-formal settings, and identified a range of important priorities for national, regional and international actions.

All the participants commit themselves to the following:

I. NATIONAL ACTIONS

To reform education systems in Africa and in line with the decisions taken by the Ministers present at the Conference on Secondary Education in Ghana (Accra, April 2007), we urge

Governments

- To launch a reform and expansion of basic education making it a seamless system based on a holistic and inclusive approach to achieve EFA goals and MDGs;
- To adopt and apply appropriate legal and policy frameworks to respect, protect and fulfil the right to education for every learner;
- To ensure that the national educational objectives respond to local and global challenges;
- To create the necessary policy environment that will enable the introduction and/or scaling up the existing good practices in offering basic education through a clear understanding, articulation of visions and shared conviction among all stakeholders on the importance of a free and compulsory basic education, of at least 9 years, which allows uninterrupted period of learning from early childhood to end of the basic education cycle;
- To prepare national plans, guidelines, strategies and strengthen public-private and civil society partnerships to support the full implementation of the policy;
- To develop or reform their national curriculum and curriculum frameworks, methodologies and assessment tools that are flexible, adaptable, inclusive and promote a solid foundation for knowledge acquisition, skill development and life-long learning;
- To train planners, managers, curriculum developers and implementers (teachers, facilitators, teaching/learning material developers) on approaches that enhance learning, such as the use of research findings on neuroscience, mental health, nutrition guidance and counselling and teaching using the most appropriate language of instruction and developing the education curriculum through national and regional institutions such as universities, research institutes and centres of excellence
- To promote communication and advocacy strategies, including dialogue within and among all sectors (education, finance, planning);
- To increase existing resources allocated to education, mobilise additional resources from public and private sectors and development partners.

II INTERNATIONAL AND REGIONAL ACTIONS

UNESCO

- To distribute to all Member States in Africa the *Kigali Call for Action* and the Final Report of the Conference;
- To promote education as a right based on all the principles embedded in UNESCO and other UN conventions;
- To promote the African Community of Practice in Curriculum Development as a platform to facilitate policy and social dialogue and collective action on education and curriculum issues linked to the reform of Basic Education and to the attainment of an inclusive, skills and competencies-based curriculum;
- To provide technical assistance to countries for standard setting, quality assurance, and developing monitoring and learning assessment tools;
- To accompany participating countries in their education reform process for the expansion of basic education (HQ, IBE, UNEVOC, BREDA, IICBA, FOs);
- To advocate and assist countries in formulating legal, policy and curriculum frameworks for the expansion of basic education of 9-10years;
- To provide technical assistance and reinforced support for developing the capacity of education planners, managers, curriculum and assessment tool developers, teachers and teaching/learning material developers (IBE, UIL, UNEVOC, IICBA, FOs);
- To provide technical assistance and policy advice to countries in training of teacher trainers, and professional development of teachers and facilitators for inclusive basic education through the TTISSA (BREDA, IICBA, HQ)
- To mobilize Global partnership under the E-9, EFA flagships, African Union Second Decade of Education for Africa (HQ, BREDA, COMEDAF, Regional Economic Communities);
- To engage in advocacy and awareness raising through meetings, the use of ICTs and other channels around a broad concept of Inclusive Education to attain all the EFA goals, and as a preparatory activity of the 48th Session of the International Conference of Education (ICE 2008) (HQ, IBE, BREDA);
- To facilitate cooperation within the Africa Region and with other Regions through information and experience exchange, study visits, networking and south-south cooperation;
- To facilitate networking of research institutes, universities, professional associations and development partners committed to developing education in Africa

- To organize roundtables of partners at Regional and Global levels
- To promote regular consultations and collaboration among all education stakeholders at all levels in both formal and non-formal education.

III. UN AGENCIES

- To work together with the UN System and in the framework of UNDAF to develop the necessary synergies to enhance learning through interventions in areas such as health, nutrition, water and sanitation (WASH), HIV/AIDS, environment, peace and school humanitarian emergency interventions, in both formal and non-formal education.

IV. ADEA

- To set up a Regional education network in collaboration with other such regional networks in other Regions, and in coordination with UNESCO African Community of Practice in Curriculum Development;
- To disseminate the *Kigali Call for Action* in the ADEA biennale of 2008, the Education Ministers' meeting and other important meetings;
- To foster political dialogue, analytical research, information and dissemination on basic education of a minimum of 9 years;
- To support all efforts in setting up a basic education cycle of at least 9 years in both formal and non-formal education in African countries.

V. WORLD BANK AND AFRICAN DEVELOPMENT BANK

- To support Governments in implementing basic education policies and national plans, as well as provide policy advice and technical assistance to countries for the design of new policies, adopt feasible financial strategies and other aspects of national plans to execute the reforms and new policy orientations;
- To provide the necessary financial support to all countries that have developed national policy/reform and national plans and introduced a minimum of 9-10 years basic education.

VI. CIVIL SOCIETY ORGANIZATIONS/COMMUNITY

- To network and promote social dialogue to facilitate the sharing of information and experiences on a 9-10 years basic education;
- To reinforce the relationship between schools and communities, support non-formal education and create synergies between formal and non-formal education.