

ADEA 2017 Triennale

Sub-Theme I: CALL FOR ABSTRACTS

Deadline for Submission: 31st August 2016

Implementing education and lifelong learning for sustainable development

Overview

The 2017 Triennale of the Association for the Development of Education in Africa (ADEA) will be held under the theme: Revitalizing education towards the 2030 Global Agenda and the Africa’s Agenda 2063, from 15th to 17th March, 2017 in Marrakech, Kingdom of Morocco. The Triennale will provide a platform for education stakeholders to engage in forward-looking policy dialogue, the exchange of critical knowledge, cognate experiences, good and best practices, evidence/results-based research, innovation and development, national and regional programmes, projects and initiatives that hold concrete strategic ideas, critical lessons and potential pathways for African governments, policy-makers, teachers, practitioners, education implementing agencies, educational administrators, NGOs, and communities, among others, to generate more holistic policies, strategic planning and effective interventions in order to significantly improve inclusion, quality and relevance of education and lifelong learning for all. Particular emphasis will be placed on innovative solutions to challenges encountered in Africa’s aspiration to provide the much needed human capital that will drive the transformation of the Continent.

The Forum for African Women Educationalists (FAWE), in collaboration with ADEA Secretariat, is coordinating the Triennale preparations and stakeholders’ participation under Sub-theme 1.

The Pre-Triennale Preparatory process

As part of the preparations towards the 2017 Triennale, the Government of Kenya and ADEA are co-organizing a sub-regional consultation forum on ‘Quality of Education and Life-long learning for all’, in Nairobi from 20th to 22nd July 2016. The Nairobi meeting is the first step in the process of generating contributions for the 2017 Triennale. During this consultation forum submitted abstracts will be assessed and successful ones selected. The authors of selected abstracts will be informed soon after the forum to develop their abstracts into full papers for presentation during the Triennale.

Abstracts should focus on the following specific targets of Sustainable Development Goal (SDG) 4, which fall under sub-theme 1: Implementing education and lifelong learning for sustainable development:

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

4.2 By 2030, ensure that all girls and boys have access to development activities and early childhood care and quality pre-school education which prepare them for primary education.
4.3 By 2030, ensure that all women and men have equal access to quality technical, vocational or tertiary education, including post-graduate education at an affordable cost and under the same conditions.

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

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

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

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

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

4.b By 2020, significantly increase the number of scholarships offered at the global level to developing countries for studies, in particular to least developed countries, small Island Developing States and to countries in Africa, to finance the continuation of higher studies, including vocational education, ICT, technical and science courses and engineering studies in developed countries and other developing countries.

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

Submissions on quality education should articulate clearly how governments, organisations, agencies, communities, individuals have contributed to the three dimensions of quality education: (a) fostering success in learning, reflecting in enhanced competence in literacy and numeracy; (b) promoting relevance of education through content that help individuals, groups communities and governments, among others, to meet the current and emerging challenges of a particular context, and (c) improving the impacts and socio-economic benefits of education.

On life-long learning, submissions should describe how governments, agencies, education institutions, communities take ownership, demonstrate accountability by creating (a) opportunities for people, without discrimination, to become self-empowered through access to relevant and useable information and knowledge, and (b) learning environments, communities or society at work places, homes, and for leisure in order to universalise lifelong learning for all, and for all to contribute to the transformation of the world.

Furthermore, ADEA and FAWE would strongly encourage and welcome submissions by Education Ministries Agencies, Academia and education NGOs that highlight evidence/results-based experiences of meeting the challenges of implementing the unattained targets in their national policy and plan of action on Education for All (EFA) and education-related Millennium Development Goals (MDGs) with
specific regard to: teachers; literacy, non-formal education and livelihoods; special need education; and ICT in education including teacher education.

Please note that abstracts should be clear, concise and well articulated summaries of proposed contributions of not more than 2 pages in length (A4 paper) or not more than 10 Power Point slides.

The following types of submission are particularly encouraged; the general structure indicated for the 1-2 paged abstract is as follows:

- **Case study:** Background and issues; Goals and objectives; Methodology; Analysis and interpretation of results; implications and keys lessons of the study for enhanced policy, strategic planning and implementation at the regional and country level.

- **Research reports:** Background context, objective, goals and assumptions; Methodology and protocol followed; Presentation of results; Analysis and interpretation of results; Implications of key results and key lessons learnt for enhanced policy, strategic planning and implementation for the regional and country level.

- **Country reports, National score cards:** Context, purpose, objectives; Key issues and challenges; Appropriate models or options to employ or currently being employed to achieve pre-2015 and or post-2015 EFA goals and education MDGs; New or emerging challenges in the implementation of post-2015 education goals and appropriate strategic responses to meet the challenges; Critical Lessons learnt from the implementation of the EFA for the successful implementation of the post-2015 education goals.

- **Summary of consultation:** Summary of consultation process should include: Context, purpose, objectives and the consultation targets; Key issues put on the consultation table; Appropriate models or options to employ in order to achieve post-2015 education goals and why?; Summary of the responses per target and generally.

**Contact details of the Coordinators:**

The abstracts must be forwarded to the FAWE Network Specialist at the address indicated below, before 31st August 2016

Ms. Daphne Nawa-Chimuka at DChimuka@fawe.org and copy to Ms. Lise Linawa at liselinawa@gmail.com and Mr. Joel Alemibola Elegbe, j.elegbe@afdb.org