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The News Journal of the ADEA Working Group on Communication for Education and Development

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Jan Eliasson

UN Deputy Secretary General



By Lawalley Cole,  
Coordinator, WG COMED

## Communicating for the post 2015 Development Agenda

We are now only about half a year away from January 2015, when the world should start the process of reviewing the Millennium Development Goals (MDGs). Judging from all the preparations that are already underway through the United Nations and other important entities around the globe, we await the new opportunity to articulate clear goals and targets for the post-2015 Sustainable Development Goals. We have so far witnessed a paradigm shift in the objectives and activities of the development world since 2000 when the MDGs were first established. There has also been a proliferation of the media with considerable "new media" activities that continue to rise.

UNESCO has referred to "media" as the "technical platforms and social arrangements that enable human communication, particularly in regard to public issues.» The media is regarded as a limited number of platforms and specialized institutions that are built around them. At present, the Internet and mobile phones have opened the field to individuals, groups and a wide range of other social organizations. There is also the rising influence of civil society in their involvement in development issues at large, be it in education, health, water and sanitation, other social development sectors, as well as in politics and economics. In some quarters, institutional powers are struggling to interact meaningfully with what we may refer to as the new "people power" paradigm. Media users are calling for freedom of expression, and the correlative of press freedom. UNESCO, therefore, argues that a free, pluralistic and independent media must become part and parcel of the new post 2015 development agenda.

**The fact is that economic and social development cannot be sustained without the involvement of the media.**

In the current African context, and as we shift to the setting up of new goals for sustainable developments, we continue to witness some serious challenges. The global economic and financial crises have placed governments' role under heavy pressure by forcing radical interventions into economies. At the same time, these have also revealed the extent of long-term unsustainability of social programmes including in education. The same goes for our development partner organizations and civil society bodies, which are also facing significant challenges. Sources of funding have become unstable, while we see a multiplication of demands for accountability, transparency and measurement of impact.

At the same time, political and social legitimacy is becoming increasingly fragile. In this context, we see more stakeholders being engaged in global development efforts, with new approaches multiplying, and the need for coordinated action growing accordingly.

On the other hand, the language and mind-set have begun to change with the private sector about how to address some of our development challenges. Many Chief Executive Officers or CEOs in business enterprises in African countries are increasingly embracing leadership roles in development, and operational staffs are becoming more conscious of the risks and opportunities that stem from activities that bear on issues such as human rights, freedom of expression, social development and sustainability.

The African continent is said to be having an impressive growth rate with economies growing faster than those of

# Editorial

almost any other region in the world, with at least a dozen expanding by more than 6 per cent a year for six years or more. We, therefore, have every reason to ensure that this post 2015 Sustainable Development Goals rightly reflects the current contexts. According to UNESCO, the term "sustainable development" is widely understood as a holistic view of processes which promote optimum linkages between economic growth and issues such as poverty reduction, social mobility, social cohesion, environmental protection, gender equality, peace and political stability amongst others. In September, 2013, the United Nations started an extensive public consultation on the future development goals. Over 200,000 people were consulted on their opinions on the new development agenda over a six months period. This resulted in a rising importance of stakeholders beyond national governments. In February, 2014, almost 200 civil society organizations joined hands to urge the UN Open Working Group on the post 2015 development agenda to put government accountability and independent media at the centre of a new framework for global development.

Despite these efforts, however, significant gaps in engagement remain. Both civil society and the private sector have not been adequately represented on the UN's High Level Panel on the Post-2015 Development Agenda. In addition, the perceptions of differential treatment between sectors in the consultation process left much to be desired. Another challenge has been the laxity to meaningfully involve other vulnerable groups – such as indigenous communities, people with disabilities, women, youth and others living in extreme poverty – whose lack of a voice has prompted the need for a coherent framework for development.

We should not only measure success in terms of inclusiveness and comprehensiveness. We should also examine more closely and critically how we can develop more effective multi-stakeholder partnerships as well as shared spaces of engagement at the local level. Mechanisms must, therefore, be put in place and well established for better information dissemination, and communication and coordination. In this respect, much more needs to

be done to ensure that deep, strategic partnerships proliferate and succeed. Our Governments, businesses and partner development organisations, should henceforth be willing and ready to engage with civil society organizations and social movements. This should be in terms of real partnerships in implementation, in addition to ongoing consultation and other transactional relationships. Likewise, as business roles shift to becoming more socially focused, and public budgets bear on bilateral funding agreements, civil society and development partner organizations will necessarily have to be more open to and focused on building relationships that go far beyond financial support.

All of this will require building trust among stakeholders, without necessarily desiring or expecting complete alignment among potential partners. Such partnerships become more meaningful when the various stakeholders are enabled to play their respective "constructive challenger" roles on the important issues. Open communication will oblige all partners and participants to innovate continually in finding new opportunities to meet the needs of the voiceless. A clear focus on the right to information will promote participatory development. Better quality and greater availability of information would lead to improved allocation of resources and more informed decision making by all. Information intermediaries such as the media will assist governments and people communicate, organize, structure and understand data that is critical to development.

In order to achieve a real multi-stakeholder effort in development along these lines, civil society, government, business and development partner organizations must continue to pursue ways of increasing trust, transparency and accountability in their shared commitment to the post-2015 agenda. In addition, mechanisms must be firmly entrenched to ensure that private sector accountability in post-2015 partnership processes will play their crucial role in ensuring that inter-sectoral collaboration achieves the ultimate goal of saving and improving the lives of hundreds of millions of Africans.

# The Interview

## Interview with Commissioner Martial De-Paul Ikounga,

Commissioner, Human Resources, Science and  
Technology, African Union Commission



On March 25, 2014 the African Union Commission and ADEA renewed the Memorandum of Understanding initially signed in 2008. An Official Ceremony for the Signing of the MoU was organized at the African Development Bank (AfDB) in Tunis, ADEA's host institution. Attending the Ceremony were the Commissioner of Human resources, Science and Technology of the Africa Union, Hon. Martial De Paul Ikounga, ADEA's Acting Executive Secretary, Mr. Hamidou Boukary, and, representing the Vice President, OSVP of the AfDB, Mr. Sering Jallow, special adviser to the VP. After the signing ceremony, Lawalley Cole interviewed Commissioner Martial De-Paul Ikounga.

*Lawalley Cole: Mr Commissioner, you just signed a Memorandum of Understanding with ADEA to expand collaboration in many areas related to the education sector in Africa. What is the main element of this memorandum?*

Martial De-Paul Ikounga: The first memorandum has come to an end so this second one is an extension. That does not mean that during the time between the two that our cooperation did not continue. Personally I think that the most important point is to strengthen the position of ADEA as an important partner for implementing our policies. The rest are just details, just to explain what we will be putting together. But what we want to show is that we really want to strengthen ADEA's position as a partner, that is to say, as the leading partner in implementing our programmes in the field.

*LC: Since we are getting close to 2015, the year that ends the Second Decade for Education in Africa, that was promoted by the African Union, we want to know what programme is being planned by the African Union for post 2015 education and development in Africa.*

MDI: We are going to emphasise the match between training and employment for the entire southern countries, and right through our education systems and give more time to all the questions that are connected thereto. You talk about the post-2015

programme, but we are not yet at the end of 2014 and one of our biggest challenges during this last year will certainly be to make a better evaluation of what we have done. In percentage terms, the achievements are not very significant although we have made a lot of progress; there are so many things that still need to be done. We will certainly reschedule given the slowness in implementation of some key areas of our programmes, and also for information collection, and generating statistics in order to improve management. The question of implementation and the problem regarding teachers' conditions are still current. There are still real problems of ethics and as I said, what can we do to make the school fit in with the social project that we may develop when we discuss. Today, the employment problem is a major one. What can we do to make the school help solve this type of a challenge?

*LC: Considering the Memorandum of Understanding that has just been signed, will ADEA have a role to play in implementing your programme? If so, how will you be able to mobilise Africa and ensure that Africa mobilises the resources needed to support this programme?*

MDI: The first thing, I think about is mobilising ourselves and depicting ADEA's place and role. We have undertaken a programme on mapping partners that we will experiment with during the next COMEDAF

meeting. The aim is to make the work done by our partners visible. The first issue here will be the mobilisation process, followed by how we mobilise Africa. See, we do not hesitate to say that if our partners do well, – and we have seen how effective ADEA is – it helps us do even better in the field. We will give ADEA much more visibility in the countries because that is where we operate. They can see what ADEA is doing and can work with ADEA on the project which, I could say, ADEA is carrying out on our behalf.

*LC: How are we going to convince other partners to join our crusade to make post-2015 development in Africa emphasise education?*

MDI: That's what I said. We have to start by increasing visibility. Everyone has his or her own job to do. We can monitor and even supervise. But in the field, we have shown the capacity of ADEA to work. We want to highlight this capacity and tell all the partners whom we are able to mobilise that if they want to help us and go to work, ADEA will be working on our behalf. I think that that is called mobilising partners, and through this mapping of all the partners who play a role in the education sector we will be able to know who does what and be able to share this experience. I think that this visibility will enable us to better see everyone's position in relation to that of everyone else.

*LC: Last question. What advice will the African Union give the governments of its member states on how to manage 'education for development' better?*

MDI: What is the role of the school? This may seem trivial but I think that it is increasingly important to redefine and better understand the role of the school and make sure that the schools do not only produce people who expect everything from the state and from society. The school should not only produce young people who want to show their capacity to serve the population as a whole. This will make it possible to produce entrepreneurs, in all fields, who have the capacity to create, be enterprising, and take initiatives. You know, when we went to school we said: 'I'm going to school to become a real somebody. In other words, I'm going to school because school is the place that transforms the individual into someone who is useful for society'.

*M. Lawalley Cole: Mr. Commissioner, thank you very much.*

M. Ikounga: It is for me to thank you.

## AFRICA 2050

# Attaining the 2050 Vision for Africa: Breaking the Human Capital Barrier

by

Birger Fredriksen and Ruth Kagia

Summary by Lawalley Cole

*Vision: By 2050 African countries will have developed the human capital—through national, regional and global cooperation in education, health, science and technology—needed to foster rapid, inclusive and job-creating growth, cohesive societies and accountable governments as a basis for catalyzing and supporting sustainable convergence in living standards between African countries and the rest of the world.*

In this paper, Birger Fredriksen and Ruth Kagia, both former officials of the World Bank discuss the imperative of a major scaling up of human capital in Africa as a prerequisite for economic transformation. The paper is part of a major long-term study for Africa -- Africa 2050 -- covering all sectors, presented to African leaders at a major conference in Abidjan in June, 2013. Oxford University Press has this year published this study in a book entitled: «Africa 2050: Realizing the Continent's Full Potential» with editors T. Ahlers, Hiroshi Kato, H. S. Kohli, C. Madavo and A. Sood.

Fredriksen and Kagia highlight the opportunities and challenges that African countries face in making what would for most countries amount to a quantum leap in raising levels of human capital and



Ruth Kagia



Birger Fredriksen

enable them to lead healthy and productive lives. To achieve this is crucial to accelerating the economic transition from low to higher productivity sectors and enhancing Africa's competitiveness in the global, knowledge-based economy.

The model on which the global 2050 study is based projects that by 2050, Africa would be home to 2 billion people with a per capita income of US\$17,500 and a skilled and productive workforce. The vision for the education sector assumes that basic education would be universal and free for the first nine years and enrollment would have exceeded 80 percent at

the senior secondary level and 35 percent in higher education. African universities would have become leading global research centers of excellence in fields such as extractive industries, agribusiness and biotechnology. More generally, Africans would be healthier and would live longer as a result of better nutrition and health care, higher incomes and drastically reduced poverty, underpinned by a well-educated consumer middle class.

To achieve this vision, Fredriksen and Kagia have suggested a set of targets that would need to be met by 2050. They include a doubling of the completion rate for an 8-9 year basic education cycle, a 5 fold expansion in enrollments at the tertiary and pre-school level, and close to a three-fold increase in enrollment at the upper secondary level. In percentage terms, the proposed annual growth rates are not as high as those that African countries registered in the recent past. During the period 1970-2010, there was more than a twenty fold expansion of tertiary education, a twelve fold increase in enrollment in secondary schools and primary enrollment increased by about 350 percent. The authors however admit that achieving the 2050 targets will require more effort, because education systems are larger and becoming increasingly more complex and because reaching the children not yet enrolled will often be more difficult and costly.

While Fredriksen and Kagia believe that – because of sub-Saharan Africa's (SSA) considerable need for catch-up growth and continued very rapid population growth -- most education indicators in SSA will continue to be below those of other regions, they also think that expanding education to the proposed levels will provide the labor force with sufficient skills and capacity to support economic transformation in the continent. They provide the example of China which has become an economic powerhouse with education indicators that are no higher than those proposed in their paper. As is widely agreed today, Fredriksen and Kagia contend that improvements in education coverage must go hand in hand with a major improvement in education quality.

Fredriksen and Kagia also posit that achieving the 2050 vision for human capital development in Africa is important and urgent. They note that much of the economic growth registered in the last decade has been enabled by improved macro-economic poli-

cies, greater political stability, improved business climate and growing global interest in Africa, primarily driven by commodities. They, however, contend that while these are important drivers for jump-starting economic growth, they are insufficient to sustain or expand it without parallel improvements in key fundamentals of growth, in particular human capital, knowledge and infrastructure.

The authors argue that by raising the quality of human capital, the region would build critical capacities, increase the volume and quality of skills, and deepen the institutional base for harnessing new job, industrial and technological opportunities that will open up as the economies become more globally connected. In addition, they maintain that a healthier and better educated and trained population will produce more, accelerate the demographic transition and contribute to poverty reduction. They also highlight another line of reasoning which states that if, on the other hand, progress in reducing the disease burden and raising the education and skill levels of the population falters, the large reservoir of young people could become a disruptive force and slow down or reverse economic growth. They cautioned that the window of opportunity to make the massive investment required is no more than 10-15 years after which a weak human capital base would begin to act as a drag on further economic growth.

The authors examine sets of factors that drive educational change, and which can also be mutually dependent. One of these is demography which impacts education in many important ways, while education itself impacts key demographic factors such as fertility, mortality and migration. The authors insist that Africa's slow demographic transition will profoundly impact education over the next decades, significantly adding to the challenge of catching up on human capital formation. They affirm that SSA countries will need to continue to expand massively their school systems just to cater to population growth while other developing regions can start shifting resources to expanding post-basic education and to quality improvements at all levels.

The authors also mention the need to invest more in children and provide second-chance programs to those who missed out of primary education. The latter is an important part of a holistic skills development strategy which recognizes that providing

cutting-edge skills for those working in the small modern sector has to be complemented with a determined effort to provide foundation skills to the large majority of the labor force engaged in the agricultural and non-formal sectors where such skills are very low. Recognizing the urgency of rapid catch-up in building basic human capital, they argue that the best long-term investment most African countries can make over the next decade is to correct the fact that their young children and youth fare much worse in terms of basic health and education status than those of other regions. They warned that this development stage cannot be "leapfrogged" as good quality basic education and health care is the foundation for development in all other areas.

Fredriksen and Kagia make a case for mobilizing sustainable financing through economic growth. The investments required by SSA countries to address the challenges will be well above those of other re-

gions. This may well be the case over the next decade to fund essential catch-up growth and respond to high population growth. Noting that both the financing needs and scope for resource mobilization vary greatly among countries, Fredriksen and Kagia conclude that countries achieving the average 6.6 percent annual GDP growth assumed by the Africa 2050 study's "convergence scenario" (meaning that Africa's economies will "converge" towards those of advanced countries) should be well placed to meet the financing challenge.

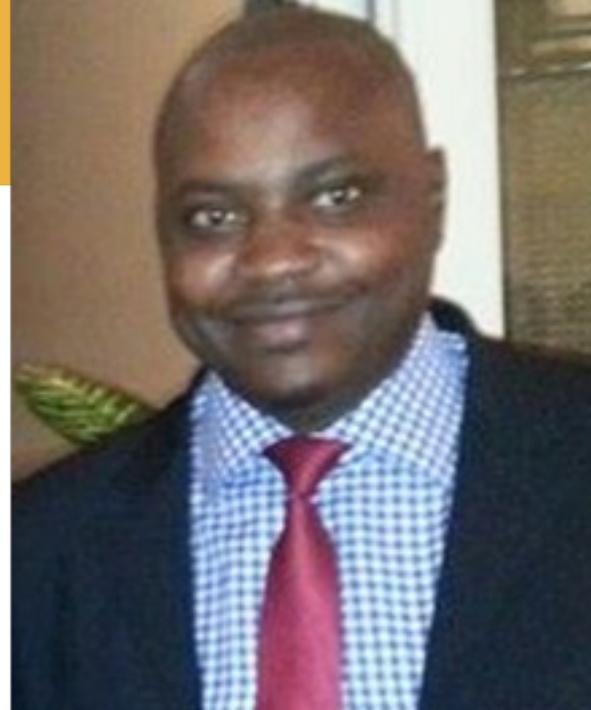
Please click on this link to download a copy of the study:

<http://www.emergingmarketsforum.org/2013-africa-emerging-markets-forum/>

# Interview

## Interview with Leger Djiba

Léger DJIBA, Co-founder and President of Gateway4africa,  
Director of idev-technologies (Idev-ic group)



### Léger Djiba

The young entrepreneur, Léger Djiba from Senegal, visited the ADEA Secretariat in Tunis recently and presented his enterprise idev-technologies to the staff of the Secretariat as well as some members of the African Development Institute. After the presentation, this is what this young entrepreneur told Lawalley Cole in a conversation

*Lawalley Cole : Yesterday you made a very good presentation. I was very pleased to hear about everything that is happening in the sub-region, and especially in Senegal. Please introduce yourself and tell us about this project.*

Léger Djiba: My name is Léger Djiba. I am the Director of the Idev-technologies Department in the Idev-ic group (<http://www.idev-ic.sn>) and co-Founder and President of Gateway4africa (<http://www.gateway4africa.org>). Through the Idev-technologies Department, the Idev-ic group launched projects such as the Centre africain de mise à niveau (the African upskilling centre). The first project we launched in this centre was called E-KARANTA, which is a Mandingo word (south Senegal) that means education or "education around the fires". The E-KARANTA concept is based on the fact that 100% of a sample of 100 farmers, herders and fishermen said that yields had gone down, especially in agriculture. A farmer, who used to produce 5 T for instance, now has less than a ton or a ton. This means that there is a problem that needs to be solved. In Senegal, 65% of the population works in agriculture, but this 65% is not even able to feed 40% of the people. Some farmers work at a loss.

How can we pinpoint the problem?

These farmers, herders and fishermen have to reconsider the knowledge that they learned over the years through experience and tradition. The farmers have to modernise their cropping practices by sharing information with farmers in countries that succeeded in situations in which

they failed. The goal of E-KARANTA is to provide a platform for contacts with experts in other countries like Malaysia, a country that has developed food self-sufficiency by using well-adapted techniques.

Malaysian farmers have been cultivating the same lands for the last 15-20 years. These lands are now producing more than they did in the past. Our situation is the opposite. We have lands that used to be productive but are not any more. The goal of E-KARANTA, thus, is to create a platform that allows for direct contacts so that Malaysian and Senegalese farmers can share their experiences.

*LC: In Asian countries like Malaysia much of the population is young and, true, there is a high migration rate to the cities. This is a problem in Senegal and in other countries of Africa, i.e. that many young people migrate not only to the urban areas of their country but also to Europe, to the north? Does this bother you?*

LD: The phenomenon is greater in Senegal. Why? Because people take the dugout canoes on the Atlantic to reach Europe, because they think that there is an Eldorado in Europe. Senegal is losing courageous people (I don't think that they are stupid). We need to convert this courage into entrepreneurship, provide the right framework for them to be able to fit in easily and receive training.

Even better, when we went to Malaysia, we saw that the phenomenon was the opposite, in other words, there is so much going on in the rural areas that young urbanites

are not migrating to the countryside to find jobs, while in Dakar, young people from the rural areas migrate to the city to find jobs. For young Senegalese to hear about the Malaysian experience will teach them one thing; there is no country, no continent, no international organisation or institution that is going to step in to develop Africa.

The development of Africa requires two things: our intelligence and our savoir-faire. I have always said that young people are the strength of Africa. Africa is a young continent. We have to make the young people understand that there is no Eldorado other than Africa today. We have to make these young people understand that Americans are creating companies in Africa. One concept that I often explain to my students: between now and 2015 there is a bus of success which is parked in Africa and can carry many people. The Africans must remember that the bus will be leaving in 2015 and that they must not miss it. 2015 for me is the last date for the young people to become aware of the fact that the development of Africa depends on our capacity to use shortcuts, that Africa has to run intelligently while other continents are walking. In the world of today, the United States, France, Spain and other countries and continents do not have more natural wealth than Africa.

*LC: So you have an enormous amount of work to do, especially in creating awareness and communications so that these people understand what you are doing in Africa, because up to now, the countries' economic problems have made many people think that development is not possible in Africa.*

*The year 2015 is not far away. What do you intend to do in the field of communications to create awareness among young people and make them understand your approach?*

LD: Yes, this is our goal and that is why we came to Tunisia, paying our own way, to meet ADEA (Association for the Development of Education in Africa).

Why?

Because we count heavily on the communications potential of ADEA.

Second, communications are best when we see young people carry out a concrete project that gives concrete results in a context that initially seemed impossible. We

cannot communicate in a vacuum. We have to achieve something. We first decided to work intensively in the most remote cities, and let me remind you that the region which was selected for this project is a region with active rebellion, where people are fighting to the end. We selected this region not only to indicate that we believe in peace but that peace requires a possibility and capacity for the authorities and the citizens to cr

ate work opportunities. You cannot ask someone to lay down his arms without ensuring him of a very reliable source of revenue. The E-KARANTA project started with a rural community, Djendé which is really a rural area where we clearly informed the rebels and the government that we would not be giving money every month but would be providing them with a project that would enable them to feed themselves and to feed other sons of Casamance (region in southern Senegal), other sons of Senegal, other sons of Africa.

We want to provide jobs, we want to provide development projects instead of weapons. That is our goal. The type of communication that we have adopted at idev-technologies is based on concrete results and in this situation we will call upon everyone involved and tell them, 'look, two years ago some people said that it would not be possible in Senegal and it would not be possible in Africa. With a lot of effort we have managed to carry out this project'.

*LC: So for this to happen it is very important to develop partnerships, especially with major institutions. Yesterday, with you, we went to the African Development Bank and other institutions which were interested. Do you intend to work with other institutions as much as with ADEA and AfDB because I think that this project is extremely important, the scope of the project is very important. If everybody gets involved I wonder how you'll manage. This will require a lot of work on your side and by other people also. Do you intend to do that?*

LD: We maintain relations with ADEA and with AfDB. These are the focal points that will govern our relations with all the institutions that wish to get involved in this project. We really want to protect ourselves by working through ADEA and AfDB. These are serious institutions. They are African, not national, institutions. Any institution that recognizes the importance of the E-KARANTA project should contact ADEA and AfDB. We will work out the conditions of including them together.

*LC: Last question.*

*What about extending these projects beyond the Senegalese border. Think of what is going on in West Africa and in Central Africa and recently we have seen what is going on in East Africa, with Somalia and Kenya and all the problems with the young people. Often politicians do not do things in their favour. Are you going to develop partnerships with other institutions which are in these areas of Africa and not only in Senegal or in the West Africa region? Do you already know with which organizations and institutions...? Have you identified young people who want to work with you?*

LD: I first want to take the case of a really important win-win partnership between the IDEV-IC Group and the American NGO called Coders4africa for which I was the Program Manager in Senegal. Coders4africa is an NGO whose goal is to train, free of charge, 1000 African developers by the year 2015. There is already an entrepreneurial relationship between 1300 young people and Coders4africa. And there are other communities, e.g. SE-NEJUG which is the JAVA users community in Senegal, and DAKARLUG which is the UNIX/LINUX users community. We are in contact with WEB 2.0, which is also a community. AFRIC SEARCH is also an NGO, a company targeting entrepreneurs and the recruitment of young people in Africa. We are really creating synergy between the IT communities, young people, and enterprises.

This is also the case of the association that I manage which is called Gateway4africa. The aim of Gateway4africa is to bring together all of the IT communities of Senegal, to highlight IT innovations of Africa and to stimulate the creation of African content on the web. In India you

find communities of 4 to 5,000,000 people. In Africa you find very small communities. It is not possible to succeed alone. The Africans have to learn that individualism can no longer exist. We really have to combine our efforts, unite our communities, try to find a common objective, a common denominator, and commonalities between these communities in order to create a federation of communities and be really strong. The world will no longer listen to the voice of Africa if individual African countries, regardless of size, speak alone.

As proof, we see that Africa, which is the most important continent (in terms of wealth and conflicts), does not even have a vote in the U.N. Security Council. It is high time for the politicians, the young people and the institutions to wake up and recognise that if Africa does not change between now and 2015, it will really be the most exploited continent in the world and will continue to be exploited. It is time for the Africans to become well trained. In the world of today we cannot defend our interests unless we have a good level of education. And to defend ourselves there is only one solution, the Africans must give priority to apprenticeships, they must learn techniques and technology to develop Africa.

In the world of today, technology is the only tool that will enable Africans to take a great leap forward. This means that Africa must find and take shortcuts in the main sectors of the economy, which is why we believe in Gateway4africa.

Technology will enable us to catch up for a lot of lost time. Everybody must make an effort. And everybody must add a stone to the edifice that we are building.



## Africa Agenda 2063: Pathways to realization

by Dr. Nkosazana Dlamini-Zuma

Fourteen years ago, during the debates that led to the Millennium Declaration and Development Goals, our continent was regarded as the «21st Century's Development Challenge» and a scar on the conscience of humanity.

At the same time, Africa too reflected on its future, on how to take the continent out of the preceding two dead decades for development. Thus, we transformed the OAU into the African Union, vowed to tackle conflict in a coordinated manner and adopted the New Partnership for African Development (NEPAD).

Fourteen years later, Africa is the world's second fastest growing region, and home to six of the world's fastest growing economies. Several others were above or near the 7 percent threshold for economic take off, which (AfDB president Donald) Kaberuka calls the tipping point and set to double their economies in 10 years.

We are also a continent of the future, with a young and growing population, a growing working and middle classes, and our abundant natural resources, including land, minerals, gas and oil, forests, biodiversity and maritime resources. Thus, I repeat with confidence: Africa has transitioned from being the 21st Century's development challenge, to being the 21st Century's development opportunity.

We do know from our history and that of others, that opportunities can be squandered and lost. It is our determination not to be characterized by future generations of Africans for squandered opportunities that prompted us to embark on the process of Agenda 2063, a Pan African framework to rapidly move towards an Africa that is integrated, peaceful, prosperous and people-centered.

Industrialization, domestic resource mobilization, finance and monetary institutions - are critical to the realization of Agenda 2063 in the longer term



and the post - 2015 development agenda in the short term.

Africa must «design a comprehensive industrial development framework that is inclusive and transformative to speed up and deepen value - addition of local production, linkages between the commodity sector and other economic sectors.» Our discussions must assess the consolidation of nascent industrialization initiatives and sectors.

This assessment must look at the agro - processing sectors in all countries for cocoa, coffee and other agricultural ; products in Cote d'Ivoire, Ghana and Ethiopia; at the ICT sectors in Rwanda and Kenya; at the textile and fashion industries in West, Central and Southern Africa; tourism and the blue economies of Seychelles and Senegal , of Mauritius and Madagascar; the fishing industry in the Gulf of Guinea; at the work done by institutions such as the Central African Forestry Commission (COMIFAC) on forest policy convergence and with the East African Coastal forests to promote sustainable forestry and eco-tourism and whether Botswana can indeed become the world's leading global diamond trader.

# Analysis

Industrial policy assessment is also about assessing the impact of our infrastructure projects: the gas pipeline between Nigeria and Algeria; the Sahara-Sahel transport corridor; the African Clean Energy Corridor Initiative; the Djibouti to Dakar transport corridor and mother others and whether these projects not only contribute towards reducing the cost to industries, but also as drivers of industrialization, technology transfer and skills development.

Assessment must also check best practice in terms of industrial and trade policy instruments - such as the local content requirement that Ghana introduced in its oil and gas industries; the monetary policy requirements for industrialization and growth discussed by the African Central bankers the activities of our various national export and investment promotion councils; the implementation of the African Mining Vision and the impact of our trade partnerships on industrialization and intra-Africa trade.

We must also know what is happening with the African private sector, both formal and informal, including the SMME sector.

In addition, there are the emerging Pan African businesses, in cement manufacturing, mining, oil and gas, ICT and banking and the growing numbers of young successful and innovative African entrepreneurs (men and women) in virtually every country.

Industrial policy won't succeed without conscious efforts to build African champions and without dynamic dialogue and interactions between government and the private sector, at sectorial, country, regional and continental levels.

Indeed, industrial policy must be accompanied by our integration efforts towards a continental free trade area by 2017, and we must do nothing that would jeopardize this.

We need the skills revolution to train hundreds of thousands more scientists, engineers and artisans, working together with the private sector and by investing in science, technology, research and innovation.

## Institutions

The two dead decades of structural adjustments not only saw stagnation and de-industrialization, but also the destruction of institutional capacity for industrial policy, support and planning.

Although we cannot turn back the clock and rebuild these capacities overnight, we can leapfrog some of

the challenges through the regional and continental institutions that we agreed to put in place, to help all our countries to navigate this path of structural transformation.

Discussions on the Statutes of the African Monetary Fund and on the ratification and strategy for the African Investment Bank and the African Central Bank respectively are therefore important, so that we can get these institutions up and running. We must also be reminded about the decision taken by the January 2014 Summit on the African Remittances Institute.

## Domestic resource mobilization

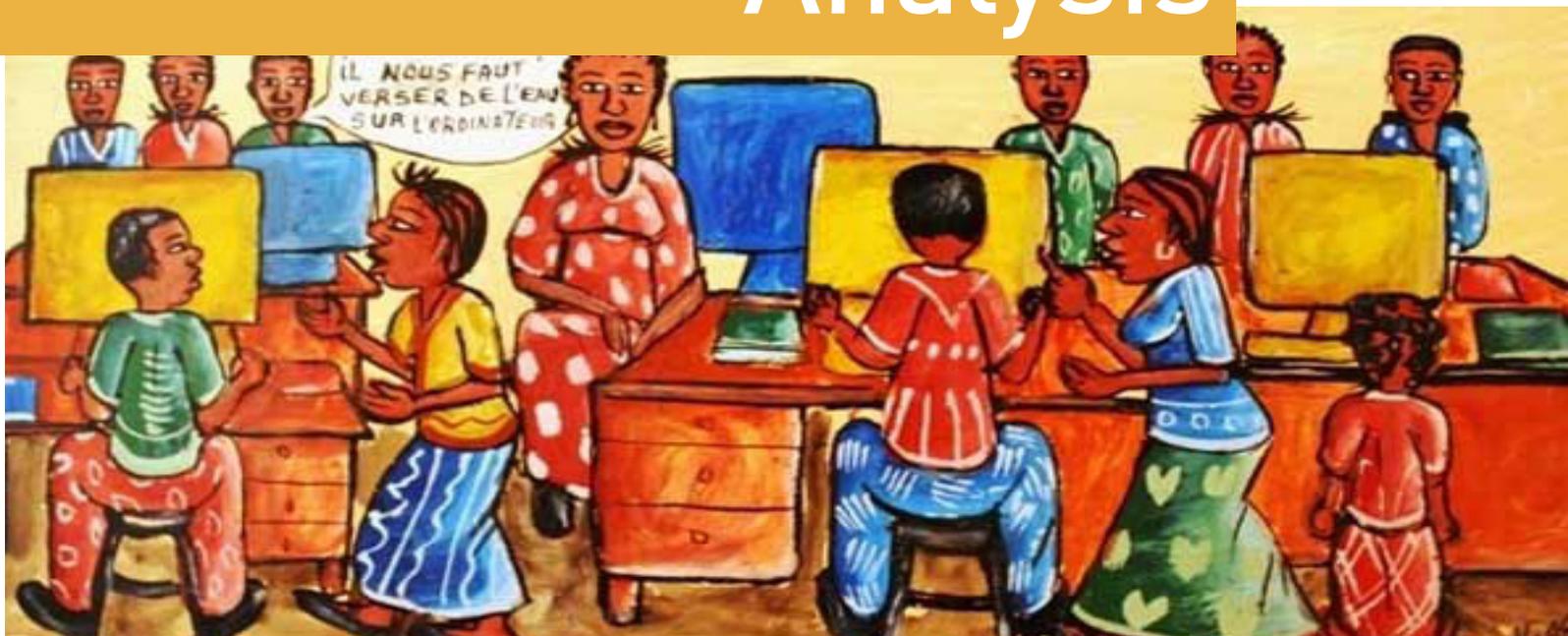
We have over the last few years studied this matter in detail, ranging from the report of former president Obasanjo presented last year on Alternate source of Funding, the 2013 NEPAD-ECA study on Domestic resources for African development to the progress report of the Panel chaired by former President Mbeki on Illicit flows from the continent.

All these studies show that given Africa's enormous resource potential, we indeed have the means to invest in the acceleration of our development priorities, and in the process leverage and crowding in even greater funding and resources from our partners across the world.

Fellow Africans, industrial policy, building institutions, even domestic resources mobilization and indeed transformation, is not done until it is done. It is only then that we can say, as the Nelson Mandela taught us: it is impossible, until it is done.

Dr Nkosazana Dlamini Zuma is Chairperson of the African Union Commission. This article was first published in The African Executive in April, 2014





## Have you heard of the post-2015 development agenda?

By Megan Rowling



Is it really possible to hold a global conversation? Not everyone will want to take part, and no matter how hard you try, some people will feel left out. The United Nations Development Programme (UNDP) and its partners have been attempting to do just that, to find out what we think should feature in the new development agenda that will replace the Millennium Development Goals (MDGs) when they expire at the end of 2015.

It has been an interesting and innovative exercise, including face-to-face consultations in 88 countries and an online survey in which close to 1.44 million people from 194 nations have voted for their post-2015 development priorities. The survey results so far show better job opportunities and an honest and responsive government following closely on the heels of a good education and better healthcare.

Yet, despite what seems like a real effort to involve real people, not everyone is satisfied with the process.

Youba Sokona, a sustainable development adviser at the South Centre and member of a group of independent experts working to ensure the post-2015 agenda takes account of the perspectives and needs

of the Least Developed Countries (LDCs), told me this week it's good the U.N. conversation has been taking place - after all, nothing like that happened with the MDGs.

But there's a problem with the way it has been implemented at the national level, said Sokona, a native of Mali. «None of our parliaments have started discussing the post-2015 agenda,» he noted, referring to the 49 LDCs. «All the debate is in Europe and the United States, and the U.N. system.»

The focus is still too much on the end product - a new set of Sustainable Development Goals (SDGs) - with not enough attention to the process, he argued. «Unless the population buys into it, nothing will happen,» he stressed.

**'EVERYTHING RELATED TO EVERYTHING'**

Sokona was speaking after a conference in Britain last week at which the group of LDC experts, backed by the London-based International Institute for Environment and Development, got together with officials from donor governments and the U.N. to explore how the needs of the poorest can be put at the heart of post-2015 development plans.

# Analysis

Before that meeting, Tom Bigg, head of partnerships at IIED, warned of the danger of U.N. agencies and New York-based diplomats «steamrolling ahead with their own agendas, while drowning out the voices of countries that will be most heavily impacted by the new goals».

The UK gathering highlighted how «everything is related to everything» in the poorest countries, Sokona said, and issues cannot easily be separated. «It will clearly be very difficult if you have a huge level of illiteracy to build a good governance system or achieve economic growth,» he said.

Equally the impacts of climate change cannot be separated from development in the LDCs, because they are hitting the poor hard. «For the time being, climate change is out of the (post-2015 development) discussion, and we think this is a big mistake,» Sokona said.

When it comes to climate change, a key U.N. working group and a high-level panel have both underlined its importance to development, but governments are split over how far the SDGs should address it, given that the world is due to agree a new deal to limit global warming at the end of 2015.

Other important development areas that bubbled up at the recent conference include employment for young people and women, agriculture, economic growth and governance, Sokona said.

But the expert group is also keen to change the narrative around the LDCs, which has largely focused on «poverty and desperation», he stressed.

Bhutan, for example, has a very good governance system, suggesting that weak and corrupt institutions aren't a necessary evil in all poor countries, Sokona said.

## MEDIA MISSING

The LDCs have indeed made some progress towards achieving the MDGs - albeit some more than others, according to a September 2013 paper from the Centre for Policy Dialogue (CPD) in Bangladesh.

It analysed LDC performance on 14 out of 49 MDG indicators, concluding that while the group as a whole may not meet any of them by the deadline, they «have generally made some progress in most indicators».

One problem is that the apparent impressive economic performance of the LDCs in the 2000s did not lead to significant development of their productive capacities, depriving them of the chance to transform their economies. Secondly, they were hurt by the global financial crisis and volatile food and commodity prices in recent years, the CPD said.

Digging the LDCs out of their development hole clearly requires a monumental effort by all - from their own citizens up to the U.N. Secretary General.

But one key group of people that has been overlooked so far - particularly in developing states - is journalists, wrote Rosebell Kagumire, a Uganda-based writer and member of the LDC Independent Expert Group, in a blog post for IIED this week.

For example, at a workshop she helped organise in Kampala on covering the post-2015 development process, none of the 35 journalists present had even heard of it.

«This is a huge gap,» she blogged. «The media is a major development actor because of its ability to inform and educate. If journalists are left behind, it will take longer for messages on development to reach the ground.»

Efforts to expand the global conversation could certainly begin by waking media up to the fact that it's happening, in a way that makes them want to find out more.

Source: Thomson Reuters Foundation - Wed, 5 Feb

## THE POST-2015 DEVELOPMENT AGENDA: WHAT ARE THE PRIORITIES FOR AFRICA?

By Haroon Borhat, Nonresident Senior Fellow, Africa Growth Initiative

Courtesy of the Brookings Institution, Washington D.C.

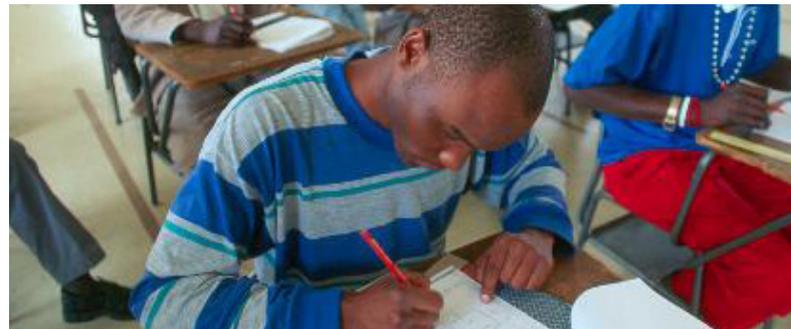
As 2015 and the conclusion of the Millennium Development Goals (MDGs) draws near, attention has increasingly turned within the United Nations to the post-2015 development agenda. In particular, a High-Level Panel of Eminent Persons (HLP) was recently convened to advise on the global development framework beyond 2015 and construct the next development agenda. The panel was co-chaired by President Susilo Bambang Yudhoyono of Indonesia, President Ellen Johnson Sirleaf of Liberia and Prime Minister David Cameron of the United Kingdom. The panel included leaders from civil society, the private sector and government.

Through its report, *A New Global Partnership: Eradicate Poverty and Transform Economies Through Sustainable Development*, delivered to U.N. Secretary-General Ban Ki-moon in May 2013, the HLP argues for a series of "transformative shifts," which are viewed as essential to the post-2015 development agenda.

The elements of the HLP report provide the basis for thinking more carefully around the key post-2015 areas of economic and social policies for African governments. In reflecting on some of the main contributions, suggestions and criticisms of the HLP report, a range of important topics and existing gaps have emerged for future policy-relevant research in Africa. For African development, moving forward in 2014 and beyond includes reflection on some of these major themes as well as an elaboration on how African countries and the world plan to address the next set of goals.

### The Priority

Accordingly, the key priorities for the year ahead are the transformative shifts that must: underpin the



new agenda; drive the illustrative goals and related national targets; cover themes of inclusive and sustainable growth, job creation, strategic development finance and cooperation; and strengthen good governance. These focus areas should be at the top of the list for African countries in preparation for the post-2015 agenda.

When it comes to growth, the panel identifies one particular priority for the post-2015 agenda: merging the economic growth and sustainable development agendas. According to the HLP, not only should economic growth focus on generating jobs, but it should also place "sustainable development at the core." In this way, the notion that sustainability and economic growth in the African context are complements in the growth process is in part a future challenge to source innovative and cheap technologies in order to achieve both efficiency in resource use and economic development. The pressure on the environment—not of any less concern in sub-Saharan Africa than in other regions of the world—renders this linkage between poverty reduction and sustainable development crucial to pursue.

In addition, an important part of the goal to enhance economic growth is its job creation component. Some of the fastest growing economies at present are African, including Mozambique, Angola and

Ethiopia, but it remains an open question whether this growth can and will be sustained and translated into an expansion of the jobs market. Growth has been concentrated in a few sectors and many of these sectors have not seen an increase in jobs, which could be the result of increasing mechanization and demand for more highly-skilled labor. Yet, an enabling environment is critical to job creation.

## Why Is It Important?

Global population projections show that the working-age population is projected to be 600 million larger in 2030 relative to 2015, representing a 20 percent increase. Despite this rapid growth, it is important to note that a larger expansion (of 1 billion individuals) in the working-age population was witnessed for the earlier 1995-2010 period. Crucially, however, the data also reveal that the most prominent jobs challenge for the next 15 years is to be faced by sub-Saharan Africa. Specifically, the net addition to the working-age population for sub-Saharan Africa will reach 21 million per year by 2030 as the number of entrants grows much faster than the number of exits.

Among other regions, Africa is unique in that it is facing a demographic dividend. As the HLP notes, the rapid growth of the continent's youth labor force brings an especially difficult challenge—preventing unemployment for these millions of young Africans: "As more young people enter the work force.....Africa is set to experience (a) 'demographic dividend'..... But young people in Africa, and around the world, will need jobs—jobs with security and fair pay—so they can build their lives and prepare for the future" (U.N. High-Level Panel of Eminent Persons on the Post-2015 Development Agenda 2013).

The African youth labor force (ages 15-24) is currently reaching a peak in many countries that have had rapid fertility decline. While these youth populations are large, these populations have stopped growing in many countries with annual growth rates having fallen from peaks of around 4 percent in the 1970s to roughly 0 today. In Africa, youth labor force growth rates will remain close to 2 percent for several decades. This relatively high growth in the youth labor force in Africa reinforces the urgency of creating country-level growth paths that are job

generating.

In terms of strategic development finance and cooperation, the panel points strongly to the excess levels of global savings currently in the global economy, which is set to reach about \$18 trillion in 2013. The most important source of long-term finance will therefore be private capital coming from major pension and mutual funds, sovereign wealth funds, private corporations and other investors, including those in middle-income countries where most of the world's new savings will emanate from by 2030. African countries need to be cognizant of these trends in global finance.

A final major concern focuses on the strengthening of good—and more importantly effective—governance. A number of African countries are plagued with financial mismanagement. Governance has a serious impact on a country's budget and has implications for where funds are channeled as well as how those funds are spent. In a number of countries, there is often a large budget that is not well spent, and a sizeable proportion is returned to the fiscus due to mismanagement of funds. Governance therefore requires careful monitoring, evaluation and guidance, while the approach followed must take account of the particular country context.

## What Should Be Done in 2014

The development community has been trying to address the aforementioned and many other obstacles to growth for decades with varied results. So, looking ahead, the panel calls for a new global partnership incorporating governments, civil society and the private sector to think collectively and differently about ending poverty (U.N. High-Level Panel of Eminent Persons on the Post-2015 Development Agenda 2013). In order to address unemployment, enhance sustainable development and tackle social development challenges, the HLP's call for a global partnership is unique.

As noted above, another key challenge for African governments will be their ability to optimally mobilize foreign private savings in a manner that funds local economic development initiatives. Particularly for those fast-growing African economies such as

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Angola, Mozambique, Ethiopia, Ghana and so on, there is a unique window of opportunity—as African optimism is at an all-time high in global markets—to access these foreign capital markets around the world. Emerging market capital in particular, with an appetite for slightly higher risk premiums, should be targeted by African governments seeking to pursue an investment-led growth path. As explored in more detail elsewhere in *Foresight Africa 2014*, more proactive engagement between African governments and African firms with emerging market financial institutions is essential in unlocking nontraditional portals of finance for economic growth and development.

The notion that other sustainable development decisions, ideas and actions should be incorporated into one world-wide agenda is embedded within the notion of a global partnership. As a subset of this notion, the HLP argues for the continuation of external funding to developing countries with aid targets and goals to remain intact. Within the African context, this is crucial given that the majority of recipients within the ODA and development finance space are low-income economies or those countries classified as “fragile states.”

In addition to approaching development from a global partnership perspective, the HLP recognizes and puts particular emphasis on the fact that the complex obstacles countries face vary from those of their neighbors. Thus, in terms of an inclusive economic growth agenda, discussions within the post-2015 milieu have argued that economic growth challenges, constraints and opportunities differ by country depending on initial conditions. Within the continent, the pursuit of an inclusive economic growth agenda could involve a contrasting set of interven-

tions, ranging, for example, from a more optimal industrial policy agenda to productivity-enhancing measures in agriculture or even the pursuit of a modern service sector. However, the fundamentals—in the form of an adequate supply of skilled workers, support for small firms, the capacity to innovate, investment in research and development, a well-developed infrastructure and so on—must underpin an African agenda for inclusive and sustainable economic growth.

Finally, Africa needs to capitalize on its demographic dividend. Policies for creating jobs and inclusive and sustainable growth must be a part of the economic agenda in Africa. If Africa can properly mobilize its young workforce, it can also enjoy the benefits of its new mass consumer market potentially consuming goods and services at scale. This consumer market should be concentrated in those fast-growing and large-population economies such as Nigeria, Kenya and Ethiopia, but this opportunity is partly African and partly global. The challenge, however, remains the ability of these various economies to generate a growth and development path that is sufficiently job creating. Put differently, the rise of the mass consumer market in Africa over the next 15 years is conditional on the ability of governments to generate a sufficient quantum of job opportunities for these individuals.

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## Africa and the Education Post-2015 Agenda: what roles for competencies and skills development?

By Hamidou Boukary

Since 2008, ADEA has embarked on reshaping the debate on the role of education and training in socioeconomic development. The Association began first by underscoring the importance of post-primary education at the time when many thought it was too premature given the unfinished business of Universal Primary Education (UPE). At its 2008 Biennale in Maputo, Mozambique the Association advocated for a holistic, integrated and diversified education system where post-primary education is defined as "not only about what follows after primary education, but also about the reconsideration of 'primary' education as it is currently structured". Two major paradigm shifts were proposed: (i) shifting from UPE to an extended and expanded 9-10 years Universal Basic Education (UBE) and (ii) shifting from post-primary education to post-basic education and training (PBET)[1]. ADEA expounded the two paradigm shifts and provided strategic directions for UBE and PBET development through an indicative policy framework.

In varying degrees, the UBE-PBET agenda was also reflected in the African Union's Second Decade of Education in Africa, UNESCO's Basic Education in Africa Programme (BEAP) and the World Bank's SEIA initiative. But how many countries have followed this path?

ADEA continued on to address the relationship between education and training and sustainable development during its 2012 Triennale in Ouagadougou, Burkina Faso. It proposed three other paradigm shifts[2]: (i) shifting from decontextualized learning to the development of core competencies for problem-solving and citizenship; (ii) shifting from TVET to TVSD to democratize and make training relevant to African labor markets dominated by the informal sector; (iii) shifting from an "ivory tower" tertiary education system to the development of scientific and technological knowledge and competencies for industrial development and integration into a globa-



lized world economy.

This skills development agenda was distilled and articulated in a strategic policy framework developed in the wake of the Triennale. The framework was subsequently endorsed by African Heads of State at their Summit in January 2013. ADEA is currently busy implementing this agenda through its 2013-2017 Medium-Term Strategic Plan.

With this in mind, one does wonder what the contents of the final education post-2015 agenda in Africa will be. The good news is that there is once again[3] a clear indication that Africa poised to define its own development goals and education and training as part of this agenda. The African Union (AU) and its New Partnership for Africa's Development (NEPAD) initiative for example have conducted wide consultations on the post-2015 Millennium Development Goals (MDGs) agenda. In May 2013 the Executive Council of the AU established a high-level Committee of Heads of State and Government on the Post-2015 MDGs Development Agenda. The Committee has identified four categories of priorities that the continent should tackle during the post-2015 period: (i) structural economic transformation and inclusive growth; (ii) innovation and technology transfer; (iii) human development and (iv) financing and partnerships.

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Under human development and capacity development, the following priorities were set out:

- 1.Improved quality of teaching
- 2.Access to quality primary, secondary and technical and vocational education
- 3.Strengthened curricula for primary and secondary education to include life skills, civic, sexuality and reproductive health education
- 4.Higher completion rates at all levels of education
- 5.Strengthened linkages between educational system and labor market demands

The outcome document of the regional consultations on post-2015 (United Nations Economic Commission for Africa, UNECA, 2013) also advocated the promotion of the following education sub-sectors: pre-schooling, tertiary education and non-formal education.

Under innovation and technology transfer, which are closely related to tertiary education, the consultations provided the following priorities/objectives:

- 1.Ensure that technology transfer is in line with each country's development needs
- 2.Establish an African technological fund to support innovation systems within the context of sustainable development
- 3.Increase funding for research and development
4. Strengthen the science component of education curricula
- 5.Enhance utilization of ICTs

In view of the above, it is clear where Africa wants to go past the 2015 deadline for both MDGs and Education For All (EFA) and ADEA seems to have anticipated these trends in educational development in Africa by emphasizing competencies and skills development. The challenge now is how to reconcile Africa's stated agenda and that of the international community. There are indeed indications that the international post-2015 agenda might focus on isolated thematic areas at the detriment of the holistic approach taken by ADEA. The recently released 2014 GMR rightly

poses the challenge of quality teaching and learning but does not put enough emphasis on the nature of the teaching and learning occurring in African classrooms and its relationship to problem-solving and sustainable development. The same thing can be said of access and equity issues which are indeed part of the unfinished business of EFA movement and UPE agenda but which now need to be addressed in a broader and articulated policy framework.

Please click on this link to participate in a discussion on this article: <http://www.adeanet.org/portalv2/en/recent-blogs>

Specifically reactions will be welcome in answers to the following questions:

1. What explains the slow implementation of the Universal Basic Education (UBE) and the post-basic education and training (PBET) agenda proposed by ADEA and UNESCO's Basic Education in Africa Programme (BEAP)?
2. To what extent could the skills and competencies development agenda find its way into the international education post-2015 agenda?
3. What innovative financing schemes should Africa put in place given the dwindling financial resources from donors? Can the dividends of the current healthy economic growth rates in Africa be used to fund education? What can the private sector bring to relevance and funding of education?

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[1] Post-Primary Education in Africa: Challenges and Approaches for Expanding Learning Opportunities in Africa Synthesis prepared for and lessons learned from the 2008 ADEA Biennale on Education in Africa (Maputo, Mozambique, May 5-9, 2008). By Wim Hoppers.□

[2] General Synthesis Document Presented at the 2012 ADEA Triennale on Education and Training in Africa, February 11-17, 2012, Ouagadougou, Burkina Faso. By Mamadou Ndoye and Richard Walther.□

[3] In the wake of the independence era African countries met in Addis Ababa to develop a vision for educational development. Conference of African States on the development of education in Africa, Addis Ababa 1961.□

## Africa and the post-2015 education agenda: what roles for competencies and skills development?

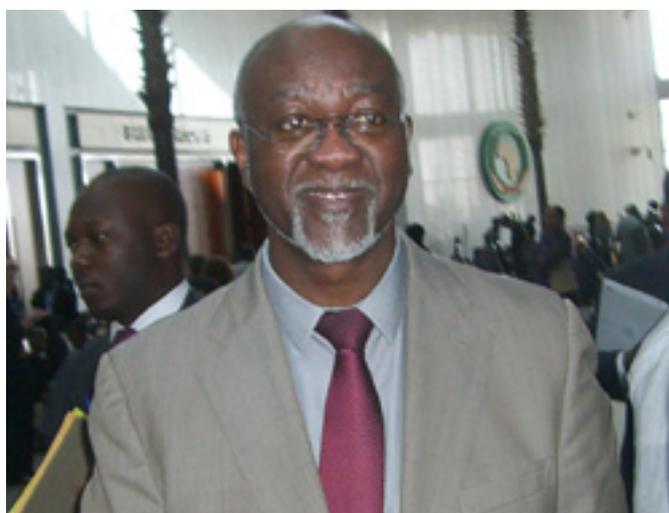
Response of Jean Marie Byll-Cataria  
Former Executive Secretary, ADEA

At a time when the Association for the Development of Education in Africa (ADEA) is celebrating its 25th anniversary, but is also experiencing difficulties that call its survival into question, this article by its acting Executive Secretary offers some thoughts on ADEA's contribution to the policy dialogue on education in Africa and to the current debate over preparation of the post-2015 agenda.

As noted by Dr. Hamidou Boukary, since its creation ADEA has scrutinized the major challenges facing education in Africa, produced an enormous amount of knowledge, and capitalized experiences from Africa and elsewhere, the results of which have influenced some national education policies as well as the cooperation guidelines of bilateral and multi-lateral agencies.

ADEA's membership is composed of representatives of the technical ministries concerned with education and training in Africa and their partner cooperation agencies. As the Ouagadougou Triennale showed, the Association now mobilizes not only all stakeholders in education, but also those from other development-related sectors (health, economics, environment, agriculture, etc.), and is giving an increasingly important role to the private sector, civil society and the African Diaspora.

One of ADEA's comparative advantages is that, on the one hand, it engages in activities involving reflection and knowledge production that ministry and agency



officials no longer have the time to undertake individually, and on the other, the basic results of these activities and the conclusions or recommendations drawn from them are a subject of shared understanding and joint vision among the members of the Association.

Whence the highly apposite question of Dr. Boukary: why has there been such slow implementation of certain paradigm shifts resulting from the recommendations of ADEA biennales, which have led to initiatives such as the Basic Education in Africa Program (BEAP)?

Without making value judgments about anybody nor claiming to offer convincing explanations, one of my hypotheses is that these major paradigm shifts, which were a matter of consensus at ADEA biennales, the Ouagadougou Triennale or thematic conferences,

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do not necessarily lead to policy dialogue broadened to include all components of the education community, both at country level and at the headquarters of bilateral and multilateral cooperation agencies. When the paradigm shifts are pursued after the ADEA events, these efforts are often restricted to a few departments or units of the ministries and agencies that participate in the discussions of the ADEA Steering Committee.

To illustrate this hypothesis, I will take the example of the Ouagadougou Triennale. This meeting led, at the request of the head of state of the host country, to a Strategic Policy Framework intended to guide countries in the implementation of the Ouagadougou recommendations. This document was presented by President Blaise Compaoré to the summit of African Union heads of state, which adopted it on January 29, 2013.

To what extent was it subsequently analyzed by the experts and senior officials concerned in African countries and cooperation agencies?

To what extent was it taken into consideration in the broadened consultations on the post-2015 agenda of the Millennium Development Goals (MDGs) and the high-level committee of heads of state and government formed by the Executive Council of the African Union?

In my opinion, one of the major problems and challenges of development in Africa is that there are many initiatives – important and useful ones, to be sure – with their accompanying declarations, recommendations and pledges given by governments, but that no systematic effort is made to seek convergence, synergy and complementarity among them.

In addition, most of our countries have to cope with a variety of urgent problems and are therefore absorbed by day-to-day management and do not necessarily take the time to work methodically, and over the required duration, to implement some important initiatives that they have endorsed. Furthermore, various commitments given to certain donors and the many calls on countries' senior officials do

not always leave time for the latter to concentrate on implementing useful recommendations that enjoy an international consensus.

With regard to the post-2015 agendas for Education for All (EFA) and the MDGs, Dr. Boukary rightly considers that Africa knows where it wants to go. As for the question of how to reconcile the African agenda with that of the international community, I would rephrase it, asking instead to what extent the international agenda takes account of the goals that Africa has set for itself. This seems important to me for several reasons.

□ The Paris Declaration of 2005 strongly emphasized the alignment of aid with national policies, with the implicit idea of supporting and working with countries on the implementation of their national policies.

□ Within ADEA, we have always emphasized the fact that African ministers must be in the driver's seat. This makes all the more sense today, because the current Bureau of Ministers is broadly representative of all African ministers of education.

□ The proceedings of the Ouagadougou Triennale, which led to a Strategic Policy Framework that was endorsed by the ministers and adopted by the heads of state of the African Union, had the merit of bringing education and training out of their isolation and making them a core concern with respect to the sustainable development of Africa, thus taking into consideration all other development-related sectors. As a result, the conclusions, recommendations and paradigm shifts stemming from the Triennale make it possible, in my view, to reconcile the EFA goals and the MDGs.

□ As noted by the acting Executive Secretary, the Triennale proceedings reinforce the conclusions of the regional consultations of the Economic Commission for Africa (ECA) and the African Union with regard to the post-2015 agendas for EFA and the MDGs.

□ I think that they also made it possible to project

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the future of Africa beyond 2015 for at least a decade, and perhaps two.

Under these circumstances, why not make the outcomes of the Triennale and the policy guidelines set out in the Strategic Policy Framework a central, key foundation of Africa's positioning with respect to the post-2015 international agenda relating to EFA, especially since they constitute a holistic vision of the development of the skills and qualifications that Africa needs and since they implicitly include the concerns of African leaders regarding access to education and training, the quality of education, higher education, the link between education and the needs of the labor market, etc.?

Could not this question be considered in a strategic seminar co-organized by the African Union Commission, the ECA, UNESCO, the African Development Bank and ADEA, to help African leaders prepare for 2015 and make Africa's voice heard on how it sees its future in the area of education and training for its development?

I cannot conclude these remarks without mentioning, in the light of the changing international context of education aid and the internal changes of ADEA, the role of the Association as a forum for policy dialogue and its impact on education and training in Africa.

Since its creation, ADEA has explored and turned to account the major issues relating to education and training in Africa and proposed concrete solutions for improving access and quality. With the Ouagadougou Triennale this process comes full circle, so to speak, by placing education and training at the core of Africa's sustainable development.

We need today to focus on the implementation of the recommended paradigm shifts and in a few years to evaluate their effects on education and training systems as well as on development-related sectors.

This is what the heads of state meant by adopting the Strategic Policy Framework in January 2013, and what ADEA has been striving to do since 2013 with

its Medium-Term Strategic Plan (2013-2017), aimed mainly at helping countries to develop policies and strategies that give top priority to the development of critical skills and qualifications.

This leads me to the following question. To achieve its strategic objectives, will ADEA have to go beyond its current mandate as a forum for policy dialogue and undertake more operational activities at country level, alongside cooperation agencies and international or national NGOs?

There is no obvious answer to this question, and everything depends on what one means by "operational". Regardless of its mandate, in order to get results ADEA must be operational in its strategy of support to countries. This is reflected in the strategic objectives ADEA has adopted and in the specific initiatives that it proposed in its Medium-Term Strategic Plan.

The only handicap that I see at present is that neither African countries nor cooperation agencies have engaged in internal policy dialogue on the Strategic Policy Framework, in order to take charge of and jointly plan the implementation of the recommendations and the recommended paradigm shifts, with the support of the ADEA Secretariat and working groups.

To get around this difficulty, we should promote the broadest possible dissemination of the overall Triennale synthesis and the Strategic Policy Framework to all components of the education community in Africa and to development stakeholders (ministries, universities, parliaments, civil society, youth, NGOs, cooperation agencies, trade unions, social and occupational organizations, parents, the private sector, etc.), and initiate a debate so that the stakeholders concerned take up the basic recommendations of the Triennale and put their heads together to reflect on a strategy and mechanism for implementing these recommendations.

This would facilitate the mobilization not only of interested parties but also of the human and financial

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resources needed, and would thus make it easier for ADEA to implement its Medium-Term Strategic Plan.

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Without making value judgments about anybody nor claiming to offer convincing explanations, one of my hypotheses is that these major paradigm shifts, which were a matter of consensus at ADEA biennales, the Ouagadougou Triennale or thematic conferences, do not necessarily lead to policy dialogue broadened to include all components of the education community, both at country level and at the headquarters of bilateral and multilateral cooperation agencies. When the paradigm shifts are pursued after the ADEA events, these efforts are often restricted to a few departments or units of the ministries and agencies that participate in the discussions of the ADEA Steering Committee.

To illustrate this hypothesis, I will take the example of the Ouagadougou Triennale. This meeting led, at the request of the head of state of the host country, to a Strategic Policy Framework intended to guide countries in the implementation of the Ouagadougou recommendations. This document was presented by President Blaise Compaoré to the summit of African Union heads of state, which adopted it on January 29, 2013.

To what extent was it subsequently analyzed by the experts and senior officials concerned in African countries and cooperation agencies?

To what extent was it taken into consideration in the broadened consultations on the post-2015 agenda of the Millennium Development Goals (MDGs) and the high-level committee of heads of state and government formed by the Executive Council of the African Union?

In my opinion, one of the major problems and challenges of development in Africa is that there are many initiatives – important and useful ones, to be sure – with their accompanying declarations, recom-

mentations and pledges given by governments, but that no systematic effort is made to seek convergence, synergy and complementarity among them.

In addition, most of our countries have to cope with a variety of urgent problems and are therefore absorbed by day-to-day management and do not necessarily take the time to work methodically, and over the required duration, to implement some important initiatives that they have endorsed. Furthermore, various commitments given to certain donors and the many calls on countries' senior officials do not always leave time for the latter to concentrate on implementing useful recommendations that enjoy an international consensus.

With regard to the post-2015 agendas for Education for All (EFA) and the MDGs, Dr. Boukary rightly considers that Africa knows where it wants to go. As for the question of how to reconcile the African agenda with that of the international community, I would rephrase it, asking instead to what extent the international agenda takes account of the goals that Africa has set for itself. This seems important to me for several reasons.

□ The Paris Declaration of 2005 strongly emphasized the alignment of aid with national policies, with the implicit idea of supporting and working with countries on the implementation of their national policies.

□ Within ADEA, we have always emphasized the fact that African ministers must be in the driver's seat. This makes all the more sense today, because the current Bureau of Ministers is broadly representative of all African ministers of education.

□ The proceedings of the Ouagadougou Triennale, which led to a Strategic Policy Framework that was endorsed by the ministers and adopted by the heads of state of the African Union, had the merit of bringing education and training out of their isolation and making them a core concern with respect to the sustainable development of Africa, thus taking into

consideration all other development-related sectors. As a result, the conclusions, recommendations and paradigm shifts stemming from the Triennale make it possible, in my view, to reconcile the EFA goals and the MDGs.

□ As noted by the acting Executive Secretary, the Triennale proceedings reinforce the conclusions of the regional consultations of the Economic Commission for Africa (ECA) and the African Union with regard to the post-2015 agendas for EFA and the MDGs.

□ I think that they also made it possible to project the future of Africa beyond 2015 for at least a decade, and perhaps two.

Under these circumstances, why not make the outcomes of the Triennale and the policy guidelines set out in the Strategic Policy Framework a central, key foundation of Africa's positioning with respect to the post-2015 international agenda relating to EFA, especially since they constitute a holistic vision of the development of the skills and qualifications that Africa needs and since they implicitly include the concerns of African leaders regarding access to education and training, the quality of education, higher education, the link between education and the needs of the labor market, etc.?

Could not this question be considered in a strategic seminar co-organized by the African Union Commission, the ECA, UNESCO, the African Development Bank and ADEA, to help African leaders prepare for 2015 and make Africa's voice heard on how it sees its future in the area of education and training for its development?

I cannot conclude these remarks without mentioning, in the light of the changing international context of education aid and the internal changes of ADEA, the role of the Association as a forum for policy dialogue and its impact on education and training in Africa.

Since its creation, ADEA has explored and turned to account the major issues relating to education and

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training in Africa and proposed concrete solutions for improving access and quality. With the Ouagadougou Triennale this process comes full circle, so to speak, by placing education and training at the core of Africa's sustainable development.

We need today to focus on the implementation of the recommended paradigm shifts and in a few years to evaluate their effects on education and training systems as well as on development-related sectors.

This is what the heads of state meant by adopting the Strategic Policy Framework in January 2013, and what ADEA has been striving to do since 2013 with its Medium-Term Strategic Plan (2013-2017), aimed mainly at helping countries to develop policies and strategies that give top priority to the development of critical skills and qualifications.

This leads me to the following question. To achieve its strategic objectives, will ADEA have to go beyond its current mandate as a forum for policy dialogue and undertake more operational activities at country level, alongside cooperation agencies and international or national NGOs?

There is no obvious answer to this question, and everything depends on what one means by "operational". Regardless of its mandate, in order to get results ADEA must be operational in its strategy of support to countries. This is reflected in the strategic objectives ADEA has adopted and in the specific initiatives

that it proposed in its Medium-Term Strategic Plan.

The only handicap that I see at present is that neither African countries nor cooperation agencies have engaged in internal policy dialogue on the Strategic Policy Framework, in order to take charge of and jointly plan the implementation of the recommendations and the recommended paradigm shifts, with the support of the ADEA Secretariat and working groups.

To get around this difficulty, we should promote the broadest possible dissemination of the overall Triennale synthesis and the Strategic Policy Framework to all components of the education community in Africa and to development stakeholders (ministries, universities, parliaments, civil society, youth, NGOs, cooperation agencies, trade unions, social and occupational organizations, parents, the private sector, etc.), and initiate a debate so that the stakeholders concerned take up the basic recommendations of the Triennale and put their heads together to reflect on a strategy and mechanism for implementing these recommendations.

This would facilitate the mobilization not only of interested parties but also of the human and financial resources needed, and would thus make it easier for ADEA to implement its Medium-Term Strategic Plan.

## Putting access to information at the center of post-2015

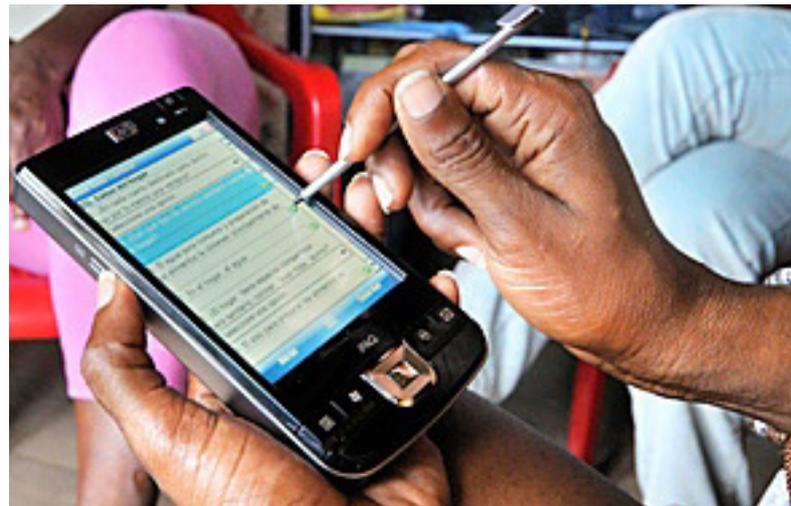
By Andrew Palmer

*Information is accessed through community-based Maarifa (Knowledge) Centers in Kenya, where people can get information about small-scale sustainable agriculture, climate change adaptation and other issues that could help improve people's lives. Access to information should be central to the post-2015 development agenda. Photo by: Gates Foundation / CC BY-NC-ND*

A data analyst, a librarian, a lawyer and a journalist walk into the United Nations bar discussing ways to ensure the success of any new Sustainable Development Goals. The data analyst says "We need to make information more accessible and timely." The librarian says "We need to help citizens use the information." The lawyer says "We need to guarantee the public's right to this information." And the journalist wonders how he can write a 600 word article about a lawyer, a librarian and a data analyst without losing all his readers.

Journalistic challenges aside, if the post-2015 development agenda is proving one thing, it's that coming up with a new set of goals is a concern for a much broader force than the usual suspects. Too often shared interests and expertise have been siloed by separate processes whether through a focus on certain sectors, as in the World Summit on the Information Society; by impacting only some countries, as in the G-8 Summit; or operating at a national level, like in the Open Government Partnership national action plans. The post-2015 process offers the opportunity to combine multiple expertise and to do something different.

All of us reading this (whether you're a development practitioner, librarian, lawyer, data analyst, journalist, CSO or a policy maker) understand the importance of information. It can empower us to exercise our



political and socio-economic rights, be economically active, learn new skills; and hold our governments to account. In the context of development programs, access to information is a prerequisite that cuts across all sectors and at all levels.

Yet, aside from indicators buried deep in MDG 8 on Internet and phone access, the importance of information – and the wasted money and poor decision-making that its absence can cause – is largely overlooked. If the post-2015 process has any chance of moving past top-down service delivery and deliver sustainable development it must focus on ensuring that governments, communities, and individuals have the right to the essential information needed to solve problems and make better decisions. Doing the same again and expecting a better outcome is, well, insanity.

That's why when the Open Working Group on Sustainable Development Goals (the committee of 70 nations that is due to produce the last formal set of SDG recommendations before full intergovernmental negotiations start in September 2014) meets this week for the sixth time to discuss the topics of means of implementation and the global partnership, in a

united cross-sector call for access to information to be central to the post-2015 development agenda.

Not only that, the range of expertise involved means that the Open Working Group will be presented with detailed examples of how to include and measure progress on access to information. For example:

- Using civil society's experience of how to measure effective participation and civic engagement, as developed in the OGP process and the CIVICUS Civil Society Enabling Environment Index.
- The legal community's work on how to effectively implement right to information legislation.
- The knowledge of Open data specialists on how to make Government data publicly available in timely manner, applying learning from the International Aid Transparency Initiative.
- The media's and libraries' experience of how to measure improvements in the skills and information literacy of citizens, as developed through the WSIS process.

With its multitude of parallel, overlapping processes, consultations and reports, the post-2015 development agenda has been can sometimes be criticised for being too all encompassing. But this very weakness offers to be our greatest strength. The chance to break out of our development silo, to work with others, to share ideas and expertise and to ensure that come Jan. 1, 2016 we have a development

agenda that will empower all citizens to tackle the problems we face in our everyday lives.

On December 9, Article 19, Beyond Access, CIVICUS, Development Initiatives and the International Federation of Library Associations and Institutions will host a discussion with leaders in the field to explore how to integrate access to information into the post-2015 development agenda. If you're an organization, institution, business, parliamentarian, journalist or just an active individual who is interested in making sure the access to information post-2015 process, we would like to hear from you. You can follow the discussion on Twitter using the following hashtag #post2015

About the author

Andrew Palmer

Andrew Palmer is senior engagement and advocacy adviser for Development Initiatives. Currently based in New York, he leads the organization's involvement in the post-2015 development agenda and the Open Government Partnership. Before joining Development Initiatives, Palmer worked for an international healthcare company and international development adviser in the British Parliament.

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Courtesy : Devex Partnerships [www.devex.com/news](http://www.devex.com/news)

## The World View Treachurous Ambivalence



By Damtew Teferra

"Going Global 2014" Conference took place in Miami with over 1,000 participants from 70 countries that included ministers, senior government officials, policy makers, institutional leaders, academics, and researchers.

In a discussion entitled "Post-2015 Development Framework: The Role of Tertiary Education," it was stated that the post-2015 MDGs (Millennium Development Goals), may not speak to the development of higher education sector directly. Many have been lamenting on this oversight for over a decade due to its impact on higher development in concerned countries. Even more will be disoriented by the prospect of yet another decade of higher education marginalization in the MDGs.

One of the arguments for the probable exclusion of higher education from the 2015-MDGs was a lack of sufficient and direct evidence to link higher education to socio-economic development. Many in the audience were awed, to say the least, by this ominous, entrenched and hollow argument.

A mountain of evidence

Unesco notes that "At no time in history has it been more important to invest in higher education." The World Bank stresses that the skills of the knowledge economy are built at the tertiary education level and improving tertiary education systems should be high on Africa's development agenda. It speaks to this effect in a number of visible studies which include Higher Education in Developing Countries: Peril and Promise (2000), Constructing Knowledge Societies (2002), and Accelerating Catch-Up: Tertiary Education for Growth in Sub-Saharan Africa (2008), among others.

The African Development Bank supports the development of engineering, research, and science and technology with universities and regional vocational training institutions at the center. The Association for the Development of Education in Africa (ADEA) urges Africa to invest "adequate resources [in universities to play their] rightful role in the global production of scientific, technological and industrial knowledge". The African Union Commission underscores "the recognized link between high-level human resources, knowledge production and sustainable development".

In an article due to be published on the International Journal of African Higher Education, David Bloom and his Harvard University colleagues once again stress the importance of higher education to development. Their article challenges beliefs that tertiary education has little role in promoting economic growth and alleviating poverty and presents evidence about the impact that tertiary education can have on economic growth and poverty reduction, with a focus on the countries of Sub-Saharan Africa.

Needless to say, teachers, doctors, nurses, engineers, accountants, managers, economists, academics, to mention some, are critical to meeting the development goals of nations. There is no debate that these knowledge workers are critical to meeting the MDGs nor is there ambiguity about higher education institutions as the ultimate citadel for training, developing and harvesting these skills. One then questions the virtue of such a conversation in this era of the knowledge economy where higher education stands out as main contributor, player and driver. It is simply baffling why such a flimsy position still thrives and continues to impact the development of the sector.

# Analysis

## Africa's political position

In anticipation of the MDGs, the African Union has taken an official response called "Common African Position on the Post-2015 Millennium Development Agenda" which stated:

We must achieve excellence in human resources capacity development through an improvement in the quality of education and training by: investing in learning infrastructures; increasing the use of ICT; ensuring higher completion rates; promoting pre-schooling, integrated adult education and tertiary education; and improving the quality and conditions of service of educators and trainers.

It went on:

Enhancing equity will require: improving and sustaining progress on gender parity at all levels of education, with special emphasis on secondary and tertiary education; creating a positive environment for girls and boys at school; increasing the representation of female teachers, especially in science and technology; and eliminating human trafficking and child labour, thus allowing children to benefit from educational facilities for their full development.

The lack of a strong statement that speaks directly and unequivocally to higher education, only mentioned twice as "tertiary education", is an obvious oversight. It is doubtful that this position ties higher education to the MDGs, let alone advances the competitive edge of Africa in the global knowledge economy. The disconnect is palpable between this watered-down position and the numerous endeavours of the African Union—such as establishing the Pan-African University, promoting higher education quality, fostering harmonization and mobility—to build a "prosperous continent."

## Alternative discourse

The 2015-MDGs need to speak explicitly to the expansion and revitalization of higher education in the advancement of socio-economic development. Not doing so may have a chilling effect on the sector by depriving the sector of needed external sources and limiting the deployment and channeling of local resources. It is imperative that the MDGs embrace higher education directly and wholeheartedly. In a case where the new post-2015 millennium development regimes become a reality in their current form, nations, concerned institutions, and higher education leaders and associations need to push for alternative schemes—and stronger positions.

## Conclusion

As the next phase of the MDGs is formulated, it is paramount that unwavering support to higher education must be rightfully positioned as one of the "designated priorities". With the existing evidence connecting higher education to socio-economic development, the argument for further evidence about whether higher education contributes to development and poverty reduction is simply a meaningless distraction. To sum up, no amount of unfounded ambivalence should be allowed to conceal that higher education, without any doubt, immeasurably contributes to social, cultural and economic progress.

Read more: <http://www.insidehighered.com/blogs/world-view/teacherous-ambivalence#ixzz32GZ25nJr>

Inside Higher Ed

May 19, 2014



United Nations  
Educational, Scientific and  
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**IPDC** THE INTERNATIONAL PROGRAMME  
FOR THE DEVELOPMENT OF COMMUNICATION

## Why free, independent and pluralistic media deserve to be at the heart of a post-2015 development agenda

### 1. Introduction

As the Millennium Development Goals (MDGs) come under review in 2015, the world has a new opportunity for articulating clear goals and targets for post-2015 Sustainable Development Goals. In turn this prompts an updated assessment of the contribution of free, pluralistic and independent media to development, thereby establishing a contemporary case for its inclusion in the new agenda. In the more detailed Discussion Brief that accompanies this summary, UNESCO advances three arguments as to why the international community needs to acknowledge the connection between free, pluralistic and independent media, and sustainable development. The arguments include:

- (i) The evolving empirical correlation between free, pluralistic and independent media, and national development monitoring and priority-setting.
- (ii) The past and emerging recognition of unfettered media, across all platforms, as an integral part of governance that in turn is a prerequisite for sustainable development.
- (iii) The broad global consensus on the normative functions of a free, independent and pluralistic media system in relation to the normative discourse of sustainable development.

2. A correlation between free media and sustainable development is empirically demonstrated

The evidence base for placing free and independent media at the core of sustainable development is both a conceptual and empirical matter:

- Conceptually, there is need to have a clear framework as to how to understand the contemporary meanings of "sustainable development", "media", and "free, pluralistic and independent".
- Empirically, each of the three dimensions of media – freedom, pluralism and independence – can be demonstrated to contribute towards sustainable development.

"Sustainable development" today is widely understood as a holistic view of processes which promote optimum linkages between economic growth and issues such as poverty reduction, social mobility, social cohesion, environmental protection, gender equality, peace and political stability amongst others.

"Media" refers to the technical platforms and social arrangements that enable human communication, particularly in regard to public issues. "The media" formerly referred to a limited number of platforms and specialised institutions built around them, and while these remain important, the Internet and cell-phones have opened the field to individuals and a range of social organisations. All users of media are entitled to freedom of expression, and the correlative of press freedom.

# Analysis

Media "freedom" means the safety of a society and its institutions to speak freely in the formulation of public policy. There should be no fear in highlighting a range of anti-social blocks to development such as corruption and human rights abuses. Media freedom provides for the watchdog role of the media. Empirically, the link between media freedom and development has been well established. For example, the work of Pippa Norris shows a statistical correlation between a free press and democratisation, good governance and human development. This is reinforced by others such as Joseph Stiglitz, Nobel Prize laureate, who recognised that lack of information has adverse political as well as economic effects. In a book published by the World Bank Institute which addresses the role of mass media in economic development, Stiglitz and other authors marshalled evidence to demonstrate that better and timelier information results in better, more-efficient resource allocation with free and critical media playing a crucial role.

The second aspect of media, namely "independence", entails a situation of self-regulation whereby media professionals themselves are responsible to uphold the high ethics of public interest which they voluntarily profess to follow. It also entails that any regulatory institutions (such as those licensing broadcasters or internet service providers) are also independent of political and economic power. The ethics of accuracy and fairness are key to media's contributions to democracy and development. These ethics also check against abuses of freedom of expression that violate rights or encourage hatred, and they promote a contribution to peace and non-violence which are important ingredients of sustainable development. In societies with effective independence mechanisms, journalists have been shown to uphold professional standards against a range of pressures that would otherwise distort the normative ideals of public interest information. Again, these points have been demonstrated through a range of empirical research (more details in the Discussion Brief).

The third element of media, namely "pluralism", is especially important for development and democracy and their interrelationship. For UNESCO, this means a variegated media landscape of institutional

and ownership forms and roles: in particular, public, private and community media sectors and their respective primary (albeit not exclusive) functions. The public service media provides important citizenship service to all people, irrespective of wealth, age, language or rural location. The private media grows the sector economically, providing employment and bridging sellers and buyers through carrying advertising. Community media especially exist to offer a platform for participatory mediated communication in which citizen empowerment is a key variable. Where a pluralistic media landscape exists along these lines, a diversity of content has given representation to public voices and enabled informed development choices to be made. As with media "freedom" and "independence", there is a large body of evidence that a "plurality" of media correlates with sustainable development processes.

In summary, free, independent and pluralistic media have been shown to be significant, and this is due to the multiplicity of roles performed by such media.

3. Free, pluralistic and independent media are increasingly recognised as central to inclusive politics and governance

The recognition of free, pluralistic and independent media as an integral part of the development process and especially in terms of governance is not new. UNESCO member states have given political recognition through support for the Windhoek Declaration which highlighted the principles underpinning a free, pluralistic and independent media. To varying degrees, many national constitutions acknowledge freedom of expression and press freedom, as a key tenet of democratic governance, within a vision of national development. The same is true of the various regional conventions collectively acceded to by governments. The right to freedom of expression, apart from being recognised as a basic human right in the Universal Declaration of Human Rights, also finds political expression in the European Convention on Human Rights, the American Convention on Human Rights and the African Charter on Human and Peoples' Rights. As such, it lends itself to universal political recognition and application.

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These declarative principles have, in as far as the discourse of sustainable development is concerned, found a clear political articulation in the 2013 report of the UN Secretary-General's 27-member High-Level Panel of Eminent Persons on the Post-2015 Development Agenda. The report emphatically calls attention to "good governance and effective institutions". It links good governance to such democratic fundamentals as people enjoying freedom of speech, association, peaceful protest and access to independent media and information; increasing public participation in political processes and civic engagement at all levels; guaranteeing the public's right to information and access to government data; and reducing bribery and corruption and ensuring officials can be held accountable.

The Report thus provides an opportunity for framing sustainable development in terms of good governance. In turn, good governance is made empirically manifest in policies that uphold free, independent and pluralistic media. At the core of the relationship between sustainable development, good governance and free, independent and pluralistic media are the universally shared democratic values of openness, participation, accountability, and transparency – governance values which Csaba Kőrösi, Co-Chair of the UN Open Working Group on the post-2015 development agenda, says will be critical to implementing any negotiated package for Sustainable Development Goals (SDGs).

4. Free, pluralistic and independent media are a global norm relevant to development norms

Within the UN System, from the founding of the United Nations in 1945, and later of UNESCO as a specialized agency in 1946, the role of the media in bringing about peace and a just world was already globally acknowledged. Article 1(3) of the UN Charter upholds the promotion of and respect for "human rights and fundamental freedoms for all". Such fundamental freedoms extend to freedom of expression and its corollaries of access to information and freedom of the press – all of which are key to enabling

people to actively participate in, as the UN Charter states, "solving international problems of an economic, social, cultural, or humanitarian character". This is reinforced by the 1948 Universal Declaration of Human Rights (UDHR), where Article 19 reads: "Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers".

Over the years, these positions have been further elaborated. UNESCO in particular has consistently promoted as a global norm the right to freedom of expression, and an understanding of press freedom as encompassing media freedom, independence and pluralism. UNESCO's 37th General Conference in 2013 acknowledged the notion that human rights apply to online as well as offline media.

This strong linkage between these realms of international norms has been further bolstered by civil society. Almost 200 civil society groups joined hands in February 2014 to urge the UN OWG to put government accountability and independent media at the centre of a new framework for global development. In a joint statement, coordinated by ARTICLE 19 and the Global Forum for Media Development (GFMD), the advocacy organisations argued that access to information and media freedom are vital elements for a future development plan, as they help to allow people to hold governments accountable in their efforts to achieve economic growth, social equality and environmental sustainability. This ground swell of global civic activism concerning international norms represents strategic momentum towards the recognition of free, independent and pluralistic media as a significant factor of the development equation.

5. Policy implications

Sustainable development, as an interlinked process of human development, is increasingly recognising the value of free, independent and pluralistic media.

# Analysis

Free, pluralistic and independent media have been, and can continue to be, empirically tested for their role in attaining and sustaining development gains, and their prerequisite status in regard to good governance. Against this backdrop, three policy recommendations can be made:

1. UNESCO Member States can regard sustainable development as an interlinked system of development options that is underpinned by overall governance efforts;
2. Taking into account the above consideration, the Member States can also develop national media policy goals which enshrine a free, independent and pluralistic media system as an integral part of governance for sustainable development, in the manner that the report of the Eminent Persons has advised the UN Secretary-General.
3. Furthermore, Member States can institutionalize in practice within their own national jurisdictions, the principles of a free, independent and pluralistic media through appropriate policy and legislative

actions.

To these ends, stakeholders can develop targets and indicators for media development, and for assessing the contribution of free, independent and pluralistic media in sustainable development.

This article is the Executive Summary of the Discussion Brief: "Free, independent and pluralistic media in the post-2015 development agenda: a discussion brief", available at:

[http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/CI/CI/pdf/news/post\\_2015\\_agenda\\_brief.pdf](http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/CI/CI/pdf/news/post_2015_agenda_brief.pdf)

Produced under the auspices of the Knowledge-Driven Media Development special initiative of the IPDC

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## EDUCATION DEVELOPMENT NEWS

Africa should lead Post-2015 development agenda

UN Deputy Secretary General, Jan Eliasson

"Africa is looking for MDG-plus, an agenda that recognises the impact of climate change, the global finance and food crisis. The new agenda must involve consultation on the African side."

These remarks were made by African Union Commissioner for Economic Affairs Dr Maxwell Mkwezalamba, who spoke on behalf of AUC Chair Dr Nkosana Dlamini-Zuma, at the 13th UN Regional Coordination Mechanism (RCM) on the Post-2015 agenda for Africa; the new development framework which will succeed the current Millennium Development Goals.

The RCM is an annual high-level forum organised by the UN Economic Commission for Africa to foster debate on Africa and to determine how best to coordinate UN system support to the African Union and New Partnership for Africa's Development (NEPAD). It is a vital mechanism to review progress made by NEPAD and to ensure that UN support is channelled effectively, based on the Continent's needs and priorities.

The two-day meeting, chaired by the UN Deputy Secretary-General Jan Eliasson and the AU Deputy Chairperson, Ersatus Mwencha, brought together representatives of UN agencies, the AUC, NEPAD, Regional Economic Communities (RECs) including the East African Community (EAC) and the Southern African Development Community (SADC) as well as member states and development partners to strengthen the momentum of the Millennium Development Goals and to assess what happens after the 2015 deadline.

Dr Mkwezalamba stated: "In constructing a common position on the post-2015 development agenda, we need to take account the challenges of the MDGs... too much focus on the social sector; determining inequality in terms of the numbers rather than the



qualitative aspects of inequality; overlooking the enablers of development (peace, human rights); encouraging the culture of aid dependence."

Also highlighted was the issue of growing inequalities in Africa and that economic growth has not fully translated into social transformation, thus the need to put job creation strategies and inclusive growth at the centre of the new development agenda.

Dr Ibrahim Mayaki, Chief Executive Officer of the NEPAD Agency, said that Africa's development is marked by disparities - in performance and geography. "I cite two examples; Tunisia was well on track with the MDGs (highest school enrolment for girls, highest internet penetration on the continent) while Mali was always cited as a model. The two development models failed, proving that the new development agenda for Africa must take into account regional and national priorities and needs. It must be inclusive and combine different development sectors."



Also addressing the meeting, Director-General of the UN Industrial Development Organization (UNIDO), Kande Yumkella called on the need to differentiate between poverty management and poverty eradication. Mr Yumkella said "Africa does not need any more pilot programmes; we need to scale up a transformative agenda."

"We cannot remain an exporter of natural resources and raw materials; we need to industrialize by adding value," said Mr Yumkella.

UN Deputy Secretary General Jan Eliasson emphasised the need for UN agencies and organisations to re-double their support to Africa and strengthen the UN-AU relationship through the RCM.

Participants agreed at the end of the forum that Africa should take a primary role in determining the Post-2015 agenda, with the AU and NEPAD Agency being fully engaged in the process.

## GLOBAL EDUCATION POST 2015 HIGH LEVEL MEETING UNDERWAY IN DAKAR 18 -19 MARCH 2013



By Limbani Nsapato

Africa Network Campaign on Education for All (ANCEFA)

The Minister of Education for Senegal, Mr. Serigne Mbaye Thiam has today officially opened a two day High Level Global Thematic Consultation on Education in the post 2015 development agenda at King Fahad Palace, in Dakar Senegal. The consultations are led by UNESCO and UNICEF. The meeting will define post 2015 priorities and inform a synthesis report that will be submitted to the United Nations Director General later in March 2013 and inform a global MDG review Report at the UN General Assembly in September 2013.

I am representing ANCEFA at the meeting, and the following are ANCEFA's call to action including recommended priorities for post 2015 education framework:

1. National governments should improve demographic planning and invest more in inclusive education for accelerating quality basic education for all

between 2013 and 2015.

2. National governments should intensify teacher recruitment, deployment and professional development, and improve teachers' conditions of service to improve quality education by 2015.

3. Ministries of Finance in African Countries should allocate at least 6% of their GDP to education and increase the share for neglected goals of Early Childhood Education, Adult Literacy and Youth skills development. At same time donors that have made pledges to finance education should fulfil their pledges by 2015.

4. ANCEFA member National Education Coalitions and Civil Society Organisations should, between 2013 and 2015, intensify advocacy projects for increased financing for ECCE, youth and adult literacy programs, and teacher development programs in their respective countries.

Dakar – Education experts gathered in the Senegalese capital Dakar this week to discuss what prio-

## Africa: Drive for Quality in Global Education Post-2015 United Nations

21 March 2013

rities should look like once the Millennium Development Goals (MDGs) expire in 2015. The conclusion: more focus on quality and how to measure it; on equity and access for hard-to-reach children; and on what should happen during the first three years of secondary school.

«We need a goal that encompasses our broad aim of quality education, equitably delivered, for all children,» said Caroline Pearce, head of policy at the Global Campaign for Education (GCE).

The meeting was one of 11 global consultations on the post-2015 development agenda.

Millennium Development Goal 2 – to achieve universal primary education – succeeded in pushing up enrolment rates: in 2010 some 90 percent of children were enrolled in primary school, up from 82 percent in 1999, according to the UN.

But the goal was narrow and even more narrowly interpreted: it focused only on access to primary education, and implementers tended to judge success by enrolment rates rather than completion rates.

And the quality in many cases, was very poor. Some 250 million of the 650 million children completing primary school lacked basic numeracy and literacy skills, according to the 2012 Education for All Global Monitoring Report, (GMR), while half of all teachers in Africa have little or no training, according to UNESCO.

Too many untrained teachers

In Niger there are just 1,059 trained teachers at lower secondary level for 1.4 million children. «It's shocking. Would you send your child to a school with no trained teachers? The lack of a sense of urgency around this is shocking,» said Pearce.

The focus will now shift to look at quality and learning outcomes – this is very welcome, said Susan Nicolai, research manager at the Overseas Development Institute, who has worked for over a decade in emergency and development education.

A task force on learning metrics, set up by the Brookings Institution, is addressing what kind of basic learning competencies should be measured. National assessment tests are likely to feature.

«We don't want a narrow understanding of quality,» warned Pearce.

«Quality needs to go beyond literacy and numeracy to focus on broader issues like a safe learning envi-

ronment, creative thinking... This may be a stretch for some countries, but we want them to be stretched.» Education experts also stressed the need to extend basic education beyond primary to include at least three years of secondary school. Discussions are still under way as to whether basic education coverage should start at four to include one year of early childhood education.

A couple of governments have tried to extend universal education to the first three years of secondary – notably the Kenyan government, which pushed up enrolment rates by extending free primary schooling to include early secondary schooling in 2008. «The aim is to create that expectation on a global level,» said Nicolai.

Equity and access

Equity and access are likely to feature much more centrally. «The progress [in education attendance] has happened mainly among groups that are easiest to reach,» said Nicolai. «The most marginalized still struggle with access – whether that is girls, rural populations, children with disabilities, those living in conflict or disaster-affected situations, and a whole range of other groups.»

One third of children out of school are estimated to have a disability, while the poorest quintile is four times less likely to attend school than the richest quintile, according to a 2012 GMR policy paper.

But improving access is not just about reaching out to marginalized groups or setting up more schools in rural areas – it involves creating an environment where these children want to attend school. Research in South America and South Asia by GCE in 2012 showed girls' experience of school was much more negative than boys' and that most did not feel they were learning in a safe environment.

UN agencies UNICEF and UNESCO, which led the consultation process, will outline the outcomes to be presented at a High Level Panel on the post-2015 development agenda in Bali, Indonesia next week. The goals will then be refined over the next couple of months.

The shift in focus to new goals and themes does not mean the current focus on universal access to primary education will drop off, stressed consultation attendees. «There is still a sense of unfinished business, and this will not be forgotten,» said Nicolai.

## Call for more government spending

But expanding the scope post-2015 will cost more. The share of government spending on education in developing countries has increased from 2.9 percent to 3.8 percent of GDP in low-income countries since 1999, according to UNESCO. GCE calls for this to reach 20 percent.

Following the introduction of the MDGs, official overseas development aid (ODA) to education increased dramatically, but the share of overall aid targeted to education has stagnated at 10 to 12 percent of the total, while the share of health has more than doubled, according to research by the Overseas Development Institute.

According to GCE estimates, donors in the Development Assistance Committee (an OECD forum) channelled less than 3 percent of their aid to basic education between 2005 and 2009 once tied aid and

other factors were excluded. GCE calls for 10 percent of ODA to target basic education.

«This is not that extreme. Almost all groups consulted in the UN 2015 global survey, prioritized education. And education has a huge impact on all other areas – youth employment, climate change, HIV. It is key to building stable democratic societies, and yet it is still wildly underemphasized in donor priorities,» said Pearce.

[This report does not necessarily reflect the views of the United Nations.]

While Senegal has attempted to address some of its huge number of impoverished families with health-care funding, many of its children are still suffering in school. Human Rights Watch reported on March 19 that many children in Senegalese Quranic boarding schools are living in unsafe conditions and are

## Senegal's major problem with forced child begging

exploited by their teachers, who force the children to beg and often beat them severely when they do not return a set quota of money. "For at least 50,000 children in Senegal, economic exploitation is masquerading as religious education, as children are forced to beg for long hours to benefit the teacher, and are subjected to severe physical abuse for failing to meet his quota," said Matt Wells, author of the report.



The government has drafted new legislation to address the problem, but critics say that more oversight is still required; there remain only two full-time inspectors for Quranic schools, of which there are thousands throughout the country. "If we're going to inspect or even oversee inspections across Senegal,

we need more personnel, we need more equipment," said an official in the inspectorate.

The report was issued a year President Macky Sall pledged to look at the problem following a fire in one of the school that killed eight boys. The legislation proposed would gradually increase regulation and oversight for the schools. "Senegal has long had good laws on the books to address forced child begging, but government will to enforce them has been consistently lacking," said Wells. "President Sall's government has many allies in waiting among religious authorities and the broader population. He should swiftly seize the opportunity to put an end to the system of exploitation that threatens to leave thousands of kids with an education only in how to survive on the streets," Wells added.

Written by Alex Leedom

Creative Commons Love: Global Partnership for Education on Flickr.com

Source: Global Partnership for Education (GPE) Ed News 10 April, 2014

The ADEA Steering Committee, which met in Tunis May 15-17, 2014 for its 40th Session, issued a state-

## ADEA condemns the abduction of schoolgirls held captive in Nigeria

Tunis, May 19, 2014.

ment condemning the abduction of the school girls held captive in Nigeria. The statement, to be shared widely, is as follows:

"We, members of the Association for the Development of Education in Africa (ADEA), a pan-African organization that brings together African Ministries of Education and Training, development agencies and other partners working together towards the attainment of quality education for all in Africa, condemn the recent abduction of schoolgirls held captive in Nigeria and the threat put on parents who send their children to school.

We are deeply concerned with the plight of these girls and sympathize with their families.

We join the international community and governments around the world in condemning this despicable act and call on the government of Nigeria to do everything that is possible to free the girls.

We also applaud the international communities' efforts to support the government of Nigeria to bring back the girls to their families.

On this occasion, we also reaffirm the prime importance of education as a foundation for human, social



and economic development. We emphasize in particular the importance of girls' education and of creating safe school environments for them as well as for all children."

ADEA members at the 40th Session of the ADEA Steering Committee.  
Tunis, May 19, 2014.

## African Development Bank in Solidarity with the Nigerian community on the case of the Chibok girls



"To be educated means... I will not only be able to help myself, but also my family, my country, my people. The benefits will be many." – Meda Wagtole, schoolgirl, Ethiopia

In solidarity with the Nigerian community, the African Development Bank (AfDB) would like to express its concern about the 276 girls from Chibok in Borno State, Northeastern Nigeria. The girls, whose fate remains unclear, were abducted in the morning of Monday, April 14, 2014 as they studied and prepared for their final exams. This is an important story, and a wrenching human drama.

Access to education is a basic right, and an unconscionable reason to target innocent girls. Schools should be safe places where Africa's young – both girls and boys – are allowed to lay the foundations of a better future for themselves, their families, communities and states.

Education in Nigeria is a promise and a hope for a prosperous future. In recent years, efforts have been

put in place to implement free Universal Basic Education (UBE), to strive for female literacy, and to extend basic education opportunities to all children in the country.

Girls often plead with their families to go to school and have education. Courageous mothers fight for their girls to attend school. Government and development institutions support various measures to attract girls to attend school.

The AfDB shares its concern with Nigeria, and especially with the families of the abducted girls. We view what has happened there as an outrage and a terrible tragedy. We pray with the families that all the girls are brought home safely. We support the Federal Government of Nigeria and all its partners who are trying to do everything possible to safeguard the lives of these girls. We are unshakeable in our belief in the education and emancipation of young women everywhere.

## Exhaustion and hunger afflict Central African Republic refugees arriving in Cameroun

by Amanda Lubit

The conflict in the Central African Republic (C.A.R.) has displaced nearly 1 million of the country's 4.6 million people. Of these, 300 thousand have fled the country while 650 thousand have been displaced within the country's borders. Fleeing from violence and destruction, C.A.R. refugees have flooded neighboring Cameroon with more than 44,000 men, women and children having crossed the border over the past year. During their treacherous journey out of the C.A.R., refugees have been plagued with infections, malnutrition, exhaustion and death.

"The situation of the refugees is particularly alarming. Some 80 percent of the latest arrivals suffer ailments such as malaria, diarrhoea and respiratory infections. More than 20 percent of children are severely malnourished... Many have lost relatives to hunger along the way or shortly after reaching Cameroon," explained Fatoumata Lejeune-Kaba, a spokesperson for UNHCR.

As of March 2014, the number of sick and dying refugees arriving from C.A.R. have increased significantly. Fleeing from conflicting militia forces, refugees spent weeks hiding in the bush with little to no access to basic necessities like food, clean drinking water, or shelter. The resulting numbers of refugees arriving in Cameroon in need of medical attention have overwhelmed aid agencies and medical workers. Compared to what aid organizations have witnessed in other refugee situations, refugees arriving in Cameroon exhibit more extreme illnesses. When they arrive, many are suffering from extreme exhaustion, dehydration, malnutrition, and diseases such as respiratory infections and malaria. Children, who account for around 50% of all refugees, are especially vulnerable to illness and death.

Mariano Lugli, the Assistant Director of Operations for Doctors without Borders, explained that refugees "have already suffered too much and they are extremely vulnerable... As the situation in CAR deteriorates, more and more people are arriving in Cameroon. It is urgent that all humanitarian actors act with immediate effect. These refugees need security, food, shelter, access to drinking water and emergency medical care."

Upon arrival, refugees require medical assessment



and treatment for the many serious ailments they suffer as a consequence of their strenuous journeys. Doctors without Borders has performed nearly 800 consultations weekly in response to this need. This organization has also provided access to potable water, soap and blankets, as well as establishing mobile clinics, latrines, and showers.

Lejeune-Kaba described the devastating experiences of refugees, stating "many have lost relatives to hunger along the way or shortly after reaching Cameroon... A woman whose husband was shot by the anti-Balaka lost six of her nine children to hunger when they were in the bush for seven weeks without food."

Following the overthrow of the country's government by Séléka rebels in early 2013, the Central African Republic has been plagued by violent conflict. As of December 2013, violence escalated further with Christian Anti-Balaka militias targeting Muslim Séléka rebels in retribution for their overturn of the government last year. Violence in the form of mutilation, beating, murder, torture, rape, and pillaging has forced nearly a million people to flee for their lives and safety.

Written by Amanda Lubit

Source: Global Partnership for Education (GPE) Ed News 20 April, 2014

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## ICC fails to convict Congolese warlord on sexual violence and the use of child soldiers

by Amanda Lubit

On March 7, 2014 Germain Katanga's trial before the International Criminal Court (ICC) came to an end. In response to crimes committed in the Democratic Republic of Congo in 2003, Katanga was found guilty of war crimes including murder, attacking civilians, destroying property and pillaging, and as an accessory to crimes against humanity. Justice experts consider this ruling to be only a partial success, since Katanga was also acquitted of the charges of sexual crimes and recruiting child soldiers.

The ICC issued a warrant for Katanga's arrest in 2007, charging him with seven counts of war crimes and three of crimes against humanity. As leader of the Patriotic Resistance Force in Ituri (FRPI), Katanga led an attack upon the village of Bogoro in February 2003. While village residents slept, the FRPI attacked and hunted down ethnic Hema, mutilated and killed with machetes and firearms, and caused the death of more than 200 civilians, most who were younger than eighteen. Following the massacre, FRPI members including child soldiers, pillaged the village, raped women and girls, and abducted them to use as sexual slaves.

"In their hearts, many victims want to believe that, somehow, this judgment will contribute to peace and reconciliation...[they feel politicians have] forgotten them and that no adequate measures are being taken to put an end to the continuous attacks," explained Fidel Nista, the Legal Representative of the Main Group of Victims for the case.

Many have been disappointed with the case's verdict, having hoped that the ICC would set a precedent by convicting Katanga for sexual crimes and the use of children as combatants. With insufficient evidence

of his direct involvement in these crimes, the court chose to acquit on these charges due to a lack of evidence. This judgement has led to questions about whether victims of these crimes will ever see justice done.

This was the third case investigated and prosecuted by the ICC in relation to the conflict in the Democratic Republic of Congo. In 2012 the court acquitted Mathieu Ngudjolo Chui and convicted Thomas Lubanga Dyilo. In addition, Sylvestre Mudacumura remains wanted by the ICC to answer for nine counts of war crimes. Additional cases may arise in the future in response to ongoing investigations by the ICC.

The United Nations defines war crimes as "serious breaches of international humanitarian law committed against civilians or enemy combatants during an international or domestic armed conflict," that include acts such as murder, rape, pillage, destruction, and other attacks on civilians who are considered to be protected persons under international law. The term crimes against humanity differs by the extent of the crimes committed, referring to "crimes such as murder, extermination, rape, persecution and all other inhumane acts of a similar character... committed 'as part of a widespread or systematic attack directed against any civilian population."

Written by Amanda Lubit

Source: Global Partnership for Education (GPE) Ed News 8 April, 2014

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Spread the word

## Bilingual education system in Morocco frustrates, disadvantages students

by Alex Leedom

Morocco has recently undertaken a concerted program of education reform—taking loans from the World Bank for development, founding an education and training center for women, and creating a plan to promote women's rights, among others. Still, the state systemically disadvantages certain students from reaching and succeeding in the highest levels of education.

Morocco employs a bifurcated system in its public schools, linguistically and culturally. Arabic is the language of primary and secondary schools, but is replaced by French at the university level. A new report argues that this both disrupts a sense of continuity between secondary and tertiary education, and puts students, especially those from the rural areas of the country, at a distinct disadvantage.

The change can be especially challenging for populations far from the educated urban centers of the country. Rural women especially have less exposure to French—still the language of business in Morocco—and are less prepared to advance to higher levels of education.

Students are forced to spend time adjusting to a new linguistic and educational system that could be quite different from what they were used to. The European model used in universities is prompting some students to look for alternative paradigms like instruction in English. "Morocco has long been handicapped because it has been so oriented toward Europe and France," said Ahmed Legrouri, dean the science and engineering school at Al Akhawayn University (AIU), Morocco's only English-language col-



lege. "I lost all hope with the French system while I was in high school," said Fahd El Hassan, an AIU graduate from 2009. "It's all about memorizing, not about learning."

The reforms Morocco has made are promising and necessary. However the country does need to reevaluate its system of higher education if it is to allow all its citizens to compete for positions in the academy and in the global workforce.

Written by Alex Leedom

Source: Global Partnership for Education (GPE) Ed News 1 April, 2014

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Spread the word!

## "All Children Reading" Grant Competition to fund literacy programs.

by Amanda Lubit

In developing countries, one child out of every four remains illiterate. To facilitate literacy efforts, the U.S. Agency for International Development (USAID) partnered with the Australian government and World Vision to announce a literacy grant competition, the All Children Reading: A Grand Challenge for Development. This competition offers \$2.7 million to innovative programs and educational tools that utilize technology capable of improving global child literacy.

"Two hundred and fifty million children in the world are unable to read—an unacceptable fact that will limit their potential for the rest of their lives. We are calling on entrepreneurs and innovators around the world to focus on this challenge and design groundbreaking new technologies and approaches that open doors of opportunity for every child everywhere by giving them the power to read," announced Rajiv Shah, USAID Administrator.

This is the second All Children Reading grant competition, with the first having launched in 2011 to assist the world in reaching the 2015 Millennium Development Goal of universal primary education. The competition seeks to reward low-cost, mobile and technology-based educational tools that facilitate reading and empower students. Its particular focus is upon three main areas: children with disabilities, family and community engagement, and mother tongue instruction and reading materials.

"Literacy is the cornerstone of economic and social development—171 million people could be lifted out of poverty if all students in low-income countries left school with just basic reading skills, yet millions of children lack access to necessary tools. All Children Reading: A Grand Challenge for Development has



taken on this challenge, and can strengthen global literacy rates with the help of solvers from around the world," explained Christie Vilsack, Senior Advisor for International Education for the USAID. "

Although the world has made significant progress toward increasing school enrollment, a large number of children in schools fail to learn even the most basic math and reading skills. This has resulted in a global educational crisis. Due to ineffective and low-quality education offered at many schools, governments waste precious funds. If educational reforms could provide all students in developing countries with basic reading skills, global poverty levels would fall by 12% or 171 million people.

Written by Amanda Lubit

Source: Global Partnership for Education (GPE) Ed News 29 March, 2014

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## Liberian teachers demand back pay from Education Ministry

by Alex Leedom



On Wednesday, Feb. 5, public school teachers gathered at the Ministry of Education in the Liberian city of Sinkor to demand back pay from the government. The teachers allege that they have not been paid since their appointment in August of 2012 and are owed more than LD\$300,000 (about \$3,500) each. Rancy Kenneh, a spokesperson for the teachers, said that they were initially recruited and trained by the Ministry of Education at facilities across the country. "Upon our graduation from these institutions, we were in August 2012 sent to work at various government schools, especially those in rural areas, as principals and teachers; but the government has failed to pay us for the services we rendered and [are] still rendering," he added. Officials from the ministry did

not comment on the situation.

The Liberian government has had serious problems in the education sector in the last year. In December 2013, the University of Liberia suspended all classes after students began protesting and pressuring provost Madam Wade Elliot Brownell to resign. Two years ago, teachers in Monrovia went on strike demanding higher pay. Teachers went on strike again in 2013. Without a stable economic climate, the country has been unable to keep workers happy and paid. It is unlikely that this will be the last incident in this continuing trend in Liberia.

## Nine win inaugural United Nations Uganda 'Post-2015 International Development Agenda' Journalism Award

17 Oct 2013



Source: Global Partnership for Education (GPE) Ed News 21 March, 2014

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THE WINNING JOURNALISTS POSE WITH THE UN RESIDENT COORDINATOR, MS. AHUNNA EZIAKONWA-ONOCHE (2ND FROM THE LEFT) AND MS. MARIA KIWANUKA, THE MINISTER OF FINANCE, PLANNING & ECONOMIC DEVELOPMENT (3RD FROM THE LEFT) AT THE POST 2015 INTERNATIONAL DEVELOPMENT AGENDA

JOURNALISM AWARD CEREMONY IN KAMPALA.  
(PHOTO: UNDP/UGANDA 2013)

Kampala - Nine Journalists from various local media houses have won the United Nations Uganda 'Post-2015 International Development Agenda' Journalism Award.

The nine; Edward Ssekika (the Observer), Fredrick Mugira (Radio West) Solomon Serwanjja (Nation Television NTV), Chris Kiwawulo (New Vision), Stephen Ssenkaaba (New Vision), Francis Mugerwa (Daily Monitor), Michael Wambi (Uganda Radio Network), Patience Atuhaire (Uganda Radio Network) and Gerald Magumba Tenywa (New Vision), were awarded because their stories engaged Ugandan citizens including the government, private sector, civil society, religious and cultural leaders, and ordinary Ugandans on what they see as priorities for Uganda's development.

The stories also gave a voice to groups such as women, youth and the elderly and communities that are usually excluded from participation in global processes.

"I call on today's winners to continue to produce high quality analytical articles and stories in the media and inspire other journalists to tackle important development issues particularly as the Post 2015 discussion takes off, the media will have an important role to play in shaping the agenda of issues that capture public attention," Ahunna Eziakonwa-Onochie, the UN Resident Coordinator said during the award ceremony.

The inaugural Uganda Post-2015 Development Journalism Award, a partnership between the United Nations and the Makerere University Department of Journalism and Communication, set out to recognize

media's important role in development and awards sought analytical and in-depth media stories featuring the 'Post-2015 Development Agenda' in four broad categories of print, television, radio and online. While handing over the awards in Kampala, the Minister of Finance, Planning and Economic Development called on journalists to use their role as the fourth estate to proactively their inform and educate the citizenry on the post-2015 development agenda and what their contribution is.

## The winning entries included;

In the print category, Edward Ssekika's story 'Agriculture praised as central but starved of government funding'; published in The Observer ( Friday, August 30, 2013) uses various appraisals that have shown Uganda's improving socio-economic performance that say Uganda would be a middle income country by 2017 – to assess the role of the agricultural sector in Uganda's development post-2015, the sector's current performance and what needs to be done to revamp it if it is help Uganda achieve her aspirations. The story relates to goal one on eradication of extreme hunger and poverty.

The other winning entries were, Stephen Ssenkaaba's 'Sweet, sour tale of the elderly fund'; published in New Vision (Friday, May 17, 2003) and Francis Mugerwa's, 'Buliisa: The district without a hospital'; published in Daily Monitor (Monday, July 29, 2013) which took second and third runner up in the print category.

For the radio category, Fredrick Mugira's Saving Wood and Wood Collectors; Radio West, explores the intricacies of unsustainable traditional cooking methods that are prevalent in Uganda's rural areas. It addresses

goal seven on ensuring environmental sustainability. Michael Wambi's MDG 5 Uganda: When mothers deliver on floors like dogs and Patience Atuhair's Reproductive health; The peer education approach both run on Uganda Radio Network were second and third runner up in this category

Chris Kiwawulo's Uganda's toilet habits still wanting (New Vision Online, Thursday, August 1, 2013) took the on-line story category. It explores the sanitation challenges that Ugandans are confronted with and shows how sanitation is still one of the key health issues in Uganda, with many people lacking access to adequate sanitation facilities, propagating disease and high rates of child deaths. Gerald Magumba Tenywa's Uganda: 2015 and beyond (New Vision Online, Saturday, August 31, 2013) took second place in the category.

Solomon Serwanjja's Hunger looms in Karamoja; NTV Uganda, won the television category and focused on the acute food shortage in Karamoja region to communicate Uganda's challenge of food security –and calls on action in this regard as the curtains close on the MDGs.

The competition attracted a total of 27 entries, including 13 in the print category, nine from radio, four in the online group and one from television. Of these, the judges selected three winning entries for print, three for radio, two for online and one for the television category. Winners received certificates and monetary prizes for their winning entries.

## Contact Information

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# The common african position



## COMMUNIQUE OF NDJAMENA ON THE COMMON AFRICAN POSITION ON THE POST 2015 DEVELOPMENT AGENDA

1. **WE**, Heads of State and Government, Members of the High Level Committee on the Post 2015 Development Agenda meeting in Ndjamena, Chad, on the 28<sup>th</sup> February 2014 ;
2. **Recalling the Decision** (Assembly/AU/Dec.423 (XIX) taken by the Assembly of Heads of State and Government of the Union in May 2013 which recommended the establishment of a High Level Committee of Heads of State and Government on Post 2015 Development Agenda ;
3. **Pursuant** to the Decision (Assembly/AU/Dec. 503 (XXII) on the Common African Position on the Post 2015 Development Agenda adopted by the Assembly of Heads of State and Government of the Union in ADDIS ABABA, on the 31<sup>st</sup> January 2014, requesting the High Level Committee to meet before the end of February 2014, to streamline the document of the Common African Position by adding the Peace and Security pillar and formulate strategies for advocacy, negotiation and forging alliances;
4. **Have added** Peace and Security to the pillars by emphasizing its inextricable link to development;
5. In addition, **have taken note** of the formulation of a strategy on advocacy, negotiation and forging alliances;
6. **Invite** Africans to own the Common African Position which is composed of the following six pillars that meet the expressed aspirations of the African people:
  - Structural economic transformation and inclusive growth;
  - Science, technology and innovation,
  - Human Centered-development;
  - Environmental sustainability, natural resource management and risk management of natural disasters;
  - Peace and security; and

- Finance and Partnership.

7. **Request** our partners to support Africa in implementing its Common Position;

8. **Recommend** its implementation by all constituencies at national, regional and continental levels and call upon all stakeholders to give their active support throughout the process;

9. **Emphasize** that the adoption of this document will provide the Member States of the African Union with the relevant framework, allowing them to speak with one voice and to coordinate efforts to achieve the aspirations of the African peoples in socio-economic development based on inclusive growth in the context of Post 2015 Development Agenda;

10. **Commend** the Chair of the High Level Committee Her Excellency Ellen Johnson-Sirleaf for her leadership in accomplishing her mission;

11. **Express** our appreciation for the coordination role played by the African Union Commission and the technical support provided by the Agency of the New Partnership for Africa's Development (NEPAD Agency), the African Development Bank (AfDB), the United Nations Economic Commission for Africa (UNECA), the United Nations Development Programme Regional Bureau for Africa (UNDP) and the United Nations Population Fund (UNFPA);

12. **Further express** our deep gratitude to His Excellency Idriss Deby Itno, President of the Republic of Chad, the Chadian Government and People for the warm welcome and hospitality and the excellent arrangements made to facilitate the work of the High Level Committee.

**N'Djamena, February 28<sup>th</sup>, 2014**

**Heads of State and Government of the African Union, Members of the High Level Committee on the Post 2015 Development Agenda**



ALGERIA



CHAD



CONGO



ETHIOPIA



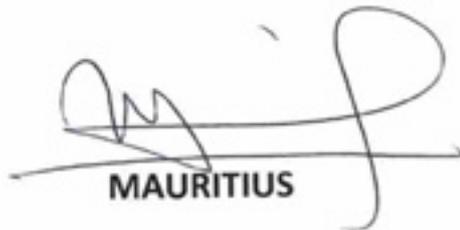
GUINEA



LIBERIA



MAURITANIA



MAURITIUS



NAMIBIA



SOUTH AFRICA

# The Common African Position on post-2015: implications for peacebuilding

20 March 2014 - Sunil Suri, Richard Smith

Following the Communique of Ndjamená released on 28 February, the Common African Position (CAP) on post-2015 now includes a pillar on "peace and security" on the basis of their "inextricable link to development". In this article Sunil Suri of Saferworld and Richard Smith of ACTION Support Centre reflect on the evolution of the CAP. They highlight a number of important questions that remain, and call for continued dialogue to deepen ownership of the CAP among African countries. In particular, this means addressing any concerns and misperceptions about what the inclusion of peace within the post-2015 framework will mean in reality.

With the Common African Position adopting peace and security as its fifth pillar, the African continent has now added its voice to the growing consensus that in order to achieve sustainable and inclusive development that truly leaves no-one behind, the post-2015 development agenda should give special attention to the 1.5 billion people living in states experiencing or recovering from high levels of violence. This consensus is reflected in several key reports on the post-2015 framework (including the UN Task Team Report, the High-Level Panel Report, the UN Global Compact Report and the My World Survey) and by the statements of a diverse range of member-states and multilateral groupings, including the 28 states of the European Union, numerous Less Developed Countries, 18 G7+ countries and the 30 other states that agreed the Dili Consensus as well as several members of CARICOM.

## The end of the beginning

The process of establishing the Common African Position (CAP) on the post-2015 development agenda has been exhaustive – starting well over two years ago in Accra, Ghana in November 2011. The first major milestone on the road to a common position was the 20th African Union (AU) Summit in 2012, which mandated the African Union Commission (AUC) "to identify Africa's priorities for the post 2015 development agenda". Subsequently, the AUC hosted three consultations on the post-2015 development agenda (in Kenya, Senegal and Tunisia). These consultations informed the first draft of the CAP, which was sub-

mitted at the 21st AU Summit in May 2013.

However, rather than endorse the document, the Summit resolved that the AUC "should continue to engage Member States" with a view to submitting an updated CAP "for consideration during the next Summit to be held in January 2014".

In parallel, a newly formed High Level Committee (HLC) chaired by President Ellen Johnson Sirleaf of Liberia was established with the purpose of consulting "as deemed necessary, so as to finalize the Africa Common Position". Accordingly, at the 22nd AU Summit in January 2014, a new draft of the CAP was shared among member states. While the CAP was adopted in principle, it was also decided that a new pillar on "peace and security" should be included. This required additional work to finalise the exact language of the new pillar, and at the end of February in N'Djamena, Chad, the Common African Position was finally launched.

## Peace and security: from an 'enabler' to a 'pillar'

Peace and security has featured in most discussions on the content of the Common African Position, mainly being described as a critical "enabler of development". A good illustration of this is the Outcome Document of the regional consultations on the post-2015 development agenda, which identified four key areas of focus for the post-2015 development agenda and an additional set of development enablers (described as "prerequisites" for the post-2015 development agenda) including:

«Peace and security: National governments and the international community must be resolute and united in their commitment to prevent the outbreak of violent conflict and support efforts to resolve this conflict through measures that promote and sustain peace and security.»

This language was almost identical to that included in the May 2013 draft of the CAP, which again affirmed peace and security as a "development enabler". Similarly, the Outcome Document for the African regional consultative meeting on the sustainable development goals (SDGs) in November 2013 stated

that the "achievement of equitable sustainable development requires an enabling international environment, backed by good governance, peace and security" [1]. This understanding of peace and security as an enabler for development was taken significantly further in the recently released CAP, which states "that peace and security is essential for the achievement of the continent's development aspirations" and specifically commits to "addressing the root causes of conflict" and "preventing the outbreak of armed conflicts".

The shift in thinking that has moved peace from being an 'enabler' to a fundamental 'pillar' of the CAP may reflect heightened awareness of the threats that conflict and insecurity pose to Africa's development. Recent developments in South Sudan and the Central African Republic (as well as previous high-profile crises such as that in Mali) have all served to highlight the ongoing vulnerability of African states. The importance of building peace and security is recognised in the African Development Bank's (AfDB) recently released High-Level Panel Report on Fragile States, which notes that "progress on security and justice is usually a precondition for progress in other areas". Another recent AfDB report observed, "more than 200 million Africans live in countries affected by conflict and instability", with "little progress" in these countries on food security, poverty reduction and gender equality. This desire to strengthen the AU's response and ability to address such challenges is apparent in the language in the CAP, which states:

"We must take measures to prevent the outbreak of armed conflicts by: strengthening...the African Peace and Security Architecture (APSA), in countries emerging from conflict through effective partnership at regional and continent levels"

Despite this shift there are a number of indications that the debate about if and how to include peace and security remains contentious. Certain African countries and regional groupings have clearly been more in favour of its inclusion than others. For example, the draft Africa regional experts report on the SDGs reveals that the promotion of "peace, security and socio-political stability" was ranked as the highest priority (out of a total of nine) for the Central Africa grouping, but came last out of four for North Africa ("build lasting peace on a transparent basis") and eighth out of ten for West Africa ("ensure good governance, peace and security) – while not

featuring at all as priorities for East and Southern Africa [2].

The differing levels of support for the inclusion of peace in the post-2015 agenda amongst African member-states were also on display at the Open Working Group session on peace issues in New York in February. For example, Uganda made an impassioned case for a development agenda that prevents conflict, while a diverse array of states such as Senegal, Nigeria, Benin (representing West Africa) and Zambia (representing Southern Africa) all emphasised different aspects of the peace agenda. There has undoubtedly been lengthy internal debate leading to the adoption of peace and security as the fifth pillar of the CAP.

## Outstanding questions

With the public release of Ndjamena Communiqué, several questions of importance remain. These include:

1. Will Africa lobby as one bloc during post-2015 negotiations? While the 22nd AU Summit Outcome Document called for Africa "to speak with one voice" at the UN General Assembly in September 2014, it cannot be assumed that this will happen – especially on the issue of peace and security, where it is clear that some African member-states are more supportive than others. While unity will be important if the CAP is to effectively influence the global debate, there are aspects of the debate on which African member-states will need to be given space to shape their own priorities. This balancing of national needs, interests and accountability to the collective position of the African Union is crucial for genuine ownership of the post-2015 agenda and will require a sophisticated and sensitive approach from African leaders.

2. What do African member-states mean by 'peace and security'? While the CAP specifically commits to "addressing the root causes of conflict" through tackling issues like social inequality and exclusion, inclusive governance, reducing discrimination and encouraging democratic practices – more dialogue is essential to build a common understanding of what these terms signify. In recent events on peace and post-2015 in South Africa, co-hosted by Saferworld, SALO and ACTION, it was clear that greater engagement is necessary to ensure the focus is on address-

sing the drivers of conflict and not just its symptoms. This entails clear definitions of key concepts and the design of peace and security targets on a range of issues including inequality, human rights, state-citizen relations and external stresses, such as illicit financial flows. Furthermore, there is a risk that other UN member states may resist African understandings of 'peace and security', which emphasise human security, as they may associate 'peace and security' with the role and responsibilities of the UN Security Council. Considering more appropriate language for achieving diplomatic progress on the CAP is therefore a crucial priority.

3. Does the inclusion of peace and security in the Common African Position mean that the issue is no longer contentious? By including a pillar on peace and security the Common African Position has demonstrated broad support for the issue. However, concern about what could happen if peace and security is included in the post-2015 agenda remains. During the recent events in South Africa, one senior South African official expressed concern that the post-2015 development agenda must "not serve as a pretext for regime change". Suspicions that global policy will be used to justify external interference in domestic affairs cannot be ignored. While such sentiments may appear misplaced, advocates for the inclusion of peace must be aware of and understand the background to these concerns. For example, the anxiety about regime change reflects the perception among some countries that the concept of "Responsibility to Protect" – supported by the South African government – was subsequently misused in Libya to justify a NATO-led intervention in a sovereign African country. It is imperative to affirm the preventative rather than interventionist nature of what is proposed, and also to clarify that the post-2015 framework is non-binding, so it cannot be used to mandate intervention.

### Building a truly Common African Position

The Common African Position provides essential guidance for those working for the inclusion of peace within the post-2015 development agenda. A clear and common articulation of what African member states want from the post-2015 agenda will be welcomed by traditional OECD donors and by emerging powers like Brazil, China and India. Raising awareness among civil society groups of what the CAP contains will be critical to building ownership and understanding of what has been adopted. Efforts to identify and develop an African 'people's position' on post-2015 that can feed into, strengthen and critique the official AU position will also be important. Bringing the declaration of the AU and the voices of Africa's citizens into harmony will strengthen African efforts to shape the priorities of the global debate on the post-2015 development agenda.

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*In February, Saferworld, SALO and ACTION co-hosted two days of events in South Africa focusing on the role of peace within the post-2015 development framework.*

*Ahead of the events, Saferworld, SALO and ACTION along with three other leading South African organisations working on peace issues published a briefing on "Conflict and the post-2015 development agenda: Perspectives from South Africa". These activities were undertaken as part of Saferworld's Rising Powers and post-2015 project. Over the coming months, Saferworld, SALO and ACTION will continue their engagement on peace and the post-2015 framework both in South Africa and at the regional level.*

# Agencies perceptions

## POST-2015 DEVELOPMENT AGENDA - United Nations



In 2000, world leaders set out a series of time-bound targets - with a deadline of 2015 - that have become known as the Millennium Development Goals (MDGs). Thanks to millions of people taking action and a massive global effort, we have already made real progress. The number of people living in poverty has fallen to less than half of its 1990 level. Over two billion people have gained access to better drinking water.

Yet, 1.4 billion people still live in extreme poverty. Every four seconds a child dies from preventable causes and over 900 million, particularly women and young people, suffer from chronic hunger. Meanwhile the world's population is set to rise to 9.5 billion by 2050 and the food system is at breaking point.

Climate change threatens to destroy the lives of millions more and undo the progress reached so far. Inequality is growing everywhere and human rights are being undermined in the world's most fragile and conflict affected countries while the world economy continues to falter.

The debate on what should follow the MDGs when they expire in 2015 is underway.

The Rio+20 Conference on Sustainable Development in 2012 initiated an inclusive intergovernmental process to prepare a set of sustainable development goals (SDGs). An Open Working Group, consisting of 30 UN member country representatives will present a report containing a proposal for the SDGs in September 2014.

UN Secretary-General Ban Ki-moon established the UN System Task Team on the Post-2015 UN Development Agenda. Chaired by the Department of Economic and Social Affairs (DESA) and the United Nations Development Programme (UNDP), the team brings together more than 60 UN agencies and international organizations.

In its first report to the Secretary-General, *Realizing the Future We Want for All*, the Task Team outlined a vision for the post-2015 development agenda and suggests four key dimensions which can help to guide goal setting. These are: (1) inclusive social development; (2) inclusive economic development; (3) environmental sustainability; and (4) peace and security. The Task Team also looked at how different themes could potentially be reflected in a new fra-

# Agencies perceptions

mework.

In July 2012, the Secretary-General launched his High-level Panel of Eminent Persons to provide guidance and recommendations on the post-2015 development agenda. The report of the Panel published in May 2013 concluded that the post-2015 agenda needs to focus on: leaving nobody behind; putting sustainable development at the core; transforming economies for jobs and inclusive growth; building peace and effective, open and accountable institutions for all; and forging a new global partnership;

These processes are complemented by national consultations in more than 60 countries and a set of eleven thematic consultations organized by the United Nations Development Group. The eleven thematic consultations are: conflict and fragility; education; environmental sustainability; governance; growth and employment; health; hunger, food and nutrition; inequalities; population dynamics; energy; and water. Regional consultations are organized by the Regional Economic Commissions.

The Secretary-General will continue to provide overall leadership to the process, including through the Deputy-Secretary General, and the Secretary-General's Special Advisor on post-2015 Development Planning. The Secretary-General presented his vision for post-2015 in a report to the 68th General Assem-

bly in September 2013 on the occasion of a special event which was held by the President of the General Assembly. The deliverables of all the above mentioned work streams fed into his report.

In order to ensure coherence across the different work streams an informal senior coordination group of four Assistant Secretaries-General (ASGs) has been put in place.

Over the course of the year 2014, several General Assembly events are going to be convened by the President of the General Assembly under the theme «The Post-2015 Development Agenda - Setting the Stage». A final report by the Secretary-General will be presented by December 2014. Intergovernmental negotiations will start at the beginning of the 69th session of the United Nations General Assembly.

In September 2015 the new development framework is due to be agreed.

## UNESCO

### Education – a catalyst for development

Over the past decade, the Asia-Pacific region has become a considerable economic and political force, characterized by a remarkable progress in improved access across all levels of education, rapid and dynamic economic growth, wider social development achievements, and an increasingly outward looking political environment. A positive correlation between the quality of education provided across a number of countries and enhanced economic growth has been demonstrated. Despite these positive achievements, however, societies are increasingly divided in terms of the distribution of opportunities for “relevant” education, income and quality of life. Education inequalities in particular lead to economic and social inequalities. These realities require a more appropriate model of human development, one characterized by increased focus on social participation and equity and one that considers carefully the great richness and diversity of the Asia-Pacific region.

### Implications of development trends for education

In the context of rapid economic development and societal change, it is critical that education systems adapt to a multitude of potential challenges. Indeed, what sorts of educational responses are required to address demographic shifts such as rapidly ageing populations, youth bulges and growing migrant populations? How should education policies best address increasing environmental degradation, and the growing prevalence of natural disasters? How can education help ensure the appropriate balance between the preservation of regional and local iden-

tifies and the clear benefits of globalization? And, given the ubiquitous spread of information communication, what does it mean to be 'literate' in the 21st Century and how can education systems harness the benefits of technology for enhanced learning? It is critical that any post-2015 agenda for education take careful consideration of these important trends.

### Education For All (EFA) – an unfinished agenda

While education is central to many Asia-Pacific countries' development approaches and noticeable achievements have been made in the context of EFA, significant challenges remain. There are vast disparities between and within countries as concerns access to schooling, equity and quality of education and in resulting levels of learning achievement. People from war-torn zones, remote communities, ethnic minorities and women and girls still face difficulties accessing education and there are large numbers of out-of-school children. Despite considerable progress to improve youth and adult literacy, the region still contains the largest number of illiterate adults of any region in the world. The post-2015 agenda for education should take into account that achieving EFA remains a key, yet unfinished agenda for basic education in the region, requiring strengthened efforts in order to meet its goals.

Not only is education a basic human right, it equips individuals with the knowledge and skills to lead better lives and underpins nations' growth and prosperity. There is thus no question that education must be made prominent in all future development agendas.

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## Beyond current EFA Goals and MDGs

While the continued importance of the EFA goals has been acknowledged, future orientations for education require a widening of the EFA agenda in response to current development trends and requirements of the Asia-Pacific region. An increasing number of countries in the region have reached middle income or high-income status and are faced with education issues beyond the EFA and MDG agendas. These include quality of education, equity, teachers, vocational and skills development and higher education, which should become areas of emphasis and feature prominently among the education goals and strategies of any future post-2015 development agendas.

## A renewed focus on quality education and learning

There is a growing concern in the region regarding quality of education and learning outcomes. Success or failure in achieving education for all hinges critically not just on countries providing access to education or delivering more years of schooling; the ultimate measure lies in what children learn and the quality of their education experience. Empirical studies provide robust evidence that quality education contributes to economic growth and that learning, rather than schooling, has a direct impact on growth and development.

For an important part of the region's population, however, education systems fall far short of these expectations. Poor quality in education is jeopardizing the future of millions of young people. In shaping education for the future, efforts to expand enrolment at all levels must be accompanied by policies to enhance educational quality at all levels, in formal and in non-formal settings. Quality of education and learning will thus be one of the key areas of focus for UNESCO in the development of education for the future and the post 2015 agenda.

## What competencies and skills for the future?

Education systems for the future should train learners to be innovative, able to adapt to and assimilate

change and be able to continue learning. Young people require a new set of skills to be competent in a connected and constantly changing world which include critical thinking, problem solving, collaboration, communication and technology literacy. Moreover, education for the future has to go beyond academic achievements and cognitive skills to include non-cognitive competencies and skills, as well as education for social cohesion, creativity, and social and emotional development. For doing so, a new and broadened conceptualization of learning is required, using a life-long and life-wide learning approach. These considerations are critical in the development of a post 2015 education agenda, and should also be taken into consideration for broader development agenda post 2015.

## Education in the post 2015 agenda

Education is at the basis of development and offers the possibility for people everywhere not only to acquire knowledge and skills, but also to create new opportunities in order to improve their lives. Whether in pursuit of creating new technologies, improved agriculture, preventing HIV/AIDs, the establishment of small businesses, improved governance, the protection of the environment, the expression of local culture or rehabilitation after conflict – education and learning are an essential condition of progress. Education enables individuals and communities to take greater control of the circumstances of their lives and to shape, rather than merely endure, the change that affects them. Given the fundamental role that education plays in achieving much broader development goals, there must be both an education-specific development agenda beyond 2015 and explicit education goals in all development agendas. In short, education should be given prominence in the development of the post 2015 agenda.

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## The Commonwealth

At the 18th Conference of Commonwealth Education Ministers (18C CEM) in Mauritius, August 2012, Ministers established a Working Group to develop recommendations for the post-2015 development framework for education.

This document provides a summary of the Working Group's key recommendations. As such it represents the Education Ministers of the 53 members of the Commonwealth. A Background Paper has been prepared that provides the rationale for the recommendations.

### RECOMMENDATIONS

It is proposed that three principal goals for education be contained in the post-2015 development framework. These would be positioned in the development framework in a similar place to the current education MDGs. The principal goals would be supplemented by six more detailed, technical, subordinate goals. These would be positioned in a similar place to the current EFAs. The two sets of goals would be aligned to avoid overlaps or gaps. Implicit in the principal goals, and explicit in the subordinate goals, would be the core Commonwealth concerns of Access, Equity and Quality. Four crosscutting themes would be addressed in all goals.

The principal recommendations for the structure are: » The two frameworks of EFA and the education MDGs should be aligned into one, post-MDG framework for education.

The new framework for education should be designed around two levels of goals – principal and subordinate.

The first level should be comprised of three PRINCIPAL goals – the post-MDGs.

The second level would contain a limited number of

SUBORDINATE goals – the post-EFA goals.

Targets and deadlines would focus on 2025 and options would be available for individual countries, depending on starting point, ambition and capacity.

Access, equity and quality indicators would be captured in subordinate goals, as appropriate.

The architecture of the framework should reflect four underlying themes that should be mainstreamed across the goals: Education in Emergencies, Migration, Gender and Education for Sustainable Development.

### PRINCIPAL GOALS

Goal 1 Every child completes a full cycle of a minimum of 9 years of continuous, free basic education and demonstrates learning achievement consistent with national standards.

Goal 2 Post-basic education expanded strategically to meet needs for knowledge and skills related to employment and livelihoods.

Goal 3 Reduce and seek to eliminate differences in educational outcomes among learners associated with household wealth, gender, special needs, location, age and social group.

### SUB-GOALS:

i. Reduce and seek to eliminate early childhood under-nutrition and avoidable childhood disease, and universalise access to community based ECE/D and pre-school below age 6 years

ii. Universalise an 'expanded vision of access' to a full cycle of a minimum of 9 years of continuous basic education. Successful achievement of national learning outcomes in cognitive, affective and psychomotor domains for both primary and lower secondary

# Agencies perceptions

cycles at age appropriate levels up to the age of 15 years

iii. Invest strategically in expanded and equitable access to post-basic and tertiary level education and training linked to wellbeing, livelihoods and employment and the transition to responsible adult citizenship.

iv. Eliminate illiteracy and innumeracy amongst those under 50 years old. Provide education opportunities for young people and adults who have not successfully completed 9 years of basic education

v. Reduce and seek to eliminate disparities in participation in education at school level linked to wealth, location, special needs, age, gender and social group and ensure all children have equal educational opportunities and reduce gaps in measured outcomes.

vi. Provide adequate infrastructure for learning according to national norms for buildings, basic services, safety, learning materials, and learning infrastructure within appropriate distances of households.

## CROSS-CUTTING THEMES

### a) Education in Emergencies

Conflict and disaster risk reduction integrated into national education sector plans

### b) Migration

All migrants of school-age or who are education professionals recorded in monitoring of education goals by the host country to inform policy formulation

### c) Gender

All reporting and evaluation of the development goals disaggregated by sex and analysed through a gender lens.

### d) Education for Sustainable Development

Education for sustainable development mainstreamed in all education policies, teacher and, teacher and school leader preparation, and curricula

## African Development Bank – Post 2015 Development Agenda

### Moving forward

Africa has, without a doubt, come a long way since 2000, making substantial progress toward several of the MDGs. Benin, Egypt, Ethiopia, The Gambia, Malawi and Rwanda are making especially impressive progress. While not all the interventions that have worked in these countries can be applied everywhere, best practices and successful policy interventions can indeed inform interventions elsewhere. It is thus imperative that countries continue learning from each other so that they can emulate successes and avoid failures. In short, countries with sustained, equitable growth, political stability and human development-

oriented policies are doing well in most of the goals.

### Beyond the MDGs

With less than 1,000 days until 2015, the discourse is shifting from an exclusive focus on achieving the MDGs to reflections and debate on the defining elements of the successor framework—the post-2015 development agenda (ECA et al., forthcoming). Africa's performance on the MDGs provides useful pointers for the agenda. Indeed, Africa regional consultations led by the United Nations Economic Commission for Africa, African Union Commission,

# Agencies perceptions

African Development Bank and United Nations Development Programme confirm that health, education, water and sanitation and the environment remain high priorities for African countries. In addition, stakeholders would like to see inclusive growth that creates employment and livelihood opportunities, especially for the continent's young. Stakeholders have identified structural economic transformation, human development, financing and partnerships, and technology and innovation as the priority areas for responding to these challenges in the post-2015 development agenda.

As countries everywhere assess their priorities for

the post-2015 agenda, they should look at how the MDGs have brought about positive developments—and at where they have fallen short. Countries must reflect on their successes and shortcomings of the past 15 years, both to prepare for a new development agenda and to speed progress towards the MDGs. With less than three years to go, and with more eyes on the post-2015 agenda, Africa must not lose focus on attaining the MDGs.

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## The next era of human development: UNICEF and the Post-2015 Development Agenda

For over a decade, the Millennium Development Goals (MDGs) have been a guiding force on many issues affecting the lives of children, young people and their families. Much progress has been made in reducing preventable child deaths, getting more children into schools (including girls), reducing extreme poverty and in ensuring more people have access to safe water.

That being said, much work remains – both on the unfinished and continuing agenda of the MDGs and in addressing critical issues not adequately covered by the MDGs.

The MDGs are set to expire in the year 2015, and, while the focus needs to remain on continuing to achieve progress on these goals, individual citizens and development actors alike are already thinking

about what the next era of development – post-2015 – should look like.

UNICEF is firmly committed to ensuring that children remain at the centre of the next development agenda, as they have been with the MDGs. Furthermore, UNICEF believes that an equity-based approach is essential to ensure that the most disadvantaged children and families are fully included in future development progress. Finally, as the next development agenda will need to integrate the three core dimensions of sustainable development – the social, the economic and the environmental – the central message must be that sustainable development starts with safe, healthy and well-educated children.

# What the World Bank says about ADEA

## The World Bank and ADEA - An Education and Training Network led by Africans for Africa

### Overview

From its initial start as a recommendation in a World Bank policy document over 20 years ago and with grant funding from the World Bank's Development Grant Facility (DGF), the Association for the Development of Education in Africa (ADEA) has transformed into the most important education network of policy-makers, educators, and researchers in Africa. The most recent Triennale in Burkina Faso in February 2012 concluded with concrete policy recommendations related to building Africa's knowledge, capacity, and skills to foster sustainable, equitable, and accelerated economic development. ADEA is a model partnership between African education and training ministries and their technical and external partners and one of the DGF's success stories in scaling up an innovative idea.

### Challenge

Over twenty years ago, the World Bank launched a comprehensive policy study on education in Sub-Saharan Africa. One of the findings was that to address the crisis in education at that time, there was a need for a new partnership among African countries and international partners to carry on the policy dialogue and encourage donor cooperation. In 1988, an organization was launched with this mission, with support from the World Bank's Africa Region and grant funding from the World Bank's Development Grant Facility (DGF). Over the years, this association, now known as the Association for the Development of Education in Africa (ADEA) has evolved to become an impressive network of African ministries of education and training, development agencies, and education professionals. As of 2008, the Secretariat of ADEA is hosted in the African Development Bank (AfDB), in Tunis.

In the 21st century, African countries will need to continue the impressive gains in access to primary education with more attention to the quality and effectiveness of basic education, the high levels of



school dropouts, and invest in new education and training programs. The most recent and highly successful gathering (Triennale) organized by ADEA in February 2012 in Burkina Faso, highlights the need to invest in promoting critical knowledge, skills and qualifications at all levels of education and training systems and for the benefit of all people in African countries, whether they are in school, working or unemployed. The ADEA program, as a forum for policy dialogue, is a model partnership between African education and training ministries and their technical and external partners, one of DGF's success stories in scaling up an innovative idea, and by far, the most important education network of policy-makers, educators, and researchers in Africa.

### Approach

ADEA was conceived in 1998 and began implementation with grant support from the World Bank's Development Grant Facility (DGF). The DGF has provided funding to this initiative for over ten years and it will continue this support until fiscal year (FY) 2015. ADEA is a multi-faceted network, led by Africans and designed as a forum for policy dialogue on education policies in Africa. Its mission is to "act as a catalyst for innovative policies and practices conducive to change in education through the pooling of thin-

# What the World Bank says about ADEA

king, experiences, lessons learned and knowledge.”

ADEA plays a crucial role in fostering the policy dialogue, knowledge exchange and consensus-building that are required to promote essential education reforms, as well as to build national ownership and capacity to implement reforms. The role of ADEA has increased in recent years because of the increased international attention to education and enhanced donor cooperation resulting from the establishment of the Education for All (EFA) Fast Track Initiative (now the Global Partnership for Education) and the Millennium Development Goals (MDGs).

The activities conducted within the ADEA partnership areas facilitate the World Bank's support for education programs in Africa that are technically sound, financially sustainable, and nationally owned. ADEA has significant “convening power,” strong credibility with African ministers, and it provides a neutral forum for policy dialogue between and among African policy makers and their external and internal partners, such as teacher unions, parent associations and nongovernmental organizations.

## Results

As a multi-faceted network association, ADEA has produced important results in several different areas, ranging from launching a dialogue, creating a policy forum, or catalyzing action on a particular issue. Some of the most significant results include:

- Continental and regional integration/network meetings. ADEA has organized continent-wide meetings known as Biennales (now Triennales) since 1993, along with many other types of meetings, workshops, seminars, ministerial conferences, and youth fora. These meetings are the apex of the activities and life of ADEA. The main objective of the meetings is to encourage and sustain frank and open discussions between African ministers of education and training, development agencies, and other education professionals.
- Triennale 2012 in Burkina Faso. As part of preparations for this pinnacle event, ADEA carried out extensive consultation to produce a synthesis report on the theme of the meeting, Critical knowledge, skills and qualifications for accelerated and sustainable development in Africa. Approximately 1,000 participants attended, more than any other prior mee-

ting, including more than 60 ministers of education and training from Africa, donors, nongovernmental organizations (NGOs)/civil society organizations, private sector representatives, youth groups and other stakeholders. The Triennale included new actors such as the African diaspora and the private sector. There was also a Korea-Africa Day, to present Korea's experience and to help develop a new partnership.

- Policy recommendations. The key recommendations of the Triennale were organized around the themes of (i) common core skills for lifelong learning; (ii) lifelong technical and vocational skills development; and (iii) lifelong acquisition of scientific and technological knowledge and skills. ADEA is now working to ensure that the results and recommendations of the Triennale are at the forefront of policy discussions. As a strategic partner of the African Union, ADEA, as a key contributor to the implementation of the African Union Action Plan for the Second Decade of Education, will share these recommendations at the African Union meeting in July 2012.

- Knowledge management. ADEA has developed a Regional Education Management Information System (EMIS) Capacity Development Strategy and an interactive continental statistical database geared to monitor the implementation of the seven areas of focus of the Second Decade of Education. ADEA has developed knowledge management platforms (databases) and its revamped website provides one of the largest sources of information on educational development in Africa

- Policy frameworks for teachers. ADEA has helped many African countries rethink their teacher policies, in particular those countries least likely to meet the EFA goals by 2015. ADEA has developed two policy frameworks that guide countries in developing, implementing, monitoring and evaluating training and upgrading programs, as well as managing careers, opportunities for advancement and providing social protection guarantees, rights and obligations to a new category of teachers (contract teachers) who are being hired to expand the systems.

- Sub-grant. The Forum for African Women Educationalists (FAWE) is a pan-African NGO working in 32 African countries to empower girls and women through gender-responsive education. Over the years, this group evolved from an ADEA working group in 1992 to become one of ADEA's biggest success stories. FAWE has benefitted from sub-grants

# What the World Bank says about ADEA

from ADEA via the DGF funding to support its innovative research, education models, and policy actions. Schools in which FAVE has undertaken interventions have recorded increased rates of enrollment, retention, and completion for girls.

## Bank Contribution

The World Bank's Development Grant Facility (DGF) was established in 1997 with the objective to encourage innovation, catalyze partnerships and broaden the Bank's services by convening and building coalitions and providing financial support to external entities.

ADEA has received a total of US\$8.87 million in grant funding from the Bank through the DGF from FY98 through FY12 and the funding is scheduled to end in FY15. The Bank has also provided technical assistance to ADEA during its early years and staff and consultants have been invited to participate in ADEA-sponsored meetings.

## Partners

ADEA is directed by a Steering Committee composed of ten African ministers of education and representatives of most multilateral and bilateral development organizations that work in the education sector in Africa. The Ministers represent the five regions of Africa (Western Africa, Eastern Africa, Central Africa, Southern Africa and Northern Africa). ADEA is funded through the membership fees that development partners pay to be a member of the Steering Committee as well as support from donors.

In addition to the DGF, ADEA has also benefitted from support of more than 20 different bilateral and multilateral sources, including, among many others: the multi-donor Education Program Development Fund (EPDF), the African Development Bank (AfDB), Austria, Canada, the European Union, France, Germany, Ireland, Finland, Japan, the Netherlands, Switzerland, the United Kingdom, the Calouste Gulbenkian Foundation, the United Nations Educational, Scientific and Cultural Organization (UNESCO), the United Nations Children's Fund (UNICEF), and the African education ministries. In addition, African ministries of education have contributed to ADEA activities in their own countries. During the recent Triennale 2012, the Korean delegation announced its government's decision to join ADEA as a member of its Steering Committee and become a donor to ADEA.

## Toward the Future

The DGF support to ADEA is scheduled up to FY15. Yet, given ADEA's convening power, the Bank will continue to remain engaged with the ADEA network. Through this network, the Bank now has access to an important regional platform on education. For example, at the 2012 Triennale, taking advantage of the presence of education and training ministers, the Bank presented its revised Education Strategy.

The next three years will begin a period of transition for ADEA to become self-sustaining, reach out to new continental and regional partnerships and multi and bilateral donors, and continue to excel in analytical and policy initiatives. As the association takes on new and greater roles, emphasis will need to be placed on strengthening the capacity of the Secretariat to disseminate information, improve monitoring and evaluation of programs, and translate the recommendations from meetings and discussions into concrete policy actions or programs. In 2012, ADEA has assembled a group of consultants and select Steering Committee members to prepare a Vision Paper for the organization to provide guidance on its mission and operations in the years ahead.

## Beneficiaries

In 2012, the Kenyan Minister of Education Sam Onger, who is also Chair of the ADEA Bureau of Ministers, called on each minister to communicate the results of the Triennale to the Council of Ministers of his/her country, so that the government could take them on board. In this way, he added, "even if we are no longer in the government tomorrow, we are sure that the outcomes of the Triennale will be given close attention and followed up." Mr. Onger also emphasized the vital role of the Regional Economic Communities and invited them to become active supporters of the acquisition of critical knowledge, skills and qualifications in order to support the program of sustainable development in Africa. "Today is the time for Africa to rise and shine. As Ministers of Education, Science and Technology, we have a duty to lead this process so that this dream comes true," he added.

## News Briefs from the ADEA Secretariat in Tunis



### ADEA and the African Union Commission renew Memorandum of Understanding

On March 25, 2014 the African Union Commission and ADEA renewed the Memorandum of Understanding initially signed in 2008.

An Official Ceremony for the Signing of the MoU was organized at the African Development Bank (AfDB) in Tunis, ADEA's host institution. Attending the Ceremony were the Commissioner of Human resources, Science and Technology of the Africa Union, Hon. Martial De Paul Ikounga, ADEA's Officer in Charge, Mr. Hamidou Boukary, and, representing the Vice President, OSVP of the AfDB, Mr. Sering Jallow, Special adviser to the VP.

In the Memorandum of Understanding, the AUC and ADEA agree to cooperate in all the areas pertaining to the development of education in Africa, in the seven areas of focus of the AU's Second Decade for Education in Africa Plan of Action.

The seven focus areas are:

- Gender and Culture;
- Education Management Information Systems;
- Teacher Development;
- Higher Education;
- Technical and Vocational Education and Training;
- Curriculum development and related issues of teaching and learning materials;
- Quality Management.

The AUC and ADEA agree to work through the following strategies:

- Promotion of continental and regional policy dia-

logue on education; Strengthening of partnerships and networks between educational institutions and stakeholders;

- Building the technical and institutional capacity of ministries, institutions and education professionals;
- Commissioning research on promising, innovative and effective education policies and experiences;
- Advocacy for the transformation considered necessary for educational development.

The initial MoU signed in 2008 to enhance implementation of the AU's Second Decade of Education Plan of Action (2006-2015). ADEA has been a major actor, supporting implementation of the PoA in several areas:

- ADEA's Working Group on the Education Management and Policy Support (WGEMPS) has developed indicators to measure progress made in the AU's 7 priority areas for education. It also produces the regional and continental AU Outlook reports, which are

presented to at the COMEDAF meetings every year;

- ADEA's Working Group on Higher Education (WGHE) has contributed to implement the Pan -African University;
- ADEA's Working group on Mathematics and Science (WGMSE) and CEMASTEAM are helping implement PACTED in the areas of mathematics and science;
- Early Childhood Development (ECD) and Non-Formal Education are areas which have become additional priority areas for the AUC, as a result of discussions with ADEA, through its Working Groups in these areas.

# WGECD to coordinate high-level consultation on ECD in Africa in view of informing development of Post 2015 agenda

WGECD to coordinate high-level consultation on ECD in Africa in view of informing development of Post 2015 agenda

The Working Group on Early Childhood Development (WGECD) has been given responsibility for coordinating consultation in the Africa region to make ECD a priority for the post-2015 development agenda. It is currently working on the breakdown of the proposed objective for ECD Post-2015 to match the indicator matrix.

The WGECD and the ADEA Quality Node on ECD are also to organize a high-level policy dialogue meeting with the objective of arriving at a position document on ECD. The meeting is to be held prior to the Post-2015 development agenda session to take place in New York in September.

An extensive advocacy document for the inclusion of ECD in the Post-2015 agenda came out of the high-level meeting held on 28 February 2014 in New York. The subject of the meeting was the Contributions of women, the young and civil society to the post-2015 development agenda.

The key questions in this document are the following:

- What service offerings, policies and measures can be recommended and submitted to high-level managers in the context of the Post-2015 agenda to address child poverty around the world and its impact on children's survival, growth and development?

The varied responses to this question revolve around sustainable development, health (including HIV/AIDS), violence and child exploitation, and the investment in the first years of a child's life.

- How can Member States give proper consideration to the voices and priorities of marginalized children when defining and implementing the new Post-2015 agenda?

The answer to this question continues to be dialogue because children are excluded from major international debates. It is therefore time to argue for more justice and rights for children and to pay more attention to those who look after them: healthcare workers, child minders and families.

For more information, please contact Ms. Rokhaya Diawara, WGECD Coordinator, email: [r.diawara@unesco.org](mailto:r.diawara@unesco.org)

# African Governments called upon to provide adequate resources for EMIS in Africa



The African Union Restricted Technical Committee on Education Management Information Systems (EMIS) has called upon African Governments to heed seriously to EMIS in Africa through proper allocation of adequate resources.

The appeal came at the end of a well-attended meeting held in Accra, Ghana from 7 – 9 April, 2014. This meeting organized by the ADEA Working Group on Education Management and Policy Support in collaboration with the African Union Human Resources, Science and Technology Department and its Statistics Division drew participants from Nigeria, Cameroon, Ghana, Namibia and South Africa. Representatives from regional bodies and international organizations such as the regional economic community of ECCAS, and partners of APHRC and SACMEQ UNESCO Institute for Statistics (UIS), UNICEF, CIEFFA, the Education, Statistics and Youth Divisions of the African Union also took part in the deliberations.

At the end of the meeting, a communiqué was issued which considered, inter alia, the numerous challenges associated with EMIS in Africa particularly in relation to the African Union's Second Decade Plan of Action, and the dire financial constraints facing the African Union EMIS continental strategy as well as the need to support the continued work of this technical committee. The participants appealed to the African Union Education and Statistics Divisions to seek adequate budgetary resources for the AU Restricted EMIS Technical Committee in order to ensure that it meets its annual commitments.

The EMIS Restricted Technical Committee's primary role has been to provide technical advice and quality assurance to the African Union's Observatory on methodological, logistical and feasibility issues related to the implementation of the EMIS priority area of the Second Decade of Education for Africa Plan of Action.

### Commonwealth Secretariat develops standards for teachers and school leaders and School Leadership Framework



The Commonwealth Secretariat, which is currently hosting and leading ADEA's Working Group on the Teaching Profession (WGTP), initiated a consultative and participatory process in 2011 to develop a broad Pan-Commonwealth Framework for Professional Standards for Teachers and School Leaders. The main purpose of the proposed standards framework is to guide countries in defining the basic requirements related to knowledge, pedagogical skills and personal attributes that teachers and school leaders must demonstrate in order to achieve the objectives of education. The Standards have been finalised and are being printed for piloting before they are widely disseminated to Ministries of Education and Teacher Training institutions in Africa.

The Commonwealth Secretariat has also developed the Commonwealth School Leadership Capability Framework which recognises that in some Commonwealth countries school leaders currently have very limited opportunity for professional learning and development. This is particularly the case in developing countries and small state contexts. Moreover, school leaders in Commonwealth countries currently possess very limited opportunity to share experiences

with each other, to learn from each other or to develop joint educational initiatives. For these reasons, the provision of educational leadership development opportunities to developing countries and small state school leaders is an expressed priority of the Commonwealth School Leadership Programme.

The Framework forms the conceptual core of the Commonwealth School Leadership Programme and is designed to provide, mainly through professional dialogue and high quality educational resources, a shared language to better understand the significance of leaders and leadership at all levels. This Framework will be published and piloted before being shared widely with Ministries of Education and teacher training institutions in Africa.

For more information, contact Florence Malinga, Commonwealth Secretariat, also Coordinator, ADEA Working Group on the Teaching Profession (WGTP), e-mail: [f.malinga@commonwealth.int](mailto:f.malinga@commonwealth.int)

## Burkina Faso calls on ADEA to conduct a peer review exercise



The ADEA Working Group on Non-Formal Education (WGNFE) and the Burkina Ministry of Education and Literacy (MENA) held a workshop in Ouagadougou, February 17-20, 2014, to settle the details of the peer review that ADEA is to help conduct in Burkina Faso.

The official launch of the workshop was given by the Hon. Koumba Boly-Barry, Minister of Education and Literacy of Burkina Faso. The meeting was attended by senior MENA officials, the WGNFE coordinator, the lead consultant who is to coordinate the international peer review team, and representatives of education partners at the decentralized, local level.

The workshop specified the theme of the peer review: improving the quality of basic education, in connection with the strategic choices of the country's three most recent educational reforms: the Strategic Development of Basic Education Program (PDSEB) and the "Decentralization" and "Continuum" approaches. The Continuum approach takes a broad view of basic education as extending beyond the primary level to middle school. This reform seeks to unify pre-primary, primary and junior secondary education in a single curriculum, thus putting this extended vision of basic education into practice.

The peer review will give particular attention to:

- verifying that the curriculum is consistent with the

stated principles of the reform, the content, feasibility and practices on the ground;

- ways and means to be implemented to link the formal and non-formal curricula together in order to build a unified system of basic education;

- integration of pre-vocational training in basic education.

Among other things, the peer review should explore: the relevance of the PDSEB approach to the socio-economic needs and employability of young people; covering disadvantaged groups that have resisted EFA programs; the linkage between formal and non-formal education; the consolidation of non-formal educational approaches.

According to the new road map for the peer review, the country's internal diagnosis should be completed by April 14, 2014.

WGNFE is also conducting a peer review exercise in Congo (Brazzaville). The first phase of the review (self-evaluation) has just been completed.

For further information, please contact Ibrahima Bah-Lalya, WGNFE coordinator, e-mail: [gtenf@faso-net.bf](mailto:gtenf@faso-net.bf)

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Published by WG COMED  
May 2014

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