

TICAD IV Informal Cluster Group on Education

Policy Recommendations

Accelerated action in the education sector for ensuring human development and human security in support of boosting economic growth in Africa

Executive Summary

Education is a human right and central to human development. It is also a main component for achieving all the Millennium Development Goals (MDGs) and the six Education for All (EFA) goals. Education is one of the most powerful instruments for reducing poverty and inequality. It lays a foundation for inclusive sustained economic growth in the globalizing world.

African ownership and international partnerships

Time is opportune to use TICAD IV as a platform for advancing towards the MDGs, in particular MDG 2 and 3 as well as the six Education for All goals (see Annex 1) by removing bottlenecks and scaling up action to an unprecedented level. The TICAD IV informal Cluster Group on Education has consulted with a broad number of stakeholders in the TICAD process. The consensus reached is that there are selected policy recommendations and “windows of opportunity for action” that could be pursued to realize the vision of TICADV IV for a “Vibrant Africa” with African ownership and international partnership.

To address educational challenges and strengthen the educational foundation so that African countries will be in a better position to benefit from economic growth, industrial development and investment opportunities, it is important to fully utilize existing global, regional and country level frameworks action plans. This includes, for instance, the African Union’s Second Decade of Education for Africa (2006-2015) and its Plan of Action, the Education for All Global Action Plan, the EFA Fast Track Initiative and UN Secretary General’s MDG Africa Steering Group to mention a few. Country-led processes inclusive of civil society and private sector supported by strategic and flexible funding in the spirit of Paris Declaration on Aid Effectiveness are key components for success in progressing in an accelerated manner towards the MDGs and EFA goals. Scaled-up action in education should be pursued in a holistic manner and through a multi-sector approach. South-South cooperation and cooperation between countries in Africa provides strong foundations for partnerships and leveraging.

Policy recommendations and windows of opportunity for action

Seven policy recommendations were identified through the TICAD IV consultative process. They aim at responding to African countries' needs and priorities by strengthening and/or building on existing frameworks, initiatives and mechanisms. Issues of access, quality and equity should be addressed simultaneously with particular attention to capacity development and financing. Specific “windows of opportunities” have been identified within each area with a view to scale up results based on evidence, good practices and experience gained. The priority areas include:

- **Basic education:** - aimed at securing a solid educational foundation.
- **Technical and vocational education and training (TVET), science education, and higher education:** - aimed at supporting private sector development, such as SMEs, and responding to socio-economic and cultural needs.
- **Literacy / Non-formal Education:** - aimed at meeting learning needs of illiterate adults, youth and out-of-school children.
- **Teacher training:** - aimed at catalyzing a quantum leap in teacher availability, quality learning in all levels and areas of education.
- **Baseline data and EMIS:** - aimed at achieving goals and enable countries to make evidence-based policies, decide on key strategies and monitor and evaluate baseline data. Education management information systems are important for planning and monitoring at national and local levels to strengthen the quality of basic education and decision making processes.
- **Financing of education:** – aimed at increasing funds for education and their efficient use through governments pursuing financial targets of national budgets and the donor community's providing additional predictable quality resources.

The above areas of priority should be adapted according to national contexts. To accelerate action towards MDGs, particular emphasis could be given to countries which have the following educational characteristics:

- Supporting countries in which hardly won gains are being eroded due to conflict, protracted emergencies, post-conflict, natural disasters, or threats from high HIV/AIDS prevalence levels, disease pandemics as well as potential negative impact of climate change. A particular section in the document is devoted to education in countries with extraordinary vulnerabilities.
- Targeting low-income countries where a need for basic education is deeper and the financial gap is higher.
- Assisting countries lacking capacity of information and data management.
- Targeting countries which are ready to invest more to post-basic education.
- Targeting high-population countries in need for a bigger impact.

Annex 6 includes a listing of projects for immediate scaling-up by various stakeholders.

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Policy Recommendations

Accelerated action in the education sector for ensuring human development and human security in support of boosting economic growth in Africa

1. Introduction and Background

The outcome of TICAD IV is critical in order to realize the vision of a “Vibrant Africa” over the next 5 years, with African ownership and international partnership. The policy recommendations in this document have been identified through a consultative process involving a broad set of stakeholders in recognition that education is a human right and central to inclusive and sustainable development.

2. Progress and challenges

There has been progress towards universal primary education in Africa. In the sub-Saharan African region, net enrolment rates increased from 57 per cent in 1999 to 70 per cent in 2005. So far, 6 countries have achieved UPE and 5 countries have a high chance of achieving the goals by 2015 (see Annex 3). However, UPE still remains as the challenge in 14 countries which have a low chance of achieving UPE by 2015, and 13 countries which are at a (serious) risk of not achieving the goal by 2015. In addition, some 33 million children of primary school age still remain out of school in the sub-Saharan region alone. Even among children who were at primary school, only 63 out of every 100 pupils completed education in 2004/2005. While some countries have reached gender parity, the majority of children out of school are girls and the gender gap tends to increase at higher primary education levels. Making school environments for children inclusive, healthy, protective, gender-sensitive and involving communities to ensure higher achievement and academic success remain a challenge. Furthermore, infrastructural challenges are notable. In addition to lack of educational facilities, it is estimated that 40% of all primary schools have insufficient water and sanitation facilities which significantly impact on access and retention.

At secondary level, despite the increased access rate in almost all countries in Africa, there exist significant disparities, since some countries have very marginal secondary access (below 20%) and others have virtually universal access (over 80%). Pupil-teacher ratio in secondary and tertiary education deteriorated between 2000 and 2005 also due to the rapid increase of the number of pupil/students.

While increasing the access to education, enhancing inclusive quality education is vital to all levels and types of education. Among many inter-related factors which affect quality of education, teachers are central in ensuring good learning outcomes. However, the teaching profession in Africa faces several challenges, notably the growing shortage of qualified teachers. It is estimated that by 2015, 4 million teachers (1.6 million new teacher posts) will be needed for sub-Saharan Africa alone, where the pupil-teacher ratio at primary level of 45:1 in 2005 (worsened from 41:1 in 1999).

These challenges are further complicated by other factors such as poverty, natural disasters, conflicts, and HIV and AIDS pandemic. For instance, Sub-Saharan Africa where 41% of the population lived in extreme poverty in 2004 remains the most affected region in the global AIDS epidemic, with more than two-thirds of all AIDS deaths in 2007, and more than 11 million children orphaned by AIDS. As such, the education sector has been significantly impacted by the devastating effect of HIV and AIDS (see Annex 4 - status of countries).

In terms of financing of education, investment in education by African Governments shows improvement from 3.7% of GNP in 1999 to 5.0% of GNP in 2005. This increase in investment has resulted directly in educational gains. Other policy changes include that some 14 countries have actually abolished school fees for primary school. Nevertheless, the levels of both domestic and external resources are not sufficient to meet the required standard. While sub-Saharan African countries receive the largest share of aid to education and to basic education (30% and 34% respectively in 2004-2005); globally US\$ 11 billion of external assistance per year is required to achieve EFA. It has been noted that countries receiving support are not necessarily those that are furthest away from achieving EFA goals.

A number of development and educational frameworks, action plans, and consultative processes are in place to address these challenges and to ensure dialogue, prioritization and coordination including: the African Union's Second Decade of Education for Africa (2006-2015) and its Plan of Action; New Partnership for Africa's Development (NEPAD); Education for All Global Action Plan (EFA-GAP), EFA Fast Track Initiative (EFA-FTI); the High-Level Group on Education for All (EFA); the Conference of African Ministers of Education (COMEDAF)(Annex 5); UNGEI; the UN Secretary-General's MDG Africa Steering Group.

3. Policy recommendations and windows of opportunities for action

The policy recommendations presented in this document aim at addressing the identified challenges and meeting the African countries' needs in the education sector by strengthening and/or building on existing frameworks, initiatives and mechanisms. Six areas of priorities have been identified which should be pursued holistically and through a multi-sectoral approaches:

- Basic education
- Technical and Vocational Education and Training (TVET), Science and Technology Education and Higher Education
- Literacy / Non-formal Education
- Teacher training for quality education
- Baseline data and education management information systems
- Financing of education

Issues of access, quality and equity should be addressed simultaneously with particular attention to capacity development and financing.

When addressing the policy recommendations the following means are important:

- South-South cooperation (Intra-Africa and Asia-Africa cooperation) and North-South-South cooperation for facilitating knowledge exchange, disseminating good examples and practices, and consultations, and for capacity building.
- Exploring effective use of ICT and e-learning.
- Social mobilization, community empowerment and enhancing collaboration with civil society.
- Mobilizing the private sector and public-private sector partnerships.

In addition to the policy recommendations, specific "windows of opportunities" have been identified as possibilities to scale up results (Annex 6 includes list of projects for immediate scaling-up). Details of existing initiatives/mechanisms which could be used for the window of opportunities are provided in Annex 7. Scale up action could be pursued in countries with the following educational characteristics:

- Countries in which hard won gains are being eroded due to conflict, protracted emergencies, post-conflict, natural disasters, or threats from high HIV and AIDS prevalence levels, disease pandemics as well as potential negative impact of climate change. Section 3.7 below refers specifically to education in countries with extraordinary vulnerabilities.
- Low-income countries where a need for basic education is deeper and the financial gap is higher.

- Countries lacking capacity of information and data management.
- Countries ready to invest more in post-basic education.
- High-population countries to generate proportionate impact on MDGs at global level.

3.1 Basic education

Expanding equitable access to and strengthening quality of basic education are critical and inter-related issues for educational development in general and also for inclusive and sustainable development in Africa. With the increasing number of students finishing primary school, universalizing primary and lower secondary education is becoming increasingly an important policy objective for African countries. Out of 45 countries in sub-Saharan Africa, for instance, there are only 12 countries which do not include lower secondary education in basic education. Hence, it is crucial to enhance educational development with the expanded vision of basic education of a minimum of 9-10 year period, integrating primary and lower secondary education in light of the principles of the right to education and democratization of education and based on a holistic, integrated and inclusive spiral curriculum framework relevant to the learners' needs.

Greater efforts are required through interventions such as school fee abolition, school feeding or other initiatives, and a context-specific and grass-rooted approach for accelerating access to basic education, in particular at primary level, and also to reach the unreached and the disadvantaged population, including girls. The quality of education should be promoted through a holistic and balanced approach across different elements such as quality of teachers, readiness of the learners, actual teaching time, pupil per teacher ratio, relevance of learning materials, appropriate learning environment, language of instruction, relevance of curricula and school management and governance. It is also important to take into account the relevance of basic education to children's needs in their actual daily life. In this regard, increasing numbers of countries are covering 'life skills', which includes such topics as health, hygiene and vocational skills as well as attitudes, values and behavioral change.

Selected policy recommendations:

- Assisting governments in adopting and applying legal and policy frameworks (including curriculum) to provide quality basic education of a minimum of 9-10 years to cover both primary and lower secondary education, based on the principles of the right to education and democratization of education.
- Supporting the adoption, where appropriate, a multi-sectoral approach, giving attention both to the quality of learning and to the readiness of the learner by addressing school health and nutrition challenges, water and sanitation as well as cross-cultural issues.
- Providing assistance for improving quality of education through promoting the use of mother tongues/national languages as media of instruction; developing curriculum relevant to local environments; enhancing gender-balanced, learner-centered methods and materials; and promoting the integration of creativity, cultural diversity, sustainable development, and issues such as peace and human rights, into all aspects of teaching and learning.
- Developing appropriate tools for measuring learning outcomes, advocacy, and capacity building through enhancing links to educational research institutions.
- Improving links between schools and the communities they serve through empowerment of school heads and teachers as well as parents, community leaders and pupils.

Windows of opportunities :

1. Provide technical assistance to 10 governments in adopting and applying legal and policy frameworks to provide quality basic education of a minimum of 9-10 years in order to cover both primary and lower secondary education based on the principles of the right to education and democratization of education.
2. Assist countries in removing obstacles for free compulsory education, using multi-sectoral and/or community based approaches through;
 - Expand *School Feeding Programmes including Home Grown School Feeding (HGSF) initiative*, using locally resourced foods, to reach at least the 23 million primary school age children currently attending school hungry in 45 African countries.
 - Supporting 10 additional countries in the implementation of *School Fee Abolition Initiative (SFAI)*
 - Construction and refurbishment of 4000 rural schools in Africa through *Schools for Africa Initiative*
 - Scaling up the *Essential Learning Package* which supports basic education and provides a conducive learning environment for all children
 - Supporting 10 additional countries in adopting *Child Friendly School* model
 - Supporting *School for Learning “Plus” Initiative* in 12 SADC countries
3. Assisting in 10 countries in the formulation of national textbook, ICT and learning media policies based on the principles of access, gender equality, non-discrimination, non-violence, human rights and inclusion of local physical and cultural environment.
4. Conducting research on the quality and relevance of regional and national systems for formally measuring learning outcomes.

3.2 TVET, Science and technology education and higher education

There has been an explicit expression of the need for stronger post-basic education in Africa. It is vital to strengthen national capacity in delivering quality post-basic education in response to the expansion of primary education systems and also to meet the socio-economic and cultural needs of future African citizens through a holistic and balanced approach to the entire education agenda. To enhance productivity, stimulate economic competitiveness as well as industrialization and reduce poverty in the globalizing world, there is also a need for enhancing certain types of education such as technical and vocational education and training (TVET), science education and skills development. This requires considerable investments and efforts to ensure relevance of the context to socio-economic, cultural and employment needs as well as quality learning and teaching. However, TVET and science and technology education are costly and often tend to be difficult for governments to implement as required. Moreover, specific measures should be taken to mitigate brain-drain.

Selected policy recommendations:

- Enhancing policy frameworks to address post-basic learning opportunities (e.g. upper secondary, tertiary education, TVET, and science education) and enhance related programmes for in-school and out-of school youth.
- Strengthening centres of Excellence and Higher Education Institutions (HEI) such as universities and research institutions through capacity building and the provision of financial resources.
- Revitalizing, modernizing and harmonizing TVET in Africa in order to transform it into a mainstream activity for African youth development, employment and human capacity building.
- Enhancing education on science and technology (e.g. regional harmonization of curricula, the establishment of a regional commission for science and technology) to achieve the economies of scale.

- Enhancing programmes for skills development and livelihood education, including education for sustainable development (EfSD) and education on HIV and AIDS for healthy values, attitudes and skills.

Windows of opportunities:

1. Support 10 countries for the implementation of the selected elements of the Plan of Action for the Second Decade of Education for Africa (TVET and curriculum and related issues of teaching-learning materials).
2. Assist 10 countries in reforming and revitalizing TVET systems and programmes through a review of existing TVET in both formal and informal contexts, capacity-building in curriculum renewal and staff development.
3. Assist 10 countries in reviewing existing science curricula and teaching materials and developing regional guidelines for revision of science curricula in collaboration with IBE, and several African universities and provide teacher training to raising teacher's confidence in dealing with new contents, in coordination with TISSA and African training providers such as GYCDC, FAWE, CIEFFA.
4. Facilitate dissemination of up-to-date curricula and teaching materials for post-basic education through the use of ICTs (e.g. e-learning African initiative and NEPAD's e-School Programme).
5. Establishing intra-African Universities.
6. Support livelihood education initiatives such as "Talent Academies", EDUCAIDS, and the Decade for Education of Sustainable Development.

3.3 Literacy/Non-formal education

Literacy is "a right and a key to other rights"¹. It is a foundation for all kinds of future learning and achieving a wide range of purposes for individuals and societies. It is reported that there are over 150 million illiterate adults and youth, while about 33 million children in Sub-Saharan Africa are not enrolled in school. To meet urgent learning needs of illiterate adults, youth and out-of-school children in Africa, enhanced provision of learning opportunities is strongly required, in particular through a context-specific approach and non-formal education which are linked to formal education. Non-formal education can cater the context-specific needs of learners in a much more flexible manner and thus proves to be an effective mean to increase the literacy rate. This is a great challenge as literacy and non-formal education are sectors that received little political and financial support from governments (less than 1% of national education budget in many cases) and external partners, although these are crucial field to achieve Education for All and educational development in general.

Selected policy recommendations:

- Develop country-based operational plans for literacy aimed at children, youth, adults, and women, and in particular the excluded, as an integral part of a national education policy to institutionalize literacy and lifelong learning.
- Reviewing national language policies for bi-/ multilingual education and use of local languages in the media and publications.
- Upgrading the status and professional skills of facilitators and supervisors.
- Building more synergies between formal and non-formal education.
- Identifying, evaluating and disseminating effective literacy policies and practices.
- Advocating for increasing government budget allocation to literacy and non-formal education (to at least 3% of the education budgets).

¹ GMR 2006 Literacy for Life

Windows of opportunities:

1. Support the six LIFE countries (Burkina Faso, Eritrea, Mali, Mozambique, Niger, and Sierra Leone) through capacity building on various aspects.
2. Build capacity of African CSOs and NGOs working in literacy in the framework of a project facilitating civil society's South-South consultations and exchange (Africa, Asia and Latin America and the Caribbean) on common standards for designing, implementing and evaluating effective literacy programmes.
3. Expand the easy-to-use methodology and database for setting up a Non-Formal Education Management Information System (NFE-MIS) in 5 additional African countries (Guinée Bissau, Madagascar, Seychelles, Union des Comores and Zambia) to assist them in mapping non-formal education provision and in generating and making available relevant data to monitor the implementation of policy goals and national plans and programmes.
4. Support the participation of African universities and research institutions in the global network of universities and research institutions as platform for knowledge exchange in order to strengthen literacy research for policy formulation and improvement of literacy programmes in the framework of UNLD.

3.4. Teacher training

Among many inter-related factors which affect quality of education, teacher is central to ensure good learning outcome. In Africa, however, teaching profession faces several challenges. The growing shortage of qualified teachers is the main challenge with the increasing enrolment rates, the devastating impact of HIV and AIDS and the large number of teachers leaving the profession. Progress towards UPE is also increasing the demand for teachers at secondary, technical and higher education levels as well as in the curriculum areas of science and mathematics. Even in countries where there are a sufficient number of teachers, there are often regions, those which are very remote or disadvantaged, where there are not enough teachers. In addition, to establish and maintain a quality education system, there is a need to attract and retain teachers, provide relevant and appropriate training, manage their deployment and ensure that they remain professionally and personally motivated through professional development opportunities, linked where possible to career progression, and fair working conditions. Increasing use of open and distance learning approaches are new opportunities where a range of new technologies, or ICTs, are available for both initial and continuous teacher training. The effective use of ICTs is a key area in which UNESCO is working to support Member States.

Selected policy recommendations:

Provide assistance in developing a policy framework and its application regarding teachers, which comprehensively addresses related issues including:

- Improvement of teacher status and working conditions.
- Improvement of teacher management and administrative structures.
- Development of appropriate teacher policies.
- Enhancement of the quality and coherence of teacher professional development, with an emphasis on female teachers in regions where they are under-represented.

Windows of opportunities:

1. Assist 10 governments in the implementation of selected elements of the Plan of Action for the Second Decade of Education for Africa (Teacher development and Quality management).
2. Support 6 TTISSA countries (Central Africa, Cape Verde, Chad, Sierra Leone, Madagascar, Tanzania) in the implementation of selected elements of TTISSA, including:
 - Ensuring the quality of teacher training programmes
 - Research on shortage subject areas: Mathematics, Science and Technical teacher education

- Policy development on ICTs for teacher education
- Teacher education policies and processes.

3.5 Baseline data and education management information systems

While development, implementation, and monitoring of educational policy should be informed by adequate and quality statistical data, a number of African countries lack capacities to produce this basic and key information in a regular and timely manner. It should be noted that countries which do not have sufficient data tend to be suffering from low educational development. Given this, there is an urgent need for assessing the quality of data and the status of data and information management, for building national capacity in data and information management, and developing a comprehensive database that are comparable across African countries for which integrated continental and regional networks are indispensable. Furthermore national programs are more likely to be inclusive and rights-sensitive when they are informed by and can draw from strategies that work in the best interest and to the advantage of vulnerable groups in the context in which they live. In this regard, advocacy against discrimination can be reinforced by means of evidence provided by disaggregated data: vulnerability analyses, comparative analyses, results of surveys on knowledge, attitudes and practices and behaviour change over time.

Selected policy recommendations:

- Support governments in assessing quality of data and the status of data & information management in education.
- Developing strategies to improve the quality of data and also data & information management systems.
- Developing national capacity to collect and analyse data.
- Enhance capacity of regional and continental institutions of educational planning and statistics.
- Support the AU Commission to establish an African Education Observatory for coordinating activities related to education management information system.

Windows of opportunities:

1. Assist 10 countries in implementing some elements of the Plan of Action for the Second Decade of Education for Africa, including EMIS, assessment of data quality and the status of data and information management systems through the use of the Data Quality Assessment Framework (DQAF).
2. Assist 10 governments including Cameroon, Comoros, Congo, Guinea-Bissau, Liberia and Somalia in capacity development of statisticians and a national institution on data and statistics.
3. Providing support to enhance capacity of regional and continental institutions of educational planning and statistics.
4. Support the AU Commission to establish an African Education Observatory for coordinating activities related to education management information systems.

3.6 Financing

Despite positive policy changes and actual progress made, financing of education remains a big challenge. While many African countries have increased spending on education as a % of GNI, others, including some furthest from the achievement of EFA, are allocating less. This is a worrying trend that must be reversed. The estimated amount of total aid to basic education in 2006 is about US\$5 billion including funds channeled through the EFA-Fast Track Initiative². Approximately one-third of this amount was allocated directly to sub-Saharan Africa countries. This, however, is far off the estimated US\$11 billion per year required to achieve EFA globally. Additional financial resources are needed both through

² As of October 2007, 18 African countries had FTI-endorsed education plans, scheduled to rise to 25 countries by end of 2008. Significant funding gaps, however, remain. It is estimated that the immediate funding gap for FTI-endorsed countries in Africa is \$1 billion in 2007 and \$2.5 billion in 2008.

existing channels such as the EFA-FTI and innovative funding mechanisms to honour the pledge made by the international community in the World Education Forum in Dakar (2000). Such resources should be predictable, sustainable and of quality in support of national priorities and be provided within the spirit of Monterrey Compact and the Paris Declaration.

Selected policy recommendations:

- Encouraging governments to mobilize sufficient domestic resources for education in accordance with indicative standards – at least 6% of GNI and/or 15-20% of government budget – with prioritization of basic education – more than 3% of GNI and/or 10% of government budget.
- Raising the level of predictable and long-term financial assistance to education in Africa, in particular to basic education.
- Enhancing effectiveness of aid and ensuring that aid is distributed to the countries in deeper needs and to the areas of national priorities.

Windows of opportunities:

1. Invest in the implementation of actions recommended by the TICAD IV Education Cluster as a way to ensure the optimal use of aid.
2. Increase aid to education, in particular to basic education, in Africa through various channels and promote the effective use of aid in light of the principles of Monterrey Consensus as well as the Paris Declaration of Aid Effectiveness, and the Business Plan of the Education Thematic Group of the MDG Africa Working Group.
3. Explore innovative funding mechanisms such as: dept swap, mobilization of private sector contributions to education through the Working Group of Debt-Swap for Education and the Partnership for Education initiative and complementing various pooled fund and trust funds with direct bilateral funding and funding through competent multilateral partner agencies.
4. Advocate for increasing the allocation of domestic resources to education at least to the level of the indicative standards.

3.7 Education in countries with extraordinary vulnerabilities

There are a number of African countries which are categorized as countries facing conditions of fragility due to conflict, protracted emergencies, post-conflict, natural disasters, threats from high HIV/AIDS prevalence levels, disease pandemics as well as potential negative impact of climate change. There are 20 such countries in the sub-Saharan region apart from Djibouti and Sudan³. In such countries, education, in the long-run, has a key role in supporting sustainable change in governance, catalysing change outside the education sector, and stemming negative spill-over effects from one region or country into other regions or neighbouring countries.

Education in crisis and post-crisis situations is increasingly being recognized as a vital relief intervention that can be both life-sustaining and life-saving⁴. It is extremely important to ensure that children resume their education as quickly as possible, while at the same time re-establishing a sense of normalcy and routine. Rehabilitating schools helps rebuild a protective environment for children by establishing normal routines within communities threatened by violence and war, providing a place for children to learn, play and simply be children. Schools can be a shielding from exploitation, where teachers and peers can oversee children who may be vulnerable to military recruitment etc. Working together to build or manage a school can foster informal links within the community and lead towards other collective initiative.

³ GMR 2008, p.21

⁴ This has been advocated by as global initiatives such as the Inter-Agency Network for Education in Emergencies (INEE), the Global Campaign for Education, the Save the Children's Rewrite the Future campaign; the Graça Machel +10 Report on Children in Armed Conflict, and the Special Rapporteur on the Right to Education 2008-9 Report on Education in Emergencies

Schools offer a place for adolescents to develop their potential, for example by participating in peace-building efforts, which can help build their self-esteem while supporting community reconciliation.

Selected policy recommendations:

- To help restore normalcy for all affected children and adolescents through safe, secure and supportive learning environments.
- To support the development of effective practice and awareness of educational initiatives for post-conflict recovery and in emergency contexts as a vital relief intervention that can be both life-sustaining and life-saving.
- Restoring learning rapidly to affected populations and “building back better” in recovery and reconstruction phases through rebuilding young lives and livelihoods as well as through innovative reconstruction of institutions and systems.

Windows of opportunities:

1. Support the training of Ministry of Education officials and the staff of agencies assisting them, such as UNESCO, UNHCR, UNICEF, WFP and NGOs, working in conflict- and disaster-affected countries, in the principles underlying UNESCO-IIEP’s Guidebook for Planning Education in Emergencies and Reconstruction.
2. Support the initiatives of the IASC Cluster for Education in Emergencies to strengthen surge capacity for educational response in emergencies (Including funding for rapid deployment of highly qualified and experienced education in emergencies personnel, effective rosters, sound administrative dispositions, reliable stand-by arrangements and appropriate training).
3. Support expansion of the use of the INEE Minimum Standards and the Inter-Agency (UNESCO-UNHCR-INEE) Peace Education Programme and evaluation of their impact.
4. Assist the work of the new INEE Working Group on Education and Fragility
5. Support the certification, validation and recognition of the learning attainments of refugees and internally displaced persons (IDPs).
6. Support research into education in post-conflict and post-disaster situations and dissemination of the findings of the research, including translations and training.

Annex 1. The six EFA goals and the MDGs

Six EFA goals

The Dakar Framework for Action which sets the six EFA goals and twelve strategies was adopted at the World Education Forum held in 2000 in Dakar, Senegal to renew the commitment of the international community to the EFA global movement to provide quality basic education for all children, youth and adults.

1. Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children;
2. Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality;
3. Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes;
4. Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults;
5. Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality;
6. Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

Twelve strategies to achieve EFA

1. Mobilize strong national and international political commitment for Education for All, develop national action plans and enhance significantly investment in basic education
2. Promote EFA policies within a sustainable and well-integrated sector framework clearly linked to poverty elimination and development strategies
3. Ensure the engagement and participation of civil society in the formulation, implementation and monitoring of strategies for educational development
4. Develop responsive, participatory and accountable systems of educational governance and management
5. Meet the needs of education systems affected by conflict, natural calamities and instability and conduct educational programmes in ways that promote mutual understanding, peace and tolerance, and that help to prevent violence and conflict
6. Implement integrated strategies for gender equality in education that recognize the need for changes in attitudes, values and practices
7. Implement as a matter of urgency education programmes and actions to combat the HIV/AIDS pandemic
8. Create safe, healthy, inclusive and equitably resourced educational environments conducive to excellence in learning, with clearly defined levels of achievement for all
9. Enhance the status, morale and professionalism of teachers
10. Harness new information and communication technologies to help achieve EFA goals
11. Systematically monitor progress towards EFA goals and strategies at the national, regional, and international levels
12. Build on existing mechanisms to accelerate progress towards Education for All

Annex 2: Status of education and priorities identified

Issues	African average	sub-Saharan Africa	World Average	Second Decade of Education	TICAD IV preparatory meetings	HLG 2007
Literacy (EFA Goal 4)	Adult: 61%	Adult: 59% Out-of-school children: 32,774,000	Adult: 82% Out-of-school children: 72,124,000		X	x
Science and technology education				X	X	
Quality education (e.g. teacher training, materials, curriculum, learning environment) (EFA Goal 6)		Primary level - Pupil/teacher ratio 45 -Trained teachers 78% -Survival rate 63%	Primary level - Pupil/teacher ratio 25 -Trained teachers n/a -Survival rate 87%	X (teacher & curriculum)	X (teacher, school building)	x
School management and governance						x
Universal primary education (EFA Goal 2)	GER 98% UPC 63%	GER 80% NER 70%	GER 100% NER 87%		x	x
Technical and vocational education and life skills for youths (EFA Goal 3)	Technical 561/100,000	Youth literacy rate: 69%	Youth literacy rate: 88%	x	x	x
Gender disparities		Primary GER GPI (F/M) 0.89 Secondary 0.79	Primary GER GPI (F/M) 0.95 Secondary 0.94	x	x	x
Secondary education	GER Lower 50% Upper 24%	GER Lower 38% Upper 24%	GER Lower 79% Upper 53%		x	
Higher education	781/100,000	GER 5%	24%	x	x	
Issues of HIV and AIDS	Adults 6.4%		Adults 1.0%			
ECCE	GER 20%	GER: 10%	GER: 33%			x
Inclusive education						x
Education planning, implementation and monitoring						
Capacity development						
Financing of education – both domestic and external	Ed. in gov. revenue 18%	Total public expenditure on Ed as % of GNP 5.0%	Total public expenditure on Ed as % of GNP 4.9%			x

* Sources: African average – from Dakar + 7, Sub-African average – GMR 2008, World average – GMR 2008

Annex 3: EFA – status and projections

1. Mean distance from the four EFA goals

EFA achieved <i>(EDI between 0.98 and 1.00)</i> None	Close to EFA <i>(EDI between 0.95 and 0.97)</i> (1): Seychelles
Intermediate position <i>(EDI between 0.80 and 0.94)</i> (13): Algeria, Botswana, Cape Verde, Egypt, Kenya, Lesotho, Mauritius, Namibia, Sao Tome and Principe, South Africa, Swaziland, Tunisia, Zimbabwe	Far from EFA <i>(EDI below 0.80)</i> (18): Benin, Burkina Faso, Burundi, Chad, Eritrea, Ethiopia, Ghana, Guinea, Malawi, Mali, Mauritania, Morocco, Mozambique, Niger, Nigeria, Rwanda, Senegal, Togo

2. Projections for achieving UPE, adult literacy and gender parity

UPE goal

Goal already achieved

6 countries

Algeria, Egypt, Sao Tome and Principe, Seychelles, United Republic of Tanzania, Tunisia

UPE prospects

(Projections made for thirty countries that have not yet achieved the goal, extrapolating trends between 1991 and 2005)

High chance of achieving the goal by 2015
(Moving towards the goal, with steady progress)

5 countries

Benin, Lesotho, Madagascar, Malawi, Zambia, Morocco

Low chance of achieving the goal by 2015
(Moving towards the goal with rapid progress, but further to go)

14 countries

Burkina Faso, Burundi, Chad, Eritrea, Ethiopia,* Gambia,* Ghana, Guinea,* Kenya,* Mali, Mauritania, Mozambique,* Niger, Senegal

At risk of not achieving the goal by 2015
(Moving away from the goal or progress too slow)

8 countries

Botswana,* Cape Verde, Equatorial Guinea, Mauritius,* South Africa, Swaziland, Togo, Zimbabwe

Serious risk of not achieving the goal by 2015
(Furthest to go, and moving away from the goal or progress too slow)

5 countries

Djibouti, Côte d'Ivoire, Namibia, Nigeria, Rwanda

Not included in the prospects analysis (Insufficient or no data)
*UPE likely to be achieved in 2025 if past and current trends continue

2 countries
Libyan Arab Jamahiriya,
Sudan

Adult literacy target

Universal literacy achieved
(Adult literacy rate \geq 97%)

None

Adult literacy prospects

(Adult literacy rate projections made for thirty-six countries that have not yet achieved the target, extrapolating trends between 1995 and 2004)

High chance of achieving the target by 2015
(*Moving towards the goal, with steady progress*)

4 countries
Congo, Gabon, South
Africa, Zimbabwe

Low chance of achieving the target by 2015
(*Moving towards the goal with rapid progress, but further to go*)

15 countries
Benin, Burkina Faso,
Chad, Côte d'Ivoire,
Ghana, Guinea, Liberia,
Malawi, Mali,
Mozambique, Morocco,
Niger, Senegal, Sierra
Leone, Togo

At risk of not achieving the target by 2015
(*Moving towards the goal, but progress too slow*)

7 countries
Botswana, Cape Verde,
Equatorial Guinea, Libyan
Arab Jamahiriya Mauritius,
Namibia, Sao Tome and
Principe

Serious risk of not achieving the target by 2015
(*Furthest to go and moving towards the goal, but progress too slow*)

17 countries
Algeria, Angola, Burundi,
Central African Republic,
Democratic Republic of
Congo, Egypt, Kenya,
Madagascar, Mauritania,
Nigeria, Rwanda, Sudan,
Swaziland, Tunisia,
Uganda, United Republic
of Tanzania, Zambia

Not included in the prospects analysis (Insufficient or no data)

1 country
Djibouti

Gender goal (eliminating gender disparities in primary and secondary education)

Achieved or likely to be achieved in 2005
(GPIs between 0.97 and 1.03)

2 countries
Mauritius, Seychelles

Gender parity prospects

(Projections of GPI in primary and secondary education GER made for thirty-two countries that have not yet achieved the goal, based on trends between 1991 and 2005)

Gender parity goal likely to be achieved in 2015

2 countries
Botswana, Uganda

Gender parity goal likely to be achieved in 2025

3 countries
Burkina Faso, Gambia,
Ghana, Guinea, Lesotho

Gender parity goal unlikely to be achieved in either 2015 or 2025

32 countries
Algeria, Benin, Burundi,
Cameroon, Cape Verde,
Chad, Comoros, Congo,
Côte d'Ivoire, Democratic
Republic of Congo,
Djibouti, Egypt, Eritrea,
Ethiopia, Kenya, Malawi,*
Mali, Mauritania,
Morocco, Mozambique,
Namibia,* Niger, Nigeria,
Rwanda,* Senegal,* South
Africa, Sudan, Swaziland,
Togo,*Tunisia, Zambia,
Zimbabwe*

Not included in the prospects analysis (Insufficient or no data)

1 country
Libyan Arab Jamahiriya

*Gender parity likely to be achieved in primary education, but not in secondary education

Source: EFA Global Monitoring Report 2008

Annex 4: Status of Education in African Countries (Excel spreadsheet)

Annex 5: Development and educational frameworks

The Second Decade for Africa

The African Union's **Second Decade of Education for Africa (2006-2015)** is a key framework for the region, which is supported by the regional economic communities and the New Partnership for Africa's Development (NEPAD). In 2006, the **sixth ordinary session of the African Union (AU)** endorsed a plan of action for the Second Decade of Education with the following seven areas of focus:

1. Gender and Culture;
2. Education Management Information Systems (EMIS);
3. Teacher Development, Education and Training;
4. Tertiary Education;
5. Technical and Vocational Education and Training;
6. Curriculum, and Teaching and Learning Materials;
7. Quality Management.

New Partnership for Africa's Development (NEPAD)

The New Partnership for Africa's Development (NEPAD) is a vision and strategic framework for Africa's renewal. The main areas of focus are: 1) Establishing the Conditions for Sustainable Development by ensuring; 2) Policy reforms and increased investment in the following priority sectors- Agriculture; Human development with a focus on health, education, science and technology and skills development; Building and improving infrastructure, including Information and Communication Technology (ICT), Energy, Transport, Water and Sanitation; Promoting diversification of production and exports, particularly with respect to agro-industries, manufacturing, mining, mineral beneficiation and tourism; Accelerating intra-African trade and improving access to markets of developed countries; The environment; and 3) Mobilizing Resources

UN Secretary-General's MDG Africa Steering Group

This is a steering group launched by the UN Secretary-General in September 2007 to coordinate and redouble efforts among the major multilateral and intergovernmental organizations working for development in Africa in support of the achievement of the Millennium Development Goals (MDGs) across the African continent.

Education for All Global Action Plan (EFA-GAP)

The EFA Global Action Plan is a comprehensive strategy to improve international and country-level coordination for Education for All. It aims to clarify the roles of the five international agencies spearheading the global EFA movement (UNESCO, UNDP, UNFPA, UNICEF and the World Bank) and define their coordinated, joint action at the global level. Ultimately, it aims to achieve better and more targeted action on the ground, at the country level.

“UN Coherence” process

The United Nations is currently undertaking a reform process to ensure the continued relevance, coherence and effectiveness of the United Nations System and its contribution to the attainment of national and internationally agreed development goals. The UN's common country programming process also contributes to effectiveness by helping UN Country Teams (UNCT) work collaboratively, in order to increase the impact of agency interventions at country level. “UN Coherence” is a framework for a unified and coherence UN structure at the country level.

EFA Fast Track Initiative (EFA-FTI)

Launched in 2002, the Education for All - Fast Track Initiative (EFA-FTI), a global partnership between donor and partner countries, leverages support to low-income countries to accelerate progress towards the

MDG of universal primary education. It does this through increasing donor support, through its Catalytic Fund (which helps to finance the implementation of basic education component of endorsed sector programs) and through the Education Program Development Fund (EPDF; which helps to finance technical assistance for program preparation and other supporting activities to inform and foster policy dialogue).

EFA-FTI does not support all international goals on education. It addresses mainly the following target areas: 1) Primary Education; 2) Pre- and post-primary education activities through extended EPDF support; 3) Inclusion, especially Gender (through a linkage with UNICEF), HIV/AIDS (HIV/AIDS Task Team and partnership with Inter-Agency Task Team on HIV/AIDS), Children in difficult circumstances (partnership with UNICEF and the Global Task Force on Child Labor); and 4) Quality issues and learning outcomes (the Quality Task team).

High-Level Group on Education for All (EFA)

Established as a follow-up to the World Education Forum, the High-Level Group on EFA serves as a lever to reinforce political will in order to accelerate progress towards Education for All, strengthen partnerships, identify priorities and highlight the resources to be mobilized.

Annex 6: Projects for immediate scaling up

1. Community-based Child Friendly Schools with Essential Learning Package

This project is to improve access and quality of education through provision of multiple services, called Essential Learning Package. It is a set of complementary interventions such as school feeding, health, nutrition, water and sanitation to support basic education and provide a conducive learning environment for all children in schools. The project adopts the child friendly schools model and mobilizes the community people/resources, which are the imperative factors for quality of education and sustainability of the project.

An example of best practices of inter-agency collaboration can be found in Niger. WFP and UNICEF collaborate in 121 schools through the Essential Learning Package. WFP and JICA collaborate in 358 schools, where JICA provides support to the school management committees of local community members to mobilize local community's engagement. There are 53 schools where UNICEF, JICA and WFP are working hand in hand to deliver the package to children and the community. Such cases could be accelerated and duplicated in other countries. For example in Mali and Burkina Faso, WFP and UNICEF are going to collaborate in implementation of the project. Water and sanitation facilities, hygiene education for communities, school equipments and teacher training will be provided in coordination with two agencies. Further collaboration with other agencies could be explored.

2. School Feeding Programme

School feeding programmes serve as a magnet to bring children to school, and to improve their ability to learn and concentrateⁱ. They are also effective in improving health and nutritional status of children. For a minimal investment, lives can be transformed in fundamental ways. Many developed nations, including Japan, United States, United Kingdom, Italy and France, have long histories of supporting national school feeding programmes—a testament to the vitality and effectiveness of these programmes. School feeding is also implemented by many African countries, and the AU pledged to expand such programmes to 20% of its member states by 2008 and 25% of needy children by 2015.

WFP, one of the largest supporters of school feeding, provides meals to an average 20 million school children in school, almost half of them girls, in some 70 countries. Over half of the countries are in Africa where 11 million schoolchildren receive meals. Within the past four decades, external support to school feeding through WFP was phased out in 28 countries, and most are now providing school feeding on their own.

WFP estimates that about 59 million primary school ageⁱⁱ children attend school hungry throughout developing countriesⁱⁱⁱ, 23 million of whom are in 45 African countries. Many children who lack food are unable to learn, meaning they lose an opportunity for personal development that ends up costing their family, community and economy.

It costs WFP 25 US cents a day on average to feed a child through school. Thus, an estimated US\$1.2 billion annual investment would be required to feed the most vulnerable children (23 million) in schools in Africa.

3. Education in post conflict countries of the Mano River Union (Liberia, Sierra Leone, Guinea and Cote d'Ivoire)

The main purpose of this initiative is to help these countries strengthen education and other services in their border communities, as a means of easing conflict and stimulating development. Firstly, it is expected that the proposed interventions will improve the resilience of these border communities, making them more effective buffers against the flow of conflict across national boundaries. Secondly, the

interventions are designed to help stimulate and accelerate the development process in border communities by promoting more innovative development pathways.

The proposed interventions will be clustered around the use of community-oriented, child-friendly schools (CFS models), to promote quality education and empowering services in these border communities. Empowering services will include basic amenities that they often lack, like water and energy (e.g. wind/solar power, bio-mass); as well as new forms of income generating activities based on careful analysis of local and external realities. In this way, schools can be a catalyst for innovative localized progress that does not require these remote border communities to wait for development to “trickle down” from capital cities and big towns. Similarly, schools can help to build bridges across national boundaries by promoting greater interdependence of border communities and strengthening the economic and cultural ties that exist across national boundaries.

Similar to this project, UNICEF and other agencies are working to meet the challenges in infrastructure through rehabilitation of the schools in Africa. Project proposals could be available upon request.

4. Teacher Training Initiative for sub-Saharan Africa (TTISSA) (2006-2015)

This initiative aims to increase the quantity and improve the quality of the teaching force in sub-Saharan Africa through a holistic approach. More specifically, it aims to: 1) improve teacher status and working conditions; 2) improve teacher management and administrative structures; 3) develop appropriate teacher policies; and 4) enhance the quality and coherence of teacher professional development, through policy development, studies and evaluations, production of toolkits, workshops, review and development of teaching and learning materials, capacity building and advocacy.

TTISSA is working through the global framework of Education for All (EFA) as well as regional priorities such as those of the African Union (AU), the New Partnership for Africa’s Development (NEPAD) The Plan of Action for the Second Decade of Education for Africa and the Regional Economic Communities (RECs). Areas of focus for the 2nd Decade working group on Teacher Development, Education and Training include: a) Teacher education using Distance Learning technologies, b) research and development in pedagogy and education and c) developing teachers in Science, Mathematics, Technology and ICT. At national level, TTISSA continues to dialogue with the Permanent Delegates, Ministries, and UNESCO Field Offices to better understand the implications for TTISSA within the varying contexts. TTISSA is also working closely with the other two UNESCO initiatives in education (EDUCAIDS and LIFE) in order to ensure synergies and enhance impact on the ground.

In the achievement of its outputs, and in accordance with regional and national orientations, TTISSA is prioritizing a number of areas:

- Teacher recruitment, retention and training policies
- Research on teacher issues
- ICTs
- Enhanced data collection for policy making
- Quality assurance

Within these priority areas, potential support could be provided to:

Central African Republic – support to quality training in the Regional Pedagogic Centers

What UNESCO has done thus far:

UNESCO has supported the development of the diagnosis of the education sector in Central African Republic, the necessary basis to develop the national education sector policy.

This diagnosis showed that the existing pre-service training structure cannot produce the required number of primary school teachers to reach UPE. One of the new orientations taken by the country is therefore to convert existing Regional Pedagogic Centres, which thus far were not meant to provide pre-service training, into centres which will provide future teachers with an accelerated initial training.

While this initiative should provide an adequate supply of new teachers, it is also necessary to support those regional centres in their transformation from in-service and support structures to pre-service training centres.

Key potential support by TICAD:

Activities to which TICAD could bring its support include

- a diagnosis of the needs of the CPR
- contribution to the necessary supplies and documentation identified by the diagnosis
- capacity building of education stakeholders (e.g. training sessions for curriculum developers, study tours to other countries having successfully implemented accelerated training)
- a comparative study on the conditions of life of teachers in Bangui and in the regions in order to better inform teacher policy

Cape Verde, Chad, Sierra Leone, Madagascar, Tanzania - Research on Mathematics, Science and Technology Education

What UNESCO has done thus far:

A diagnosis of teacher-related needs in TTISSA countries has been undertaken. This diagnosis has highlighted strong Maths, Science and Technology Education needs in several countries.

Some of those have already been supported, through recent TTISSA activities, in Science teacher training (Congo, Chad, CAR, etc.) or are currently supported in Science and Maths curricular reform (Burundi).

TTISSA is also an active member of the Inter-sectoral Platform in Science Education which plans a global study of needs and challenges in Science education.

Key potential support by TICAD:

- TICAD could undertake research on Mathematics and Science Education teachers (impact of academic and professional qualifications, efficiency of existing in-service programmes) in the above-mentioned countries.

Regional Policy Forum on ICTs for teacher education – all TTISSA countries

What UNESCO has done / undertaken thus far

UNESCO launched the ICT Competency Standards for Teachers on 8 January 2008

A TTISSA ICTs strategy is being developed

TTISSA is also planning support to ICTs at national level in a selected number of countries (e.g. Ghana, DR Congo – with a project to support a network of training resource centers in the country's Universities)

Key potential support by TICAD:

- TICAD could support a regional Forum on ICTs for teacher education

Regional Analysis of Teacher Education Policies and processes

What UNESCO has done / undertaken thus far

UNESCO has gathered existing teacher education policies from a number of Sub-Saharan countries, and prepared an initial analysis of those policies for a Teacher Education Policy Forum which took place in November 2007.

Key potential support by TICAD:

- TICAD could support an in-depth regional analysis of teacher education policies building on preliminary work done by TTISSA

5. Literacy for Empowerment Initiative (LIFE) (2006-2015)

This is a ten-year global strategic framework for collaborative action to support the UNLD and to contribute to the achievement of EFA and the MDGs, with particular focus on adult literacy and out-of-school children. Targeting 18 countries in Africa that have a literacy rate of less than 50 percent or a population of more than 10 million people who cannot read nor write, it aims to reinforce national and international commitments to literacy, support the articulation of sustainable literacy policies, strengthen national capacities for programme delivery, promote the sharing and use of knowledge on innovations, and foster cooperation and solidarity among countries.

Among the current 18 LIFE countries, the six LIFE countries (Burkina Faso, Eritrea, Mali, Mozambique, Niger, and Sierra Leone) could be supported by the TICAD through capacity building on various aspects

6. Africa-Asia Exchange on Mathematics and Science Education (AAE/MSE) (World Bank)

is a new program (mainly targeting primary and secondary education) for which seed funding has been secured and for which a concept note is being developed for discussion and approval. Our partner in this work is Prof. Masafumi Nagao who is based in Hiroshima University. The project's main idea is to build on Japan's support to selected African countries in the past 10 years (via JICA), to improve the teaching and learning of two subjects with important ramifications for Africa's aspirations to join the technology-intensive global economy. In the new program which is proposed for a three year period, this South-South partnership will engage more Asian countries, particularly those with excellent performance in international evaluations (e.g., Korea, Singapore, Hong Kong, etc.). The expectation is to focus on the following objectives: (a) enhance national policy mechanisms in African countries for improving M & S education; (b) establish an international network of institutions linked by an operational program for promoting Asia-Africa exchange in M & S education; and (c) establish an African peer review and learning program at the policy level. A launch workshop to clarify ideas and explore options for implementation is under preparation.

7. Africa Center of Excellence for Mathematics and Science Instruction (World Bank)

Sharing regional resources is an important way for Africa's many small countries to pool resources to advance educational development on the continent, particularly in fields such as mathematics, science and technology, where the scarcity of faculty and facilities makes it expensive for individual countries to launch their own programs. In the Africa Region, progress has been made to support the Africa Institutes of Science and Technology (AIST) to build up regional centers of excellence, mainly offering tertiary level instruction, with World Bank support leveraging additional resources from other sources, including bilateral funds. One center has been started in Burkina Faso, with others to follow in Tanzania, Nigeria and South Africa. The idea of pooling expertise in key priority areas could be extended to basic and secondary education, for example, by creating a center of excellence to develop curriculum and teaching practices adapted to African contexts. One possible outcome of the AAE/MSE program is to help define the operational arrangements for implementation. Japanese support for this approach could be explored by introducing the idea of making regional programs eligible for funding from the Education for All Fast Track Initiative's Catalytic Fund. This will be the first time that the idea of funding regional programs in the FTI context is introduced, and it could be a hallmark of Japan's intellectual contribution to the partnership.

Annex 7: Existing supporting initiatives:

i. Basic education

- ***School Fee Abolition Initiative (SFAI) and long-term and sustainable reforms.***

School Fee Abolition Initiative (SFAI) aims at eliminating school fees in countries affected by poverty, and has proven record for generating significant improvement in access. Furthermore establishment of capitation grant for education recurrent costs covers demand for teachers, classroom and school material, thereby improving quality system-wide. Support should be prioritized for country-led decision-making and investments to ensure gender equity and equality in national education policies, plans and programmes. It should guarantee facilities, curricula, and textbooks.

- ***Child Friendly Schools (CFS)***

Child-friendly schools (CFS) model is promoted by UNICEF and other partners as the major means of enhancing quality in education from the perspective of the rights of children and linkages with local communities and addressing the needs of learners and their communities in a holistic manner. CFS promotes child-centered, gender-sensitive, inclusive, community-involved, protective and healthy approaches to schooling. CFS models can be used to establish standards to make all schools effective, efficient, supportive and safe for children; to boost enrolment and improve attendance. Resource materials are now available to provide guidance in the design and implementation of CFS models in many different country contexts. These new resources include a reference manual, an e-learning package and a collection of case studies.

- ***“School for Africa”-One Voice of the Second Millennium Goal***

This initiative is to construct and refurbish 4,000 rural schools in Eastern and Southern Africa, by adopting the “child friendly schools” model. Specifically, the initiative focuses on Angola, Malawi, Mozambique, Rwanda, South Africa and Zimbabwe.

- ***Empowerment initiatives of schools and communities***

This initiative is designed to significantly improve both access and quality. It includes revitalization of school councils and enhancing community participation in decisions about resource allocation and quality improvement, thereby strengthening the capacity of schools in planning and budgeting, procurement and management, promoting efficiency and accountability.

- ***School Feeding Programmes and Home Grown School Feeding (HGSF) initiative***

School feeding is a powerful and efficient tool to achieve MDGs 2 and 3 as well as the EFA goals. It promotes access to education by increasing enrolment and retention, particularly of girls and other marginalized groups and children affected by emergencies and enhance the quality of education by improving the learning capacity of students through adequate nutrition. Recognizing that education and learning depend on good nutrition and health, as well as the enabling environment for children, school feeding programmes are often operated under the umbrella of the Essential Learning Package (ELP), a set of twelve interventions to improve the school environment and status of children, including provision of school feeding, safe water, de-worming and HIV/AIDS awareness education in collaboration among UN, civil and government partners. In West Africa, nine countries created the Sahel Alliance for Basic Education, and use the ELP as a tool to achieve MDG2 - a quality basic education for all. School feeding benefits extend to other sectors (health, poverty reduction/food security) and to MDG1 by improving student’s health and nutrition (micronutrients) and supporting local agriculture through use of local school foods (home grown school feeding). The importance of school feeding, particularly in Africa, has been confirmed in many international fora, notably the African Union/NEPAD (Home Grown School Feeding initiative), the African Union/European Union Summit 2007, the 7th meeting of the High-Level Group on

Education for All, the Commission for Africa, the Millennium Project and the United Nations World Summit 2005.

- ***Essential Learning Package (ELP)***

The ELP is a basket of interventions aimed at delivering a quality basic education, plus a collection of complementary supports to health, nutrition and well-being of children, within the school environment.

The Sahel Alliance for a quality basic education (a group of nine West African countries facing similar challenges in education) aims at increasing access to basic education and completion of the primary cycle in the Sahel through the provision of ELP. The partner agencies are WFP, UNICEF, UNESCO, FAO, UNHCR and NGOs as well as bilateral agencies such as JICA, GTZ, French cooperation.

- ***The Schools for Learning “Plus” Initiative in 12 SADC countries***

For countries with overstretched support systems due to multiple threats (HIV, drought, violence, poverty, etc.), The Schools for Learning “Plus” Initiative in 12 SADC countries is designed to provide multiple services for children in schools (e.g., school feeding; care and support; health and nutrition) to help keep the most vulnerable children in school. It was initiated by Education Ministers in Southern Africa and it offers opportunity for multi-country collaboration.

- ***The United Nations Girls’ Education Initiative (UNGEI)***

It provides overall framework for the coordination between gender-related initiatives and other existing initiatives/programmes such as EFA-FTI and CCA/UNDAF etc.

- ***A Human Rights-Based Approach to Education for All***

This joint *UNESCO and UNICEF framework for the realization of children’s right to education and rights within education* brings together the current thinking and practice on human rights-based approach in the education sector. It presents key issues and challenges in rights-based approaches and provides a framework for policy and programme development from the level of the school up to the national and international levels. A human rights-based approach to education for all aims at assuring every child a quality education that respects and promotes her or his right to dignity and optimum development and focuses on the right of access to education; the right to quality education; and the right to respect within the learning environment. The efforts are being made to implement this framework at the country level through the organization of regional workshops in cooperation with the Member States and other relevant competent partners on the ground.

- ***World Programme for Human Rights Education (WPHRE)***

The *World Programme for Human Rights Education* provides a common framework for action-based human rights education principles. It aims at supporting existing initiatives, building upon the achievements of the UN Decade for Human Rights Education (1995-2004) and providing an incentive to develop further and consolidate this long term commitment made by the international community to ensure human rights in education as well as through education as a fundamental component of basic quality education. The currently on-going first phase of this World Programme (-2009) is dedicated to the integration of human rights education into the primary and secondary school systems. UNESCO supports Member States in their efforts to prepare and implement their respective national implementation strategy with providing technical assistance and learning materials.

- ***Social mobilization and capacity building at the central, district and community level
Advocacy for inclusion and social equity***

While education programs are increasingly moving towards sector wide approaches (SWAs), there are a recognized need for continuing specific programs aimed at improving the lives of excluded and disadvantaged groups and for assessments of the extent to which issues of social exclusion and poverty are explicitly addressed and articulated in policies, programs and budgets.

National programs are more likely to be inclusive and rights-sensitive, when they are informed by and can draw from strategies that work in the best interest and to the advantage of vulnerable groups in the context in which they live. In this regard, advocacy with a view to policy development and legislation against discrimination can be reinforced by means of evidence provided by disaggregated data; vulnerability analyses and comparative analyses, and results of surveys on knowledge, attitudes and practices and behavior change over time.

Social mobilization for community participation and behavior change

This strategy seeks to mobilize a wide range of partners at national and local levels to support community based mechanisms delivering basic services in education, health water and sanitation and other related social programs. Key partners will be identified in a communication strategy that will prioritize negotiation with communities with a view to changing attitudes and practices that are likely to perpetuate rather than eliminate their exclusion and marginalization. Other segments of society will be led through a process of reflection on social norms that condone exclusion and disempowerment, in order to secure new commitments to positive change in perceptions, attitudes and behavior. The strategy will support community-led initiatives and community-based monitoring systems.

Empowerment through information, capacity building and packaged service delivery

The strategy builds on the notion of organic links between schools and communities and the mutual benefits each derives from working in concert to develop a climate of security, social cohesion, and opportunities for improving basic services. It is also based on the principle that inequalities in access and coverage could be effectively addressed through a synergetic approach to basic services. It capitalize on and expand school facilities to the level of multipurpose centers for delivering basic services in and vital information on health care and education, and water and environmental sanitation. These will include birth registration, immunization, information and education on parenting of young children and adolescents; counseling services; knowledge and skills for HIV and AIDs prevention; for life skills and peace education and hygiene and sanitation. Textbooks, mini-libraries, mobile libraries and recreation kits should be provided. Technology should be introduced to facilitate teaching and learning to create a level playing field in favor of the marginalized, through the use of wind-up radios, laptops (with trials of `one lap top per child`), distance education, schools as community viewing centers fitted with solar panels and providing access to a wide range of information on survival and development issues. Infrastructural expansion should be a central component of this initiative.

ii. TVET, Science and Technology education, and Higher Education

a) Secondary and higher education

- ***The 2008 Association for the Development of Education (ADEA) Biennale*** will address the theme of post-primary education and training under the title *Beyond Primary Education: Challenges of and Approaches to Expanding Learning Opportunities in Africa*. It will lead a discussion among African education ministries and educational development partners on policies, strategies, and explore three sub-themes in depth: 1) Towards 9-10 Years of Education for All: Promising Policies and Strategies; 2) Skills Development and the World of Work: Challenges for Education and Training; and 3) Preparing Knowledge Workers for Africa's Development: Articulating Upper Secondary with Higher Education.
- The Follow up programme of the ***Third Conference on Secondary Education and Training in Africa*** (Accra, Ghana in April 2007) ^{iv} which envisions i) dissemination of publications from the Conference, ii) contribution to the ADEA 2008 Biennial on post-primary education and CONFEMEN (Conferences des Ministres de l'Education) conference, both scheduled for May 2008; iii) technical assistance to national teams to support the reform of secondary education strategies; and iv) capacity building at the national level. This conference was organized in recognition that little work has been done so far on the economic justification for the expansion of basic education to 9 or 10 years in low income

economies. Similarly there is a lack of good analysis of the case for public investment in an expanded senior secondary education (the case for quality improvement may be stronger than the one for expanding enrollment) or on increased reliance on partnerships with the private sector.

- **UNESCO Chair/University Twinning and Networking (UNITWIN) scheme** The UNITWIN/UNESCO Chairs Programme is designed to advance research, training and programme development in higher education by building university networks and encouraging inter-university cooperation through transfer of knowledge across borders. (e.g. Currently, more than 630 UNESCO Chairs and more than 65 UNITWIN Networks have been in the Programme involving over 760 institutions in 125 countries).
- Supporting the **Association of African Universities (AAU) Core programme of activities 2005-2009** which aims to strengthening African universities' capacity in knowledge generation and dissemination, the recognition of African HEI, and to strengthening leadership and management in African HIE.
- **E-learning Africa** has established itself as the largest and most comprehensive capacity-development event for technology-enhanced education and training on the Continent. Initiated in May 2006 in Addis Ababa under the Patronage of the Ethiopian Minister for Capacity Development, H.E. Ato Tefera Waluwa, the pioneer event attracted more than 830 participants and 250 expert speakers.
- Launched in 2003 at the African Economic Summit in Durban, the **New Partnership for Africa's Development E-School Program** run by NEPAD aims to provide computers and internet access to all schools in Africa within 10 years, and also to set up health points to tie in with Nepad's E-Health program, by covering all high schools within 5 years of the start of implementation and all primary schools within 10 years, a total of some 600,000 schools. More concretely, it aims: 1) to provide ICT skills and knowledge to primary and secondary school students that will enable them to function in the emerging Information Society and Knowledge Economy; 2) to make every learner health literate; 3) To provide teachers with ICT skills to enable them to use ICT as tools to enhance teaching and learning; and 4) to provide school managers with ICT skills
- **Support the Decade for sustainable development (2005-2014)** It aims to integrate the principles, values, and practices of sustainable development into all aspects of education and learning. This educational effort will encourage changes in behavior that will create a more sustainable future in terms of environmental integrity, economic viability, and a just society for present and future generations. Its International Implementation Scheme sets out a broad framework for all partners to contribute to the Decade.
- **Junior Farmer Field and Life Schools (JFFLS):** Junior Farmer Field and Life Schools (JFFLS) were developed to improve children's agricultural and life skills, which in turn impact on livelihood support and food security. Piloted in Mozambique in 2003, the programme has now expanded to Kenya, Malawi, Namibia, Swaziland, Tanzania, and Zambia.
- **EDUCAIDS**, the UNAIDS Global Initiative on Education and HIV & AIDS, is led by UNESCO with the collaboration of UNAIDS cosponsors and other key stakeholders, and seeks to promote, develop and support comprehensive education sector responses to HIV and AIDS. EDUCAIDS has two primary goals: to prevent the spread of HIV through education; and to protect the core functions of the education system from the worst effects of the epidemic. EDUCAIDS has also been designated by UNESCO's Executive Board as one of three core UNESCO initiatives to achieve Education for All (EFA).

- **UNAIDS Inter-Agency Task Team on Education** was created in 2002 to support accelerated and improved education sector responses to HIV and AIDS. It is convened by UNESCO and includes as members UNAIDS Cosponsors, bilateral agencies, private donors, and civil society partners. It has as specific objectives to promote and support good practices in the education sector in relation to HIV and AIDS and to encourage alignment and harmonisation within and across agencies to support global and country-level actions.

b) Technical and Vocational Training and Education (TVTE)

- A “**Strategy to Revitalise Technical and Vocational Education and Training (TVET) in Africa**” adopted at the Conference of Ministers of Education of The African Union (August 2007) which aims: 1) To revitalise, modernise and harmonise TVET in Africa in order to transform it into a mainstream activity for African youth development, employment and human capacity building; 2) To position TVET programmes and TVET institutions in Africa as vehicles for regional cooperation and integration as well as socio-economic development; AND 3) To mobilise all stakeholders in a concerted effort to create synergies and share responsibilities for the renewal of TVET policies, programmes and strategies. With the leading role of UNESCO in the field of TVET as set out in the UNESCO Recommendations Concerning Technical and Vocational Education and Training (2001) and the Convention of Technical and Vocational Education (1989), UNESCO provides support in the implementation of the strategy.
- **The Plan of Action for the Second Decade of Education for Africa** provides a framework for technical and vocational education and training.
- “**Talent Academies**”- **Re-structuring Lives and Livelihood** They are part of an initiative designed to support the adolescents and youth populations in post conflict developing countries to: a) recognize and harness their individual talents, b) inspire them to aim for the best the world has to offer in their field of talent, c) train and mentor them to develop their talents for major employment changes, and d) compensate them with the basics they missed from their limited schooling.

c) Education on Science and Technology

- **The Declaration on Science and Technology and Scientific Research for Development** adopted at the eighth African Union Summit of Heads of States and Governments (Addis Ababa, January 2007) serves as an important framework. (e.g. BREDA – mapping of learning opportunities in 4 countries, publication of case studies results on technical and vocational education in sub-Saharan Africa).
- **The follow-up to the Global Forum on Science, Technology, and Innovation Capacity for Sustainable Growth and Poverty Reduction (Washington, DC, February 2007)** which highlighted the lessons of experience from previous and ongoing STI capacity building exercises and mapped out new and more effective ways for governments, industry, academia, foundations, and donors to work together to build STI capacity on a national and regional basis. The Forum resulted from collaboration among the World Bank, CIDA, DFID, Global Research Alliance (GRA), Inter-American Development Bank (IDB), Science Initiative Group (SIG), UNCTAD, and UNESCO.
- Within the framework of “**Science and technology education for all in Africa**” a set of activities are planned: teacher training in support of TISSA and in collaboration with African training providers such as GYCDC, FAWE, CIEFFA; the promotion of girls in science and curriculum reform through provision of gender inclusive textbooks, tools and training programs; and a review of existing science curricula as well as the development of regional guidelines for revision of the same will be developed in collaboration with IBE, and several African universities. Collaboration with programmes implemented by

bilateral agencies, such as JICA's Mathematics and Science Education Programme (a NEPAD flagship programme) that focuses on teacher training could be promoted.

- ***Biosphere reserves as learning laboratories for sustainable development in Africa*** By using several biosphere reserves in Africa as learning laboratories for sustainable development, this initiative aims at contributing to the UN Decade on Education for sustainable development.

iii. Literacy and non-formal education

- ***The United Nations Literacy Decade (UNLD) (2003-2012)***, coordinated by UNESCO, aims to increase literacy levels and to empower all people worldwide through advocacy, alliance building, networking and mobilization of all UNLD partners, standard setting, acting as a clearing house for collection, evaluation and dissemination of effective literacy practices and facilitating knowledge exchange. A major strategy to implement the UNLD Action Plan is to further facilitate and strengthen South-South cooperation among African, Asian and Latin American countries and South-South-North cooperation, with special emphasis on further involving civil society and research institutions as important UNLD partners. As a direct follow-up of the UNESCO series of Regional Conferences in Support of Global Literacy held in 2007 and 2008, a newly created network of universities and research institutions in support of global literacy will be further developed and strengthened as platform for knowledge exchange. Moreover, further to the collection, evaluation and presentation of effective literacy practices during the conferences, UNLD plans consultations among NGOs in Africa, Asia and LAC on common standards for designing effective literacy programmes, their implementation and evaluation. It will also set-up a consultative group to develop standards and principles for effective practices.

- ***The Literacy Initiative for Empowerment (LIFE) (2006-2015)*** is a ten-year global strategic framework for collaborative action to support the UNLD and to contribute to the achievement of EFA and the MDGs, with particular focus on adult literacy and out-of-school children. Targeting 18 countries in Africa that have a literacy rate of less than 50 percent or a population of more than 10 million people who cannot read nor write, it aims to reinforce national and international commitments to literacy, support the articulation of sustainable literacy policies, strengthen national capacities for programme delivery, promote the sharing and use of knowledge on innovations, and foster cooperation and solidarity among countries.

- A joint initiative between UIL and African First Ladies' foundations to introduce family literacy/ intergenerational learning approaches by which literacy and life skills education can be provided to parents and early childhood education for children and to strengthen parents' role in education support.

- ***Non-Formal Education Management Information System (NFE-MIS)*** to 5 additional African countries (Guinée Bissau, Madagascar, Seychelles, Union des Comores and Zambie) to assist them in mapping non-formal education provision and in generating and making available relevant data to monitor the implementation of policy goals and national plans and programmes;

iv. Education in countries with extraordinary vulnerabilities

- ***The INEE Minimum Standards for Education in Emergencies, Chronic Crises and Early Reconstruction*** which helps to define the minimum level of quality education for people affected by crisis and provides a normative framework for practitioners to plan and coordinate activities and hold one another accountable. Developed with extensive global consultation and supported by worldwide training, the Minimum Standards are increasingly providing the foundation for educational planning, implementation and evaluation in post-crisis situations. INEE works to raise awareness of the need for education in emergencies and advocating for its provision, as well as supporting practitioners. INEE's role has been central in the furthering the agenda and action, facilitating knowledge sharing and

collaboration. They have also worked to reinforce good practice, producing guidance materials and establishing task teams on issues such as gender and teacher compensation. UNESCO is deeply involved in the work of INEE.

- ***The International Strategy for Disaster Risk Reduction (ISDR)*** focuses upon the role of education both in mitigating the negative impact of natural disasters and also in the response to reconstruction and recovery. ISDR seeks to generate case studies and examples of effective practice in order to redress the limited attention to preparedness and disaster risk reduction in education standards, materials and practices.
- **The Inter-Agency Standing Committee (IASC) Cluster for Education in Emergencies** is intended to better coordinate efforts by many partners to restore schooling to populations affected by emergencies due to conflict and natural disasters.

v. **Teacher training for quality education**

- ***Teacher training Initiative for sub-Saharan Africa (TTISSA) (2006-2015)***

This initiative aims to increase the quantity and improve the quality of the teaching force in sub-Saharan Africa through a holistic approach. More specifically, it aims to: 1) improve teacher status and working conditions; 2) improve teacher management and administrative structures; 3) develop appropriate teacher policies; and 4) enhance the quality and coherence of teacher professional development, through policy development, studies and evaluations, production of toolkits, workshops, review and development of teaching and learning materials, capacity building and advocacy.

TTISSA is working through the global framework of Education for All (EFA) as well as regional priorities such as those of the African Union (AU), the New Partnership for Africa's Development (NEPAD) The Plan of Action for the Second Decade of Education for Africa and the Regional Economic Commissions (RECs). At the national level, it is aligned with countries' Education Sector Plans as well as other national policies. TTISSA is also working closely with the other two UNESCO initiatives in education (EDUCAIDS and LIFE) in order to ensure synergies and enhance impact on the ground. At Regional level links have been made with the Africa Union and will be further explored in order to ensure that the TTISSA synergises with the 2nd Decade of Education for Africa. The areas of potential collaboration are currently being defined with the Association for the Development of Education in Africa (ADEA) and the New Partnership for Africa's Development (NEPAD). At national level, TTISSA continues to dialogue with the Permanent Delegates, Ministries, and UNESCO Field Offices to better understand the implications for TTISSA within the varying contexts.

In the achievement of its outputs, TTISSA is prioritizing a number of areas:

- Teacher recruitment, retention and training policies:
 - Quality assurance
 - ICTs
 - Enhanced data collection for policy making
 - Research on teacher issues
- ***The Plan of Action for the Second Decade of Education for Africa***
It provides a framework for teacher development.

vi. **Information and Data Management**

- ***Data Quality Assessment Framework (DQAF)***

This is a methodological framework elaborated by UIS and WB to measure the quality of statistical process through different dimensions.

Annex 8 Indicators

TICAD IV areas of focus Windows of opportunities	Status and challenges	Output Indicators
1. Primary education		<ul style="list-style-type: none"> • The number of countries where the legal and policy frameworks have been changed to ensure the right to education • The number of countries that increased allocations for basic education (Public current expenditure on primary education as % of GNP) • Increased external financial resources to basic education • The number of countries where school fee has been abolished • The number of countries with a school feeding program • The percentage of primary schools in each country with a school feeding program • The number of primary students (girls, boys) benefiting from school feeding • The number of children (girls, boys) who have been enrolled in primary school through the School Feeding Programme • The number of countries with national standards for child-friendly schools (CFS) (or similar models) • Percentage of schools embarking on a path to quality through CFS models, in countries with and without CFS standards
Access	<ul style="list-style-type: none"> • GER 98% • UPC 63% • NER 70% (SSA) 	<ul style="list-style-type: none"> • The improved gross enrolment ratio (GER) and the net enrolment ratio (NER) • The number of countries where the number of out-of school children has been decreased
Quality	<ul style="list-style-type: none"> • 1.6 additional teachers are need in SSA to achieve UPE • Pupil/teacher ratio 45 • Trained teachers 78% (SSA) • Survival rate 63% (SSA) 	<ul style="list-style-type: none"> • Increased number of teachers (e.g. at least 0.2 million increase per year for sub-Saharan Africa) • Improved pupil/teacher ratio • Increased number of trained teachers • Improved survival rate
2. Post-primary education		<ul style="list-style-type: none"> • The number of countries where the legal and policy frameworks have been changed to ensure the right to education • The number of countries that increased allocations for secondary education • Increased external financial resources to secondary education, Science and technology education, and TVET
Secondary education	<ul style="list-style-type: none"> • GER Lower 50% Upper 24% 	<ul style="list-style-type: none"> • The number of countries where the gross enrolment ratio (GER) and the net enrolment ratio (NER) have been increased

	<ul style="list-style-type: none"> • NER 25% (SSA) • Transition from primary to secondary general education 63.2% (SSA) 	<ul style="list-style-type: none"> • The increased number of trained teachers • Transition from primary to secondary general education increased
Science and technology education		<ul style="list-style-type: none"> • The number of countries where science and technology education policies have been developed and integrated in national education plans
TVET	<ul style="list-style-type: none"> • Technical 561/100,000 • Enrolment in TVET 2,063,000 (SSA) 	<ul style="list-style-type: none"> • Enrolment in TVET • The number of countries where TVET policies have been developed and integrated in national education plans
Higher Education	<ul style="list-style-type: none"> • GER 5% (SSA) 	<ul style="list-style-type: none"> • The number of countries where GER has been increased
3. Literacy and non-formal education		<ul style="list-style-type: none"> • The number of countries where literacy policies have been developed and integrated in national education plans; • The number of countries that increased allocations for literacy and NFE • Increased external financial resources • The number of countries where institutional capacities have been strengthened to provide literacy programmes of good quality, to monitor and evaluate, and to assess learning outcomes; and the number of personnel trained at all levels;
Adult literacy (15 and over)	61% 59% (SSA)	<ul style="list-style-type: none"> • The number of countries where the adult literacy rate has been increased
Youth Literacy (15-24)	69% (SSA)	<ul style="list-style-type: none"> • The number of countries where the youth literacy rate has been increased
Out-of-school children	Out-of-school children: 32,774,000 (SSA)	<ul style="list-style-type: none"> • The number of countries where the number of out-of-school children has been decreased
4. Education for post-conflict recovery		<ul style="list-style-type: none"> • Percentage of children back in school or at a learning facility within six weeks after being affected by an emergency • Percentage of schools restored to functioning status within 12 months of being destroyed, damaged or made non-functioned by an emergency
Vocational training and employment for young people and adolescent		<ul style="list-style-type: none"> • The number of young people and adolescent who have been trained and employed increased
The INEE Minimum Standards ⁵		<ul style="list-style-type: none"> • The number of countries where the INEE minimum Standards are used in educational planning, implementation and evaluation in post-crisis situations
5. Teacher training for quality education	<ul style="list-style-type: none"> • 1.6 additional teachers are need in SSA to achieve UPE • Pupil/teacher ratio 45 	<ul style="list-style-type: none"> • The number of teachers increased (e.g. at least 0.2 million increase per year for sub-Saharan Africa) • The number of countries where the

⁵ The INEE Minimum Standards help to define the minimum level of quality education for people affected by crisis and provide a normative framework for practitioners to plan and coordinate activities and hold one another accountable

	<ul style="list-style-type: none"> • Trained teachers 78% (SSA) • Survival rate 63% (SSA) 	<p>pupil/teacher ratio at primary and secondary levels has been improved</p> <ul style="list-style-type: none"> • The number of countries where the percentage trained teachers at primary and secondary levels increased • The number of countries where the status and working conditions of teachers improved • The number of countries where the teacher management and administrative structure improved • The number of countries where appropriate policies for teacher recruitment, training and deployment have been developed • The number of countries where quality and coherence of teacher professional development enhanced • The increased financial resources
6. Information and data management		<ul style="list-style-type: none"> • The number of countries which implemented some elements of the Plan of Action for the Second Decade of Education for Africa • The number of countries where capacity of national institution on data and statistics developed • The number of institutions where capacity of data and information management developed • The African Education Observatory established
7. Financing of education		<ul style="list-style-type: none"> • Some recommended actions by the TICAD IV ED Cluster funded for implementation • The number of countries where allocation of domestic resources to education increased • The number of countries where aid to education in Africa, in particular to basic education increased • Financial resources mobilized to education in Africa through innovative mechanisms

* Sources: African average – from Dakar + 7, Sub-African average – GMR 2008, World average – GMR 2008

**Data – Given data are for Africa. When they are for sub-Saharan Africa, it is indicated as (SSA).

Annex 9 Donors contribution (Excel spreadsheet)

ⁱ WFP Report: *Food for Education Works*; 2007.

ⁱⁱ Primary school age varies from country to country and usually includes ages 6-12.

ⁱⁱⁱ Figures based on existing data for 93 countries (82 LIFDC, plus 11 countries with WFP presence but that are not considered LIFDC); UNESCO: number of primary school age children (in & out of school); FAO: figures for proportion of undernourished among the general population; UNESCO: proportion of primary school age children who are among the poorest 20 percent of the population, and who are in school; and an average school year of 200 days.

^{iv} There were 36 country delegations (Angola, Benin, Botswana, Burkina Faso, Burundi, Cameroon, Central African Republic, Chad, Congo Brazzaville, Ethiopia, Gabon, Gambia, Ghana, Guinea, Guinea-Bissau, Kenya, Lesotho, Madagascar, Malawi, Mali, Mozambique, Namibia, Niger, Nigeria, Sao Tome and Principe, Senegal, Sierra Leone, South Africa, Sudan, Swaziland, Tanzania, Togo, Uganda, Zambia, Zanzibar, Zimbabwe), 29 of which were headed by Ministers or Deputy Ministers of Education. The Development Partners included the African Development Bank, Agence Française de Développement, French Ministry of Foreign Affairs, DfID, GTZ, JICA, UNESCO, Irish Aid, Danida, Norad, Swedish International Development Cooperation Agency, Netherlands Ministry of Foreign Affairs). About 35 World Bank Staff also participated in the Conference. Civil Society was represented by about 50 participants. In addition to the registered participants, the opening ceremony was attended by 50 secondary school students from Accra schools.