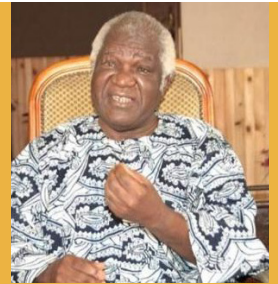# educACTION frica news

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

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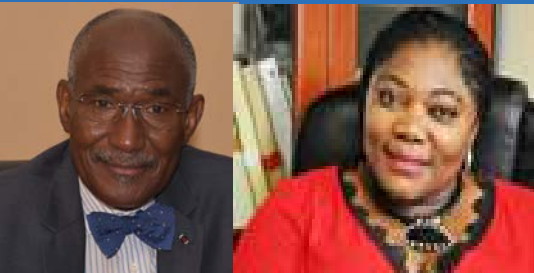
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Editorial

Revisiting quality in African Education for the Sustainable Development Goals

by Lawalley Cole

Over the past 27 years since the Jomtien Education Conference in Thailand, there has been much debate on focusing on quality in African education. UN agencies like UNESCO and UNICEF as well as the World Bank, the African Union and the Commonwealth have all delved into the issue of quality in African Education. In the seven Biennials and two Triennial meetings that ADEA conducted since 1993, much emphasis focused on quality in education problems with the 1997 and 2001 Biennials focusing exclusively on quality in education in Africa. But what have we achieved so far in terms of bringing the quality component fully into African education?

As we discuss quality in education, there are several elements that we will need to examine. We must be mindful of confusing "institutional effectiveness" with educational quality. In other words, we should be able to know the difference between "education" and "schooling". Education can be seen as "the development of desirable qualities in people" with an understanding that educational purposes are a prerequisite to any detailed consideration of quality schooling. On the other hand, education is also about providing a service which is of educating young people through institutionalised and universalised "organised" learning.

Traditionally, the "economist" view of education uses quantitative, measurable outputs as a measure of quality. We see this, for instance in enrolment ratios and retention rates, rates of return on investment in education regarding earnings and cognitive achievement as measured in national or international inquiries. On the other hand, what we know as the progressive or humanist tradition tends to place more emphasis on educational processes. The word «indicators» implies a positivist approach to measuring quality and so, tends not to be used within this tradition. We base judgements of quality on what happens in schools and the classroom. Basic cognitive skills, literacy and numeracy, as well as general knowledge, are considered vital to quality. However, we also recognise schools as places where learners acquire attitudes and cultural values. Hence, we include characteristics such as learner-centred pedagogies, democratic school governance and inclusion in notions of quality education.

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We associate each of these divergent approaches with a large international development organisation. The "economist" view tends to dominate World Bank thinking on education. The World Bank is a bank and, therefore, justifies its loans for education development regarding public financial returns. The "economist" view has focused on investment in the improvement of primary education provision and rationalised this in terms of economic and social development. The work of human capital theorists is drawn on to argue that education is a necessary, although not sufficient condition for national economic development. Reports have linked rates of return analysis at the World Bank with education to gain higher earnings. Other World Bank studies have also been used to argue that education relates to high productivity in the agricultural sector. Other arguments have associated primary education support to social development through reference to studies linking fertility levels, improved child health and nutrition and attitudinal modernity to primary schooling. Attitudinal modernity refers

to "adopting rational, empirical, egalitarian beliefs, which are a precondition for functioning effectively in the political and economic institutions required for development." Researchers using current data sets and sophisticated statistical analysis continue to make the same arguments for investing in primary education. Researchers holding the "economist" view have even proceeded to discuss the importance of "cognitive competencies", emphasising literacy and numeracy as the principal pathway between education and development.

Since its inception, UNESCO has viewed education as essential although not sufficient for human development and as having cultural, even spiritual, benefits. We currently realise this emphasis across the UNESCO "themes" that border on cultural and linguistic diversity in education. These also stand out on the issues that focus on peace and human rights education, inclusive education, and education for sustainable development. We recall that the United Nations declared 2005-2014 as the "Decade of Education for Sustainable Development-.

According to UNESCO, Education for Sustainable Development (ESD) empowers people to change the way they think and work towards a sustainable future.

UNICEF has considered the definition and achievement of quality education as an ongoing challenge with continuing debate on what quality in education means and how to assess it with a more "holistic and comprehensive" view of quality education based on "Child-Friendly Schooling". These include the development and adoption of quality standards, capacity building for teachers on quality learning and teaching based on the child-friendly school approach, and promoting an enabling school environment.

The Delors Report "Learning: the treasure within" published in 1996 contained UNESCO's vision for a global education. The basis of the report is the four pillars of education which are «learning to know, learning to do, learning to live together, and learning to be». The Delors Report has been influential in the development of the concept of Life Skills which incorporates social attitudes, basic knowledge and practical skills. Life skills include, but are considerably wider than vocational skills, practical skills and knowledge that lay the foundation for young people to be economically productive when they enter the world of work. New curricular areas or cross-cutting

themes, such as peace education, health or education for sustainability, can be viewed as focusing on the relatively neglected pillars of learning to live together and learning to do. All these had formed the basis from where we have drawn over the years all these issues about quality in education.

The Education for All (EFA) movement assumed a humanist stance concerning education. Their rationale for taking a particular ideological stance about interpreting and prioritising quality rests on the binary logic of promoting human development and human rights. With the targets set, individual governments, NGOs and external partner agencies were encouraged to cooperate in finding and implementing strategies to achieve them. The rhetoric of EFA documents influenced discourse on quality education by governments and institutions, including the World Bank around the world. A common cause between the humanist approach and its most well-known international advocate, UNESCO, and the economic approach of the World Bank lay behind the Jomtien Conference and the ensuing global EFA movement. The 1990 World Declaration on Education for All called for the universalisation of primary education, a goal that the World Education Forum held in Dakar emphasised in 2000 and which constituted the second of eight Millennium Development Goals.

> We base judgements of quality on what happens in schools and the classroom. Basic cognitive skills, literacy and numeracy, as well as general knowledge, are considered vital to quality.

The Dakar Framework for Action affirmed the World Declaration's commitment to improving access with quality. The Regional Framework for Sub-Saharan Africa stated that the priority areas of focus would be "access and equity, quality and relevance, capacity building and partnerships". Signatories to the Dakar Framework for Action committed themselves to improving quality along with access. The Dakar Framework also reaffirmed Jomtien's commitment to achieving gender equality within basic education and meeting the learning needs of disadvantaged groups, most especially those with disabilities. The Dakar Framework placed greater emphasis on quality than any other internationally ratified text had in the past. It called for equity and inclusion concerning both access and achievement. It also highlighted learning outcomes as key indicators of education quality and called for the inclusion of life skills in basic education curricula, which incorporate the learning to live together

Editorial

and the learning to be pillars defined in the Delors report.

The 2005 EFA Global Monitoring Education for All Report emphasised on the quality of education and progress towards achieving the MDGs and related development outcomes. There were recurrent references to various components of educational quality that can be taken to form a useful analytical framework for the concept. We identify these elements as effectiveness, efficiency, equality, relevance and sustainability. These five areas served as a basis for analysing the quality of educational innovations aimed at any aspect of the education system such as policy changes, national administration, local government, and classroom interventions.

> **According to UNESCO, Education for Sustainable Development (ESD) empowers people to change the way they think and work towards a sustainable future.**

The 2030 Agenda for Sustainable Development approved two years ago by the United Nations is an inter-governmental commitment and "a plan of action for people, planet and prosperity». It has 17 integrated and indivisible Sustainable Development Goals (SDGs) which balance the three dimensions of sustainable development: the economic, social and environmental. These goals confirm the scale and ambition of this new universal agenda. Education is central to

> **UNICEF has considered the definition and achievement of quality education as an ongoing challenge with continuing debate on what quality in education means and how to assess it with a more "holistic and comprehensive" view of quality education based on "Child-Friendly Schooling".**

the realisation of this new development agenda. It is a stand-alone goal (SDG4), with seven outcome targets and three means of implementation. The goal of quality education reads as follows: "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all". In the 2030 Agenda for Sustainable Development, Education does not restrict itself to SDG4 alone. The targets of five goals specifically mention Education and link it with almost all the other SDGs in one way or another. These goals include Health and Well-being, Gender Equality, Decent Work and Economic Growth, Responsible Consumption and Production, and Climate Change Mitigation. Education is, therefore, the key to human fulfilment, preparation for the world of work and contributes to social progress and social change. The African Union's Agenda 2063 and its Continental Education Strategy for 2016 –2025 also articulate these points. The SDG4 – Education 2030 constitutes a renewed focus on active learning and the acquisition of relevant knowledge, skills and competencies. It also concentrates on the relevance of learning, both in terms of vocational and technical skills for decent work, as well as for global citizenship in a plural, interdependent, and interconnected world.
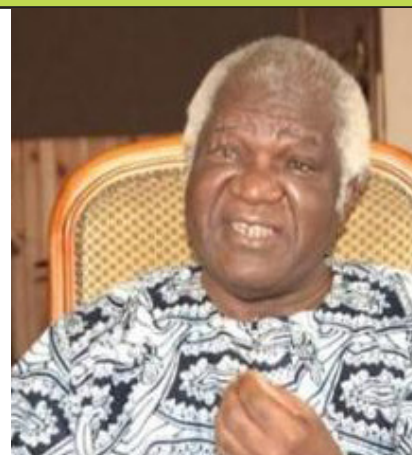
The Interview

Interview with Mr. Mamadou Ndoye, the ADEA Triennale General Coordinator

Mamadou Ndoye

The final continental validation meeting for the ADEA Triennale held in Dakar, Senegal in March 2017 was held in Cairo, Egypt from 22nd to 23rd November, 2016. The theme of the Triennale is «Revitalizing education towards the 2030 Global Agenda and Africa's Agenda 2063». The Egypt continental validation meeting was the culmination of the preparatory work that involved the production and presentation of analytical work, online consultations as well as the following regional consultation meetings:

1) Libreville, Gabon for Central Africa (30th – 31st May), on sub-theme 4 - Building peace and global citizenship through education; 2) Dakar, Senegal for West Africa (13th – 14th June), on sub-theme 2 - Promoting science, mathematics, and information and communication technology; 3) Rabat, Morocco for North Africa (13th – 14th June), on sub-theme 2 - Promoting science, mathematics, and information and communication technology; 4) Luanda, Angola for Southern Africa (27th – 28th July), on sub-theme 3 - Implementing education for African cultural renaissance and pan-African ideals; 5) Nairobi, Kenya for East Africa (30th August – 1st September), on sub-theme 1 - Implementing education and lifelong learning for sustainable development.

The Triennale thematic coordinators and quality assurance experts have consolidated and reviewed the feedback emanating from these regional conferences, together with several contributions to the analytical work – in the form of studies and research reports for each sub-theme – and produced thematic syntheses. This continental meeting in Cairo focused on assessing the results of the preparatory work done so far, and agreed on a roadmap for the remaining work prior to the 2017 Triennale in Dakar, Senegal.

During this validation meeting in Cairo, Lawalley Cole had a conversation with the ADEA Triennale General Coordinator, Mr. Mamadou Ndoye. Issues around the Triennial's planning and execution of recommendations were discussed. This edition has a number of post-Triennale articles that have focused also on quality issues in education. Let us now go back to Cairo and assess what Mr. Ndoye said then and examine what is happening now during this post-Triennale period.

Lawalley Cole: *Good morning Mr. Mamadou Ndoye*

Mamadou Ndoye: Good morning.

Lawalley Cole: *First of all, I wanted to ask you a question on what has been done so far. The work on the preparations of the 2017 ADEA Triennale that will take place in Marrakech, Morocco, started nearly a year ago. I would like to know what work has already been done.*

Mamadou Ndoye: Obviously, the first thing that we have done was to discuss the theme of this Triennale and, taking the context into account, to see what main challenges we are facing in education in Africa, and consequently how we can discuss the questions linked to these issues. It happens that in the context of the period – it was the 2015 evaluation and the post-2015 perspectives. The essential question that we can now raise on education in Africa is how the results of all these will make this transition from the EFA goals to the post-2015 objectives. That is why the Triennale's theme is to see how we can revitalise education within the perspective of the 2030 program that brings the post-2015 goals to the universal level, and also the Agenda 2063 that carries the African Union's ambitions for the future to the African level.

Lawalley Cole: *There are four sub-themes. Can you give us the details on these sub-themes and what the key activities are that are envisaged for the execution of these sub-themes?*

Mamadou Ndoye: When we decided on the theme, we naturally had to structure the issues into sub-themes. What did revitalising education in Africa mean? First, for the first

sub-theme, we started off with the world: with the sustainable development goal no. 4, which is contained in the 2030 program. Some commitments are universal, and the first sub-theme was structured around the 2030 program with SDG 4. Next, we pondered on how to take up this global objective and link them to our African perspectives, and in particular, Agenda 2063, and it was in this framework that the three other sub-themes were defined. Firstly, how can Africa catch up in the areas of science, mathematics and technology? We said that the second theme would concern the promotion of science, mathematics and technologies in Africa to help the continent build the future knowledge economies. Secondly, we also said that the African cultural renaissance and pan-Africanism represented, among the ideals of the African Union, something fundamental. Therefore, building this cultural identity in young people and getting them to integrate the ideals of pan-Africanism should help our youths, at the grass roots to believe in Africa, to believe in the future of Africa. They will then see the need to forge a strong identity for themselves and will want to create the framework for the United States of Africa. The last theme concerned the peace building and common citizenship because we know that our continent suffers from a significant number of conflicts and that there are also potentially other conflicts that can occur. It is therefore essential to try as of now to eradicate these sources of conflict in the conscience and behaviours of young people, and this is what the fourth theme articulates. While we were working on structuring, we launched the analytical work on the topic. We created four groups that work on the four sub-themes, and we also set up the general coordination that is responsible for making the global synthesis. We made progress first of all in writing conceptual notes. The general theoretical note, then the conceptual notes of the four sub-themes were also completed. Once validated, they made it possible from a methodological point of view to understand how each sub-theme was going to not only take up its conceptual framework but also to launch a call to the countries and organisations. Such would mean that all those who make contributions in Africa can take part in the development of this program and share it, what we could do. We succeeded in doing the consultation work through five regional conferences that held in West Africa, Central Africa, North Africa, East Africa and Southern Africa. Today, we are at the continental conference, which is the conclusion of these consultations, and we are entering the last phase, that is, the finalisation of the synthesis documents.

Lawalley Cole: *I would like to go back to the last two sub-themes: pan-Africanism, the African renaissance and also education for peace. This morning, in your presentation, you spoke about young people who leave the continent to go elsewhere or to drown in the Atlantic Ocean or the Mediterranean Sea. We have a large number of pro-*

blems. In your opinion, do you think that the Triennale can make a difference to stop these flows of young people who leave the continent to go elsewhere to look for work?

Mamadou Ndoye: The Triennale's objective is to push the reform of our education systems, which are too extroverted, that is, that they prepare young people in an exterior-oriented spirit. The language of instruction is not an African language. School, as it exists, is of Western origin, and when you regard the educational contents, most of them present foreign models. That means that young people today, instead of knowing the general history of Africa and being proud of this history prefer to attach values to Western customs and institutions. However, Africa was, all the same, the mother of all the world's civilisations. If young people knew this history of Africa well enough, they should have been prouder of this continent. With a sound knowledge of the African cultural values and languages, African youths will build a strong identity that meant that they would be proud of themselves and of belonging to Africa. Such pride would also strengthen their confidence in Africa and would let them say: our future is in our continent and not elsewhere. Unfortunately today, this is not the case, and we have to reverse this trend. If the ADEA Triennale succeeds in involving the African countries in this reform toward the culture anchoring of young people in Africa, it would
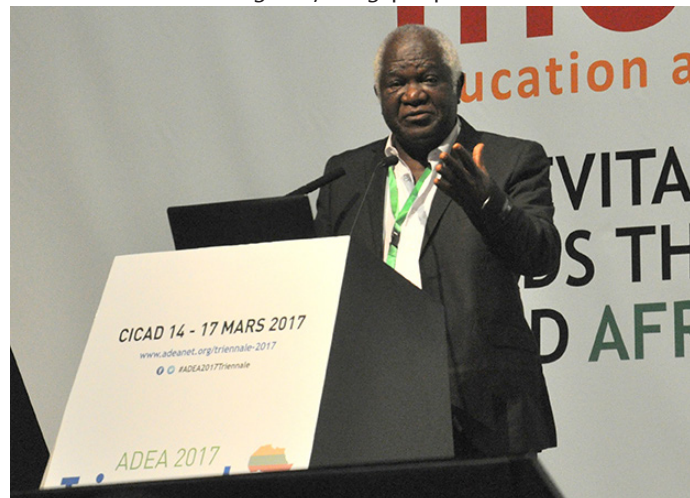
certainly have contributed to bringing about a fundamental rupture with regard to the colonial school that we inherited.

Lawalley Cole: *Exactly, that is what the Agenda 2063 says. Because we have the global 2030 program and the African Union came up with Agenda 2063, we have models that are well-articulated to strengthen this African culture and so that children and young people understand what Africa can offer to them. But there is a problem: the entire African continent – we have 54 countries, now 55 countries as of January that will be members of the African Union after Morocco returns to the African Union. What must we do to ensure proper participation of the governments in the conclusions of the Triennale and the implementation of its*

recommendations, to ensure that the Agenda 2063 is taken into account and that all the parties participate effectively at every level including financing of Africa's programs, etc.?

Mamadou Ndoye: From the viewpoint of participation, I believe in the methodology we used for the preparations that consisted in consulting the countries to review objectives. The countries, themselves, had to speak about their experiences, their innovations and projects. That is already a way of involving the countries in the process. The second way lies in the manner in which the consultations were organised in each African sub-region to bring the countries together and involve them in reflecting on the issues. Now, the third step is, of course, going to the Triennale, and I believe that it is a fact of having invited the group of heads of state to which the African Union had entrusted the question of transforming education. In fact, Agenda 2063 even speaks about the education revolution, which is the term that we use. As concerns the development of education in the respective countries, we want to make the heads of states that spoke about the education revolution understand that this is their revolution, which they must implement. And what we are looking for is that the governments at the highest level that is the heads of state to get involved now in implementation. That is the letter and spirit of this Triennale.

Lawalley Cole: *There is also the question of partnerships. It is not only the governments that must participate in implementation but also all our partners: our technical and financial partners, the multilateral and bilateral partners just like the traditional partners. What will their roles be? In your opinion, what roles must they play to support the implementation of the government's activities, for the budget and the recommendations?*

Mamadou Ndoye: I believe that you've used the right term. When the countries are in the driver's seat, they say here is what we want, here is where we are going, here is what

we are going to do, the role of the partners is to provide support from the technical and financial standpoint for the countries that want to take this road. That is also one of the fundamental visions. The partner does not have to tell the countries where they should be heading. The partner, if it really wants to accompany the countries, from the technical angle should say: this is how I am going to support your technical and institutional capacities, here is how I am going to provide the resources you need to carry out your policy. What we expect from partners is precisely this kind of support.

Lawalley Cole: *For me, even if there is this support aspect, there is also the issue of financing our activities; not necessarily of the Triennale, the recommendations, but in the area of our education in general. As you know, many governments say that they already devote 20% of their budget to education. But according to many people, this budget is wrongly allocated. For instance, the budget will pay the teachers' salaries, but infrastructure and quality in the system are grossly neglected. What must we do now to ensure that the financing of education is particularized and that it plays a significant role in funding the best aspects of education in Africa: quality, the teachers, the infrastructure, textbooks and other materials, etc., which are lacking in many of our schools.*

Mamadou Ndoye: First of all, I believe that, on the African level, we asked ourselves what we can do as African countries. And based on what we can do and the countries' needs, what our priorities are. The priority of the African countries, taking the current situation into account, should be to cover all the educational needs that arise. In other words, we have 31 million children today who do not attend school. Under these conditions, when someone tells me that a classroom is poorly built or that there is furniture missing here or there, this is not my priority. My priority is the 31 million children who are unable to attend school. It is here that I must, first of all, spend money so that those children can go to school. Secondly, if I get these kids into a school, I must ensure next that we do whatever is necessary to make sure that they can learn what they have to learn. And here there are significant challenges that we must undertake. We must change the teachers' culture. They have to know that when they have a class, it is not to select the best students. When they have a class, they must make sure that everyone succeeds in learning the necessary skills. Everyone has to know how to read, write and calculate. The teachers have to get it into their heads that their profession is not to see who the best ones in their class are and to select them. These cultural changes regarding the teachers must also accompany the building of their professional capacities. For me, this second priority is critical. There are other priorities concerning educational materials, the training of school directors, etc. But the two top priorities for me are quality and fairness.

Lawalley Cole: *Are there other considerations on the policy level that you are thinking of?*

Mamadou Ndoye: The financing that you talked about earlier is also a problem. It is true that globally at the African level, we put 4.3% of the GDP into education, and earmark nearly 16.6% of public expenditures for education. It is clear that this is insufficient, which leads to the problem of redefining priorities within the global education budget; this is the first element in increasing resources. Secondly, there are also an enormous number of questions concerning the allocation and use of resources. First of all, there are a lot of expenditure that is not efficient because bureaucratic paperwork increases costs. There is equally a corruption problem in education. There are endless things in which we lose a lot of money. When you have very little money, you must ensure using this small amount correctly. That is not the case today. As concerns allocations, we must also assure that we are putting money into where the needs are, and to not have choices sometimes just set out by the elite to the detriment of the masses. The needs of the elite in education are often met, and those left out are often forgotten. Look at the budgets for nonformal education and for literacy training. You'll see that it's always zero point something, sometimes zero point zero something of the education budget, which means that those left out receive nothing. But we can go as far as meeting the needs of the already privileged elite within the system. Here too, we already have problems that we must solve. It was shown earlier how household expenditures were considerable at the primary and secondary levels and that they were lower at the higher education level. Therefore, public investments are greater at the higher education level and lower at the other levels, whereas the opposite should be true.

Lawalley Cole: *What do you think of early childhood education? Today there was a presentation by the early childhood group, and the lady presenter talked a lot about early childhood education.*

Mamadou Ndoye: We must not forget the enormous waste linked to early dropouts. Many children who enter primary school drop out before the end of primary education. We lose a tremendous amount of resources. Consequently, one of the analyses done at the end of several research undertakings was that if the child is not ready to enter school, there are risks that s/he will fail, which explains the reason for a large number of dropouts, grade repetitions, and hence the enormous waste. We must be ready to teach, i.e. the preparation of teachers. But we must also be willing to learn, i.e. to prepare the children. It is, in fact, early childhood development that makes it possible to prepare children to learn. Imagine that for a child who has never been in an established learning structure, the very fact of coming to sit down in the classroom for two or three hours is a terrible trial, because he is unfamiliar with this. He has never been in an established learning structure, and he can feel uncomfortable and not be able to react positively to learning. I'm only giving you this simple example. I'm not even talking about the preparation of a child's mind. Someone who has never seen writing, who has never had an interaction with a reflection of the school learning type, and you suddenly put that child to face this novelty. Indeed, this explains a lot of school failures. So, let's prepare these children. It is a gain not only for learning. It is also an economic gain. This is the calculation that insti-

tutions like the World Bank make when they say that it is an economic gain. Instead of losing money and throwing it out of the window, this wealth should at least remain in the system. This question is increasingly on the agenda. Now, we have a problem that is serious: what model do we have for children who are not prepared? Because we must not forget that these unprepared children are also poor children, most likely from a rural background. They are especially the ones who are not prepared to enter school. How can we have a model that can be generalized for this milieu? This is another essential question. If we do not find the right model and if we take foreign models, and copy them, as we see in our cities, it is clear that we won't be able to cover much. But some countries have shown that with a good community model, even in relying on the community's resources, and with light support from the state, a very light technical and financial assistance, with very light costs, we can cover everyone.

Lawalley Cole: *A good example can be found in Mauritius, can't it?*

Mamadou Ndoye: Yes. Even though Mauritius, taking the population's living standards into account, is not very comparable to the other African countries. But you can take other countries: Zanzibar, which is part of Tanzania, only looked at local resources. Seeing that all the children go to the Koranic school before going to school, they tried to see how to transform the Koranic schools a little so that

the children benefit from directed learning before going to school, and they were almost able to cover everyone.

Lawalley Cole: *My last question concerns gender. I would like to talk about the demographic dividend. How can we make use of it? The African Union is declaring 2017 the year of the demographic dividend and the promotion of youth on the continent. We know that there are a lot of girls and women who did not have access to school or who did not complete their schooling. In the context of our Triennale, what should we do? What sub-theme is this question a part of? There is this aspect that we should examine to be able to do something, to have good results in five years. We should see what the African Union, and Agenda 2063 and the global 2030 program have to say to support the education of girls and young women.*

Mamadou Ndoye: I think in fact that there are two questions: the demographic dividend is a global issue. Gender can be a question within the demographic dividend. First, the demographic dividend. Naturally, this demographic dividend is an opportunity for Africa. Concretely, what does this mean? Firstly, this means that the dependency ratio at the population level should strongly decrease. In other words, the workforce will be much larger than the number of dependents, either downward or upward in terms of age, because Africa will have the youngest population in the world. Secondly, this population will be in the active segment; the majority will be found in the active segment of the population.

Lawalley Cole: *Yes, 70% according to what is said.*

Mamadou Ndoye: There you go. So, when you have this type of demographic structure, you have an added value, because the active population that must take charge of the dependent population is much greater than the dependent population. Secondly, the demographic dividend, on the economic level, is also the rise of a middle class, and this is already permitting a kind of structural transformation on the societal level. What do the two together result in? Firstly, if this active population is equipped with sufficient technical and professional skills, it is capable of anticipating and implementing the mutations that will construct the structural transformation of the economy. First, diversifying agriculture, which is extremely important, and secondly, processing the basic products on site instead of directly exporting them. That creates a double added value for the economy and makes it possible to go towards growth. That is the main issue at stake but provided that this active population has the skills to ensure employment, or a lack of employment leading to self-employment, or lack of self-employment that would lead to entrepreneurship. If you have sufficiently prepared them for this and they are in a position to carry it out, you will experience a dynamic. If, on the other hand, with such a broad population which you did not prepare with skills, or equip them for social insertion, you risk having a social time bomb on your hands. Yes, a social time bomb! Herein lies the problem of the demographic dividend. What is there inside this? How are we going to ensure – that the 2030 program emphasises this – the equality and empowerment of women? Equality so that women can play the same roles as men because if we relegate them, we lose our forces. We must not lose over half of this active population because women represent more than a half, and if we place them in second ranks, we lose practically half of this bonus. It is therefore absolutely indispensable to ensure their equality. But more than their equality, we must ensure their empowerment, that is, their capacity to take initiatives themselves, to be able to deploy themselves and to not depend on the deployment of men. When that happens, it means that all the forces are in motion. And there you go.

Lawalley Cole: *OK, Mr. Ndoye, thank you for this interview. It was fascinating.*

Mamadou Ndoye: And I thank you.

Spotlight on the ADEA Triennale and its key takeaway on education and training in Africa

The ADEA Secretariat, Abidjan, Côte d'Ivoire

The flagship event of the Association for the Development of Education in Africa (ADEA), the 2017 Triennale on Education and Training in Africa, finally took place from 14th to 17th March 2017. This event held at the Abdou Diouf International Conference Center (CICAD) in Diamniadio (Dakar, Senegal). His Excellency Macky Sall, President of the Republic of Senegal and Lead Champion for the

The ADEA 2017 Triennale, one of the most important global events in education and training in Africa ended on March 17th with a significant commitment by African Ministers, key development cooperation partners and stakeholders to revitalise and transform education systems on the conti-

Oley Dibba-Wadda, ADEA's Executive Secretary at the time, addressing the Triennale gathering

Committee of Ten Champion African Heads of State on Education, Science and Technology patronised the event.

nent, supported by a sustainable funding mechanism such as an African Education Fund, to achieve structural transformation, inclusive growth and sustainable development.

Dr. Mahama Ouedraogo, interim Director of Human Ressources, Science and Technology of African Union Commission, Representative the Chairman of the Commission

At the conclusion of the highly successful ADEA 2017 Triennale, held under the central theme of "Revitalising education towards the 2030 Global Agenda and Africa's Agenda 2063", African governments:

- Reaffirmed their commitment to the revitalization and transformation of education systems on the continent;

- Committed to promote and implement appropriate and coherent policy responses and practices to equip African youth with the knowledge and skills to meet challenges of the 21st century.

- Facilitate their integration into the world of work and entrepreneurship; to prepare them to become real citizens not only of Africa but also of the world; and create decent employment to preserve social cohesion and eliminate radicalization to ensure the realisation of our national, regional and continental visions;

- Committed to prioritise early learning by expanding access to quality early learning opportunities, especially for children at risk and under-achieving communities, and by promoting increased financial investments in quality early learning and nutrition programmes;

- Agreed to support and collaborate with the socio-economic community, development cooperation partners, the African Diaspora and other education stakehol-

ders to implement the recommendations adopted at the Triennale, and in particular to share best practices and successful programs in African countries for the transformation and development of education.

- Committed to consult with their respective countries on the initiative of the African Education Fund (AEF). Such a fund will represent a continental, sustainable funding mechanism for providing a reliable financial resource base to support the implementation of comprehensive, inclusive, equitable and quality education programs and projects that resonate with Africa's Agenda 2063 and the Continental Education Strategy for Africa 2016-2025 (CESA 16-25). Such a funding mechanism will be responsive to varying African educational needs and priorities and must be financed by African governments, partners and education stakeholders, and managed by an African organization.

His Excellency Macky Sall, President of the Republic of Senegal and Lead Champion for the Committee of Ten Champion African Heads of State on Education, Science and Technology officially opened ADEA's flagship event
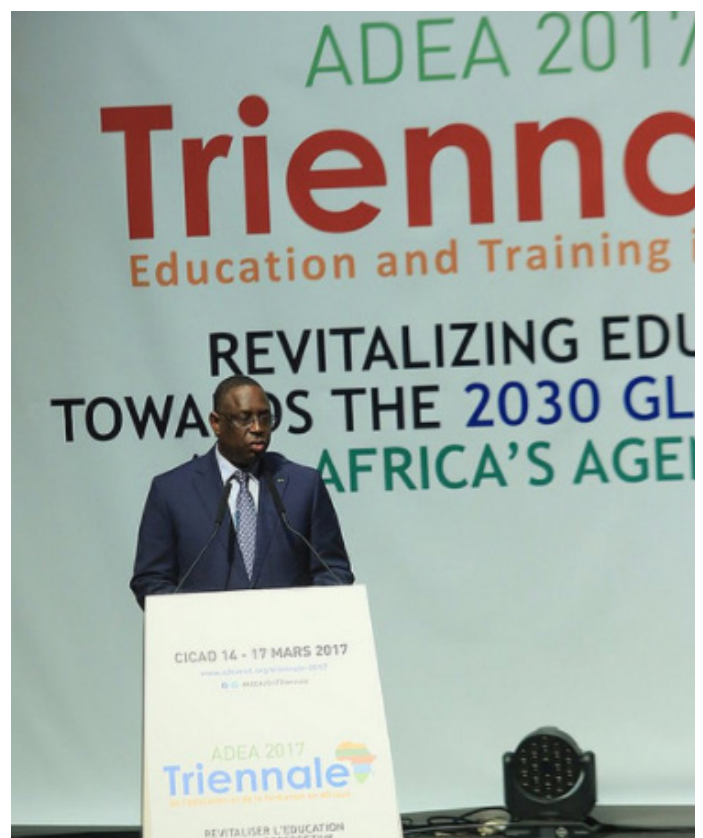
Maky Sall, President of the Republic of Senegal

at the Abdou Diouf International Conference Center

ADEA Triennale 2017

(CICAD) in Diamniadio, on Thursday 16th March 2017.

In his opening speech, President Sall acknowledged ADEA, his Ministers and all the partners who made this global event possible, especially due to the short time after the change of venue from Morocco. He also congratulated ADEA and urged the Association to keep fighting for the noble cause of revolutionalising Africa's education with the active support of ADEA's host institution, the African Development Bank Group (AfDB) and key partners and stakeholders. The President concluded his intervention quoting Nelson Mandela: "Education is the most powerful weapon which you can use to change the world".

During the opening ceremony, President Macky Sall received the "Life Patron for Education, Science and Technology Prize" from ADEA, in recognition of his outstanding leadership and distinguished devotion to foster education and training in Africa. Dr Akinwumi Ayodeji Adesina, President of the African Development Bank Group (AfDB) handed the plague to President Macky Sall, in the presence of Ms Oley Dibba-Wadda, ADEA's Executive Secretary.

In their several interventions, Dr Peter Materu, Chairperson of the ADEA Executive Committee, Dr Adesina, AfDB President, and H.E. Omar Azziman, special envoy of His Majesty Mohammed VI the King of Morocco made reference to the aspirations of Agenda 2063 and reaffirmed their commitment to transforming African education and training systems. H.E. Badara Joof, special envoy of the President of The Gambia, H.E. Adama Barrow; H.E. Tarek Galal Shawki Ahmed, the Minister of Education and special envoy of the President of the Arab Republic of Egypt, H.E. Abdel Fattah al-Sissi; and H.E. Mpinda Simao, Minister of Education of Angola all expressed similar sentiments.

President Adesina's keynote address highlighted the importance of investing in youth – a great component of AfDB's High 5 strategy – stating: "Let's create a generation of well educated, efficient, skilled and productive workers...Let's make Africa the workshop of the world".

In her speech, ADEA's Executive Secretary, Ms Oley Dibba-Wadda affirmed: «African Education must support Science, Technology and Innovation. Education is the key to unlocking a bright future for all African peoples and, to this end, the setting up of an African Education Fund can unleash the full potential of the continent».

The event –streamed live via different online platforms, attracted a broad audience that keenly followed pro-

Prof. Mary Teuw Niane, Minister of High Education and Research

minent actors from a diverse field committing to play different but key roles in the reform agenda of the continent's education. Among them, Mr Ibrahim Ceesay, African youth representative, called on African governments to establish "an African Youth Development Fund and accelerate youth empowerment and development in Africa to restrain youth extremism and armed conflicts, also mainstreaming peace education into the school curricula".

The ADEA 2017 Triennale attracted around 1,250 participants (including 650 from Senegal) coming from all over the world. These include cabinet ministers, government

Dr Akinwumi Adesina, President of the African Development Bank

delegations, and development cooperation partners, the private sector, Non-Governmental Organisations, intergovernmental institutions, foundations, civil society and youth organisations. Representatives from the African diaspora,

academia, media and other prominent stakeholders in education, science and technology also attended. As concerns the African continent, twenty-four Ministers of Education and twenty-eight country delegations were in attendance. Also, the thirty booths installed at the Abdou Diouf International Conference Center helped showcase innovative initiatives and projects on education, as part of the "Triennale Innovation and Knowledge Fair". Lastly, the beautiful "Reading Tent" mounted at the Center's entrance helped to promote reading literacy among adults and children.

The 2017 Triennale on Education and Training in Africa was co-organized by ADEA and the Government of the Republic of Senegal.

USEFUL LINKS:
•ADEA 2017 Triennale's portal: http://www.adeanet.org/triennale-2017/

•Photos: http://www.adeanet.org/triennale-2017/en/photos

•Videos: http://www.adeanet.org/triennale-2017/en/videos

•Documents: http://www.adeanet.org/triennale-2017/en/documents

Analysis

Journalism education – A key to successful democracies

by Wagdy Sawahel

Courtesy University World News, Africa Edition
Issue No:198

Well-trained journalists are integral to functioning democracies, particularly in Africa where some states are relatively young, and others are still trying to shrug off the legacies of colonialism. To coincide with last month's World Press Freedom Day on 3 May, University World News canvassed the views of some experts on the challenges facing journalism education on the continent.

«Well-trained journalists are critical to successful democracies as journalists provide a voice for citizens who are not part of the government and help those governing understand the concerns of the people so that problems can be addressed before they become unmanageable,» said Charles Self, the Edward L and Thelma Gaylord Chair of Journalism and Mass Communication at the Gaylord College of Journalism and Mass Communication, University of Oklahoma in the United States.

«While recent journalism education studies covering North Africa and Sub-Saharan Africa have found improvements in journalism education, the quality of journalism education varies widely across Africa depending on financial support and on a supportive environment in individual countries,» he told University World News.

Self said that several problems continued to confront journalism education in some African countries. These included inadequate funding, too little attention to the qualifications of teachers, poor equipment, underdeveloped curricula, and too few opportunities for students to intern or otherwise practice journalism while in school.

The challenge of authoritarianism

Referring to the North African region in particular, Roy Rampal, professor emeritus in the department of mass communication at the US-based University of Central Missouri, said: «While infrastructure for journalism education in North African countries is good – meaning facilities, equipment, international collaboration, and faculty – the area that needs improvement in journalism education is to teach students how they can have journalistic autonomy in these countries that are still largely authoritarian-leaning.»

Rampal is the author of an Association for Education in Journalism and Mass Communication Journal article entitled «Disparity Between Journalism Education and Journalism Practice in Four Maghreb States», which looked at the difficulty facing journalism and broadcasting graduates in Algeria, Morocco, Tunisia and Libya when using their professional skills in the context of a controlled press environment.

«Scholarly research is also handicapped by political and religious factors, although emerging democracies like Tunisia offer high hopes for providing an environment for high-quality academic research», he told University World News.

Catching up

While there has been progress in building journalistic capacity, in some quarters there is a sense that Africa is still playing catch-up with the rest of the world when it comes to journalism training and practice.

«We cannot overemphasise the significance of journalism education in Africa,» said Nnamdi Ekeanyanwu, associate professor in the department of communication arts at the University of Uyo in Nigeria. «Journalism education in Africa will help the media industry to compete favourably with advanced democracies in the West which are 50 years ahead of us in media practice and professionalism,» Ekeanyanwu said.

«As a professor in the discipline and a practitioner, I am aware that South Africa has made significant progress in both areas of journalism education and research while others, particu-

larly in sub-Saharan Africa, are trying to catch up," he said.

According to Ekeanyanwu, who is also the national coordinating secretary at the African Council on Communication Education, African journalism training has suffered most from what he called the "invasion of the media industry by outsiders masquerading as media practitioners or journalists".

Outsiders

«Many outsiders are running the discipline," Ekeanyanwu said. «Anybody with a humanities and social science-based degree thinks they qualify to teach communication or journalism-based courses.»

«They lack the basic training in the discipline but find their way in the industry because of the nepotistic and ethnic considerations in their appointment as journalists.»

Adding to Self's list of challenges facing journalism education and research at African universities, Ekeanyanwu added outdated curricula, overcrowded classrooms, lazy researchers, poor mentorship or absence of research mentors, and a lack of practically oriented courses and experiential learning methods in the pedagogy.

According to Chris Frost, emeritus professor of journalism at Liverpool Screen School, Liverpool John Moores University in the United Kingdom, African media schools are being esta-

blished but are struggling to recruit experienced journalism scholars or journalists to become teachers and researchers.

«Research work is underdeveloped, and resources to support it are often difficult to come by,» Frost said.

"Limited finance also has an effect on teaching with many journalism departments in Africa complaining they are unable to buy the equipment needed to give their students the practical experience they need to develop their craft."

According to a 2015 report entitled Global Journalism Education: A missed opportunity for media development?, there are only 214 media schools in Africa representing 9% of the total number of media schools worldwide (2,348) including 28% in Asia, 27% in North America, 23% in Europe, 11% in South America and 2% in Oceania.

Even where education programmes exist, the content of the curriculum is not always relevant.

Africanisation

«Most African media and journalism institutions are still teaching inappropriate topics using approaches that start with the West,» Winston Mano, director of the Africa Media Centre at the University of Westminster in the UK, told University World News.

«The biggest problems are a lack of resources, political interference, overly Westernised syllabi, fees which are too expensive for locals, and a lack of synergy between existing challenges and educational approaches,» Mano said.

«They need to change from universities in Africa to become African universities,» he said.

This view is echoed in a 2016 report entitled Rethinking Journalism Education in African Journalism Institutions: Perspectives of Southern African journalism scholars on the Africanisation of journalism curricula, which states:

«Western-based curricula tend to alienate African students from their history, thus making it difficult for them to adequately report on pertinent issues on the continent.»

Indigenous languages

The report also called for the training of journalists to report in African indigenous languages to ensure that marginalised and disadvantaged people participate adequately in national debates.

On this score, Ylva Rodny-Gumede, professor in the department of journalism, film and television at the University of Johannesburg's faculty of humanities, South Africa, told University World News it was important for African journalism education to "talk to local realities and experiences", and to make sure that it is underpinned by a "journalistic ethos that talks to a public interest that is truly inclusive of the public».

«For a long time, the public interest in South Africa, as well as many other post-colonial societies in Africa, has referred only to a small wealthy urban elite. Who the public is has been very narrowly defined, said Rodny-Gumede who is the author of a June 2016 paper entitled A Teaching Philosophy of Journalism Education in the Global South: A South African case study.

Solutions

To deal with the problems facing journalism education and research, Self said: «Better funding, better training, and a more supportive environment, particularly from existing media companies and from public officials can make all the difference.»

«Many African countries also need more support for continuing education for journalism educators,» he said.

Rampal called for students to be taught how to engage in objective journalism within the framework of the political and religious realities of their countries. He also called for greater levels of global academic collaboration and media workshops, and the development of professional journalism internships for students.

«We must encourage scholars to always try to 'push the envelope', so to speak, so that they can produce research that is not restrained by the political, religious and social realities of the authoritarian-leaning states; encourage them to collaborate with international scholars in producing research," Rampal said.

On the issue of Africanising journalism education and research at African universities, Rodny-Gumede called for more research-led curricula.

«Because there are no teaching materials which speak to the local African context, we need to develop these and also do the research to find out how journalism is practised in our own context and what changes are desired,» Rodny-Gumede said.

Mano, who is also the principal editor of the Journal of African Media Studies, said: «There is a need to refresh journalism education and research in Africa so that it can engage more meaningfully with realities on the continent ... African epistemologies must be fully incorporated, and valuable lessons from the evolving African past and present need to be at the centre of journalism training ... Universities need to Africanise their journalism education and be more sceptical of the universalistic pretensions of the West.»

There is much to be done, but the stakes are high – as expressed by Self: "Africa has such enormous potential, and good journalism education can create real professional journalists who can improve all aspects of society and governance. This is something that every country must address for long-term success.»

Analysis

Key issues on Agenda 2063 and their relevance to the education sector in Africa

by Lawalley Cole

The 50-year vision of the African Union puts people first, including through better education and skills

The African Union has developed Agenda 2063, its 50-year Vision and Action Plan for the Africa that Africans want. Agenda 2063 calls for action by all segments of society to work together and build a prosperous and united Africa based on shared values and a common destiny.

The foundations of the 50-year strategy for Africa

In May 2013, as they celebrated their 50th anniversary, the Heads of State and Government of the African Union made a Solemn Declaration: they acknowledged the continent's past successes and challenges, and rededicated themselves to Africa's accelerated development and technological progress.

The African leaders articulated eight goals in their vision to serve as the guide for the continent, which Agenda 2063 translates into concrete objectives, milestones, goals, targets and actions. Agenda 2063 aims to enable Africa to remain focused and committed to the ideals envisaged in the context of a rapidly changing world.

The question that often comes to mind is: why 50 years? In 2013, Nkosazana Dlamini-Zuma, Chairperson of the African Union Commission, summed up an answer in the following words:

"What makes us so confident that Africa's time has arrived and that we can achieve our dream within 50 years, or even less? Six of the World's ten fastest growing economies are African, and the continent has been growing at an average of 5% per annum for over a decade, despite the global financial and economic crisis. We have a growing, vibrant resourceful and youthful population, equipped with critical skills that would be necessary to drive Africa's transformation."

Surely, a 50-year planning horizon is ambitious, and no model is rigorous enough to predict that far into the future. The breathtaking and complex changes (political, social, cultural, economic and technological) that the world and Africa are experiencing will continue for a long time.

However, as was put succinctly by African ministers during the 2014 Bahir Dar Ministerial Retreat on Agenda 2063:

"Planning 50 years ahead allows us to dream, think creatively, and sometimes crazy, to see us leapfrog beyond the immediate challenges."

Setting up Africa to prosper in the 21st century

Agenda 2063 is rooted in pan-Africanism and African renaissance; it provides a robust framework for addressing past injustices and the recognition of the 21st century as the African century.

The Agenda is a flexible instrument and a living document to be adjusted according to exigencies of the time. Implementing Agenda 2063 begins with a ten-year implementation plan, which lays out in an incremental manner the concrete steps and milestones to be achieved in the journey towards 2063 to fulfill the African Union vision.

Agenda 2063 is a paradigm shift for the continent if implemented on all fronts.

Once Africa cultivates the recommended framework that will harmonize the execution of Agenda 2063 with the global Sustainable Development Goals (Agen-

da 2030), the realization of both agendas will be coherent, and will surely make a meaningful impact.

The vision of Agenda 2063 is that Africa will become a rich continent with high-quality growth that creates employment opportunities for all, especially women and youth. Through this vision, sound policies and greater infrastructure will push Africa's transformation by enhancing the conditions for private sector development and by heightening investment, entrepreneurship, and micro, small and medium enterprises.

The change will entail shifting the sources of economic growth and opportunity in a way that encourages higher productivity, resulting in sustained and inclusive economic growth. The Agenda requests strong leadership, as any successful transformation requires visionary and determined leadership.

Challenges on the road to realizing Agenda 2063

The stakes are high for the realization of this vision. Several economies on the continent remain fragile, and infrastructure remains underdeveloped. Many African economies still rely on raw materials, with a limited diversification of their productive structures.

Poverty rates remain unacceptably high. Inequality is also high. According to the United Nations, six of the 10 most unequal countries in the world are African. Recent global food crises and continuing struggles with hunger in some parts of Africa, particularly in the Horn, stress the need for greater food security.

Africa must also harness more of its capital – human, natural and financial – to invest in future development.

A demographic challenge

Africa's population is young and growing, and a rapidly expanding number of job seekers will soon be getting into labor markets. Population growth rates are even higher in cities, where an estimated 40% of Africa's population live.

According to the African Development Bank Group (AfDB), urban populations will increase by an additional 300 million people by 2030. The Bank projects that 250 million Africans will be between 15 and 24 years old in the next three years.

Africa's challenge is not only to create employment fast enough to keep pace with this population growth but also to provide everyone with the skills to join a productive workforce.

Investing in people first through education

Agenda 2063 demands that Africa invests in skills, science, technology, engineering, and mathematics so that the peoples of Africa can drive the continent's development. In this respect, Agenda 2063 has set up pillars for the priority areas that will make this vision a reality.

One of the pillars of Agenda 2063 is the need to invest in the peoples of Africa as its most precious resource. According to Agenda 2063, these resources include their nutrition and health, their access to shelter, water and sanitation, expanding quality education and strengthening science, technology, innovation and research.

We know of the disconnection that exists between the skills school systems produce and the ones the private sector wants. Educational quality is often low. African students rank lowest internationally in reading and computational skills.

The continent's education systems needs to enhance skills in traditional professions – such as teachers, nurses, doctors and lawyers – and in sciences, technology, engineering, and mathematics to support the rapidly changing demands of African economies.

It is also urgent to develop skills for micro, small and medium enterprises.

Science, technology and business creation are key areas

To start meeting the targets of the first ten-year plan of Agenda 2063, African institutions dealing in education must focus more on investing in science and technology.

The African Union's Department of Human Resources, Science, and Technology, which has a Science and Technology Division as well as several Education and Youth Divisions, must be at the center of the skills development agenda on the continent. It must receive both financial and technical support from AfDB and the Association for the Development of Education in Africa (ADEA).

Support for technological and vocational training must step up and link to specific needs in the labor market, in both the formal and informal sectors, including the skills to create small businesses.

Programs for women studying in technical and scientific areas must be supported.

These institutions must work with bilateral, multilateral and non-traditional partners to leverage their development contributions in Africa, through co-financing thematic trust funds and other bilateral initiatives. Work must also continue with the private sector, foundations, non-governmental organizations, civil society organizations, and academia.

Specific support from ADEA and AfDB

ADEA, through its external arms in governments and its working groups, must embark on new approaches that will focus on better education and better matching of supply and demand for skilled workers to address youth unemployment.

The African Union must also work with AfDB to strengthen scientific research and innovation through African networks of excellence. They should collectively help create dynamic, innovative systems with global links and develop mentorship programs (with the diaspora) to equip the next generation of entrepreneurs.

ADEA is a knowledge broker, and its technical arms must collaborate with AfDB and the African Union to assist African governments to promote skills in traditional fields as well as in such areas as engineering, research, and science and technology to support the continent's fast changing political, social and economic development.

Universities and regional vocational training institutions must be at the center of this effort. I hope that the outcome of the ADEA Triennale in March 2017 will be consistent with these suggestions to operationalize this agenda.

Through education, achieving the vision of Agenda 2063

The goal of Agenda 2063 is, therefore, to ensure the full realization of Africa's ambition to be a stable, integrated and prosperous continent with competitive, diversified and growing economies participating fully in global trade and investment.

The continent must aspire to become a future growth pole and the next global emerging market. Agenda 2063, while seizing all available opportunities, underlines the fact that success depends on the unity of purpose, transparency, placing citizens' first, sound governance, and willingness and capability to assess performance and correct mistakes timely.

Lawalley Cole, ADEA WGCOMED

With over twenty-five years of progressively responsible experience in teaching, policy formulation and development planning mainly at UNICEF, Lawalley is a strategic program designer and implementer. He has led monitoring, research and evaluation teams and supported other administrative areas mainly in the fields of education and communication. Based at the African Union Commission (AUC) in Addis Ababa, Lawalley and his working group contribute to ADEA's general activities by providing active reflection on educational quality and promoting the use of communication in support of education in Africa.

This article was first published by the Global Partnership for Education and ADEA

Challenges and prospects of Africa's higher education

by Jonathan Chuks Mba

Africa has an estimated 1,650 higher education institutions, many of them facing challenges that require the intervention of various stakeholders, national governments and development partners in order for the students to maximize their learning outcomes and contribute effectively to the workforce.

Perhaps with the exception of South Africa and countries in Northern Africa, Africa's economic downturn –in the latter part of the 1970s and beyond, the structural adjustment programs (SAPs) and the brain drain that followed– severely affected the performance of African higher education institutions and curtailed their capacity to deliver quality higher education.

Many of these institutions went into decline in terms of the quality of teaching, research and research output. In the process,

The challenges facing higher education in Africa

Higher education in Africa is under-developed and has been a low priority for the past two decades. Access to higher education for the relevant age group remains at 5%, the lowest regional average in the world, just one-fifth of the global average of about 25%.

Women are underrepresented in higher education, in particular in the science and technology fields. In regards to quality, not a single Western and Central African university features in the rankings of the world's best 500 academic institutions.

they became less effective in regard to their ability to contribute to the socio-economic development of their host country.

Further, a backlog of reforms has accumulated over the last decades. A key consequence of underdeveloped higher education institutions is also high rates of migration of talent out of Africa in pursuit of training and research opportunities abroad.

The contradiction of unemployed graduates and a lack of skilled workforce

Currently, most African countries face shortages of human resources and capacity within science, technology, engineering, and mathematics as well as agriculture and health disciplines (International Institute for Water and Environmental Engineering 2013; Montenegro and Patrinos 2012; World Bank 2007).

The current pattern of skills production in Africa does not match labor market demand or development needs. The recent trend in African higher education is the low percentage of graduates in areas of engineering, agriculture, health and science.

While graduates of many African higher educational institutions go unemployed, substantial shortages of skilled labor persist. The challenge is to increase both the quantity and the quality of graduates through investments in laboratories and human resources for these disciplines, improve the link with employers to raise relevance and foster strong international collaboration to raise quality.

Lack of investment has meant that higher education institutions of Africa are currently not capable of responding to the immediate skill needs or supporting sustained productivity-led growth in the medium term.

Causes of the disconnect between supply and demand

The reasons are a disconnect with the needs and skill demands of the economy, no critical mass of quality faculty, insufficient sustainable financing, and shortcomings in governance and leadership (Alabi and Mba 2012).

More broadly, there is inadequate regional specialization of the higher education systems in Western and Central Africa, as well as other regions of Africa.

Higher education in Africa faces severe constraints in terms of attaining critical mass of quality faculty. The average percentage of staff with PhD in public higher education institutions in Africa is estimated to be less than 20%(Soucat et al. 2013; Chronicle of Higher Education 2013).

Many departments do not have more than 1 or 2 senior professors; many close to the retirement age. This prevents departments and universities from being able to provide relevant higher education training (in part to develop faculty themselves), and establishing vibrant research environments.

Moreover, low salaries of faculty, lack of research funding and equipment, as well as limited autonomy provide disincentives for professors to stay in African universities. Academic disruptions due to strikes by staff and/or students arising from a number of factors including poor adminis-

trative leadership and lack of resources are other challenges confronting African higher education (ACE Report, 2016).

How to revitalize higher education in Africa

As the African economies started to recover, coupled with the recent recognition by the World Bank Group and other development agencies of the important role higher education can play in the socio-economic development process of Africa, and a resurgence of interest in African higher education, it became imperative to accelerate the recovery and revitalization of higher education institutions across the continent.

The Association of African Universities (AAU) together with its partners, while playing a catalytic role in the revitalization process, designed a series of interventions meant to ameliorate the difficult situation higher education institutions face.

These interventions have been the key areas of:

- institutional leadership and management;

- Academic mobility, including the African diaspora;

- ICT development for teaching, learning and research;

- making African theses and other scholarly works available to the wider audience in and outside Africa;

- graduate fellowships and small grants for PhD support;

- linking universities to the productive sectors of the economy, giving support to African higher education institutions to assist their host countries achieve the sustainable development goals through policy research.

Initiatives such as the Africa Centers of Excellence, Partnership for Skills in Applied Sciences, Engineering & Technology, the Pan African University, Harmonization of African Higher Education Quality Assurance and Accreditation are part of various efforts to improve African Higher Education and must be supported financially and in other ways.

Promoting collaboration between industry and academic institutions

There is the need for a stronger collaboration and partnership between industry and academic institutions of higher learning in Africa to address the multiple challenges confronting higher education.

Investments into higher education should ensure that the governance framework is conducive to excellence, providing reasonable financial autonomy, and enhance accountability of the institution and the governing body.

Institutions should promote internal decentralization in the administration of resources, and promote the use of

management information systems and transparency in administration, use of resources, and communication of results.

Jonathan Chuks Mba, PhD, is currently the Director of Research & Academic Planning/Coordinator of Quality Assurance and other Projects at the Association of African Universities (AAU), Accra, Ghana. Before joining the AAU he has worked for 12 years at the Regional Institute for Population Studies (RIPS), University of Ghana, Legon, Ghana. He has worked as the Deputy Director at RIPS for about four years and as Coordinator of academic programmes at RIPS for seven years. Additionally, he has worked as the Acting Executive Director of the Union for African Population Studies (UAPS) for two years. He has written extensively in peer-reviewed journals, and contributed to reports and book chapters. He has edited several books. Prof. Mba has Ph.D, MPhil, and M.A. degrees in Population Studies and B.Sc (Hons.) degree in Statistics.

This article was first published by the Global Partnership for Education and ADEA

Agenda 2063: The Resource Pressure in Financing Education in Africa

by Polycap O. Otieno
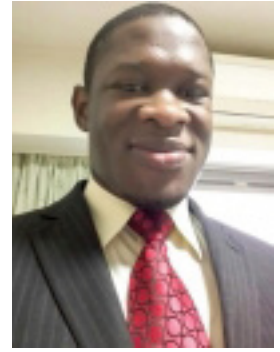
When a call was made by the international community to have education provided as a human right back in 1948, it was not immediately conceivable how the ambitious mission would have been actualized. The world had just come out of war and obviously countries had spent fortunes defending their territories. One can only imagine how broke everyone was. One would imagine it was going to take a while to accomplish the mission.

Fast forward, couple of decades later, most countries have recorded illustrious achievements on this front. They have built meticulous education systems for their citizens, young and

2: "Achieve universal primary education". They have shown plausible drive in providing enabling environment for school-aged children to access schools with limited hitches. The boldest decision taken in most developing countries being the elimination of school fees and levies previously borne by households especially for primary level of education.

Having abolished school fees and related levies, it was not lost on governments that the cost previously covered by such fees would be borne by someone. Ministries

old, to facilitate the provision of early and lifelong learning.

Developing countries have equally made significant strides in advancing education. From 2000 to 2011, the enrolment rate grew from 83% to 90%, and the number of out-of-school children dropped by almost half from 102 million in 2000 to 57 million in 2011, according to a 2013 United Nation Fact Sheet on the Millennium Development Goal n.

of Finance with support from strategic development partners stretched themselves to accommodate the provisions for Universal Primary Education (UPE). The burden of households was transferred to governments.

In Africa alone, the effort to education measured by expenditure to education relative to the Gross Domestic Product (GDP) is estimated to have increased from an average of 4%

in 2000 to 4.8% in 2014 according to education finance data obtained from the UNESCO Institute for Statistics (UIS).

With the first cohort of UPE coming to the end of its government support, lack of transition to secondary was looming large. Governments had to react to avert the prospective crisis. To-date, 12 of the Sub Saharan African countries offer free secondary education. Out of the 12, Kenya has made a commitment to free and compulsory secondary education. The Government of Kenya introduced Free Day Secondary Education program in 2008 to cushion students who had benefited from Free Primary Education from dropping out of school.

Asking such students to bear the cost of secondary education was going to be a burden. Significant number came from poor households. They had failed to pay the smaller fees in primary and certainly they were not going to afford the relatively higher secondary costs. This move by Kenya and other developing countries in Africa made secondary education so accessible even though in most cases households are still expected to chip in to the cost of education to cater for items like uniform, transport as well as other personal costs.

After 16 years of primary and secondary education for most countries, there is a renewed education financing headache. How does Africa approach financing of tertiary and higher education? What is in it for the continent? What are the social benefits of this kind of investment? Is there any space left in the fiscal frameworks of African countries to support the growth?

As the Millennium Development Goals (MDGs) period was coming to an end and the international community was crafting its next development agenda, Africa was running a parallel. African states had taken note of their unique context and challenges during the implementation of the MDGs. They were prepared to use such lessons as a basis to develop an agenda for Africa's renaissance. And so in 2013, Africa's Agenda 2063 was born. The Agenda spells out what Africa must do in 50 years to transform its social and economic status and seek better partnership terms among its sister continents.

With the Agenda, we are looking at "an integrated, prosperous and peaceful Africa, driven by its own citizens and representing a dynamic force in the international arena." The agenda is articulate on a raft of issues: spanning economic growth; security and governance; social cohesion and integration

of cultures; and most important ending dependence. Now, ending dependence is the new obligation that is coming into play. I have no idea how this is going to be done but I think Africa has come of age to take the bull by its horns.

In March 2017 the continent's education experts came together in a meeting organised by the Association for the Development of Education in Africa (ADEA) themed: Revitalizing education towards 2030 Global Agenda and Africa's Agenda 2063. Reports from the 2017 ADEA Triennale strongly indicate that the financial concerns I have raised above were echoed in the meeting. One of the questions posed for discussion was 'how' Africa should actualize some of the provisions in its Agenda 2063. At a time when resources have been stretched by provision of basic education, how is Africa prepared to manage the additional pressure to sustain education at lower levels while investing in tertiary and higher education?

To be an influential global player and partner, Africa's Agenda 2063 recognizes that Africa must be prepared to finance her development: human capital development; and research and innovation. During the March 2017 meeting, ADEA hinted at a proposal to establish an Africa Education Fund (AEF) which would support strategic education investment across the continent. This is clearly one of the responses to the call made by heads of state to promote domestic resource mobilization for domestic development.

In as much as ADEA is in the process of undertaking a feasibility study on the setting up of the African Education Fund, the fact is Africa needs the Education Fund. Ministries of Finance in the continent have exceedingly stretched their means and their countries can hardly invest in the incubation of new ideas. There is need to have some injection of resources that will spur growth and that have domestic roots. Can Africa increase its global influence if it cannot ensure its students and future generations to have skills? In the era of knowledge economy, where research is revealing unto us new possibilities with every rising sun, Africa cannot afford to slumber. The proposed Education Fund is one of Africa's way out to investing in research, science and technology.

I have been lucky to witness some of the brilliant possibilities that the African continent continues to miss out because of lack of investment in strategic areas of research. Some countries cannot take ideas out of their academic labora-

tories because there is limited funding for them. Some of the ideas have the potential of transforming the continent if they get appropriate financing. Some of these ideas are potential candidates for support by the proposed fund. Africa must rise to the occasion to support this noble idea.

What are your thoughts on the domestic re-source mobilization? How can Africa cater for the increased demand for post-basic education?

Polycarp O. Otieno is a Kenyan Education Statistician and Economist with over six years' experience in the edu-cation information management. Most of his time has been dedicated to Education Management Information System; monitoring Millennium Development Goal (MDG) 2; and the Education For All (EFA) goals. He has great interests in Sustainable Development Goals with bias to SDG 4. He is an Equity Crusader and a Conscious Realist.

Will the SDG4 Post-Basic Ambition Delay Universal Basic Education in Sub-Saharan Africa?

By Birger Fredriksen, Consultant, Washington DC (formerly World Bank)

Summary: To reach universal basic education (UBE) by 2030 will be a major challenge for most Sub-Saharan African (SSA) countries. On average, 20% of their children are out of school, and the school-age population will increase by one-third by 2030. Further, given that the informal sector will remain by far the largest source of employment and that about half of that sector's labour force is illiterate, the Sustainable Development Goal (SDG) of universal access to secondary and higher education by 2030 is not warranted by labour market demands. Therefore, focusing on achieving that goal could contribute to many countries neither reaching UBE by 2030 nor producing the basic skills required to achieve the high level of shared economic growth necessary to fund education and to generate youth employment. It is high time to reset education priorities to better benefit the large population groups and the economic sectors that so far have benefited little from education spending (including from aid).

I believe the SDGs will have a positive impact, especially by focusing attention on actions that must be taken now to reach longer-term objectives. However, in this note, I want to caution that the very ambitious SDG for post-basic education – calling for 'equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university' by 2030– could mean that many SSA countries would not reach even universal basic education (UBE) – defined here as universal primary, lower secondary and at least youth literacy - by 2030. For most SSA countries, even universal primary education has become a moving target, shifting from 1980 (agreed in 1961 in Addis Ababa) to 2000 (Jomtien 1990) to 2015 (Dakar 2000), and now to 2030.

In fact, while the SDG for post-basic education is much too ambitious for most SSA countries, the goal for literacy – calling for a "substantial proportion of adults" to achieve literacy and numeracy by 2030 - is less ambitious than the EFA goal of a 50% increase in the literacy rate by 2015. Unfortunately, SSA's rate increased only marginally. This reflects modest progress on the two components determining this rate: universal completion of primary education and provision of second chance programs for those who missed out on completing primary education. Despite impressive gains in access to primary education, the survival rate to the final grade remains as

low as in the 1970s (around 60%). Further, a high share of those who do complete the cycle are not, or are barely, literate. Further, over the last two decades, very little funding (including aid) has been devoted to second chance programs. As a result, SSA enters the SDG period with two in five adults being illiterate and one in five children out of school.

In the absence of vigorous actions in both areas, youth illiteracy in SSA risks stagnating at a high level. That would hamper progress towards most SDGs. In particular, one-third of SSA's labour force could still be illiterate in the 2030s, and more than one-third of SSA children could be born to illiterate mothers. As discussed below, the former would have severe negative impact on economic and social development, including youth employment. The latter would reinforce the vicious intergenerational cycle of poverty, low health and education status, slow demographic transition and marginalization. Combined, these two aspects of youth illiteracy would have significant global implications including through increased economic migration. By 2050, SSA is projected to account for 38% of births worldwide, up from 25% in 2015.

There are at least three major interrelated reasons why, in the SSA context, the ambitious goals for post-basic education may slow down progress towards UBE:

First, over the 2015-30 period, SSA needs much higher growth in education funding than other regions. Such increase in the financing is needed to catch-up in achieving UBE, enrol the projected one-third growth in the school-aged population (other developing regions will see a small decrease), and address sharply increased social demand for post-basic education. As noted below, mobilizing the funding required will likely become more challenging than during the last 10-15 years. This period witnessed a combination of resumed economic growth, an increased share of GDP devoted to education and rising education aid that led to a much faster annual budget growth (4-5%) than during the 1980s and 1990s (about 1%). In turn, tighter budgets would make the political economy of prioritizing UBE even more difficult than in the past. Population groups missing out on UBE have much less political clout than those seeking entry to post-basic education, whose voice now is reinforced by the call for universal access to post-basic education in a context where UBE is far from being attained. Second, economic growth accounted for about two-thirds of past decade's education budget growth. Economic growth is likely to become an even more important determinant of education budgets over the next ten years: SSA's share of public funds spent on education (17% in 2014) already exceeds the average for developing countries. Further, aid has stagnated globally in recent years, and SSA's share of support for basic education has declined sharply (from 49% in 2002-03 to 28% in 2014). Even if the Education Commission's call for an increase in aid for SSA were to happen, it could not substitute for strong per capita economic growth. IMF's October 2016 Economic Outlook estimates that SSA's GDP per capita grew annually by 4.1% between 2004 and 2008, 2.6% between 2009 and 2014, and 0.9% in 2015. It is projected to decline by 0.9% in 2016 and increase by 0.5% in 2017. If this stagnation in per capita growth over the period 2015-17 were to continue for several years beyond 2017, the fiscal space to meet the rapidly growing education funding needs is likely to become much more limited than during the period 2000-15. The main causes of the economic slowdown have no easy short-term fixes. In addition to the end of the commodity boom, the slowdown is caused by severe structural constraints on the economic transformation of dual economies where 80% or more of the labour force is engaged in low-productivity informal sector activities, to economies where growth is driven by rising productivity in that sector as well as growth in the manufacturing and modern service industries. Constraints include poor infrastructure, chronic power shortages, and limited access to credit, poorly trained labour, climate change and, in many cases, increased insecurity. To address some of these requires concerted regional and global action. However, measures to drastically upgrade labour force skills in the informal sector depends wholly on national governments.

Third, it is time to reset education priorities to better benefit large population groups and economic areas that benefit little from education spending (including aid). In many countries, half of the 80-90% of the labour force engaged in the informal sector is illiterate. This causes low productivity and limits training opportunities and peoples' ability to move to more productive sectors. Over the last three decades, manufacturing's share of total employment has stagnated at around 6%, and the informal farm and household enterprise sectors remain the employer of last resort for the majority of youth at any level of education. Countries must, of course, develop the upper secondary and higher education skills needed to support national development. But the labour market for such skills is very narrow and will not for decades warrant publically-financed universal access, especially not to higher education. Rather, education and training budget allocations should be guided by the "progressive universalization" called for by the Education Commission (2016), here taken to mean

that UBE must be reached before prioritizing publicly-funded post-basic education beyond what can reasonably be justifed by national development needs. To illustrate, in Ghana - with a tertiary Gross Enrolment Ratio of 16% (double the SSA average), less than 2% of the about 250,000 tertiary graduates joining the labour market annually find modern sector jobs (Ansu, 2013). Reaching UBE is a development stage that no country can "leapfrog". Successful countries inside and outside SSA provide useful lessons about how to sequence skills development in terms of gradually shifting the priority from low-level to middle-level and higher-level skills in response to evolving labour market demands. In particular, the last three decades of rapid growth in Asia were primarily driven by the availability of high levels of basic education skills, often supplemented by on-the-job training. Such foundational skills are core competencies and prerequisites for enhancing productivity and peoples' ability to sustain a livelihood, adapt new technologies and be better parents and citizens. These countries invested heavily in primary and lower secondary education in rural areas to prepare youth to join the modern labour force. In summary, to facilitate the economic transformation needed to achieve sustained, shared per capita economic growth, SSA governments must ensure that their provision of needed cutting-edge skills for the growing but still tiny modern sector is combined with much stronger efforts than in the past to enhance the skills of the majority of young people who will continue to be employed in the informal sector. This will help increase the productivity in their current jobs and facilitate their move to more productive jobs higher up the value chain. In addition to being crucial to generating youth employment, enhanced productivity is also a precondition for achieving key development objectives such as improved agricultural yields, rural incomes, and food security. UNESCO's 2016 Global Education Monitoring Report notes that in China "…agricultural growth is estimated to have been three times more effective in reducing poverty between 1980 and 2011 compared to growth in other sectors of the economy. Similar magnitudes are found in studies examining other developing regions" (UNESCO, 2016: 45-46) including 3-4 times in some SSA countries.

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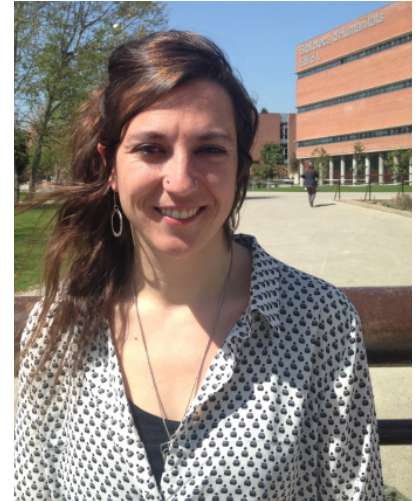This article was first published by the Global Partnership for Education and ADEA

The Engagement of the Corporate Sector with the SDG4 Agenda

By Clara Fontdevila and Antoni Verger, Autonomous University of Barcelona

Courtesy of Norrag (Network of international policies and cooperation in education and training) News 54, December 2016 Edition

Clara Fontdevila

The process for the definition of the SDG agenda has brought about a global debate on what should be the role of the private and corporate sector in the education for development held. The need to establish new development priorities in the post-2015 scenario has provided an opportunity to observe historical tensions on the role of states and markets in the delivery of education and training, but also in public agenda-setting processes. Very much echoing the uneasy public-private alliance that emerged in the tail-end of Education For All (see Srivastava and Baur 2016), the SDG-4 and, therefore, a growing emphasis on the potential of corporate actors in the education for development field have surrounded the Education 2030 Agenda. The emerging participation of the private sector, together with more traditional civil society and state actors, has entailed a particular compromise between polarized positions, primarily built on a combination of ambiguity and non-definition of roles. Among other implications, this has resulted in a sort of broad collage agenda that accommodates very diferent views and priorities and has generated a high level of uncertainty on how this ambitious plan should be implemented and monitored.

The corporate sector participation in the SDG4 agenda has caused concerns of a different nature, one of them consisting of whether such involvement will strengthen education privatization processes globally. With the alignment of corporate actors with market-oriented reforms and the testing industry and programs that allow a greater participation of the private sector in the delivery of educational services, education stakeholders consider that the opening up of global policy spaces to the corporate sector could eventually allow for a greater advancement of the privatization agenda. Such could be the case even when,

in the strict sense, the SDG4 is not much of a game-changer on this issue. More than the SDG4, SDG 17.17 encourages the establishment of public-private partnerships as a cross-cutting target to the other goals and policy fields that are involved in the achievement of the goals. However, PPPs are a highly contested policy approach whose meaning is very much disputed even within the educational field.

The growing influence of the corporate sector in education policy-making processes is a well-documented phenomenon in many countries, especially in the US, although its manifestations and evolution in connection to the post-2015 debate still constitute an empirically under-researched area. The rapidly changing landscape of corporate-initiated or 'corporate-friendly' initiatives more or less integrated into the UN system marks, in any case, a clear departure from the state-centred dynamics that have long characterized the global education field. As documented by Bull and McNeill (2007), multilateral organizations (and particularly UN agencies) with an education mandate do not have an established tradition of collaboration with the private sector. Such an engagement has been, at most, irregular, especially if we compare it to developments in other global policy sectors, most notably health. However, the surge of partnership activity triggered by the post-2015 debate would have boosted the assimilation of the education field into the corporate social responsibility dynamics inaugurated by the UN system more than a decade ago and epitomized by the creation of the UN Global Compact in the year 2000. This, in fact, was an initiative expected to support the Millennium Development Goals.

For the most part, such a shift has been brought about by the growing engagement of corporate actors in new, semi-autonomous entities and consortia – rather than by

its incorporation into accountable and democratically-monitored decision-making structures. While the presence of the private sector in the Global Partnership for Education Board and the Education for All Steering Committee was a significant shift in itself, the authority wielded by private organizations has proven in fact to be rather moderate. We see this particularly in a context of limited representation and in the absence of a unitary agenda among private actors (cf. Menashy, 2016). However, the policy input from the corporate sector is more likely to be channelled through less bureaucratic-like organizations, fora and consultation mechanisms – which typically enjoy greater levels of discretion, and are much more difficult to track empirically than more formal governance bodies. This is, for instance, the case of the Global Business Coalition for Education, a network of companies engaged in partnership arrangements at different levels, and that has been particularly active both in the organization of high-level events and in the participation in decision-making venues connected to the post-2015 process. Similarly, a plethora of interrelated initiatives to the dawn of this process has also contributed to giving a prominent voice to the corporate or philanthropic sector under the auspices of the UN system. For instance, there is the International Commission on Financing Global Education Opportunity or the Learning Metrics Taskforce, launched by UNESCO and Brookings and co-chaired by Pearson, one of the largest education companies in the world.

While the quantitative and qualitative impact of these initiatives is still uncertain, their self-ruling and relatively exclusive nature raise important issues concerning accountability and transparency, as well as involving the risk of alienating relevant education stakeholders. The push for the inclusion of the corporate sector in the SDG4 debate contributes to the constitution of an unscrutinised policy space, lacking in necessary mechanisms to hold engaged organizations answerable, and in which the fundamental policy principles and preferences remain unspecifed. Against a background of uncertainty and unpredictability, research has a critical role to play to get a better understanding of the different motivations, operating principles, and modalities of engagement behind such a potentially substantial shift in the global governance of education.

Antoni Verger

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Analysis

The Economic Crisis in Mozambique: A Stumbling Block to Achieving SDGs

By Jeff Y Mukora, National Council for Quality Assurance in Higher Education, Mozambique

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The government of Mozambique has been strengthening its efforts regarding compliance with global goals through the National Development Framework reflected in the Government's Five Year Programme (PQG) for 2015 to 2019. These include the Action Plan for the Reduction of Absolute Poverty (PARPA) for 2006 to 2009 and in the long-term vision for the country, the Agenda 2025. The 5-Year Programme highlights key development areas, including Consolidating National Unity, Peace and Sovereignty; Development of Human Capital; Promoting Employment, Productivity, and Competitiveness; Develop Economic and Social Infrastructure and to Ensure Sustainable Management and Transparent Natural Resources and Environment.

To guarantee, for example, the development of human capital, the Government's 5-Year Programme established the following key objective: To promote an inclusive, effective and efficient educational system that ensures the acquisition of skills required regarding knowledge, skills, attitudes, and management that respond to human development needs. Various priority actions were developed to achieve this objective. These were ensuring a quality and relevant technical and vocational education based on competence standards that respond to the needs and specifications of the labour market. There is also the need to develop professional training courses with an emphasis on civil construction (bricklayers, painters, plumbers, electricians, carpenters, joiners and others) aimed at training human capital, according to market needs.

We may argue that the Government's 5-Year Programme, designed to ensure the achievement of the Sustainable Development Goals (SDGs) is well laid out. There is high awareness of the SDGs in Mozambique, and efforts are being made to localize the SDGs, filtering the 169 SDG targets to decide those that need some focus. The question, however, is how this translates into implementation.

All this effort has hit a snag in Mozambique due to the economic crisis the country is experiencing at the moment (the debt crisis), which has resulted in the suspension of donor funding. A significant deterioration of the flows of foreign capital that have buoyed the economy in recent years will have negative consequences on the achievement of SDGs. In response to this crisis, the government has recently re-defined four priority areas namely infrastructure, energy, agriculture, and tourism. They believe that if they succeed in those areas, they can produce enough for their sustainability. For success in those areas, the government will need to invest in human capital development through education and training that will respond to the needs of infrastructural development, renewable energy and agriculture. Surprisingly, education is not one of the four priority areas defined by the government, and this will have negative implications on the country's capacity to achieve SDG 4. Not only that, it is even questionable how the government will be able to perform in those four areas without education and training to spearhead human capital development.

Will Kenya's Educational Reforms Help Achieve SDG4?

By James Otieno Jowi, African Network for Internationalization of Education, and Moi University, Eldoret, Kenya

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Though government efforts to enhance access to education at all levels has faced challenges, there are several positive results. The government and education stakeholders have embarked on reforms that could, in the end, lead to greater benefits to the education sector in Kenya especially with regard to SDG4. After attaining commendable milestones in expanding access, the next steps have focused on quality reforms, strengthening of institutional governance, learning outcomes, enhancing infrastructural capacities in the schools and curriculum reforms amongst others.

The implementation of the new Kenyan constitution in 2010 and the adoption of a devolved governance structure has given more impetus for the growth of different sectors in the country. Though education is still a responsibility of the national government, through the devolved system, regional governments support and contribute significantly to the development of education in their regions such as in building schools, providing bursaries to needy students and other support systems required by schools.

The government commitment to a laptop project for students and to connecting all schools to electricity will have a significant impact on the education sector. Regarding the laptop project, already piloting has been done and tenders awarded to different entities which will supply the laptops to the school system. It incorporates information and communication technology to support and enhance the attainment of curriculum objectives and learning outcomes. Supply of electricity is essential for this endeavour and other learning requirements. It is the projection by the government that all schools will have got access to electricity before the end of 2017. By 2016 over 12,000 new connections to schools had

been achieved. If utilized well this could have a significant turn-around in the education sector as it accords with several possibilities especially for teaching and learning and also for addressing some hurdles that have faced the system. With the plans to link the schools to high-speed Internet in partnerships with the Communications Commission of Kenya and the Kenya Education Network, the future will look good for the sector. Also, it suggests that Kenya should be able to report substantial progress on the global indicator on the percentage of youth and adults with ICT skills.

The Kenyan Ministry of Education in its strategy documents affirms its commitment to the realization of SDG4 that it concedes can only be realized if young people get access to lifelong and quality education. A critical issue that the Kenyan government is also addressing indirectly is how to develop youth in the national system who can be globally competent, competitive and skilled in a hi-tech world.

Over the past year, Kenya has engaged in the process of curriculum reforms partly aimed at addressing the requirements of SDG4 and other national priorities. If the change process goes through, then Kenya will replace the 8.4.4 system with a new three-tier system with fewer subjects and more practical skills. The government proposes a system that would mean that learners spend two years in nursery school, six years in the primary level, and another six years in secondary education and three years in university. The new curriculum emphasizes the societal, economic and technological needs of the country with an additional emphasis on age appropriate content at all levels of education. It also provides different pathways at the end of junior secondary school to limit the high levels of attrition

witnessed in the previous system especially due to the very low levels of progression from primary to secondary school.

The quality reforms have begun to bear fruit. The Ministry of Education has put in place accountability requirements throughout the system that institutional regimes, practices, and management have to adhere to. School heads now have to shoulder new management needs. Teacher unions are still battling the demands of performance contracting which have however been implemented in the universities in addition to the ISO qualification requirements. The quality requirements at the university level have seen numerous campuses, especially of public universities, closed down as their expansion tendencies over the past few years were causing serious quality concerns.

While the SDG4 crucially underlines quality tertiary education, Kenya, like other African countries, still performs dismally in knowledge production through research. Though Kenya is just behind South Africa, Egypt, Morocco and Nigeria in knowledge production, this is still low compared to global standards. Investments in research to respond to national challenges would, therefore, be crucial. There is, however, still the continuing problems of inadequate funding, poor infrastructure for research and inadequate institutional

capacities for research and teaching that country is facing. The challenge of teacher quality is not isolated at the tertiary level only but could even be more challenging at the secondary and primary school levels not only due to the inadequate numbers of teachers but also the gap between teacher training and the new teaching and learning requirements. The SDG4 challenge of substantially increasing the supply of qualified teachers will not be easy to achieve.

While the Government of Kenya is doing its best to respond to the challenges that could hamper the achievements of the SDG4, several other possibilities could still be pursued to augment the government's efforts. One of the core aspects of the SDGs is global partnerships to respond to challenges that could affect the achievement of these goals. National governments such as that of Kenya should also synergize on the possibilities available through their regional and continental organizations and frameworks such as those within the East African Community and the new developments within Africa. Though SDG4 is said to be quite central to the achievement of all the other goals, implementation will require hugely concerted efforts not only from national governments but also from international partners and governments. Important strides are being made, but several challenges persist which could still render the achievement of this goal by 2030 a mirage.

Perspectives from the Africa-America Institute State of Education Conference

3 – 4 May 2017

by Liz Lenjo

On May 3-4, 2017, The Africa-America Institute (AAI) held its two full-day third annual State of Education in Africa (SOE) conference titled: «Opportunities For Transforming Higher Education» at the Crowne Plaza, in Nairobi, Kenya. The dignitaries in attendance, the sponsors, the United States International University (USIA) students and AAI alumni, the panellists and speakers, the AAI team and all the attendees, engaged in series of challenging debates from which bold innovations were exhibited, and transformative ideas were exchanged, regarding the new African education landscape.

According to Kofi Appenteng, President, Africa-America Institute, "Africa is the youngest continent in terms of the age population and has some challenges to meet the needs of this population."

Let's first contextualize key statistics on Education:

1. By 2040, Africa is expected to have the world's largest labour force, with an estimated working-age population of 1 billion (AAI SOE 2015 report). The percentage of national budgets allocated to higher education in Africa stands at 7% compared to 76% in the rest of the world, according to Association for the Development of Education in Africa

2. The vision for the African Union Commission Agenda 2063 is that 70% of all high-school graduates go on to have tertiary education, with 70% majoring graduating in subjects related to sciences and technology

3. A new March 2017 study released by the Mo Ibrahim Foundation shows a positive correlation between levels of youth employment and the gross enrollment in higher education in the past ten years, from 2006 to 2016

4. It has been estimated that, on average, it takes a university graduate five years to secure a job in Kenya, according to the British Council's Going Global 2014 "Can higher education solve Africa's job crisis?"

5. According to Duke University Professor Cathy Davidson,

sixty-five percent of today's seven / eight year-old will end up working in careers that haven't even been invented yet.

There are significant shortages of academic staff in universities across the board, there are already 50% more students per lecturer in Sub-Saharan Africa than the global average, according to the British Council's Going Global 2014 "Can higher education solve Africa's job crisis?"

Give a child fish, and you feed him for a day. Teach a child how to fish, and you give him an occupation that will feed him for a lifetime. This proverb will never be cliché as it mirrors the reality that faces many youths around the world. And for African youth, the proverbial lifetime occupation starts with education. Access to education is a challenge that continues to ail the African continent as it is no cheap endeavour. However, with the help and partnerships with such organizations as The Africa-America Institute, Ford Foundation, MasterCard Foundation, Education Sub-Sahara Africa (ESSA), Governments and Government owned corporations among others the bridge between African youth and access to education is slowly being addressed.

At this year's, State of Education Conference 2017 organized by The Africa-American Institute and held in Nairobi, Kenya on the 3rd and 4th of May, the timely theme of opportunities for transforming higher education was received with enthusiasm. A unanimous chorus of how the education systems need to embrace African history and culture repeatedly surfaced on both days of the conference with some of the panelists highlighting the history of education and cultural practices in the pre- and post-colonial era.

So much useful insights and ideas were shared on what

needs to happen to innovate around education curriculums in Africa. Important realizations were acknowledged. Among them, the lack of required job skill sets by the workforce, the need for active partnerships between the private and public sectors that are very crucial and the importance of globally competitive education systems in Africa. A contribution shared by Dr Manu Chandaria emphasized on the need to disrupt the state of education by dedicating a semester to practical experience through an attachment in the workforce to ensure sound knowledge exchange occurs. This is an excellent idea. However, the intricacies of making this reality would be quite the task when factoring the number of corporates versus the number of students that would need placement. Already in Kenya, for example, a young lawyer waiting for admission to the bar needs a 6-month pupillage placement to qualify. Unfortunately, with the increased student intakes over the years, many times students have had to delay their admissions because they had to take turns to undertake the training period and some struggled for almost a year or two to secure placements.

Other substantial contributions shared include one from Prof. Chacha of the Kenyan Commission for University Education highlighting the need to incorporate leadership, ethics and governance skills in education curriculums to foster social equity. A much-needed tweak bearing in mind the political situations in various African countries and Nneka Okekearu, Regional Director Enterprise Development Center, Pan Atlantic University who reminded us that our curriculums need to emphasize on skills and not just paper qualifications. After all, sometimes paper qualifications can be useless for a practical workforce. Thus, a revival of vocational and technical training institutes is very much needed today.

Going forward, to transform higher education in Africa, there is the need for important data collection and specialization that will help assess so many pertinent issues like the talent selection processes for awarding of scholarships, nature of courses pursued by recipients of scholarships among other crucial matters. It is noteworthy that the creative economy, especially those interested in management subjects in the creative economy, hardly benefit from scholarships as there has been a lot of emphasis on STEM (Science, Technology, Engineering and Mathematics). These various subjects are no longer strangers to each other with the growing interface between them. And with proper management skills in the creative economy, there would be seamless collaborations between these faculties that will nurture the next generation problem-solving innovations and keep the African economy growing.

As we explore ways of transforming higher education, without a doubt, we need to recognize that the contribution of the African diaspora and African youth who have had the privilege to school in the western universities should and will have opportunities to help in this transformation. Philanthropy will also go a long way to guaranteeing African youth global exposure in universities outside Africa for extended and short professional courses to help build capacity in future skills as well as current skills on demand. As a continent, we need to create the culture of paying forward also to sustain philanthropy and the spirit of giving in the name of education.

A great parting shot by Dr Ouisseina Alidou, a professor of African-American Studies at Rutgers University, "Africans

Kofi Appenteng

President and CEO of Africa-America Institute

need to embrace that they are part of the world. There is nothing wrong with being a westernized African." We just need to continue doing what we do best. Putting a dash and a sprinkle of African culture in everything we touch or create!

Perhaps soon the education sector will realize that traditional knowledge and cultural expressions should have a role to play and realize they are stakeholders as the international community begins conversations about traditional knowledge and cultural expressions as intellectual property rights. This is another kettle of fish befitting its blog post.

About the Author

Liz Lenjo is an Advocate of the High Court of Kenya and a Bachelor of Laws LL.B (Hons) graduate from The Catholic University of Eastern Africa. She has a keen interest in Media and Entertainment Law as an area of specialization. She recently completed my Master of Laws (LLM) in Intellectual Property Law at the prestigious program hosted by the University of Turin and the World Intellectual Property Organization (WIPO) class of 2016/2017. This is a program that recruits only 40 students from around the world every year.

About AAI:

Founded in 1953, The Africa-America Institute (AAI) is the premiere U.S.-based international organization dedicated to strengthening human capacity of Africans and promoting the continent's development through higher education. AAI's mission is to promote enlightened engagement between Africa and America. More than 15,000 AAI alumni are at the forefront of Africa's public, non-profit, and private sectors.

Special report
Participation at the 2nd SDG-Education 2030 Steering Committee Meeting

by Shem Bodo

UNESCO established the Steering Committee on Education for Sustainable Development Goals 2030 (SDGEducation 2030 Steering Committee) in 2016 primarily to support Member States and partners by providing strategic guidance, reviewing progress and making recommendations to the education community on key priorities and catalytic actions to take to achieve the new global agenda, particularly SDG-4 and the education-related targets in other goals. In doing so, it is hoped that the unfinished Education for All agenda will continue to be addressed. The Committee comprises six groups of 34 members, as specified in the 2030 SDG Framework for Action, and the membership is as follows:

• 19 Member States, forming the majority, with three Member State representatives for each of the six regional groups, as well as one representative of the E-9 countries on a rotational basis

• Four convening agencies representatives: UNESCO, UNICEF and the World Bank, each having permanent seats, and one from the other convening agencies (UNDP, UNHCR, UNFPA, UN Women and ILO), representing all five agencies on a rotational basis
• Two representatives of NGOs on a rotational basis and one representative each from GPE, teacher organizations, and OECD
• One representative from regional organizations for each of the six regions, to be decided by the region, with an option to rotate representation.

 ADEA represents regional organizations in Group V(a) – Africa, and the Senior Programs Officer is the current designated representative in this group that also comprises Member States of Benin, Kenya and Zambia. The Committee held its inaugural meeting in May 2016, where members developed the terms of reference guiding the Committee's work, among other outcomes. This second meeting was a follow-up to the decisions taken during the first meeting in terms of advocacy, reviewing progress, financing, and regional strategies and coordination.

Opening speeches: In her opening remarks, the Senior Adviser to the President of the 71st Session of the UN General Assembly   (UNGA), H.E. Ms. Dessima Williams representing the UNGA President, H.E. Mr. Peter Thomson, informed the meeting that the principle objectives of UNGA's 71st Session are to drive the implementation and raise awareness for all 17 SDGs. She reiterated the need to ensure that all girls and boys, especially those in conflict areas and natural disaster zones, have the opportunity to complete regular primary and secondary education in education facilities that are child-learning friendly, and disability and gender sensitive. This is in addition to ensuring equal access to quality education for all women and men, including technical, vocational and tertiary education so that decent jobs and entrepreneurial opportunities are made available and accessible.

His Excellency Ambassador Michael Worbs, Chairperson of the UNESCO Executive Board reiterated the importance of both the Incheon Declaration and the Education 2030 Framework for Action adopted by 184 Member States in 2015. He noted the advantage of working closely together with all UN agencies and international and regional intergovernmental organizations to fully achieve the goal of ensuring inclusive and quality education for all and promoting lifelong learning. Underscoring the key role of partners and other

stakeholders in guiding and supporting the implementation of the global education agenda, he affirmed the position that the primary responsibility for its implementation lies with the Member States.

In a speech read on her behalf by the Assistant Director-General for Education, Mr Qian Tang, the UNESCO Director General, Ms Irina Bokova observed that to leave no one behind, there is need for a vast expansion of quality education at all levels – an education that imparts responsibility, citizenship and shared values. Through real partnership, the Steering Committee has a vital responsibility in promoting a forward-looking vision on how to put the SDG and education agenda into action. The Director General noted that implementing the SDG agenda calls for political leadership in strengthening the capacity of governments to plan and monitor progress, and sustained high profile advocacy and increased investment in education.

Highlights of session discussions: The meeting discussed possible follow up activities to the Global Education Monitoring (GEM 2016) Report and provided comments on the theme for the 2017 report: Accountability. Members also endorsed the 29 thematic indicators presented by UIS (representing the Technical Cooperation Group – TCG), and agreed to support the implementation of the indicator framework at national, regional and global levels. It also deliberated on the International Commission on Financing Global Education Opportunity's "Learning Generation Report". The meeting further looked at the proposal to establish SDG4-Education 2030 Champion countries, agreeing to replace the term "Champion" with another word (such as Patron or Lead) and to focus more on peer learning. Members adopted the draft Steering Committee "roadmap of activities" for 2017 and 2018 presented, which included the establishment of 4 working groups for which members of the Steering Committee were encouraged to offer themselves as members. There were sessions for strategic informationsharing, around SDG developments at the global level, updates on SDG-Education 2030 activity implementation by members of the Steering Committee (UNESCO, each of the 5 groups, and regional organizations)

There were two presentations by Group V(a) – Africa: one by Zambia, representing Member States, and the second one by ADEA, representing regional organizations in this group. The Member State presentation highlighted the fact that Africa has expressed commitment to ensuring implementation of the Education 2030 agenda, with sub-regional consultations held in almost all the sub-regions. Some countries also held national consultations to ensure adequate preparation for the achievement of SDG-4 on Education. Limited capacity in education policy and planning to effectively align national strategies and sector plans to SDG-4, in addition to limited financial resources for implementation, inadequate capacity to effectively handle EMIS to conform to the demands of SDG-4 (e.g. challenges in measuring some proposed indicators), weak multi-sectoral approach, coordination of the SDG-4 at the national level in view of the diversity of the stakeholders, and inadequate trained teachers were some of the challenges highlighted. However, the group cited existing opportunities such as the already established EFA coordination structures

as a basis to start the implementation of SDG4. This is in addition to regional initiatives that highlight the goodwill of the African leaders – e.g. Africa's Agenda 2063: The Africa We Want, and the Continental Education Strategy for Africa 2016 – 2025 (CESA 16-25) as well as the large youth population.

ADEA's presentation focused on its work in supporting Africa's Agenda 2063 and CESA 16-25, participation in the 1st CESA Planning Meeting in Addis (June 2016) and the fact that it contributes to the Report of Annual Continental Activities (RACA), which the African Union Commission submits to the Committee of 10 Champion African Heads of State on Education. Through its Chairperson, the Committee then briefs the African Union (AU) Heads of State Summit on progress. The ADEA representative also highlighted the adoption by AU to use existing structures in implementing CESA 16-25 and the recognition of the Association's ICQN network as a model for monitoring the implementation of the African agenda and continental strategy, citing the launch of CESA thematic clusters on STEM and ICT in Education as examples. He also presented on the 2017 ADEA Triennale in terms of its focus, theme and sub-themes, venue, dates and the preparation process.

Main observations:
• A number of activities have been taking place to lay the foundation for SDG4 implementation, whose primary responsibility lies with the Member States. Education must also be seen to support the implementation of other areas of SDGs.
• Modalities need to be explored on how the Steering Committee can work with, and support, regional organizations. Strong regional cooperation is necessary in establishing common frameworks as well as enhancing peer learning (e.g. the ICQN model).
• There is need for alignment between the endorsed global indicators framework and the CESA 16-25 M&E framework under development by IPED (AU Education Observatory). The concern is on the «how» of implementation, including supporting member states in building their capacity to implement, benchmarking and setting thresholds, and having a balance between quality and equity.
• Partners need to lay down solid bases, consolidate their actions, embrace the diverse context, and have an integral approach to education taking into account the needs of vulnerable populations, migrants, etc. There is need to clarify and specify objectives – e.g. gender and sexuality, appropriate definition of challenges and strategic approach taken to address these challenges. Incorporating the youth component is a must.
• The GEM report should ground recommendations in concrete country or situation-context e.g. those countries in conflict, provide a mechanism for stronger regional action, facilitate inter-regional exchanges and appreciate the diversity of capacities e.g. following up on indicators

and learning outcomes. There is also need to provide guidelines on how to implement the recommendations, engaging different sectors and using existing mechanisms and spaces, at national, regional and global levels, including during Heads of State summits. But the regional platforms/mechanisms also require strengthening.

• An advocacy and communication strategy needs to be developed, initially focussing on the thematic areas of Education Financing, Quality with Equity and developing an online portal that includes benchmarking of successful practices.

Next Steps: The Committee Secretariat is currently working on the Terms of Reference for the 4 proposed Working Groups (Communication and Advocacy; Review, Monitoring and Reporting; Policies and Strategies; and Financing), refining the Roadmap of the Steering Committee activities for 2017-2019 based on the meeting's feedback, as well as writing the Meeting Report. These will be shared with participants for comments. The next Steering Committee meeting will be held in July 2017 before the High Level Policy Forum (HLPF) in New York.

Shem Bodo Shem has over 12 years' experience in conducting EMIS assessments, undertaking education sector analyses and producing policy briefs. Shem brings a wealth of knowledge and experience in leadership, management and education policy analysis. Having been with ADEA's Working Group on Education Management and Policy Support in Harare as Program Manager for many years, he brings to the Secretariat rich institutional memory.

The African Union

by Luckystar Miyandazi

The Organization of African Unity (OAU) was established on May 25, 1963, in Addis Ababa, Ethiopia, at a time when there was urgency for independence and liberation in many countries. The OAU was the first continental organization integrating Africa, presenting the continent as one on the international stage and defending the continent's interests.

When the OAU is remembered and talked about, it is with a lot of nostalgia given the struggle that many of the founding fathers, from about 32 states that were independent at the time, had to go through to accomplish the kind of greater Pan-African unity envisioned then. Even more recognized is the fact that the OAU led to the formation of the AU, which has evolved to characterize a political, social and economically united Africa in many areas.

The African Union today

Since its launch, the AU has grown and brought the African agenda to the global arena in several ways, most importantly by being the convening body of 55 Member States. The AU "put Africa on the map" during international negotiations—specifically on: peace and security, migration, the Sustainable Development Goals (SDGs), and climate change. The most significant role that the AU offers is, therefore, that of a platform

that brings together the African voices in the global arena.

The AU also acts as an advocacy entity, where it has coordinated African countries to adopt Common African Positions on matters affecting the continent where there is a need for bloc negotiations. For international partners, the rise of the AU provides them with a single interlocutor, instead of having to talk with 54 individual countries.

In the last ten years, the AU has also been recognized for its very active role in the promotion of women, gender and development. One significant stride has been the declaration of 2016 as the 'African Year of Human Rights with a particular focus on the Rights of Women', with a focus on advancing the civil, political, economic, social, cultural, and environmental rights as well as the right to peace for women in Africa.

Further, the election of the first ever woman to chair the continental body in 2012, H.E. Dr Nkosazana Dlamini Zuma, who was until January 2017 the chairperson, was considered a huge win for women leadership in Africa. Thus, in addition to unity and solidarity of the African people, the AU continues to work on many of the objectives it set out to achieve in its Constitutive Act. Trying to achieve the various AU treaties, conventions, protocols and charters is not without its challenges.

For one, the Ebola crisis, which was the largest of its kind since the first outbreak in 1976, severely affecting countries in West Africa (including Guinea, Liberia and Sierra Leone), was a real test of the value of having a regional African organization. The AU held a meeting of ministers, contributed funds and got involved in the humanitarian efforts through the African Union Support to the Ebola Outbreak in West Africa programme (ASEOWA). The AU's role in averting the Ebola crisis was termed by some as heroic, while there was also criticism that the AU took four to six months to respond after the crisis began.

Even more challenging for the AU has been the various violent conflicts on the continent—South Sudan, Burundi, Ivory Coast,

Libya, Mali, Guinea-Bissau, Somalia, Western Sahara dispute of territory with Morocco, and the Democratic Republic of Congo. The AU continues to face a huge challenge in dealing with African conflicts that are ongoing or newly erupting due to the changing dynamics and complexities of conflict in Africa.

Further, Africa is a continent of roughly 1.2 billion people, who are mostly young and living in the urban areas. The clear challenge for the AU in this is that the continental body has to establish itself well enough to be able to present policy frameworks for the well-being of the high population, while also addressing issues of poverty, inequality, lack of basic needs for the population moving to the urban areas.

Finally, the African continent is the one that is being most affected by climate change. As resources, land and water become increasingly scarce as a result of impacts of climate change, people's livelihoods are affected, and there is increasing poverty in rural areas. To adequately address the effects of climate change, the AU needs to look into its environmental policies.

The African Union is expected to address all these pressing issues with insufficient capacity and funding. Funding remains a critical problem as member states do not finance the major costs of the body, thereby leading to reliance on external financing. External partners fund 98% of the AU's programme budget and 99% of the Peace and Security Operations.

This reliance on external funding is to some extent connected to what the AU has been able to achieve and what it has not been able to achieve over the past years. Current funding, especially towards programmatic activities and projects, is seen as being in the interests of external actors without an assessment of the African institutional needs or capacities.

Silos of success for the African Union

While there have been challenges, it would be unfair to condemn the AU for not being able to solve all of Africa's problems. It is important to recognize what the AU has achieved for the continent through its various mechanisms and institutions.

One of the successes of the AU has been the African Peace and Security Architecture (APSA). The number of violent conflicts in Africa has reduced significantly since the onset of APSA, which has made a tremendous contribution to conflict prevention, mediation, and peace support. It shows that the AU is not just an emerging actor, but already a significant global player in the area of peace and security.

Furthermore, on issues related to good governance, the AU has established the African Governance Architecture (AGA) that is much needed to ensure good governance to achieve sustainable solutions.

The AU also supports constant efforts to further regional integration through the Regional Economic Communities (RECs). RECs facilitate regional political, economic and social relations, thus acting as the building blocks of the AU.

Looking to the future, as the AU moves more into the global arena of alliance and coalition building, work and focus on the deeply rooted organizational constraints are necessary for institutional reform. Further, harnessing the power of partnerships, actually addressing financing challenges, reconnecting with the citizens—especially the youth—and build capacity within the continent to deal with peace and security and migration issues are just some of the steps that will help galvanize the AU's potential.

Luckystar Miyandazi is a Kenyan national and Policy Officer for Africa's Change Dynamics programme. Before joining ECDPM, she has worked as the Tax Power Campaign Africa Coordinator at Action Aid International.

This article first appeared on the European Center for Development of Policy Management's website.

Special Report

ADEA Triennale Special Report on Plenary Session on Higher Education and STEM

By Lawalley Cole

Dakar, Senegal - Thursday 16 March 2017

Moderator: Kimberly Kerr, Deputy Director, MasterCard Foundation

Keynote Speaker:

Professor Aminata Diallo, Adviser on Cooperation and Research, Ministry of Higher Education and Research, Senegal

Panelists:

Mr. Etienne Ehouan Ehile, Secretary-General, Association of African Universities (AAU)

Mr. Hilaire Hounkpodetel, Coordinator, PASEC

Prof. Harry Kaane, Executive Director, 4UPIS and Former Education Secretary, Kenya

Ms. Alice Ochanda, Program Specialist/ Gender in Science, UNESCO

Ms. Mary Hooker, Senior Education Specialist, GESCI

Objectives of the session

The objectives of this meeting were to assess the importance of higher education and STEM for accelerated economic growth and economic development in Africa, given the repeated calls to revitalise Africa's education system at all levels including in higher education - as a core priority in national development plans. Opportunity is strongly linked to competencies in science, technology, and innovation. However, most African nations lag far behind the rest of the world and unable to create such opportunity. Proven educational changes that foster innovation and technical confidence must blossom in African countries as Africa is poised to provide approximately 33 percent of the global workforce by 2050.

The Moderator Kimberly Kerr posed the following questions: What is working with STEM and higher education in Africa? What are the bright spots? What more needs to be done?

Prof: Aminata Diallo

Emphasised on the challenges and opportunities that currently exist in science and technology in Africa for socio-economic development. To have clean water and sanitation, sound agriculture and adequate nutrition, and making use of these opportunities are crucial. She referred to the 17 sustainable development objectives proclaimed by the UN last year.

Goodwill is just not sufficient, as the economic stakes are high and the challenges universal. Therefore, with the adoption of STEM by all African countries, there will be better scope for the creation of employment. For instance, the United States created jobs using STEM between 2011 and 2015, and it is much likely that between now and 2018, all the leading industries in the US will relate to STEM. Africa will need technical competencies to respond to its demands. For instance, whereas we report that 100,000 graduates per year will be produced in Britain, Africa is nowhere near this figure, and the gap will continue to remain wide as concerns the continent. In Africa, 25% of students on the average study in STEM disciplines. Women are under-represented. We must correct this anomaly. We must, therefore, adopt a strategy that would emphasise training in STEM to ensure that African children receive an education in STEM. We must not only focus on exams but also ensure that we encourage our teachers to develop an interest in STEM-related subjects.

Such will entail integrating the four disciplines of STEM namely Science, Technology, Engineering, and Mathematics.

There exist some incentives and initiatives undertaken at local as well as global levels. For instance, in 2014, the US government put in $3.4b to support STEM schools. In Africa, current initiatives include (i) the STEM-Africa project in which young scientists receive support. There is also the IBM Digital Nation Africa, which is part of a global initiative. We have also had the program called FIRST – Forward Inspiration Recognition of Science and Technology (which includes STEM). Last, but not least, we also have the PASET, a program on Partnership for Science, Engineering and Technology – to train 10,000 PhDs in the next ten years. This program is also a fund for innovation and research aimed at strengthening the research environment.

There is a stronger need for collaboration now more than ever before, as no one is capable enough to regulate the problems around STEM. We must, therefore, seize all opportunities to correct the imbalances in our education system.

Mr Etienne Ehouan Ehile, Secretary-General, Association of African Universities (AAU)

This intervention focused on Innovation, trends, and approaches that can advance higher education and STEM

We can only transform Africa through STEM – but how can we get the human resources to acquire STEM? Financing is a major problem. Agenda 2063 talks about the massive mobilisation of resources. Also, the AfDB has some initiatives that must be encouraged. There is also the ECOWAS Nnamdi Azikiwe Mobility Scheme known as ENAM. The World Bank also has a four-year project to promote STEM with their Centres of Excellence on the continent. All these on-going projects have a common point that is to increase capacity in STEMs and to mobilise resources for that. Their mode of financing is also innovative, and they include synergies with governments and regional economic communities (RECs). Also, PASET which is an initiative stemming from countries like Senegal, Rwanda and Ethiopia have other countries engaged in it. These efforts must be encouraged. The World Bank Centres of Excellence are also an innovative initiative, with statistics on STEM issues that look at variables such as enrollment. There were also questions regarding research, publications, and financing of STEM projects on the continent. These are all real issues as we will as of now be seeing many Africans with Masters and PhDs degrees produced in the areas of STEM. Also, other initiatives exist at the country level. The

AAU conference on models of financing higher education held in Lomé, Togo in 2014 highlighted some country-level experiences in Ghana, Nigeria, Kenya, South Africa and Senegal that also considered performance contracts.

Mr Hilaire Hounkpodeté, Coordinator, PASEC

One cannot support higher education without acknowledging basic education. If we miss basic education, we can be wasteful in higher education without getting the right results. There must, therefore, be synergies between the various levels of education. It will be ideal to have young mathematicians from primary level who in the end will produce computers and tablets. Hence, the theme of this Triennale, which we should be happy with as it talks about revitalising education. Let us think about the whole system, and taking into account all the actors in education whatever their role may be, and including employers too. We must equip our young people with the relevant skills for employment. Rather than focus on training, we need to rethink the whole education concept, as for instance if we should take the example of Thailand where the going is geared towards scientific education. We must, therefore, make STEM address the African realities.

Prof. Harry Kaane, Executive Director, 4UPIS and Former Education Secretary, Kenya

Prof Kaane agrees with Professor Diallo. However, we need to widen the perspective. We cannot develop education alone without developing the other sectors of the economy. For example, Kenya and other countries have made considerable progress. However, we will not change as we move along because of the way we are going. We are too rigid. Prof. Kaane called for the AU, ADEA, and AAU to consider seriously departing from the status quo. He cited how South Korea was able to do so in the 1970s. Their TVET is good not because of what they are doing today. He noted that money is not always a primary issue, as we will not always need money. Can we set up a university like the one in Korea, without money? We will need less than 100m US$ for this. Moreover, this must have a different agenda from the current Pan African University agenda that we have now. We do not only need to produce graduates – and for what? We must manipulate knowledge, and work more in the areas of telecommunications, computers, etc. Let us get PhDs who are farmers and enabled to transform knowledge. Let us create specialised thinking. We do not necessarily need PhDs who will only become lecturers.

Ms Alice Ochanda, Program Specialist/ Gender in Science, UNESCO

Agrees with the other panellists that we must change our approach to teaching and learning – what we are teaching about STEM, how we are teaching STEM and what our students are learning in STEM subjects. We must use technology to develop skills. We should make it more interactive as opposed to going to lecture theatres just to teach or lecture. We should improve our laboratories and make the students have an engaging learning environment where they interact with each other and with the new technology. We should also build the skills of our lecturers and make them acquire new skills from advanced countries. In that way, they can bring back new knowledge and improve on higher education. We also need to equip our students with information and knowledge for the full impulsion of STEM – the relevance and importance of STEM to develop our countries, and in our day-to-day lives. We must do these through mentorship – mentoring young students at a very early age is essential. Here we need strategic partnerships to enable a strategic approach to the mentorship. The institutions of higher learning must be involved in that mentorship, as they are the key stakeholders, who also suffer from the low enrolment of students in STEM. We also have to have partnerships with the private sector, especially the industries who are the employers. We must link these, as they are key partners who can provide employment opportunities for graduates in STEM. The students themselves are relevant and must receive the consideration they deserve, as well as their parents. Their contributions are vital.

Ms Mary Hooker, Senior Education Specialist, GESCI

Ms Hooker focused on ICT and STEM and attempted to transcend the connections within STEM at all system levels. She noted that the African Capacity Building Foundation's recent report in 2016 stated that 80% of students have been taking subjects in the arts and humanities rather than in the STEMs, with a shortfall of 5 million engineers and scientists in Africa over the next five years. The big question is why are we so poor at promoting the sciences in our educational systems. However, the fact remains that African students do perform well when it comes to factual knowledge in mathematics and sciences and have access to the basic understanding of these disciplines. Capacity building, especially of teachers is all-important, and in fact, teachers do have the ability to teach these subjects.

Teachers know about the 21st-century skills as well as the different strategies that one can use. However, the issue now is why do teachers not use what they already know? Higher education institutions should, therefore, help teachers teach well, especially teaching STEM in theory. Such is the gap. Students should, for instance, be able to deal with real problems, such as in areas like agriculture and be able to apply theory and practice. There must be more conceptualising and further rethink and reinvesting in education. Knowledge must be tagged with problem-solving and finding solutions on a daily basis. This type of experience is what links theory with practice, and now we have the opportunity.

Final Remarks - Steps for action

Prof. Diallo – recommends collaboration at national, regional and international levels. This partnership will help us to catch up as we are in a system of catching up.

Mr Etienne Ehouan Etile– Reforms must be holistic. We cannot have fragmented reforms for pre-school, primary, secondary and tertiary. Comprehensive reforms that begin at the pre-school level should translate all the way to the tertiary level in our educational system.

Mr Hilaire Hounkpodeté, – Emphasise on the competencies for STEM. We must review our educational systems to ensure that students are learning and are acquiring these skills. We must also have a real orientation policy for our students.

Prof. Harry Kaane – Promote STEM. The supply-side is not essential for STEM. The demand-side must be persuasive and should be addressed. Only the demand for the graduates will move initiatives like TVET on the continent. Government and the industries must create the right jobs for STEM. As we create the jobs, we are ready to change education, and these will support STEM.

Ms Mary Hooker– One practical action is to examine the agenda for teachers and teaching as related to all the issues regarding learners and learning in the 21st century. How do we link research and development in higher education with what is happening at the centre stage of teacher practice in the classroom? How teachers are problem-solving regarding the opportunities and constraints must also be examined. How can the small successes based on how teachers are problem-solving within the affordances of their teaching contexts, and how can these successes inform practice and the write-up of the value chain to inform further research and to inform policy.

Ms Alice Ochanda – Low participation of girls in STEM must be addressed. It is critical to mentor students at an early age followed by mentoring at all levels – primary and secondary levels are of particular importance to expose students to STEM. We must touch on those critical skills needed by everyone. STEM should enable students to create jobs.

Conclusions:

In the current increasingly liberalised global market economy, social and economic development is highly driven by the advancement and application of knowledge. It is recognised now, more than ever before, training of human resource in STEM (Science, Technology, Engineering, and Mathematics) influences the economic competitiveness of individual economies in the context of globalisation. However, available evidence shows that higher education enrollments in STEM major fields (or in natural sciences and engineering) have not been growing to keep pace with the growing demand for workforce in those areas.

The integration of ICT in the learning process is also well recognised. We emphasise these priorities in Agenda 2063, which calls for a revolution in education and skills development and the promotion of science and technology, research and innovation and recognises that human capital is Africa's most precious resource. CESA 16-25 also elaborates these points and call for improvements in four areas: access, quality, relevance, and equity. CESA also addresses critical issues such as absorptive capacity, infrastructure, research, links with industry and knowledge production and integration.

Experience from newly emerging economies around the world shows that higher education programs in STEM fields play a crucial role in alleviating the crushing pressures of poverty and catching up the technological backwardness. We do this by training qualified and adaptable labour force capable of accessing and generating new knowledge and accommodating global experiences for local use. For this to happen, it is critical to making available highly qualified and experienced staff, facilities, equipment and other essential inputs for running training programs in STEM fields. Much as it is vital to creating a mechanism for attracting and retaining competent and qualified STEM teachers in higher education institutions, there is also need to lure students to STEM to boost the number of graduates in these disciplines and overcome the current and future deficit in the supply side of STEM workforce.

Special Report

The ADEA Triennale
Quality suffers as graduates learn too little in the African classroom

By Wachira Kigotho – Education analyst, Kenya

Growing evidence that students in most African countries are learning far too little was the main agenda of a continental ministerial conference held in the Senegalese capital Dakar from 15 - 17 March 2017. The conference was to establish a road map to ensure youths acquire skills they need for life and work.

The conference, themed 'Revitalizing Education Towards the 2030 Global Agenda and the 2063 African Agenda', observed that over 60 million African children reach adolescence lacking basic literacy and numeracy skills. The issue is that although there has been much progress in getting children enter and stay in school, deficits in learning and competencies are still of great concern.

Dr Jennifer Blanke, the vice-president of agriculture, human and social development at the African Development Bank, blamed African education systems for the continent's lack of critical mass of skilled labour.

"Most African education systems face a triple crisis: scarce human capital, low-quality learning resources and inadequate social inclusion," said Blanke in a presentation titled, 'Building Africa's Education Systems for a Prosperous Future'.

Educational quality shortcomings in most African countries are reflected in the students' lack of foundation skills and critical competencies. According to the United Nations Educational Cultural and Scientific Organisation (UNESCO), on average, a third of primary school pupils exit schooling without attaining the capacity to read and write. Unfortunately, better education and training will not come for free, particularly given the large numbers of young people reaching school age.

With this in mind, the delegates used the conference as a platform to hold dialogue and as a policy-making initiative on how to transform Africa's weak education systems into practical tools for job creation, social development, Africa's cultural renaissance and pan-African identity.

In essence, the storyline of the 'ADEA 2017 Triennial on Education and Training in Africa' was how to make education an instrument for eradicating poverty and promoting prosperity in the continent that is currently the home of 50 percent of the world's children of primary and lower secondary school age who are not in school.

"In this regard, many young Africans, even if they are lucky enough to complete secondary education, are either unemployed or unemployable due to a lack of basic mathematics and science skills," said Kwame Akyeampong, a professor of international education and development at the Centre for International Education at the University of Sussex.

Amid efforts to fix the continent's tattered education systems, African education leaders and experts seemed worried of the emerging youth bulge that is often erroneously viewed as an economic and labour dividend. Abdoulie Janneh, a former Under Secretary of the United Nations Economic Commission for Africa summarized the issues. He said during a plenary session on skills development, youth employability, entrepreneurship and decent work for all that the high rate of unemployment among the young people in Africa is one of the most pressing social, economic and political challenges facing the continent in the 21st century.

"Despite the strong growth performance of African economies, the continent has been unable to create sufficient jobs to absorb young people graduating from schools and colleges," Janneh said.

The crux of the matter is that high rates of youth unemployment have almost become a structural problem on the continent, and more in Sub-Saharan Africa, where the situation is made more complicated by the demographic transition in the region, usually characterized by the youth bulge. Besides, the unemployment crisis is not only anchored in a lack of skills per se. According to Borel Anicet Tagne,

an education economist at the African Development Bank, while 54 per cent of job-seekers in Africa have little or no skills at all, 41 percent have advanced qualifications but not the set of competence required by employers. Subsequently, while Africa has the potential to leapfrog some technological steps, most countries are missing out on this opportunity as a result of the mismatch of skills and under-investing in science, technology, and research and development.

Reporting the ongoing consultations on the World Development Report 2018 titled 'Realizing the Promise of Education for Development', Halsey Rodgers, a co-director of the project, warns that in most instances, the highest return on investment in learning is outside the education system itself. He singled out nutrition and other ways to prepare children for school, as crucial aspects to learning.

"Quite often, schooling that does not lead to learning undermines the promise," says Rodgers.

Notably, that is the situation in Kenya where, according to the United Nations Children's Fund (UNICEF), an estimated 35 percent of children under the age of five are stunted, which means they are usually short of their age as a result of being undernourished. "Children who are stunted at an early age are at high risk of impaired cognitive development, which adversely affects their learning and retention," said a UNICEF statement at the conference.

Nonetheless, although datasets from Brookings Institution's Centre for Universal Education indicate that Kenya, Cameroon, and Tanzania, at about 10 percent, have some of the lowest average rates of pupils not in school and not learning in Sub-Saharan Africa, the situation is likely to change in Kenya as a result of the ongoing drought. According to UNICEF, last month, 174,000 children in pre-primary and primary school were not attending classes due to the drought, while surveys conducted in the affected counties showed acute malnutrition above 30 per cent.

But despite such lofty ideals, the Dakar conference has become a milestone of warning African governments that unemployable youth bulge could trigger unstoppable political and social upheavals. In this regard, the conference resonated with the late Julius Nyerere's faded dream of education for self-reliance, a dream that was not just rejected in his country Tanzania but also by the rest of Africa. Nevertheless, the conference sent a strong message that schooling without learning cancels the promise of education as a driver of an individual and national well-being

Second Africa day of school feeding celebrated in Brazzaville, Republic of Congo

Congo Brazzaville: The second edition of the African Day of School Meals was officially launched and celebrated on Wednesday 1 March 2017, under the patronage of the Congolese government, to the theme: "Home Grown School Feeding: Investment in Youth and Children for Harnessing the Demographic Dividend".

The historic day was celebrated by the African Union Commission, together with the AU Member States and development partners. A colorful ceremony, which was complemented by a series of official events in the Congolese capital, Brazzaville, was attended by senior government officials and ministers from African governments including Ethiopia, Guinea Bissau, Chad, Zimbabwe, Senegal, along with development partners, members of the diplomatic corps and other guests.

The Africa Day for School Feeding was instituted by the Assembly of Heads of State and Government during the 26th African Union Summit in January 2016 (Assembly/AU/Dec. 589 (XXVI), in recognition of the immense value of home grown school feeding, in enhancing retention and improving the performance of children in school, and in boosting income generation and entrepreneurship in local communities.

"The Government of Congo is committed to investing in school feeding in the interests of our children and for the future of our country," said minister Claude Alphonse Silou, representing the Prime Minister of the Republic of Congo.

«All of us have a role to play in school feeding," said Dr. Martial de Paul Ikounga, Commissioner for Human Resources, Science and Technology of the African Union, speaking on behalf of the President of the African Union Commission Nkosazana Dlamini-Zuma. "Let us support our governments and the African Union in achieving the objectives underlying the creation of this program and of course our common vision of The Africa we want," he said.

"Home grown school meals programmes bring together nutrition and learning and connect schools with parents, smallholder farmers and local markets, creating a powerful force. By encouraging these transformational programmes across the continent, the African Union is bringing us one step closer to our shared goal of a world with Zero Hunger," said Daniel Balaban, Director of the WFP Centre of Excellence Against Hunger, based in Brazil.

In his remarks, WFP Country Director in Republic of Congo, David Bulman, underscored the importance of school meals programmes, particularly for vulnerable children, and cited recent research on the cost-benefit of school meals programmes. "Every dollar invested in school meals in Congo generates a return on investment of more than nine dollars" he said.

In the words of the African Union Commissionner: "I dare to hope that the recommendations of the assembly in favour of the promotion of school feeding programmes in the framework of CESA 16-25 will not remain a mere document sitting in the drawers of the ministries but will mark the beginning of a process which will offer many opportunities to reinforce the convergence of resources, skills and resources.»

Special Report

The second "African Day of School Feeding" celebration Report in Ethiopia

"Home Grown School Feeding: Investment in Youth and Children for Harnessing the Demographic Dividend".

Kokebe Stibha Primary school Addis Ababa, Ethiopia

The Africa Day of School Feeding was instituted by the Assembly of Heads of State and Government during the 26th African Union Summit in January 2016 (Assembly/AU/Dec. 589 (XXVI), in recognition of the immense value of home grown school feeding, in enhancing retention and improving the performance of children in school, and in boosting income generation and entrepreneurship in local communities.

The first event was marked with an event in Niamey, Niger on March first 2016 with a theme "Home Grown School Feeding: a Conduit for Africa's Sustainable Development" and attended by the African union commission, AU member states and development partners. This year ,the second edition of the African Day of School Meals was officially celebrated on Wednesday 1 March 2017, in Congo Brazzaville under a theme: "Home Grown School Feeding: Investment in Youth and Children for Harnessing the Demographic Dividend".

School Feeding Programmes improve household food security for marginalized, it provides an important means to transfer revenues to beneficiary families and a social safety net for poor households, it has the potential to benefit entire communities through stimulating local markets, enabling households to invest in productive assets and impact the wider economy through its potential to facilitate agricultural transformation through linkages with smallholder farmers.

Furthermore, investments in human capital in general and School feeding in particular are believed to contribute to six major Global Development Goals-SDG1, SDG 2 and SDG 4, SDG5, SDG8 and SDG10 -through improving the education, health and nutrition status of school going children, promoting girls education and contribute to the agriculture marketing and entire economy through creating market access and entrepreneurship. It also contributes significantly in catalyzing the process of reaping the youth demographic dividend, thereby expediting an unprecedented economic growth on the continent.

Ethiopia as a member state and a sit for AU has mark the second edition of the African day of school feeding in Kokebe Stibha primary school in Addis Ababa. Commemoration were co-organized and sponsored by WFP and the Ministry of Education and Addis Ababa Education Bureau and attended by Ethiopia's First Lady, the Ministers of Education and Agriculture, as well as the State Ministers for Crops (MOA) and General Education. Donors (USDA) and partners UNICEF, AU and Ethiopian school meal initiative, school directors, teachers and the private sectors companies (Gain and Ankor milk).

Media Spot

Media spot prior to the main event day was transmitted by EBC for two days. The spot used the theme of the event and footage from school feeding documentary to transmit the message

Song by Koke Tsibha Students

The student at kindergarten and primary school and the children with special needs have presented welcome song and a song about school feeding.

Speeches

Speeches were made by, the first lady, the Minister of Education, the Minister of Agriculture, the State Minister for General Education, The AU representative, WFP Head of Programs, the students and parent's representative.

First Lady has adopted HGSF as one of her flagship initiatives, spoke at length (in her speech) about her own learning around school-feeding based on knowledge exchange trips to Sweden, her strong conviction of the indispensability of national HGSF as a step to middle-income status and as an investment in the future, rather than a response to poverty and deprivation. She emphasized the importance of school feeding as a safety net, especially for single and working mothers, to address gender-related challenges. Bilaterally, she reaffirmed her determination to source funding for HGSF and to personally shepherd it as she feels the amounts in questions «should not be so hard to find» and requested partners support in scaling up HGSF at a faster pace throughout the country.

Minister of Education and Agriculture reaffirmed their strong commitment to scaling –up HGSF throughout the country, in partnership. MOA looks forward to supporting supply side with small farms and requested help with storage and technology knowledge gaps. MoE looks forward to support from WFP on strategies for financing HGSF sustainably and to learn how to procure/store/distribute food commodities at the school level.

WFP made an address emphasizing our long history of supporting school-feeding in the country (20+ years) our wide range of technical knowledge available to support programme design and implementation and our commit-

ment to the GoE's wish to move from an externally, project-based approach to a sustainable, nationally owned model.

Testimonials by Beneficiary Student

Testimonies from students, teachers and parents given on the benefit of the school meal to the students' performance and relieving parents from financial burden and worry on what to pack for lunch for their children.

Two students one girl and one boy, who are benefiting from the school meals program have given a testimony on the benefit of school meals to their education.

Bread Cutting Ceremony

The Ministry of Education, the First Lady, and WFP head of programs and AU representative cutting a traditional Ethiopian bread to commemorate the 2nd African day of school feeding.

Photo Exhibition

A photo exhibition that showed the history of school feeding in Ethiopia, with statistical information on the beneficiaries and impact was presented

Visiting the School Meals Program

The celebration has included demonstration of the serving of a hot school meal programme in Kokebe Stibha School. In Addis Ababa the school meal program is provided by the first lady initiative "yenta wege", and Ngo's including individuals. This school is one of the 232 schools benefiting from the first lady initiative.

Implementing SDG 4 in Ethiopia: Lessons from Girls' Education Challenge Project

By Samantha Ross, Link Community Development, Edinburgh

Summary: Link Community Development has delivered all Girls' Education Challenge Project in four districts of Ethiopia with improvements in learning, attendance, and retention, as measured by Ethiopia's education indicators. But will a country with limited finance and capacity also be able to measure any success against global SDG 4 indicators, and should they have to?

The Sustainable Development Goal (SDG) Agenda outlines the commitment of all Member States to "work tirelessly" for "full implementation" of the SDGs by 2030. In Ethiopia, the process of contextualizing the globally-developed goals has begun. A national workshop was held in April 2016, and the Government of Ethiopia has welcomed the support of the UN Country Team and SDG Task Force in rolling-out the SDGs through national SDG implementation plans and policies. However, the targets and monitoring mechanisms have yet to be integrated into the key guiding policy documents of the Government of Ethiopia, and the various, ambitious and diverse targets in Goal 4 mean that there is a very long and challenging road ahead if they are to be even partially achieved within the next 14 years. Faced with the reality of limited financing and limited capacity, some degree of prioritization amongst the ten Goal 4 targets is inevitable, such as focusing on the interventions which can have the biggest impact on learner outcomes, which reach the marginalized sub-groups and which offer the best value for money.

The government has confirmed that SDGs in Ethiopia will be implemented under the Growth and Transformation Plan II. However the current version of the plan only makes passing reference to alignment with the SDGs, and there is no detail on how to manage an inclusive process for agreeing and monitoring locally-relevant goals at federal, regional and zonal levels. Similarly, the 5th Education Sector Development Plan (ESDPV) refers to the achievement of the MDGs and to 'future sustainable development goals,' but as yet without any clear statement of the partnerships required to adapt, implement and monitor SDG 4. Both of these documents were developed just before the SDG Agenda was agreed and they will no doubt be updated in the coming months to ensure that the SDG goals and targets are integrated into national priorities, actions, plans, and budgets. It is important but very demanding that this focus on the SDGs is maintained in the face of competing national priorities and challenges.

Ethiopia has made significant progress in universal primary education (UPE) with a net enrolment of 90% girls and 95% boys for grades one to eight (ESDPV, August 2015). However, gender disparity sits at 0.94% with a performance gap of 2.4%. Learning outcomes for all are poor with only 60% reaching 'below' basic for English and 56% for maths (National Learning Assessment 2014). Quality and equity remain challenges. Ethiopia's Girls' Education Strategy is going some way to address these issues, but with limited resources to implement the recommendations, only a little progress can be made.

Link, through its Girls' Education Challenge (GEC) project funded by DFID is working very closely with the Ministry of Education in Ethiopia to reach several Goal 4 targets. We are directly contributing to ensuring all girls and boys complete a free, equitable and quality primary and secondary education; eliminating gender disparities; achieving literacy and numeracy outcomes; and the building of gender sensitive learning environments. Indirectly our program will eventually impact all targets as children progress through an improved education system with higher quality teaching and communities aware of the value of education, especially for girls in the four project districts.

Link's GEC project, with its core aims of improving attendance, retention, and performance, addresses the challenges of quality and equity in a sustainable and sca-

lable way. The GEC fund manager, stated "Link's holistic approach aligns with government policy in Ethiopia and extends ownership to all levels of the community by working closely with government staff and local institutions. This ownership supports sustainability and improves social accountability" (GEC Thematic Papers, September 2016).

Through our GEC-Transition project, we plan to take this learning further to support especially marginalized subgroups such as girls with disabilities, young mothers, and orphans. We would like to ensure that the learning we have developed can be applied more broadly in support of SDG 4 and that we collect and use data sets which are compatible with the monitoring mechanisms to be established for SDG 4. This inspection will require better alignment and communication between the district, zone, regional and federal levels and adequate coordination platforms. But the Government of Ethiopia needs to define what methods and tools will be applied to monitor SDG4 and how all development partners can play a role in this task.

The GEC project reaches over 63,000 girls in four neighbouring districts in at the cost of only £15 per girl per year. The success, which is also evidenced in preliminary end line findings, the value for money and the embeddedness within local and regional government, as well as the local communities, should enable Ethiopia to deliver a significantly improved education system for all. However, with SDG 4 targets that reach far beyond UPE and even USE, successful projects such as this, are unlikely to make much dent on the impossible demands that SDG 4 places on countries, especially low-incomes ones. The Ministry of Education has "increasing access, equity, and effciency at both primary and secondary levels" as key targets. With limited capacity and financing in a context of inadequate human and physical resources, SDG 4 is too ambitious. But without ambition will change happen? At the least, SDG 4 can be an essential guide for education policy-makers and development intervention design, and will hopefully encourage the allocation of increasing levels of donor funds towards the most critical areas of the comprehensive and quality education challenge.

Reference

For follow-up on the various sources mentioned see the site: htt p://www.lcdinternational.org/ country/ethiopia

ADEA warmly congratulates its member Aliou Sow, named the best African publisher of youth books

The Association for the Development of Education is Africa (ADEA) warmly congratulates Aliou Sow, focal point of the ADEA's Working Group on Books and Learning Materials (WG-BLM) and founder of the publishing house - Editions Ganndal – who was recently named the winner of the grand prize for the best African publisher of youth books of the year at the International Book Fair of Bologna, held earlier this year.

Aliou Sow is a great advocate for reading issues in Africa and more particularly in the field of national languages. Through the WGBLM, he contributes and supports processes leading to the formulation of sound and coherent national book policies in order to improve the supply of good quality educational materials for effective basic education and literacy across Sub-Saharan Africa. In addition, through the Global Book Alliance (GBA) and in partnership with ADEA and USAID, his Working Group fosters the promotion of the importance of adequate supply of good quality textbooks and other reading materials in national languages to establish a solid and sustainable groundwork for quality education in schools for all children, which is one of the major concern for ADEA and USAID.

Read more about the prize: https://www.codecan.org/news/codes-winning-partnerships-in-childrens-book-publishing

Commissioner for Human Resources, Science and Technology change hands

Previously she was the Deputy Vice Chancellor in Charge of Research, Cooperation and Relations with the Business World (DVC-RCB) in the University of Bamenda, North West Region, Cameroon. Commissioner Anyang has written a number of academic Books and Publications to contribute to the Continent.

H.E. Martial de Paul Ikounga, Congo, who was elected in January 2013 has completed his term of office. He is replaced by the newly elected Commissioner, H.E. Sarah Mbi Enow Anyang, from Cameroon. At a farewell reception given in his honour on Friday 28 July, staff of the Human Resources, Science and Technology Department praised Mr. Ikounga for the valuable work that he did for the Commission during his tenure of office, and for giving the Department and its works a high visibility. The African Union's theme this year is "Harnessing the Demographic Dividend through Investments in the Youth", a theme that many speakers attributed to the work of Mr. Ikounga. Staff of the Department wished him and his Special assistant, Ms. Chancelle Claudette Bilampassi well with their future endeavours. The Deputy Chairperson of the African Union Commission, H.E. Quartey Thomas Kwesi was present among several other dignitaries at the farewell reception.

The new commissioner, H.E. Anyang has over fifteen (15) years' experience in the field of Academia. She is a Professor of African and Commonwealth Literature, Department of English.

Mr. Martial de Paul Ikounga and Mr. Quartey Thomas Kwesi,

Koungheul

The Orientation Center for African Studies (COEA) made a donation Friday of 400 books and 4 computers to the El Hadji Ibrahima Ba high school of Koungheul

the APS learned.

«We offered 400 books and 4 computers to equip the media library of the Koungheul high school," the president of this center, Baye Ndiaye, announced on Friday during a sharing workshop between foreign students and those at the Koungheul high school.

«We started to work in two areas this year: education and healthcare that are particularly important for a country's development," he pointed out.

According to Mr. Ndiaye, the ambition of the Orientation Center for African Studies is to "build a bridge" between the countries of the North and South, through supports for education and healthcare, but especially through exchanges between different cultures.

Likewise, this structure plans on contributing its support to Senegal in the fight against maternal and infant mortality, according to its president.

In this framework, the Orientation Center for African Studies will organize "another workshop of massage techniques for women after childbirth" on Saturday in Koungheal, he announced.

The Friday workshop, focused on issues concerning immigration, the reading crisis and keeping girls in school, was attended by delegations from Germany, Italy and the Netherlands, as well as the Senegalese participants.

Benin: The students of Lomé want a better future

by Noël Tadégnon

Whereas the situation has become calmer, the students continue to denounce poor-quality programs while the country's elite sends its children to study in Europe.

The University of Lomé experienced violent clashes a few days ago after the students' reactions. They demanded improvement in their study conditions and notably the quality of the training programs.

Paradoxically, the country's elite continues to send its children to study abroad, rather than choosing the country's universities.

As a result, these young men and women blame the Togolese state with not granting enough money to the universities.

"Things aren't working on the level of the teaching program. A student, when he finishes his studies, is incapable of putting to use what he learned in school in the field," one of them explains.

"As to the quality of the training, we say that training at the University of Lomé is in a precarious phase," one of his classmates adds. "There isn't anything that proves that it's a university. A language must be learned in a language lab with computers, with a professional who guides everything but there's nothing like that at the University of Lomé."

The professors' routine

During this time, some of the elite and the well-off send their children to study abroad, to Europe or the United States.

"This proves that people scorn education at the University of Lomé. If things worked, they too would simply keep their children here to study in the bush with us, at the University of Lomé," another student adds.

"If everything worked very well here, why would they send their children abroad? Because they know that things don't work, that what we're given here as an education will not benefit their children," a young man asserts.

For the analyst Primus Guenou, it is absolutely essential that the education system be revised and that the Togolese universities have the means placed at their disposal so that they meet the students' expectations.

"Let us say it: development at the local level is still insufficient. The university functions below its possibilities," Primus Guenou states. "In many professors, it's just a routine. We have a guaranteed salary and that's enough for us. Whether the students understand or not, that's the way it is. We can't do better. And then, many of them don't try to learn the new information technologies."

South Africa: Non-Racialism Is Non-Negotiable, Says Lesufi As Teacher At Elite School Fired South Africa

Gauteng Education MEC, Panyaza Lesufi has welcomed the decision by St John's College to fire a teacher who was found guilty of misconduct in an internal hearing about a racist campaign against black, Indian and Greek students, as well as foreign students.

Lesufi said the teacher left the school with immediate effect on Friday, following his visit to the school earlier in the day.

The elite school in Houghton, Johannesburg was engulfed in a race crisis after the teacher was charged with bringing the school into disrepute; contravening the South African Council of Education's code; and making racist remarks.

He was found guilty during the internal hearing and given a final written warning, but retained by the school.

The school's spokesperson Jacqui Deeks told News24 on Thursday although the educator had been found guilty, there were «mitigating circumstances which did not warrant dismissal».

«St John's College would like to emphasise that it takes allegations of racism and discrimination very seriously and we are vehemently opposed to bigotry in any form and will not tolerate racist actions,» Deeks said at the time.

Lesufi rejected the school's position and called for the teacher to be fired. He then visited the school on Friday morning to give the school an opportunity to redeem itself.

During his meeting with the school's management, Lesufi demanded that the school dismiss the teacher before 1pm on Friday and said legal action would be taken if it failed to do so.

«The MEC said the final written warning was unsatisfactory considering the seriousness of the charges and the guilty finding against the educator,» the department said.

Following the meeting, Lesufi met the representatives of the Independent Schools Association of South Africa (ISASA) to discuss the issues facing the private education sector.

«It was agreed that a summit would be facilitated in September 2017 to deal in detail with all issues affecting private and independent schools in particular. A date for the summit will be announced in due course,» he said.

He said all schools, whether they fell under the public or private sector, could not have codes of conduct which contravened the country's Constitution.

«We will deal with racism decisively and not give racists space to breath because non-racialism is non-negotiable,» Lesufi said.

Source: News24

«Nigeria has highest number of out-of-school children»

– The Guardian, Nigeria

by Murtala Adewale, Kano | 25 july 2017

The permanent secretary, Federal Ministry of Education, lamented that investments in education is still low, despite the significant impact of both national and international intervention in the sector.

The Permanent Secretary, Federal Ministry of Education, Adamu Hussaini, has disclosed that Nigeria has the highest number of out-of-school children in the world.

Hussaini made the disclosure yesterday at the opening of the 62nd National Council on Education (NCE) in Kano.

He said it was worrisome that the situation had adversely affected efforts to meet the sustainable development goals on inclusive education for all.

According to him, this percentage represents 10.5million of the cumulative 20million out of school children in the world.

He explained: "Almajiri-children, those of the nomadic pastoralists, boy and girl-child drop out, social miscreants, children living with disability, those of migrant fisher men and more recently, children displaced by insurgency, constitute the bulk of the affected children."

The permanent secretary lamented that investments in education is still low, despite the significant impact of both national and international intervention in the sector.

Hussaini stressed that the country's inability to overwhelm the devastating challenges of unemployment and insecurity is due to the poor state of its education.

He further explained that the Federal Government had allocated two percent of the consolidated revenue fund to the Universal Basic Education Programme (UBEP).

He said some states and the Federal Capital Territory, Abuja are yet to access the 2015 education intervention fund.

"No nation can achieve economic prosperity without a sound, inclusive and functional education system. The security and stability of the country, to a large extent, depends on its ability to provide functional education to its citizens," he said.

He said the theme of the conference "Inclusive Education Creating Quality Learning Opportunities For All" was designed to remove the barriers that prevents pupils from participating fully in education.

The permanent secretary added that inclusive education rejects special schools or classrooms that separate students with disabilities from others, as well as discriminating against their social, civil and educational rights.

The Deputy Governor of Kano State, Prof. Hafizu Abubakar disclosed that the state has developed a draft policy document on education to provide an all-inclusive education.

A Special Adviser, Dr. Bakare Ado Hussaini represented the deputy governor, who is also the commissioner for education.

He said when fully operational, the policy would break children's barrier in accessing quality education.

Permanent Secretaries in the Ministry of Education across the 36 states and the secretary for education in the FCT, head of educational agencies and institutions, as well as international development partners on education attended the meeting.

South Africa: Lesufi Disappointed That St John's «Justifying Racism»

Source : News24

Gauteng MEC for Education Panyaza Lesufi said on Friday he was disappointed and felt undermined that one of the country's most elite schools wanted to «justify racism».

St John's College in Johannesburg has been engulfed in a race crisis after a teacher was found guilty of misconduct in an internal hearing about a racist campaign against black, Indian and Greek students, as well as foreign students. The teacher was given a final written warning but retained by the school.

Lesufi ultimately wanted to give the school an opportunity to redeem itself.

He had been disappointed after listening to the principal's recent interview on radio and felt the principal was not fit to handle the matter.

Pupils at St John's College, meanwhile, reportedly boycotted the school's inter-house athletics meeting on Friday. Some were

Lesufi visited the school on Friday morning. He asked that St John's College withdraw the public statement they released regarding the teacher, and had until 13:00 to respond to the list of demands.

The teacher is currently facing three charges: bringing the school into disrepute; contravening the South Africa Council of Education's code; and making racist remarks.

wearing black armbands in protest at recent developments.

However, the school had been dismissed by 12:00 on Friday, and the boycott was interrupted.

Source: News24

The Daily Trust
West Africa: 90% of Our Students Are Nigerians - Houdegbe

by Nurudeen Oyewole

Lagos — The Chancellor, Houdegbe North American University, Republic of Benin (HNAUB), Prof. Octave Cossi Houdegbe has said the institution was established to support the economic wellbeing of West Africans.

Houdegbe who said this at the 2017 convocation ceremony held at the varsity campus, Cotonou added that 90 per cent of the students in the university are Nigerians.

He said there was a need to start inculcating among the youth, the idea of regional co-operation and integration, using the instrumentality of education.

«Few days ago, I was with the former Nigerian President, Baba Olusegun Obasanjo with whom we discussed so many things including how we can strengthen the regional bond especially with the power of university education.

«Today, our university has students from other west African countries. In fact, 90 per cent our students are from Nigeria. And anytime we hold a convocation ceremony, we add to the economic wellbeing of people in Cotonou,» Houdegbe said.

The HNAUB Chancellor said whereas the varsity graduated 3,100 graduands, the 2017 convocation ceremony witnessed the graduation of 2,000 graduands cutting across six faculties.

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