

Sub-Saharan Africa

CONFINTEA Mid-Term Review 2017:

Plenary 2

African contexts

- ➡ Financial austerity
- ➡ Universal primary education – dramatic, but low quality, growth
- ➡ Literacy levels rise but alphabétisation and adult basic education still needed and prominent
- ➡ Full lifelong learning continuum underdeveloped
- ➡ Lack of accurate ALE data
- ➡ Good response to previous international declaration targets

The post-Confintea 6 context

- ❏ A small majority of countries developed comprehensive action plans.
- ❏ Regional Expert Meeting in Cabo Verde in 2012 in develops regional action points.
- ❏ New international declarations that will begin to influence ALE before CONFINTEA 7:
 - ❏ United Nations ***‘The 2030 Agenda for Sustainable Development’***
 - ❏ World Education Forum ***Incheon Declaration ‘Education 2030’ and ‘Framework for Action’***
 - ❏ UNESCO ***‘Recommendation on Adult Learning and Education’***

Policies

- ❖ Majority of countries have new post 2009 policies, but few are comprehensive.
- ❖ Little focus on youth
- ❖ Literacy, ABE and basic skills (some with school equivalence) remain top priorities
- ❖ Weak post-literacy and TVET follow up
- ❖ Some partnerships and increased consultation
- ❖ More political commitment (at least in literacy/ABE)

Governance

- ❖ Difficult to determine any significant changes in forms of governance
- ❖ But, very positive assessment that governance has improved greatly since 2009:
 - stakeholder participation
 - inter-ministerial cooperation
 - decentralized arrangements
 - coordination
 - capacity building
 - monitoring and evaluation.
- ❖ Few new developments in information management, accreditation or certification

Finance

- ❖ Government funding remains modest with small gains (not much in real value terms)
- ❖ Less than 2% of education budgets
- ❖ Plans to increase support
- ❖ Lack of financial information (a third of countries gave no information)
- ❖ Innovations mainly of cost sharing with civil society

Quality

- Many claim quality improvements
- Third of countries collect information – mainly completion rates
- More pre-service educator training (84% of countries)
- More pre-service qualification requirements (91%) (but not in all programmes)
- Rapid growth in in-service and continuing education for practitioners but inadequate capacity

Participation, inclusion and equity

- ❖ Participation increased but little detail and 25% provided no data.
- ❖ Women predominate, especially in NFE and literacy, men predominate in general education and TVET.
- ❖ Universal primary education may lead to adult illiteracy becoming primarily a male problem.
- ❖ Low growth in participation among hard to reach groups
- ❖ Few innovations

Regional and International Cooperation

- Positive responses to past international declarations and policy influences (e.g. Dakar 2000 targets)
- A few positive developments in capacity building frameworks
- Good examples of funding cooperation and research and technical support – UNESCO, CAPEFA (now CAPEP), DVV International, COL and UIL

Impacts on health, work and society

- Increasing recognition of value of ALE
- Evidence of impacts on **health**
- Illiteracy seen as major barrier to health progress
- Insufficient evidence for **economic impact**
- Positive impact on **social engagement, cohesion and tolerance**
- Most literacy and basic skills programmes deal with social and cultural development issues.

Conclusions: modest progress

- Genuine modest progress in a time of austerity
- Some countries developed comprehensive action plans.
- Low achievement of Belém goals of common benchmarks/indicators, better monitoring evaluation, and capacitation of educators and trainers, except in a few countries.
Capacitation at national level still needed here.
- Data collection has still to be soundly established as an necessary, integral component of all ALE systems.

Continued ...

Conclusions: continued

- ❖ ALE research capacity needs to be revitalised and when baseline research is done capitalised on and updated.
- ❖ Evidence that international declarations such as the *Millennium Development Goals* and *Education for All* were taken seriously and became useful tools in energising ALE activity. This gives hope that the three new statements will be effective. Work will need to be done to make this happen.

Possible recommendations

POLICIES

1. Access to the current policy documents (UIL)
2. More propagation of the Belém message and the new statements of development, education and ALE
3. Linkages to be forged between ALE and the new goals and targets
4. More comprehensive national definitions of ALE
5. Much more post-literacy and TVET provision

Possible recommendations

FINANCE

6. Ongoing technical support to build capacity to gather more accurate financial data and monitor donor-funding trends

PARTICIPATION, INCLUSION AND EQUITY

7. Ongoing technical support to build capacity to gather more accurate data on participation

QUALITY

8. Ongoing technical support to build capacity to measure and gather data on quality of provision

Possible recommendations

IMPACT OF ALE

9. Ongoing technical support to develop capacity to research the impact of ALE provision on health, the economy and society.

REGIONAL COLLABORATION

10. Develop a regional framework for capacity-building on working with different partners and its application monitored.