



**POST 2015 UPDATE:
PERSPECTIVES AND SYNTHESIS
FROM REGIONAL AND GLOBAL
CONSULTATIONS AND POSITIONS**

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1 . INTRODUCTION

- This presentation brings together perspectives on post 2015 from ANCEFA and other key actors at regional and global level.

- Considerations are:
 - Post 2015 ANCEFA Position
 - Post 2015 GCE Position
 - Post 2015 African Union Common Position
 - Learning Metric Taskforce framework
 - Post 2015 Open Working Group
 - Post 2015 EFA Steering Committee Joint Position

2. ANCEFA POST 2015 POLICY POSITION

- 1) ANCEFA post 2015 policy position was adopted at the General assembly in Dakar, held on 10 November 2012.**
- 2) Key areas of position paper:**
 - 1) Principles for post 2015 education/development framework
 - 2) Priorities for education post 2015
 - 3) Strategies (Enablers) for post 2015

3. ANCEFA POST 2015 MESSAGES

Principles for post 2015

- ⑩ **Broad based consultation-active participation of CSOs**
- ⑩ **Human rights approach, inclusiveness, coordination**
- ⑩ **Alignment between education and development goals**
- ⑩ **Accountability and transparency, and**
- ⑩ **A focus on both access and success.**
- ⑩ **Education at centre of the post 2015 MDG Framework**

Priorities Proposed by ANCEFA for education post 2015

- ⑩ **Inclusive expanded basic education;**
- ⑩ **Early Childhood Care and Education;**
- ⑩ **Expanded equitable access for secondary education, Technical Vocational Education and Training (TVET) and Higher education;**
- ⑩ **Quality education for all;**
- ⑩ **Strengthened youth and adult education and learning;**
- ⑩ **Investment in Information, Communication Technologies (ICTs) and skills development for employability.**

4 .ANCEFA POST 2015 MESSAGE: STRATEGIES

- ⑩ Global MDG framework should integrate all EFA goals and is human rights oriented and focusing on learning outcomes.
- ⑩ At regional level, post 2015 AU framework (3rd Decade of Education) should integrate EFA goals and post primary and higher education goals.
- ⑩ National plans should place education as a priority for national development
- ⑩ Emphasis on domestic Education Financing-progressive taxation, private sector/extractive industries involvement
- ⑩ Improved good governance & accountability at national and community levels.
- ⑩ Active involvement of CSOs-policy development, community mobilization, advocacy and lobbying
- ⑩ Stakeholder coordination and partnership development
- ⑩ Consolidating gains and promoting knowledge and sharing of good practices and lessons



5. HOW ANCEFA POST 2015 MESSAGE HAS BEEN USED SINCE ANCEFA GENERAL ASSEMBLY, 2012

The adopted position paper has been used as follows:

- 1) A post 2015 leaflet was produced: English, French, Portuguese
- 2) Used in participation in online consultative forums, from December 2012 to February, 2013
- 3) Used at the African Union Education Workshop on Review of the Second Education Decade and Post 2015, held in Addis Ababa, 27-28 February, 2013
- 4) Submitted to GCE that used it in developing the GCE Position paper on post 2015 development
- 5) Used at the Africa Wide consultative workshop held in Tunis, March 11-13 2013 which resulted in the African Union Common Position on post 2015.
- 6) Used at the Global Thematic Consultative workshop in Dakar, March 18-19 2013.
- 7) Used in discussions in CCNGO/EFA Coordination Group meetings as well as at the EFA Steering Committee meetings, Paris (October 2013).
- 8) Input into EFA Steering Committee Draft Position paper (April 2014)

6. GCE POSITION ON POST 2015 (MARCH 2014)

- ⑩ **Goal: Ensure inclusive, equitable, free quality education and lifelong learning for all**
- ⑩ **Target 1:** By 2030, every child secures their right to complete a full cycle of continuous, free, quality early childhood, primary and secondary education, which is inclusive and enables them to achieve their potential as human beings and to contribute positively as active members of society.
- ⑩ **Target 2:** By 2030, all young people and adults have equitable access to inclusive and quality postsecondary education and lifelong learning, enabling them to acquire knowledge, skills, and competencies to achieve their full potential and participate positively in society and in the world of work.
- ⑩ **Target 3:** By 2030, ensure sustained and adequate financing and governance structures that are transparent and participatory to implement inclusive, equitable, free quality education and lifelong learning for all.

7. AU COMMON POSITION ON POST 2015 – (Jan 2014)

PILLARS

- ⑥ **Pillar 1: Structural Economic Transformation and inclusive growth** which include strong, sustained and inclusive growth, agriculture, food security and nutrition, green growth, industrialization and value addition, economic infrastructure development and Developing the Service Sector.
- ⑥ **Pillar 2: Science, technology and innovation** include Enhancing technological capacities; Enabling financial and regulatory environment; Increasing support for research and development; technology at secondary school level and Optimal use of space and geospatial technologies
- ⑥ **Pillar 3: People-centered development** includes Eradicating poverty; Education for developing human capital ; Providing universal, equitable access to quality healthcare; Gender equality and empowering women ;Responding to population dynamics and development ;Harnessing the strengths of Africa"s youth and Expanding access to sustainable human settlements
- ⑥ **Pillar 4: Environmental sustainability, natural resources management and disaster risk management** include Better managing natural resources and biodiversity; Ensuring access to safe water and adequate sanitation for all ;Climate change; Desertification, land degradation, soil erosion, flooding and drought and Disaster risk reduction and management
- ⑥ **11. Pillar 5: Finance and Partnerships which include** Finance; Improve the mobilization of domestic resources; Foster innovative financing mechanisms; Implement existing commitments, promote high-quality, predictable external financing; Partnerships; Mutually beneficial global partnerships; Partnership for trade and Partnership for managing global commons

8 .AU COMMON POSITION ON POST 2015 (2)

- ⑩ **Enabling Implementation includes:**
- ⑩ Peace and Security;
- ⑩ Good governance, transparency and fighting corruption;
- ⑩ Enabling governance architecture; Human rights for all; Macroeconomic Policy;
- ⑩ Private sector development; A credible participatory process;
- ⑩ Monitoring and evaluation;
- ⑩ Traditional Knowledge; Capacity development, etc.

9. AU COMMON POSITION ON EDUCATION

- ⑩ **Education is the foundation for** development and there is need to strive to achieve excellence in education and boost human resource capacities through improvements in the quality of learning and investment in education infrastructure.
- ⑩ **Commitment to achieve Education** and human capital development through an **improvement in the quality of education and training** by:
 - investing in learning infrastructures;
 - increasing the use of ICT;
 - ensuring higher completion rates;
 - promoting pre-schooling, integrated adult education and tertiary education; and
 - improving the quality and conditions of service of educators and trainers.

10 .AU POSITION ON EDUCATION

⑩ **ENHANCE equity by:**

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

⑩ **STRENGTHEN school curricula to include:**

- ❑ basic rights and responsibilities of citizens;
- ❑ quality education beyond primary schooling;
- ❑ developing entrepreneurship skills, life skills and vocational and technical training to respond to labour market demands;
- ❑ providing information and technology skills; introducing age-appropriate and comprehensive sexual and reproductive health education for all.

11. OPEN WORKING GROUP FOCUS AREAS FOR POST 2015 SGDs (21 Feb 2014)

- ⑩ **Focus area 1. Poverty eradication**
- ⑩ **Focus area 2. Food security and nutrition**
- ⑩ **Focus area 3. Health and population dynamics**
- ⑩ **Focus area 4. Education**
- ⑩ **Focus area 5. Gender equality and women's empowerment**
- ⑩ **Focus area 6. Water and sanitation**
- ⑩ **Focus area 7. Energy**
- ⑩ **Focus area 8. Economic Growth**
- ⑩ **Focus area 9. Industrialization**
- ⑩ **Focus area 10. Infrastructure**
- ⑩ **Focus area 11. Employment and decent work for all**
- ⑩ **Focus area 12. Promoting equality**
- ⑩ **Focus area 13. Sustainable cities and human settlements**
- ⑩ **Focus area 14. Sustainable Consumption and Production**
- ⑩ **Focus area 15. Climate**
- ⑩ **Focus area 16. Marine resources, oceans and seas**
- ⑩ **Focus area 17. Ecosystems and biodiversity**
- ⑩ **Focus area 18. Means of implementation**
- ⑩ **Focus area 19. Peaceful and non-violent societies, capable institutions**

12. OPEN WORKING GROUP ON EDUCATION

- ⑩ **Everyone has a right to education, which opens up lifelong opportunities and is critical to achieving poverty eradication across generations. Achieving universal access to and quality of education is also important in promoting gender equality and empowerment of women, and in shaping values and creating the necessary skilled and productive labour force.**

- ⑩ **Some areas that could be considered include:**
 - universal primary education for girls and boys, significant progress towards ensuring that every child receives at least a secondary education, and lifelong learning opportunities;
 - ensuring equitable access to education at all levels with focus on the most marginalized;
 - achieving high completion rates at all levels of education;

13. OPEN WORKING GROUP AREAS

- ⑩ **ensuring effective learning outcomes at all levels and imparting knowledge and skills that match the demands of the labour market, including through vocational training; universal adult literacy;**
- ⑩ **improving access to education for persons with disabilities;**
- ⑩ **extending where needed opportunities for early childhood education;**
- ⑩ **and integrating sustainable development in education curricula, including awareness raising on how diverse cultures advance sustainable development.**
- ⑩ **Inter-linkages with other focus areas include: poverty eradication, nutrition, health, gender equality, economic growth, employment, and sustainable consumption and production.**

14. Learning matrix task force-Global

Framework of Learning Domains
(focusing on *access plus learning*)

- 1) **Physical well being**
- 2) **Social and emotional**
- 3) **Culture and the arts**
- 4) **Literacy and communication**
- 5) **Learning approaches and cognition**
- 6) **Numeracy and mathematics**
- 7) **Science and Technology**

15. EFA STEERING COMMITTEE PROPOSAL FOR POST 2015 17th April 2014)

- ⑩ **Vision and Principles of the Post-2015 Global Education Agenda**
- ⑩ Education is a fundamental human right and a foundation for human fulfilment, peace, sustainable development, economic growth, decent work, gender equality and responsible global citizenship.
- ⑩ **Education must be a stand-alone goal in the broader post-2015 development agenda and should be framed by a comprehensive overarching goal, with measurable targets and related indicators.** In addition, education must also be integrated into other development goals in order to highlight their mutual interdependence and catalyze more synergistic action across sectors.

16. EFA STEERING COMMITTEE: GOALS AND TARGETS

- ⑩ **Overarching goal**
- ⑩ **“Ensure equitable and inclusive quality education and lifelong learning for all by 2030”** is proposed as the overarching education goal.
- ⑩ This goal may not be measured as such, but must be translated into specific global targets and corresponding indicators. The targets are specific and measurable, and contribute directly to the achievement of the goal. **Countries are expected to commit to the goal and targets, against which they can be held accountable.**

17. EFA STEERING COMMITTEE: OUTCOME TARGETS

- ⑩ **Target 1: Increase the percentage of children who start primary education “ready to learn” to x%*, with age-appropriate development and learning, with particular attention to gender equality and the most marginalized.**
- ⑩ **Target 2: All children enter, progress through and complete free and compulsory quality basic education of at least 10 years, and achieve relevant learning outcomes as defined by recognized standards to be measured at the end of primary and lower secondary education, with particular attention to gender equality and the most marginalized.**
- ⑩ **Target 3: Increase literacy and numeracy levels of youth (15 – 24 years) and adults (15 +) to ensure at least x% and y % respectively are at a proficiency level sufficient to fully participate in society and to continue as a lifelong learner, with particular attention to girls and women and the most marginalized.**
- ⑩ **Target 4: Increase the percentage of youth (15-24 years) and adults with the knowledge and skills to access decent work and lead healthy and productive lives to x% and y% respectively, through upper secondary and tertiary education, technical and vocational education and training, and lifelong learning opportunities, with particular attention to gender equality and the most marginalized.**

18. OUTCOME AND INPUT TARGETS

- ⑩ **Target 5: All learners acquire knowledge, skills, values and attitudes that empower them to take informed decisions and responsible actions to face and resolve local and global challenges, through global citizenship education and education for sustainable development.**

INPUT TARGETS

- ⑩ **Target 6: All governments ensure the provision of sufficient numbers* of well-trained, motivated and professionally-supported teachers who meet national standards.**
- ⑩ **Target 7: All countries progress towards allocating (4-6%) of their Gross Domestic Product (GDP) and (15-20%) of their public expenditure to education, using funds effectively and prioritizing groups most in need.**

19. SYNTHESIS OF EMERGING KEY CONSIDERATIONS FOR POST 2015 AGENDA

N	ITEM	KEY ELEMENTS
1	Place of Education	Education should be stressed as a human right and maintained as a priority in post 2015
2	Scope	Scope: Broad-based perspective: Addressing all sub sectors and levels of education, formal and non-formal; inclusive, addressing inequalities; Education being life long experience.
3	Time Frame	Time Frame: Another 15 year framework-Timing up to 2030.
4	Goal	Stand-alone goal in post 2015 development framework
5	Targets	Overall Goal with outcome and input targets (measureable): leaving countries to come up with local targets
6	Access + Learning	Concepts of free and compulsory beyond primary; quality and learning outcomes being considered.
7	Linkages	Linkage with other sectors e.g. health, agriculture, and others; alignment between national, regional, continental, global agendas
8	Financing	Increased financing; moving beyond aid and more focus on domestic financing and accountability and transparency

20 . FURTHER QUESTIONS

1. **Looking at the emerging perspectives in post 2015, which key areas should we adopt in terms of goals and targets for our common position?**
2. **What is missing from the global post 2015 framework as well as the Africa Post 2015 Common Position?**

THINK ABOUT THE FUTURE! THINK POST 2015

ancefa
Education For All

When are they going to learn?

Quality Public Education For All is a Basic Right :
Make it Happen Now!!!

L'Education Publique de Qualité Pour Tous est un Droit Fondamental :
Agir Maintenant!