



Topic. Education in Africa

Signatories: Algeria, Botswana, Burundi, Chad, Democratic Republic of Congo, Djibouti, Egypt, Equatorial Guinea, Gambia, Ghana, Guinea, Mauritius, Niger, Nigeria, Seychelles, Sudan, Tunisia, Zambia

Draft Resolution

Reaffirming its commitment to achieving universal primary education, as expressed in Millennium Development Goal 2,

Recalling Article 26 of the Universal Declaration of Human Rights which enshrines the right to education for all people, and that elementary education ought to be free and compulsory,

Reaffirming the commitment of Member States under Article 4 of the Charter for African Cultural Renaissance (2006), which stipulates every citizen's right to access education,

Further reaffirming the principles expressed in the Universal Declaration on Cultural Diversity (2001), the Convention on the Protection and Promotion of Diversity of Cultural Expression (2005), and the The Dakar Framework (2000),

Realizing that access to education embodies the hopes and aspirations of Africa's children, communities and nations, and is the best way to facilitate equality of opportunity,

Affirming the objective of promoting equal access to education, as well as enhancing the quality and relevance of education;

Committed to improving retention rates and increase primary school completion rates as distinct from mere enrolment rates,

Recognizing that significant determinants of access to education are household wealth, geographic location and gender;

Further recognizing the necessity of ensuring the security and safety of children when commuting to school,

Concerned about the high student-teacher ratio and the need to increase the number of primary school teachers,

Bearing in mind Africa's colonial history, and the need to reconcile our traditional cultural heritage with our colonial legacy,

Acknowledging the pluralism and diversity of cultures, religions and languages that exist in the continent of Africa;

The African Union,

1. **Suggests** redesigning the Second Decade of Education for Africa, which ended in 2015, under the name: 'Third Decade of Education for Africa' until December 2025, to clarify educational goals and strategies for the future of Africa

- a. Invites to develop annually working plans for countries that did not reach MDG 2 focused on primary education, in order to guarantee effective outcomes towards the specific needs of each country;
 - b. Recommends the expansion of Teacher Training Initiative for Sub-Saharan Africa sponsored by UNICEF, aiming to reach the member states of the African Union, in order to enhance the quality of teachers;
 - c. Encourages all state members to provide children with safe access to classrooms and protect them against any threats, including but not limited to, belligerent threats and endemic diseases, through road programmes and school infrastructure initiatives;
 - d. Supports the reduction of student-teacher ratio down to a reasonable level at which real learning can occur, throughout educational initiatives, action plans and programs;
 - e. Considers necessary to deepen cooperation with the African Disability Alliance in order to include children with special needs in the education system through special classes, healthcare centers in schools and appropriate transportation;
 - f. Further recommends that in relation to gender equality, equal access for girls students to school, and increase the amount of women teaching, through:
 - a.i. Help promoting positive behavior change in communities through campaigns and civil society programs,
 - a.ii. Keep the focus on establishing legislative measures to promote gender equality in cooperation with UNFPA like the AU already did, when promoting the right of every children to a good quality education,
 - a.iii. Eliminate the threat of preventable diseases, such as HIV/AIDS through education at school as an integral part of this quality standard;
2. Establishes that within three months of the formal launch of the ‘Third Decade of Education for Africa’, every Member State shall submit to their relevant Regional Economic Community a detailed plan for its implementation, with clear time frames, resourcing plans and success indicators for each area of focus. Country plans will take account of specific contexts and priorities, but should be consistent with the overall goals of the continental plan;
 3. Calls upon the Regional Economic Communities to evaluate each country’s plan for alignment with the continental plan, the extent of its integration with the country’s on-going, broader education sector concerns, and the feasibility of the resource mobilization/utilization framework;
 4. Designates the Regional Economic Communities shall monitor the implementation of each country’s plans, and report on these to Conference of Ministers of Education of the African Union (COMEDAF);
 5. Reaffirms the commitment of all members of the African Union to safeguard the human right of free primary education as a common standard of achievement for all people in the continent as stated in the Universal Declaration of Human Rights:
 - a. Promote parents’ awareness of their children’s right to access free primary education to reduce some schools’ illegal charging and embezzlement of school fees in countries where primary education is free;
 6. Resolves that all problems related to education must be tackled and separated in seven main aspects, and be addressed as follows:
 - A. **Security:**
 - a. Suggests the development of security measures, working on a case by case basis, in order to provide a safe environment for education, applied as follows:
 - a. Emergency scenarios:
 - a.i.i. Resolves that the deployment of the African Standby Forces within AU nations as a temporary measure to be taken only when local military and police forces require support to aid in the protection of educational facilities and surroundings,
 - a.i.i.a. Approves that forces from the African Standby Forces patrol areas where students or school personnel might be working and protect and guide them in case conflict arises,
 - a.i.ii. Authorizes African Standby Forces to any violent member that terrorizes, damages or destroys educational buildings until they can be brought to justice,

- a.i.iii. Further resolves that once these unstable condition are settled (who decides when the situation is stabilized), the African Standby Forces must withdraw from the zones assigned within 20 to 30 days, to ensure the environment stability,
 - a.i.iv. Condemns using any educational facility for any purpose apart from teaching
- b. Long-lasting scenarios:
 - i. Encourages States involved in armed conflict to adopt a contingency plan in the event of military conflict that disrupts education:
 - a. Help rebuild school facilities that have been damaged by armed conflict
 - b. Increase the number of teachers and volunteers to assist in the reconstruction effort of damaged school infrastructure,
 - c. Support the care, rehabilitation and reintegration of children who have been exposed to armed conflict, with the help of the International Committee of the Red Cross,
 - d. All donations and aid will be in the form of material and labor resources, instead of monetary form, in order to reduce the probability of corruption;
 - a.ii. Encourages the governments of African nations to encourage group travel initiatives, in order to ensure the safety and accessibility of children during their commute to and from school:
 - a.ii.i.a. Provision of walking group services and school bus services that operate in local areas, especially in rural areas,
 - a.ii.i.b. Subsidizing fees for public and group transportation for students,
 - a.ii.i.c. Guaranteeing that sustainable road and transport designs are effectively implemented in nations where possible;
 - a.ii.i.d. Establish instructions for schools to evacuate from conflict areas in the event of school disruption, and relocate to a another location equipped with educational resources in an efficient manner;
 - a.iii. Recommends enhancing the cooperation between the United Nations Development Program with Non-Governmental Organizations such as the International Committee of the Red Cross and the African Standby Force, in order to ensure secure access of education, especially in conflict areas;
 - a.iv. Promotes the creation of the Student Awareness For Safe Education program (SAFE) which educates students, teachers and parents within their communities on:
 - a.iv.i.a. Sexual and assault violence and ways to react to it,
 - a.iv.i.b. Emergency evacuation procedures related to natural disasters and early warning during military conflicts
 - a.iv.i.c. Establishing of anonymous hotlines for assault victims;
- b. Invites consultation team to external aid in order to ensure smooth educational policy reform, which functions and provide services as:
 - i. Technical support,
 - ii. Research and analytical support,
 - iii. Donor coordination,
 - iv. Management support,
- c. Encourages all nations to measure economic returns to education toward the objectives of:
 - i. Measuring educational outcomes at different levels for different demographic groups,
 - ii. Determining the impact of education on human resource development and economic growth at different levels of economic development,
 - iii. Allocating resources more efficiently between educational levels and among economic sectors,

- iv. Evaluating alternative development strategies for sustainable economic development,
- v. Urges further actions in combatting child labor and child soldiers as it continuously hampers accessibility of education for the children;

B. Funding

- a. Encourages all member states to implement a payroll contribution system, in order to improve the educational sector investment in the areas of efficiency, transparency and accessibility, the contributions will be sent to an autonomous institution according to the national fiscal legislation of each member state, it will be allocated to the private sector to be utilized by a local educational institutions designated to distribute these contributions across the different sectors of education such as sanitation, transportation, security, gender equality, and accessibility, in addition to this, this system will:
 - i. Develop and execute the programs and initiatives that NGO's and other international organizations want to apply within the African region, alongside with the sponsor agency,
 - ii. Work in collaboration with different African financial institutions such as the African Development Bank and various NGO's along with local and international patrons, to develop micro-credit lines with a reduce interest fee for parents that have their children in school, and monetary bonus for teachers,
 - iii. The activities of this institution will be supervised by the African Union Advisory Board on Corruption by submitting monthly reports and school budgets as well as a report that will show how the money is being allocated,
 - iv. For transparency and accountability purposes, the system will use a data base where the information will be submitted in the Education Operative System software that will hold registries of students, teachers and school directors, schools budgets and investment priorities, as well as the school's records on application and acceptance of programs and initiatives;

C. Corruption & Accountability

- a. Recommends all funds that are destined towards education to be invested directly in the execution of programs, resources and services within each country;
- b. Further recommends the establishment of basic financial management programs for teachers and school administrators, in order to equip them with foundational accounting and budgeting skills to effectively allocate school funds;
- c. Establish an accounting framework of guidelines to assist school administrators in their budgeting;
- d. Promotes conduct consistent audits of school revenue and expenditure in order to ensure accountability and reduce corruption;

D. Teacher Quality & Curricula

- a. Recommends the implementation of incentive structures to encourage talented individuals to enter the primary school teaching profession, in accordance with UNESCO's 'Quality teachers for education for all' program:
 - i. Emphasizes the importance of creating further financial incentives to choose a career in teaching by creating a fund called "African Teachers for Africa (ATFA)" offering scholarships to young future teachers struggling to pay for their university fee,
 - ii. Allocating funds for teachers with high performance indicators to reduce the motive to embezzle funds; similar to actions taken by Ghana, Zambia, and South Africa with the Common Wealth of Learning (COL),
 - iii. Implementing a stratified allowance system for teachers outlining the pay of

teachers based on the conditions and risks of the area they are teaching in,

- iv. Offer teachers improved working conditions and subsidized housing near the school community in order to reduce living costs;
- b. Recommends reforming the education curricula to embrace both a general standard element, along with a traditional communitarian element:
- i. Regarding the general framework, national governments will establish a standard national curricula that stipulates specific learning outcomes in the areas of basic numeracy and literacy skills:
 - a.a. Every two years, have regional and national tests on basic skills to assess the effectiveness of policy changes and identify areas for improvement based on the students' level of attainment of learning outcomes;
 - ii. Emphasizes the need for a standard and mandatory curriculum in all schools which encompass three main objectives; the ability to read, ability to write, and ability to count, while also including agendas, keeping in mind cultural sensitivity, related to:
 - a. Reproductive and sexual health education through UNESCO and UNAIDS's 'EDUCAID' program,
 - b. Lessons on individual values such as on respect, acceptance as well as inter-faith relations,
 - c. Health, in relation to creating awareness of diseases and good hygiene practices,
 - d. Eradicating gender stereotypes and promoting mutual respect of both genders;
 - iii. Address communitarian elements of primary education, accommodate for a multilingual education model that embraces regional languages and dialects in order to help students best understand the curricula content in their mother tongue:
 - a.i.a. Establish bridging programs that assist students whose mother tongue is not the official language of instruction, in order to ensure they learn the content, with the ultimate goal of integrating back into the official system,
 - a.i.b. Integrate subjects on local and regional African history and culture into the school curricula;
 - iv. Establish bridging programs that assist students whose mother tongue is not the official language of instruction in order to ensure they learn the content to each countries individual characteristics, teaching children from 3 to 9 years old African languages, life skills, gender awareness and gender violence, and preventable diseases;
 - v. Urges the assistance and implementation of Accelerated Learning Program, with assistance of UNHCR, for all individuals/citizens of society, similar but not limited to those enacted by Save the Children which serves the purpose of:
 - a.a. Assisting those individuals in conflict zones who have missed vital primary education to regain it,
 - a.b. Providing individuals the knowledge and skills on how to be more financially stable and aware;

- c. Recommends that AU Member States continue to take actions towards reducing class sizes, and to ensure student to teacher ratio is low enough to facilitate the education process and to provide enough attention and care to each student;
- d. Calls for the implementation of a broad large-scale pan-African media campaign “You teach!” based on the success of USAid’s “Safe Schools” programs in Ghana and Malawi:
 - a.i. emphasizing the importance of an African awareness for the need of quality education for our continent’s future
 - a.ii. raising awareness and interest for careers in teaching and therefore promoting and ameliorating the role and reputation of teachers in society
- e. Encourages the implementation of guidelines for teacher training, with the assistance of UNESCO’s Teacher Training Initiative in Sub Saharan Africa (TTISSA) be set on a national/regional level that comprises of:
 - i. A taskforce to analyse the cultural situations within the AU member states in order to identify the most efficient training framework
 - ii. An identification of appropriate methods of fund allocation and possible sources of investment

E. Infrastructure Quality

- a. Further encourages governments to identify disadvantaged schools in rural and low-socioeconomic areas, and to:
 - i. Enhance the quality of basic local infrastructure, in particular classroom learning and teaching equipment, buildings and libraries, and sanitation facilities,
 - ii. Implement targeted intervention strategies that aim to reduce drop-out rates of students facing failure, learning difficulties, or who are repeaters, by integrating extra coaching hours into teachers’ timetables for the revision of essential class content;
- b. Urges Incorporating technology without the integration of technology into daily life, Africa’s children will continue to underperform in the global context, therefore, those coordinating education activities at all levels should not only plan to provide access to information and communication technologies, but ensure that they are appropriately applied to enhance learning quality;
- c. Recommends that where teaching resources are thin or populations inaccessible, distance learning and educational radio provide alternative means of delivering formal and informal education with this interactive radio can reach displaced populations, giving children a sense of continuity;
- d. Promotes community learning centers to harness technology in support of education by giving in and out of school youth along with teachers, parents, and civil society groups access to computer training, the Internet and other information, education, and communications technologies;
- e. Encourages the introduction of computers into schools and teacher training facilities is giving learners unprecedented access to current technology and opportunity;

F. Health and Sanitation

- a. Recommends the integration of healthcare initiatives and health education into primary school education, through the provision of free health care coverage in primary schools, and health education classes, with the ultimate objective being preventative healthcare rather than remedial;
- b. Establish a framework for the monitoring of hygiene standards in schools;

- c. Encourage periodic medical examinations;
- d. Promote free immunization and vaccination programs;
- e. Encourages to integrate sex education content into the curricula, particularly on HIV/AIDS and preventative measures, as well as infectious diseases;
- f. Emphasizes the importance of personal hygiene, and educate students on habits and basic methods to maintain this;
- g. Requests that all ministries of education within these assembly to enhance schools in areas affected by the Ebola, and protecting them as follows:
 - i. Heavily affected regions: take special measures to prevent spreading the disease, keeping close and detailed track of the infected individuals or those whose are suspected infected,
 - ii. Potential risk regions: improve hygiene conditions sending expert teams of supervisors according to the magnitude of disease dissemination,
 - iii. Uncontaminated regions: enhance the supervision on children's health and education about the Ebola epidemic,
- h. Draws the attention on the need to invest on African child health care and improving quality comprehensively, recommending to:
 - i. Increase the quantity and expertise of health care workers, promoting exchange agreements with health ministries of health care workers and the promotion of studies in health faculties,
 - ii. Urge governments to allocate at least 15% of their budgets to healthcare, as was proposed in 2001 by the African Union, and of this budget assign 5% towards health care facilities in schools,
 - iii. Encourages cooperation between private and public health organizations and the African Medical and Research Foundation (AMREF) and Global Alliance for Africa to improve the training of health workers in schools,
 - iv. Collaborate with developed countries in the eradication of preventable diseases associated with school children, such as Malaria, Bilharzia, and Lassa Fever,
 - v. Establish a scholarship named 'One District, One Doctor' in order to support students from Africa to go abroad and train in advanced medical care with the condition of returning to Africa to help with children health care;
- i. Address gender equality, equal access for girls students to school, and increase the amount of women teaching, through:
 - a.i. Help promoting positive behavior change in communities through campaigns and civil society programs,
 - a.ii. Keep the focus on establishing legislative measures to promote gender equality in cooperation with UNFPA like the AU already did promoting the right of every children to a good quality education,
 - a.iii. Eliminate the threat of preventable diseases, such as HIV/AIDS through education at school as an integral part of this quality standard;

- j. **Reaffirms** the use of rapid HIV /AIDS testing programs in schools during an annual routine clinical care, in close cooperation with the Global Fund to Fight AIDS, Tuberculosis, and Malaria, and UNAIDS;
- k. **Encourages** member states the implementation of National Immunized Days in order to fight wild polio-virus circulation and other diseases with the support of UNICEF and International Federation of Red cross and Red Crescent society;
- l. **Encourages** the continuation of water sanitation programs, such as the ones executed by Water Charity and the Water Foundation, and promote the improvement of infrastructures to that enhance and increase water accessibility;
- m. **Condemns** the pollution of water sources, especially the Nile river, by factories and industries, and encourages them to reduce all waste dumping in sources of water for children;
- n. **Encourages** constructing appropriate facilities, such as gender specific bathrooms and healthcare facilities which utilize proper training and sterilized materials, within educational institutions;
- o. **Calls upon** the introduction of trained counsellors in schools who would be able to provide, at the student's consent, psychosocial support with regards to issues similar but not limited to stress, depression, domestic violence, discrimination and sexual assault outside their home environment;
- p. **Address** HIV/AIDS and other STDs, by implementing:
 - i. Strategy for addressing HIV/AIDS and education through capacity strengthening, life-skills education in the classroom, and delivering innovative educational opportunities to children made vulnerable by HIV/AIDS,
 - ii. Second, the education team collaborates with partners on intra-agency HIV/AIDS and education issues and provides external bureaus as well as within the Africa Bureau,
 - iii. Involving in research on the management and mitigation of teacher losses, classroom-level HIV prevention activities, and strategies for addressing the educational needs of orphans and other children affected by HIV/AIDS;
- q. **Demands** schools to promote the right of every children to an effective HIV/AIDS prevention education at school as an part of education quality standard;
- r. **Expands** the outcomes of UNAIDS, to offer pre-sex education in primary schools and secondary schools to lower the risk of HIV infections among adolescence including necessary knowledge of civic engagement;
- s. Collaborate with the Multiple Indicator Cluster Survey (MICS) to offer continuous and periodical health examine to collect data related to children and women as a reference for further actions:
 - i.i. Demands governments to take measures to enhance the basic health care facilities in schools, for instance, school infirmaries and pharmacies to handle urgent situations and diseases,
 - i.ii. Enforce periodical examine on the hygiene conditions in schools in all aspects to provide a healthy and secure environment for education,
 - i.iii. Establish and renovate school infirmaries and pharmacies to offer expedient and temporary care and treatment for school children and supervise qualification periodically,
 - i.iv. Offer low-cost and free medical care for students in both urban and rural areas on the basis of schools;

G. Enrollment, Brain Drain & Drop Out Rates

- a. **Urges** all African nations to implement UNICEF's *School Fee Abolition Initiative* introduced in 2005;

b. Supports the introduction of free school lunches, using the 'Table For Two' (TFT) system, to increase school attendance as an incentive for both children to attend school, and parents to send them to school;

c. Proposes to establish an Pan-African institute whose funding will come from contributions from each member country, centered in one location, with branches all over Africa, centralized and localized at the same time;

d. Encourages the implementation of Teach for Africa, a funding program, that would allow for people to have their education paid for if they became a teacher and taught in certain areas with curriculums varied to account for all regions and languages applied to primary educators, with a goal of expanding to secondary educators after a period of time;

e. Adopt a Free school lunch continent wide, to introduce school lunch using the system of Table for Two (TFT), this initiative is already working Kenya, Rwanda, Tanzania, Uganda, among others. We must encourages the implementation in all member states;

f. Encourages member states to promote social entrepreneurship opportunities, with the assistance of NGOs and international organizations such as UNIDO, to promote collaborations between public and private sectors to develop sustainable investment initiatives during the next decade;

g. Further invites its' memberstates to develop a campaign in order to create a sense of national pride, which will motivate citizens to contribute to the national development;

h. Reaffirms the continuation and expansion of programs currently implemented such as the School Feeding Program under the World Food Program initiative aimed at providing proper nutritional food to students mainly in primary schools for free,

H. Equal Access To Education

a. Reiterates the necessity for a stand-alone goal in the Post-2015 Agenda that emphasizes the empowerment of women, and notes that violence against women would be treated as a violation of human rights which prevents the empowerment of women and consequently hinders sustainable development;

b. Urges AU nations to adopt and execute measures to reduce gender-based violence and guarantee protection and empowerment of women, especially in indigenous and rural populations;

c. Calls upon the AU nations to implement domestic awareness campaigns to effectively inform their populace, which include boys and men, on the issue of gender based violence and discrimination, with the assistance of Non-Governmental Organizations such as:

i. The UNiTE campaign; initiated by the Secretary General of the United Nations to end violence against women,

ii. If I Were a Girl campaign; uses social networking and inspirational photographs to empower women,

iii. UNICEF's Child Friendly School activity; provides gender sensitive education from a young age with the aim to reduce gender discrimination and stigma in the post-2015 agenda,

iv. Encourages the promotion of the anti-rape campaign by UN Women, to reduce violence towards women and integrating girls into society as equals, and not as the weaker members of society.