

Basic Education in Africa Programme (BEAP)

Basic Education for Africa Programme

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United Nations
Educational, Scientific and
Cultural Organization

‘What Education and Education for What?’

- Large numbers of students still excluded
- Significant number of students drop out of or complete primary level without basic competences and skills to face world of work or further education
- Colonial structures: Elitist, Exclusive, System of education structured to prepare students for higher education (less than 15% of the students enrolled for university)
- Expanding access alone cannot address problem of low performance, relevance and quality

Research on Employment Opportunities Shows

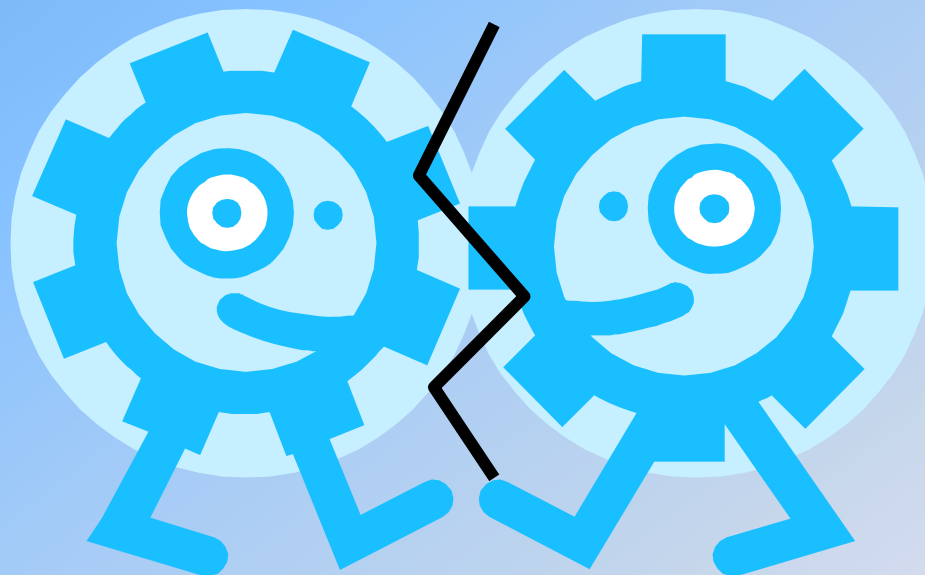
- 44% unemployed are youth (ILO, 2006)
- Most skills used in the micro enterprise have no relationship with skills acquired in TVET institutions and are generally non-technical
- TVET institutions outdated, obsolete and not attractive
- General education graduates lack the requisite knowledge, generic competencies or skills and attitudes to prepare them for post basic learning, professional training and the world of work

Articulating education and training

Education

Employment

A problem of articulation



What possible choices?

- ISCED ?
- NQF/RQF ?
- LMD ?
- ISCO ?
- ISIC ? ROME ?
- ...



ISCO
International Standard Classification of Occupations

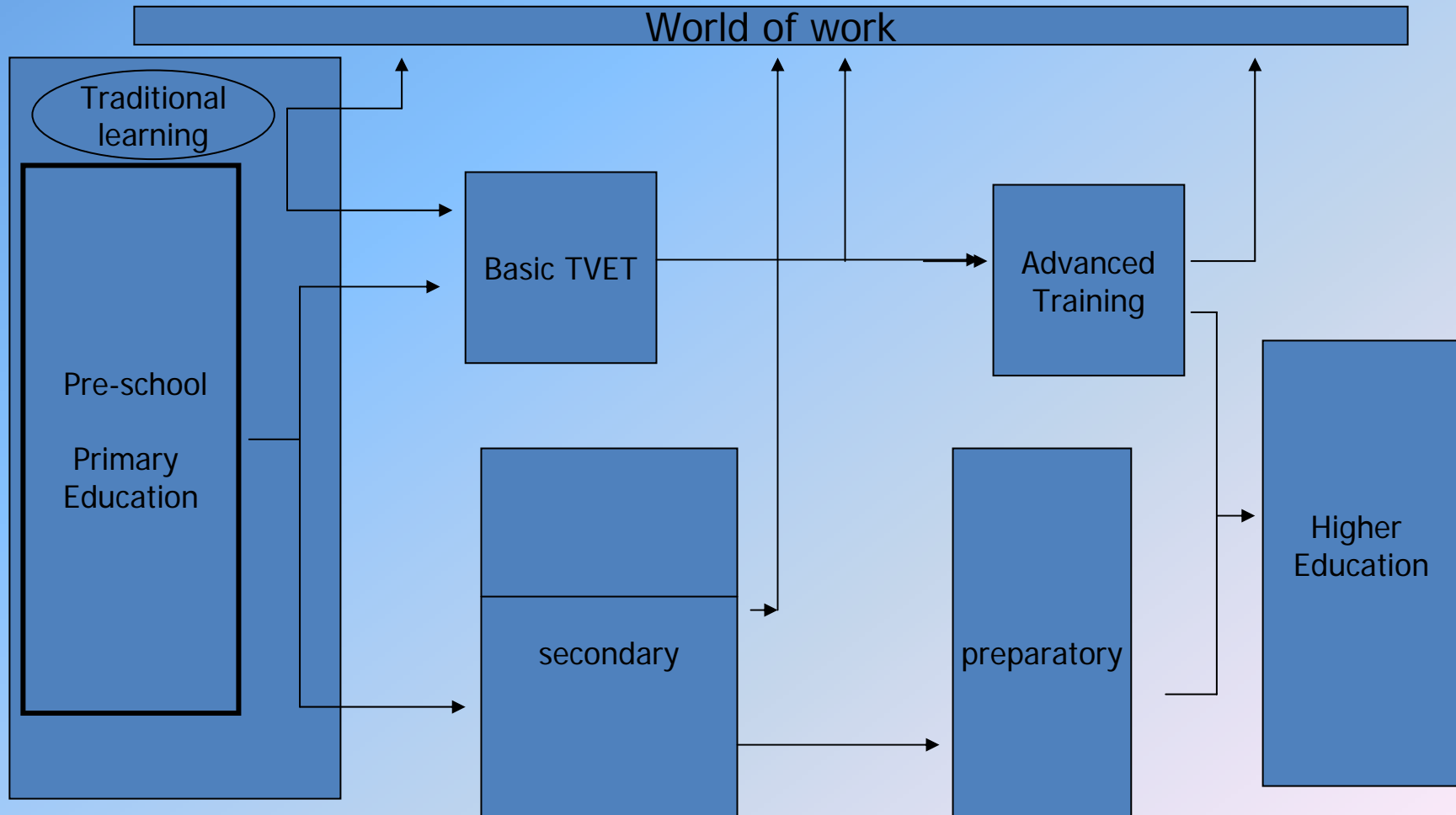
Why education systems fail?

- Policies disconnected from economic, socio-cultural and classroom realities (informal economy)
- Education Policies dont look at their implementability
- Top-down approach (Ministry, Policy makers, Inspectors, Headteachers etc): not enough consultations in process
- No clarity about what education, for whom and why
- Little understanding of curriculum issues, terms, methodologies and school models and approaches used in classrooms and training institutions
- Low status of TVET and poorly qualified staff at basic and intermediate levels of skills development

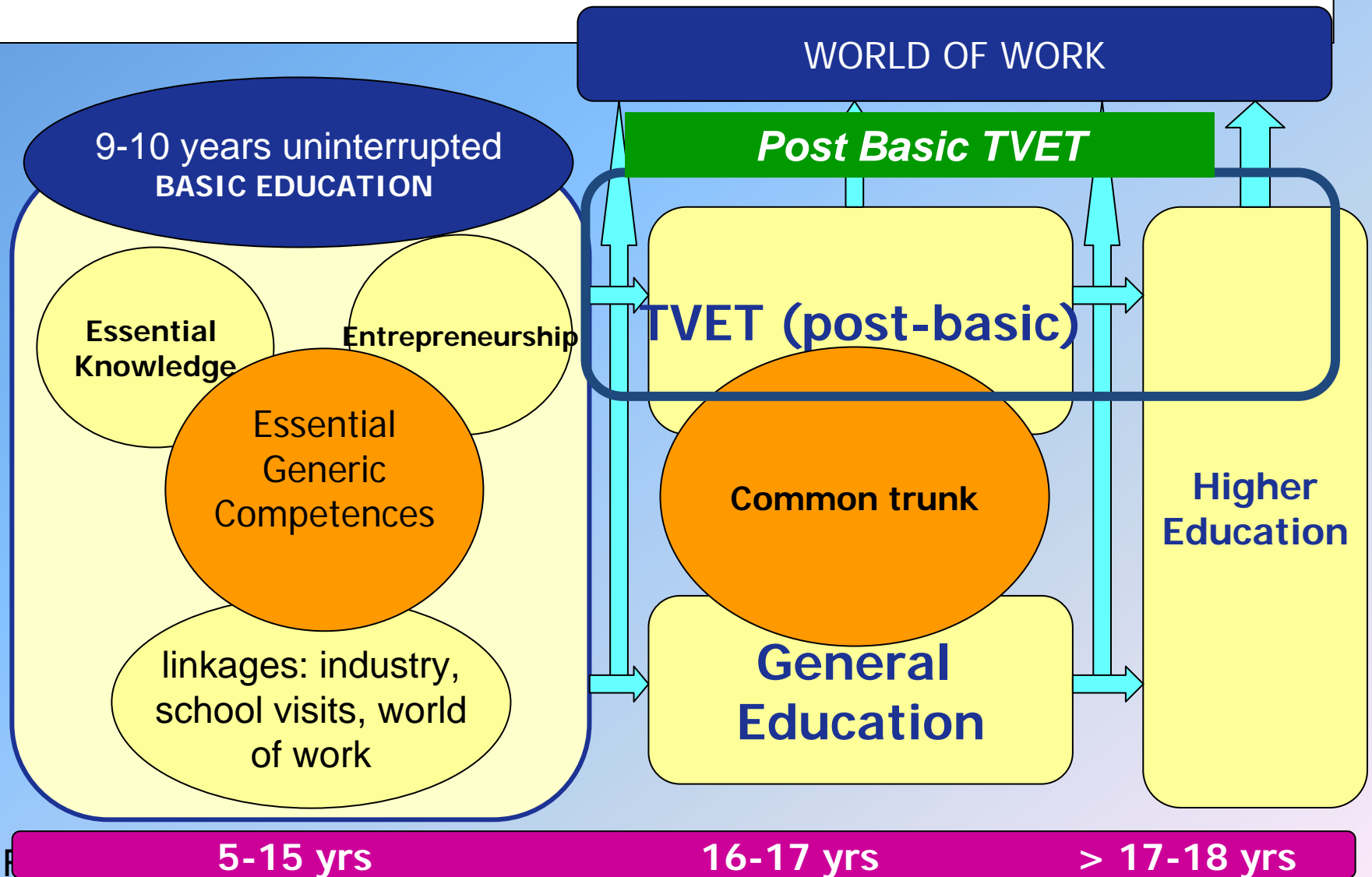
What matters: fundamentals

- Are countries clear about the needs of society and the economic realities of the country? Does the system reflect those realities?
- Do all those engaged in education (policy makers, curriculum designers, developers, teacher trainers, teachers, trainers, examining bodies etc) share a similar vision?
- How do the teachers translate these into the learning process? Competency based curriculum?
- The classroom dynamics and teacher training?
- Does the school leaver have the required profile, the knowledge, skills, values and attitudes to constantly adapt to the changing world of work?
- Absence of a national qualifications framework

Traditional Scheme



Alternative educational system



Objectives of Basic Education in Africa Programme (BEAP)



- A process and a programme and not a project
- A country driven initiative to address the inadequacies of the system with a shared vision by all stakeholders
- Not donor driven
- An inclusive vision of basic education for all encompassing all forms of delivery, reaching out to all, including the “religious” schools and other NFE
- A strategy for reform and change using a curriculum framework premised on entrepreneurship philosophy, employability, social integration, living together

General Objectives

- Support improvement of existing curriculum for Basic Education in both formal and non-formal institutions
- Supplement in-country resources and initiatives to address improvements and priorities identified by countries
- Build in-country capacity, provide tools to teachers
- Support in-country teams in assessing funding implications of implementing improvements to Basic Education provision
- Encourage South-South cooperation and sharing of available expertise
- Ensure a proper ownership at national level of the BEAP

Priority Areas of Focus

- Framework for a basic education agreed upon by all stakeholders (general knowledge, skills and competencies and entrepreneurship culture)
- Curriculum and syllabus development for 9-10 years **uninterrupted** basic education
- Capacity development using the cascading approach for curriculum developers, trainers, teacher trainers, head-teachers, monitors and teachers
- Communication strategy to sensitise all national stakeholders
- Re-thinking the purpose of education and reduce examination syllabus driven teaching and find alternative assessment methods
- Review of skills development provision

Expected Output/Outcomes

- A curriculum framework for nine to ten years **uninterrupted** basic education with syllabuses designed to combine knowledge, skills, attitudes and values using entrepreneurship approach right from kindergarten or pre-school.
- Enhanced levels of performance for transition to higher levels of education and integrating the world of work
- Increased social integration through acts of citizenship and the appreciation of volunteering
- Multiple entry points for competency based inclusive curriculum for formal, informal and non-formal
- Linking processes of basic education and the expansion of higher education and quality assurance

BEAP

- Part of the Regular Programme of UNESCO for the next biennium with a view to supporting countries to achieve EFA goals



Thank you!

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