



# The Launch of Basic Education in Africa Programme (BEAP) in Mauritius: ECCE as entry point

UNESCO

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# What is BEAP

- A UNESCO-backed African programme that seeks to support a holistic and comprehensive reform of basic education in the spirit of a renovated engagement around EFA.
- It provides a framework for curriculum renewal to improve quality, relevance and equity in education as going hand in hand.
- An integrated instrument to implement the goals of the Kigali Call for Action (Sept. 2007) within the context of the AU Second Decade of Education for Africa (Sept. 2006).

# What is BEAP

➤ key principles of the BEAP are:

- the 'right to education'
- lifelong and life-wide learning;
- inclusive education;
- the centrality of quality and relevance;
- an emphasis on skills and competencies as learning processes and outcomes;
- the democratisation of learning opportunities from early childhood onwards;
- taking a holistic approach to basic education development;
- the importance of 'equitable diversity';
- entrepreneurship education conceived as an overarching approach to foster those principles throughout all levels and forms of education.

# Core rationale for BEAP

- Increased Africa-wide concerns about the inability of education systems to meet the serious and urgent challenges that have emerged from rapid socio-economic changes on the continent.
- The need for education to become much more inclusive, more responsive, and more directly related to citizenship and individual needs and circumstances, and the current expectations and demands of society and economy.

# % increase in pupil numbers in primary education

	1990-2000	2000-2006
Djibouti	34.6	18.6
Ethiopia	157	71
Gambia	73	11.5
Kenya	-9.1	23.9
Uganda	165	10.1
Tanzania	44.5	54.5

# Percentage Secondary Education

	Tanzania, Uganda, Gambia		Djibouti		Kenya		Seychelles	
	Lower	Upper	Lower	Upper	Lower	Upper	Lower	Upper
GER	18	6	30	13	42	22	94	55
Access	20	6	31	12	43	22	88	57
Completion	10	4	20	10	33	19	78	37

# BEAP Objectives

- Provide clear guidance and ongoing support to countries wishing to move in this direction, building upon and adapting such support to already ongoing work in countries themselves.

Specifically,

- to renovate the existing curriculum (longer cycle and a wider range of learning outcomes);
- to develop meaningful articulation between basic education and the world of work, as well as further education and training;
- to supplement in-country human resources, by providing technical assistance and capacity development;
- to review other priority components of basic education; and
- to encourage sharing of expertise and south-south cooperation.

# BEAP strategy

- BEAP is sensitive to the national context within which the joint stakeholders are already implementing significant sector plans, while trying to be effective in closing the gaps and making the connections in such a way that the core dimensions of the new vision – access, quality with relevance, and equity – receive optimal attention.

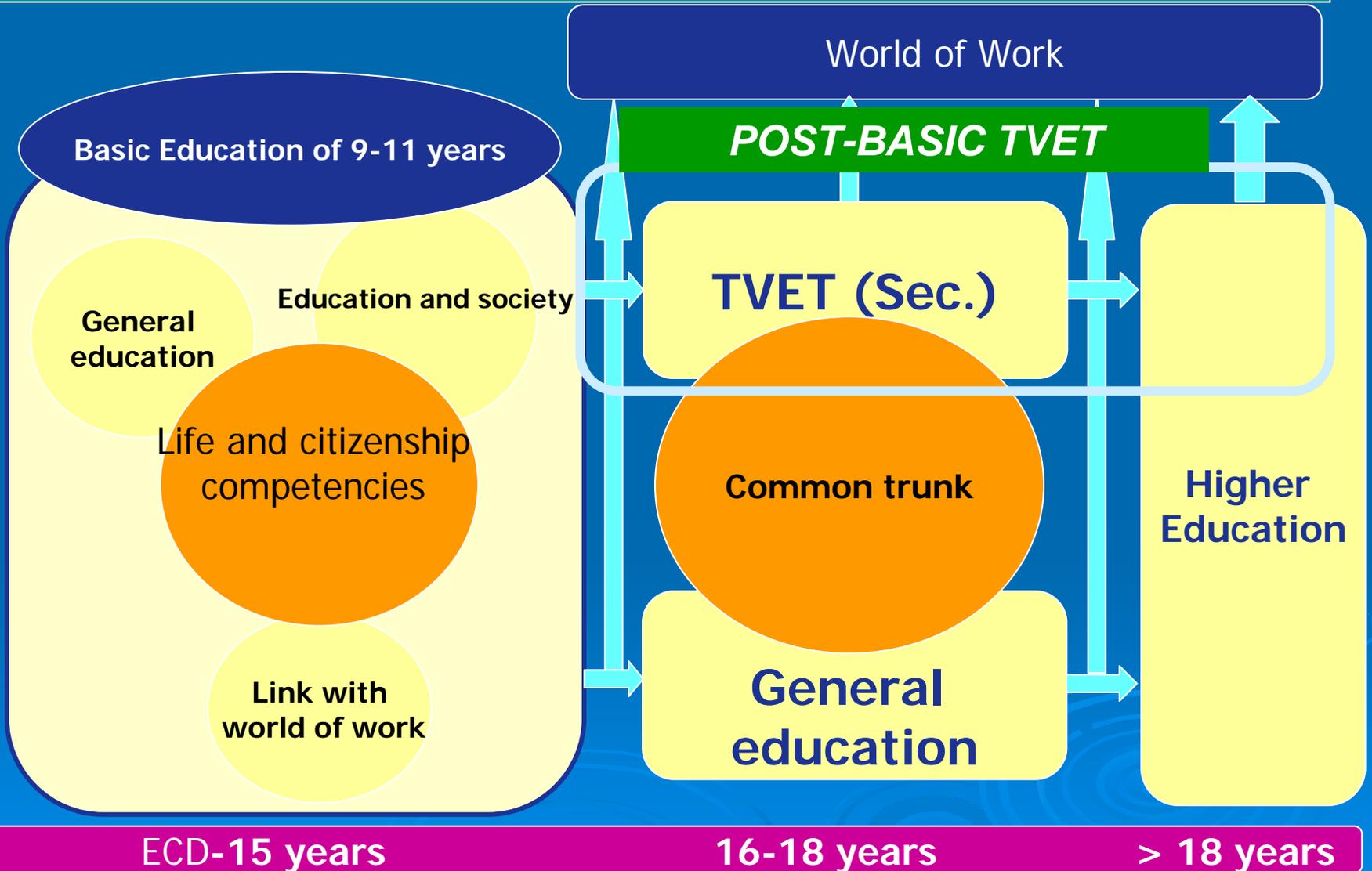
# BEAP operational principles

- BEAP is fundamentally country-led
- Sharing the underlying vision of basic education reform
- Coordination, efficiency and focus on country needs and priorities
- Linking with existing initiatives and sector plans
- Feasibility and sustainability
- Appropriate methodologies like sensitisation, dialogue and facilitation
- Targeted, collegial and culturally sensitive technical support
- The centrality of a comprehensive capacity development approach
- Adhering to inclusive participation and the formation of partnerships
- The value of inter-country and south-south collaboration
- Urgency of reforms

# BEAP expected outcomes

- A system of inclusive 9-11 years basic education with special attention given to at least one to two year of pre-school ECE
- A curriculum framework competency-based for nine to eleven years uninterrupted basic education with syllabuses designed to combine knowledge, skills, attitudes and values from ECE onwards
- Departure from concepts of primary, lower, upper secondary, 6/7+2+2/3, etc.
- Define exit profile of school leaver
- Moving from curricular segregation of branches, provisions and schools to integrated ones

# A holistic system of education



# Country Progress

## ➤ **The Gambia (2007)**

- Production of a provisional roadmap
- Outline of a curriculum framework for the country, along with guidelines on how to proceed with its elaboration
- A deeper understanding of the BEAP, its background and value among the principal stakeholders
- Improved capacity of key staff involved with curriculum development

## ➤ **Ethiopia and Cote d'Ivoire (2008)**

- Curriculum revision as first component to be addressed
- Agreement on technical assistance

# Country Progress

## ➤ **Tanzania (2009)**

- Piloting of IBE's Curriculum Resource Pack
  - Capacity development on curriculum change for curriculum developers and teacher trainers
  - Exchange and comparison of curriculum reform experiences and challenges
  - Considering the quality and further utilisation of the IBE Resource Pack as a reference, as well as its adaptation to the African context

## ➤ **The Seychelles and Djibouti (2009)**

- A deeper understanding of the BEAP, inclusive education, core elements of an inclusive curriculum and of competency-based approaches among the principal stakeholders
- Assessing challenges and needs for BEAP's technical assistance
- Production of a provisional roadmap

# Partnership

## ➤ Government Leadership

- Government must orientate and retain the ultimate responsibility for ensuring that there is appropriate provision in accordance with the needs of learners and the needs of national socio-economic development.

## ➤ Partnerships are essential

- Various forms of partnerships (e.g. between public and private parties) have become very active in different countries
- Agreements can and have been made for stakeholder participation in policy-making, management of institutions, implementing complementary (both formal and non-formal) education programmes, providing professional support services and financial support.
- Partnerships help mobilise many more resources for educational development.

# The importance of ECCE

- BEAP aims to achieve an integrated common curriculum framework for 9-11 years of seamless basic education, including at least one to two year of early childhood education (EFA Goal #1).
- ECCE as the laying foundation of BEAP within a social inclusion and social cohesion perspective.
- BEAP builds upon a reformed, higher quality and more equitable basic education from early childhood education onwards (“Preparing children for schools and schools for children”, UNESCO).

# The importance of ECCE

- The need and value of a 9-11 year basic education, including 1-2 years of ECCE, has been recognised by most African governments.
  - Kenya, among others, has already set its eyes on ensuring full access to an even longer cycle of 14 years of basic education for all, including a full two-year pre-primary preparatory period of early childhood care and education (ECCE).
  - In Mauritius, ECCE is a major feature of the Educational Reform programme undertaken by the Government, where the child's development from birth through the early primary school years is seen as a continuous process.



# Thank you



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