

Basic Education in Africa Programme (BEAP) Information Paper



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BEAP Process

Step 1: Preliminary meetings and authorizations (consultative meetings with the education authorities and development partners in the country)

Step 2: Needs identification and analysis (BEAP provides technical support and expertise)

Step 3: Development of action plans (the aim is to interpret policy objectives and programme priorities and develop achievable actions and tasks, with reasonable timelines, assigning responsibilities, coordinating available and required resources and identifying gaps).

Step 4: Implementation support (technical input)

Step 5: Monitoring and evaluation (technical input)

"The MDG Goals have focused much of the world's attention on the completion of a five- or six-year cycle of primary education. The commitments at Dakar referred to basic education of eight or nine years of schooling. Different countries define "primary", "basic" and "secondary" in terms of different numbers of years. However defined, the task force believes that a focus on completion of just five or six grades is too narrow, for several reasons."

Task Force on Education, Millenium Project, 2005

African countries have undertaken concerted and commendable efforts to achieve Education for All targets and the Millennium Development Goals. Yet there is an urgent need to provide an inclusive system of basic education, one which enhances the capacities of all students to contribute to stable, peaceful, equitable, adaptable and prosperous societies.

Initiated by the Kigali Call for Action, the UNESCO Basic Education Programme in Africa (BEAP) was established to support the extension of basic education in partner countries from early childhood education to the end of junior secondary education. It integrates with existing initiatives and engages like-minded donors and development agencies already engaged in the country-led reform process. The intended and desired outcome from BEAP support is increased quality of curriculum equitably delivered, ensuring consistency with government policies and priorities, the sequence and continuity of learning (curriculum and schooling), the emphasis on personal, social and economic dimensions and learning outcomes. BEAP provides technical support and assistance using the following modalities:

- On-line or E-mail consultation
- Sensitisation and stakeholder consultation conferences and meetings
- In-country consultancy and capacity building activities

Among the many countries that offered to be pilot countries, The Gambia and Ethiopia have been the first countries to implement BEAP. Both countries has drafted plans and started actions for collaboration with BEAP, focusing on their highest priorities in basic education. Cote d'Ivoire will soon participate in the Programme.

BEAP Objectives

- Support the improvement of existing curriculum for Basic Education in partner countries;
- Incorporate within the curriculum design the latest curriculum-related initiatives and research, for example, on entrepreneurship education, enhancing learning, life skills, maths, science and technology education, as well as career guidance;
- Supplement and coordinate existing in-country resources and initiatives so that the improvements and priorities identified by pilot countries can be addressed;
- Build in-country capacity in curriculum design, development and implementation, teacher training, assessment and certification systems;
- Support country teams in assessing the 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 BEAP.



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