

Report 2021

Continental Education Strategy for Africa and the Sustainable Development Goal for Education

Concept Note for a CESA/SDG 4 baseline Continental Report in 2021 ¹

Introduction

At the Pan African Conference on Education (PACE 2018), members States instructed the African Union and the United Nations Educational, Scientific, and Cultural Organization (UNESCO) to work together to produce, on a regular basis, the continental monitoring report for both the Continental Education Strategy for Africa (CESA) and Sustainable Development Goal (SDG) 4.

Since then, UNESCO as the lead agency for SDG4 and the African Union Commission (AUC), in collaboration with the United Nations Children Funds (UNICEF), the United Nations High Commissioner for Refugees (UNHCR) and other UN agencies are working very closely in order to institutionalize the joint monitoring and reporting against CESA and SDG4 targets.

So far, a number of joint activities have been conducted in collaboration with UNICEF and UNHCR, of which two regional workshops in 2018 and in 2019 dedicated to monitoring and reporting progress against the targets of the two agendas at the country level. As an output of these workshops, countries from different regions have committed to report their progress on a regular basis, starting with a baseline national report in 2020. A standard reporting template and the development of a unified indicators framework (including CESA, SDG4 and national indicators) were discussed during a dedicated meeting in December 2019.

More recently at the continental level, UNESCO, AUC, UNICEF, UNHCR and the United Nations Economic Commission for Africa (UNECA) gathered in Victoria Falls (Zimbabwe), at the margin of the sixth African regional forum on the SDGs. A pre-event was organized, attended by government officials, UN agencies, NGOs and civil society **to discuss progress of the continent with regard to the targets of the two agendas, and appropriate measures to ensure that no one is left behind as far as the right to education is concerned, with a focus on marginalized populations.** A number of recommendations were elaborated by the participants, of which **the need to set intermediate regional benchmarks, systematic production of disaggregated data to measure equity/inclusion at different levels of education and innovative financing arrangements for education.**

The quantified and time bound targets of the CESA strategic objectives that were adopted in 2015, led by Heads of state, represent an epic effort in Africa to contextualize the global SDG agreement. The **annex 1** sets the corresponding link between the CESA strategic objectives and the SDG targets. The targets mentioned in the Annex have various measurable indicators for monitoring progress at the both country and continental level. The agendas have had to be localized with nationally defined targets adapted and disaggregated to meet development needs at national level and further disaggregated by factors such as gender, inclusion, age groups, ethnicity and others.

The imperative to institutionalize the monitoring and reporting against CESA and SDG4 targets at the continental level was later-on discussed in the presence of the UNECA including the cycle for reporting. More recently in September, at the AUC cluster review meeting, assessing achievements so far was recognized as instrumental to ensure that countries learn from their experiences and integrate lessons

¹ The reference document is the Concept Note for the Monitoring Reports on the Continental Education Strategy for Africa and the Sustainable Development Goal for Education (March 2020).

in their plans. The continental report against CESA and SDG4 targets was adopted among the 2021 priorities of the Data and monitoring sub cluster of the cluster on educational planning of the AUC.

Within the fast approaching deadline of 31 December 2030 for countries to meet their SDG commitments, it is imperative that a Continental report be issued in 2021 as the first continental baseline to take stock of the five years of implementation of the two agendas since 2015 for SDG4 and 2016 for CESA.

The concept note describes a project to produce the 2021 baseline report of the Continent's achievement at both aggregate and (if possible) disaggregate levels to track progress, report challenges and advocate for targeted for (any) unfinished business as well as to make recommendations for holistic development from 2021 and onwards. The report is anticipated to serve, as a key reference for the forthcoming reports in 2025 corresponding to the end of CESA era, and 2030 for SDGs era.

Continental thematic reports are also envisaged that will be focused on specific areas of education between two comprehensive reports. UNESCO proposes using the GEM Report project on spotlight country-focused reports as a basis, in collaboration with the regional stakeholders.

Goals and Objectives of 2021 baseline Continental report project

The goals and objectives are as follows:

1. To contribute to the Continental vision 2063, an opportune time to reexamine Africa's achievements of both CESA and SDG 4 in details and in a consolidated framework.
2. To develop Africa's scorecard in terms of progress and of achieving its targets and commitments with baseline data that will contribute to assess progress from the perspective of 2 agendas.
3. To record the lessons learnt including the foundations for successful achievements: this includes reviewing current innovative practices, prioritizing policy and institutional reforms, identifying means of policy implementation, and evaluating financing options.
4. To highlight the magnitude of data crisis in African countries, which hamper a continental development of education based on sound evidence. The report will help to identify data gaps, lessons from national monitoring systems that work well, investment needs in data production and associated capacity development in the continent.

Deliverables

The priority deliverable of this project will be a Continental Report 2021 targeting a broad audience including policymakers, the general public, international and bilateral institutions and partners, academia, the Education experts' network and media.

The structure of the 2021 Continental Report will be discussed in the steering committee.

Data for the continental joint reports will be mainly provided by the UIS, with its global mandate to collect data for monitoring the SDG4. From an initial assessment, about 50% of CESA indicators are already covered in UIS global annual surveys in formal education. Complementary sources of data will be explored subject to their alignment to international statistical norms and standards to ensure comparability across countries and overtime. For the subsequent reports, the Data and monitoring sub-cluster has also included the collection of complementary data to inform the CESA objectives, which could be an African module for UIS surveys, as was the case during the EFA era.

In addition, UNESCO and AUC will mobilize their networks at the country level to facilitate the collection of qualitative data to document the domestication of the two agendas as reflected in the

national policies and legislations, plans and strategies. The different national report such as Education Sector Analysis and other reports/studies such as sectoral revue meeting reports, policy analysis reports, will be used to have additional data and evidence related to the CESA and SDG4.

Governance of the 2021 Continental report project

Overall management by a steering committee to provide overall guidance to the Report project will be jointly chaired by the HRST AU Commissioner and UNESCO Regional Directors (Dakar and Nairobi). It will comprise representative of the Pan African Institute for Education for Development (IPED), UNESCO Institute for Statistics (UIS), the Global Education Monitoring Report (GEMR), the Association for the Development of Education in Africa (ADEA) and one UN Regional Bureau (UNICEF and UNHCR). These institutions have already held technical consultations on setting regional benchmarks for the Continental Education Strategy for Africa 2016 – 2025 indicators and the SDG 4 Education 2030 indicators.

It will meet to examine the inception report, interim report, draft final report and the final report, and to guide the Editorial Committee in both policy and substantive matters.

An Editorial Committee, co-chaired by the Lead Consultant, the ED Chiefs plus UIS, and the Director AU HRST will comprise selected African Professors, researchers and representative of institutional partners' members of the steering committee.

In order to keep the memory and strengthen the initiative to operate for future editions until 2030, it would have been ideal to create a Secretariat. In the interest of time, a short-term solution is to recruit consultants and appoint a Task force in charge for logistics and communications with various stakeholders on matters such as setting meetings and reporting, drafting communications, etc. Therefore, a Lead Consultant will be responsible for collating and consolidating the background papers produced by other consultants and will prepare the inception report, interim report, draft final report and final version of Report ready for publication. S/He will also be responsible for presenting the background papers and consolidated reports to the Editorial Committee for their inputs and advice before the consolidated inception, interim and final reports are presented to the Steering Committee for its approval.

Key milestones and estimated timeline

Activity	2021											
	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Formation of a Steering committee	█											
Develop ToRs of the technical task force	█											
Develop ToRs of the consultants	█											
Appointment of a Task Force	█											
Designation of the Editorial committee		█										
Recruitment of the consultants		█	█									
Define the structure of the report		█	█									
Assess the information need for the reporting		█	█									
Identify and evaluate the sources of information and data, and establish the knowledge gap			█	█								
Compilation of Indicators, data and metadata required				█	█	█						
Desk review and data analysis				█	█	█	█					
First draft report							█					
Second draft report								█				
Final report									█			
Editing and Translations									█	█		
Printing and submission										█		
Launch of the first Joint SDG4-CESA Monitoring Report											█	

Indicative Budget

The proposed and estimated budget for Continental report project is USD\$ 158,880 – breakdown as shown in table below with no printing edition forseen:

Item	Estimated cost per unit (US\$)	Quantity	Proposed estimated budget (US\$)
Lead consultant (01)	8,680	6	52,080
Other consultants (02)	8,680	10	86,800
Copy Editor (1)	5,000	1	5,000
Design, layout and publication of booklets	5,000	1	5,000
Translation (English to French)	7,000	1	7,000
(*) Virtual: Meeting, launching, Translation services	3000	1	3,000
Total (2)			158,880

(*) To be revised if face-to-face meetings are envisaged

Annex 1: Correspondence between CESA strategic objectives and the SDG 4

CESA Strategic Objective	SDG4 target
SO 1: Revitalize the teaching profession to ensure quality and relevance at all levels of education	4.c By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least-developed countries and small island developing States
SO 2: Build, rehabilitate, preserve education infrastructure and develop policies that ensure a permanent, healthy and conducive learning environment in all sub-sectors and for all, so as to expand access to quality education	4.a Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all
SO 3: Harness the capacity of ICT to improve access, quality and management of education and training systems	
SO 4: Ensure acquisition of requisite knowledge and skills as well as improved completion rates at all levels and groups through harmonization processes across all levels for national and regional integration	4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes
	4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university
	4.6 By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy
SO 5: Accelerate processes leading to gender parity and equity	4.5 By 2030, eliminate gender disparities in education and ensure access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations

SO 6: Launch comprehensive and effective literacy programmes across the continent to eradicate the scourge of illiteracy	4.6 By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy
SO 7: Strengthen the science and math curricula in youth training and disseminate scientific knowledge and culture in society	
SO 8: Expand TVET opportunities at both secondary and tertiary levels and strengthen linkages between the world of work and education and training systems	4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university
	4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship
SO 9: Revitalize and expand tertiary education, research and innovation to address continental challenges and promote global competitiveness	4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university
SO 10: Promote peace education and conflict prevention and resolution at all levels of education and for all age groups	4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development
SO 11: Improve management of education system as well build and enhance capacity for data collection, management, analysis, communication, and use	SDG 17. Strengthen the means of implementation and revitalize the global partnership for sustainable development
SO 12: Set up a coalition of stakeholders to facilitate and support activities resulting from the implementation of CESA 16-25.	