Concept note
July 2014

Assessment workshop on the implementation of the PACTED roadmap

2-4 September 2014, Lomé, TOGO

The workshop has been organized in cooperation with the International Organisation of La Francophonie (IOF) and Togo’s Ministry of Primary and Secondary Education.

1. Background and rationale

In 2006, the African Union (AU) adopted its Plan of Action for the Second Decade of Education for Africa. Teachers have been recognized in the plan as one of the seven pillars of education. In implementing the plan, the African Union, in consultation with the most active education partners in Africa, initiated the Pan-African Conference on Teacher Education and Development (PACTED) in order to address teacher development issues holistically through a structured framework and a collaborative process.

At the first PACTED meeting, held in April 2011, in Lomé, Togo, an ad hoc committee was established, comprising three pilot countries (Kenya, Senegal and Togo) and three organizations (Association for the Development of Education in Africa (ADEA), UNESCO and UNICEF). The committee was tasked with working with the African Union Commission (AUC) to develop a roadmap based on the five recommendations adopted at the meeting, which are to (i) ensure that each country has a report on its education system to guarantee the right to quality basic education for all; (ii) develop a policy of quality basic education for a minimum of nine to ten years; (iii) ensure the professional development of teachers (in formal and non-formal sectors) to guarantee a quality education system for Africa in the twenty-first century; (iv) develop a curriculum for quality education for sustainable development that addresses teaching and learning; and (v) plan for the funding of quality education.

The 2011 Conference in Lomé decided to hold PACTED regularly in order to review the work and monitor the progress achieved in Africa in taking up teacher challenges. PACTED partners (UNESCO, Education International (EI), the Pan-African Council of Teachers, the Commonwealth Secretariat, UNICEF, ADEA and the International Task Force on Teachers for Education for All) took up the challenge and convened a meeting in Ouagadougou, Burkina Faso, in February 2012, at the end of the ADEA Triennale, to discuss the draft roadmap. They approved the proposal of the International Task Force on Teachers for Education for All to develop a monitoring and evaluation framework for the roadmap.

The roadmap and the monitoring and evaluation framework were submitted and validated on behalf of all partners at the fifth ordinary session of the Conference of Ministers of Education of the African Union (COMEDAF V) in Abuja, Nigeria, in April 2012. In September 2013, the Paris workshop, organized jointly by the International Task Force on Teachers for Education for All and AUC, provided partners with details on the PACTED roadmap and the monitoring and evaluation framework.
Partners’ awareness of the content and implications of planning and coordination tools was raised so that they could structure their action on teacher-related issues in Africa more effectively. Nigeria joined the pilot countries after that meeting. The International Task Force on Teachers for Education for All was tasked with the technical coordination of the roadmap and AUC with its policy coordination.

In November 2013, in Kinshasa, at the follow-up meeting held as a side event during the forum of the International Task Force on Teachers for Education for All, the partner organizations coordinating the PACTED roadmap and the pilot countries reviewed the progress achieved since the recommendations made at the COMEDAF V Bureau meeting in Addis Ababa in July 2013, form country teams and considered activities to be reported to COMEDAF at its sixth ordinary session in April 2014.

The agenda of the sixth ordinary session of the Conference of Ministers of Education of the African Union (COMEDAF VI) in Yaoundé, however, was such that the pilot countries and the implementing agencies could not meet to assess the implementation of the PACTED roadmap. They therefore requested the Task Force secretariat to hold a workshop at which they could review the progress achieved on each target by highlighting the results, the challenges and the lessons learnt.

Accordingly, the secretariat of the Task Force on Teachers for Education for All will hold an assessment workshop on the implementation of the PACTED roadmap from 2 to 4 September 2014, in Lomé, Togo.

2. **Workshop objectives**

The organizations tasked with coordinating the PACTED roadmap will review the progress achieved since the Kinshasa commitments and will harmonize roadmap implementation. The lead agencies of the six roadmap goals and the focal points of the four pilot countries will report on progress made.

For information, the six roadmap goals and the lead agencies are as follows:

(i) define standard-setting characteristics for teachers in Africa: UNESCO;

(ii) enhance the use of open and distance learning (ODL) to increase access to and the quality of teacher training: African Council for Distance Education (ACDE);

(iii) improve performance in science, mathematics and technology (SMT): Centre for Mathematics, Science and Technology Education in Africa (CEMASTEA);

(iv) standardize teacher recruitment and mobility: Commonwealth Secretariat/African Union Commission (ComSec/AUC);

(v) make educational and didactic use of the *General History of Africa* (GHA): UNESCO;

(vi) build capacities for holistic policies for the teaching profession: UNESCO International Institute for Capacity-Building in Africa (IICBA)/Association for the Development of Education in Africa (ADEA).

The workshop will thus provide participants with an opportunity to take ownership of Recommendation No. 5 of COMEDAF VI, under which all Member States are urged to consider improving the living and working conditions of teachers and to support the establishment of regional centres for teacher training in science, mathematics and technology (SMT) as a prerequisite for providing quality education in order to attain the EFA post-2015 development goals and the African Union Agenda 2063.

Moreover, a meeting will be held to validate the synopses of studies on teacher policies and practices for education for all conducted in three French-speaking African countries (Burkina Faso, Senegal and
Togo). Participants in this validation workshop will include the consultant commissioned to summarize the three case studies, the focal points and consultants involved nationally in each of the countries studied, members and partners of IOF.

Participants will also be informed of the recommendations of the AU study on the role of teachers in the African education system.

3. Expected results

By the end of the workshop, participants should:

✓ have a better understanding of the implementation of the PACTED roadmap and of the players (coordination team, pilot countries, lead agencies and guest agencies);

✓ take ownership of the monitoring and evaluation process;

✓ take into account Recommendation No. 5 of COMEDAF VI in their future work;

✓ take note of the synopses and validation of studies conducted in three French-speaking African countries (Burkina Faso, Senegal and Togo) on policies and practices for teachers in the perspective of education for all;

✓ be aware of the recommendations of the African Union study on the role of teachers in the African education system.

4. Participants

✓ Representatives of the pilot countries (Kenya, Nigeria, Senegal and Togo).

✓ Representatives of the lead agencies for each of the six PACTED roadmap goals (UNESCO, ACDE, CEMASTEA, ComSec/AUC, IICBA and ADEA).

✓ Representatives of the guest agencies (African Institute for Mathematical Sciences Schools Enrichment Centre (AIMSSEC), Africa Forum of Teaching Regulatory Authorities (AFTRA), University of South Africa (UNISA) and ORANGE).

✓ Representatives of AUC, the Secretariat of the International Task Force on Teachers for Education for All and IOF.

✓ Representatives of Togo’s Ministry of Primary and Secondary Education.

✓ Representatives of the Economic Community of West African States (ECOWAS).

✓ Representatives and consultants of countries that participated in the study of policies and practices for teachers in the perspective of education for all (Burkina Faso, Senegal and Togo).

✓ Experts on matters relating to teachers in Africa.