

Forum: The African Union

Question of: Establishing Operative School Systems in States with Low
Education Levels



Submitted by: Sao Tomé and Príncipe

Co-submitted by: Benin, Egypt, Eritrea, Gabon, Gambia, Ghana, Guinea, Guinea-Bissau, Kenya, Lesotho, Libya, Mauritania, Sierra Leone, Uganda, Zimbabwe

- 1 The African Union,
2
3 *Emphasizing* the importance of functioning educational programmes in Africa,
4
5 *Noting with concern* the variety of problems the AU faces regarding this topic,
6
7 *Fully believing* the efforts of this conference will be able to facilitate notable change,
8
9 *Realizing* all previous efforts of the AU and nongovernmental bodies across Africa,
10
11
12 1. **Proposes** the investment in improvement of educational facilities across the continent by means
13 such as, but not limited to:
14 a. the creation of a community-run meal programme, located within kitchen facilities built in
15 schools in rural areas across the continent, financed by AU humanitarian funds according to
16 the number of pupils in it, providing one meal a day to each pupil,
17 b. providing schools with access to safe water, health and sanitation services,
18 c. adjusting classroom sizes to create adequate space for the number of students in them,
19 d. further implementing a school transport system where needed;
20
21 2. **Suggests** the formalization of a mandatory minimum of three years of training before a primary
22 school teacher is employed and to dismiss all those who have harmed the development of a
23 student;
24
25 3. **Calls** for the implementation of at least annual unannounced control visits by regional
26 government employees, facilitating the collection of data and consequently enabling intra-
27 continental comparison to observe, record and submit to online databases of the AU:
28 a. the number of pupils, female and male, within one class,
29 b. the ratio of teachers to pupils within one school,
30 c. the location of the school,
31 d. the distance between the school and the next water access point;
32
33 4. **Requests** the creation of an AU-funded scholarship programme for higher education, consisting
34 of 50% female scholars, awarded to:
35 a. students displaying financial need and high academic achievements,
36 b. two students per school district;

37
38
39
40
41
42
43
44
45
46
47
48
49
50
51
52
53
54
55
56
57
58
59
60
61
62
63
64
65
66
67
68
69
70
71
72
73

5. **Invites** all member states to support national and international recruitment and education programmes with the aim of increasing teacher training and career changer positions, with the focus on supporting women from all social backgrounds in order to raise gender equality;
6. **Recommends** the establishment of a mobile information centre, the “African Education Information Centre” (AEIC), funded by AU member states in accordance to their GDP, available across Africa, providing information on the benefits of regular school attendance through means such as, but not limited to:
 - a. information videos providing direct examples of how and what an educated child can do to assist a family,
 - b. leaflets and documents with further information in local languages,
 - c. visual assistance through graphs, comics and other media to provide information to illiterate visitors;
7. **Encourages** governments to support and cooperate with NGOs, corporations and organizations which attempt to improve situations in educational facilities as well as rural areas across Africa:
 - a. to guarantee the safety of pupils by instructing NGOs like the INSO and institutions like the state police which offer security services to guard school facilities,
 - b. to establish the attendance of NGOs and governmental organisations by constructing new facilities to increase the efficiency of school buildings in their main purpose, to give children a good learning environment;
8. **Supports** the cooperation of officials involved in national education and education policy within all AU member states and specialists from countries with a well-developed education system, to build a framework for an African school curriculum that can be applied depending on local situations and includes, but is not limited to:
 - a. the insurance that every child has the basic skills to effectively participate in society, including financial literacy after having completed primary and secondary education,
 - b. the introduction of classes in English, French, Portuguese, Spanish or Swahili to ensure that every child speaks at least one language in addition to their native language,
 - c. the implementation of health classes to raise awareness about sexual, viral and other diseases currently existing in a region and about ways of preventing them
 - d. the provision of national curricula for the core subjects: national languages, science, technology, vocational training, health and sexual education and religion, among others;
9. **Decides** to remain actively seized on the matter.