

Forum: The African Union

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

Submitted by: Tanzania

Co-submitted by: Botswana, Cameroon, Central African Republic, Chad, Congo, Cote d'Ivoire, Djibouti, Mauritius, Morocco, Niger, Seychelles, South Sudan, Swaziland, Togo, Tunisia



- 1 The African Union,
2
3 *Strongly affirming* United Nations Sustainable Development Goal 4 concerning “inclusive and quality
4 education for all and promote lifelong learning”,
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6 *Further strongly affirming* Article 26 of the Universal Declaration of Human Rights of 1948 concerning
7 matters of education,
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9 *Referring* to the previous agreements of the African Union on the matter at hand, such as but not limited
10 to the ‘Continental Education Strategy for Africa’, the ‘Continental TVET Strategy’, the ‘Annual Report of
11 Continental Activities (RACA)’, as well as others in this or other bodies,
12
13 *Further referring* to national efforts for establishing appropriate education systems in domestic policies,
14 such as but not limited to the ‘Arusha Declaration’, the ‘Education for self-reliance’ policy document, the
15 ‘Primary Education Development Program (PEDP)’,
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17 *Emphasising* the pivotal significance of education as a qualification, preparation and endowment for
18 successful participation in society,
19
20 *Noting* the struggles and systematic, personal and contentual shortcomings on this matter in numerous
21 African societies, both on state as well as communal levels, *with concern*,
22
23 *Bearing* the wider implications of the matter at hand, such as gender equality, the differences between
24 urban and rural areas, the general economic and social developments of developing states, the
25 transitions, interlocking and permeability of educational domains, the importance of youth
26 empowerment, et al. *in mind*,
27
28 *Noting* enhancements in educational policies with the effect of a general average increase of youth
29 literacy in Africa to 74.49% *with approval*,
30
31 1. **Endorses** policies towards the abolition of tuition fees for primary education for children between
32 the age of 6 and 14 as well as a general reduction of education expenses to be covered privately;
33
34 2. **Recommends** governmental oversight as to the enrolment of all children to primary education,
35 the resources for which are to be provided by the public sector, such as but not limited to

- 36 a. the establishment of sufficiently many schools to accommodate every child for at least primary
37 education,
- 38 b. the provision of appropriate circumstances in which education can be offered, such as facilities,
39 staff and administrative framework, such as food provision or a sufficient sanitary situation,
- 40 c. the provision of national curricula for the core subjects: national languages, English or French,
41 science, technology, vocational training, health and sexual education and religion, among others,
42 d. centralised examination systems,
- 43 e. the national oversight of teacher training in order to guarantee an appropriate standard of
44 teaching,
- 45 f. centralised ascertainment of data for timely and appropriate adjustment of educational policies
46 if necessary,
- 47 g. the fixation of English, French, Arabic or other comparable languages rather than regional
48 dialects in order for a provision of educational skills applicable beyond local contexts,
- 49 h. resource allocation for education in national budgets,
- 50 i. to improve the infrastructure for children to have better access to schools;
- 51
- 52 3. **Urges** for the implementation of equality in schools through abolishment of segregating policies
53 which discriminate against students because of their ethnicity and sex as well as to include
54 disabled and socially and geographically disadvantaged people with governmentally subsidised
55 specific programs;
- 56
- 57 4. **Endorses** the reward of academic excellency through scholarship programs and further means of
58 individual support of students according to their performance;
- 59
- 60 5. **Recommends** matters of social well-being, mental health and enhancement of individuals' quality
61 of life to be of concern for economic policy besides academic matters;
- 62
- 63 6. **Calls** for the provision of resources such as premises, literature, media and further necessary
64 material in order to establish a productive school environment in an equipped framework;
- 65
- 66 7. **Further calls** for the establishment of an international organisation overseen by the African Union
67 entitled "African Union Office for the Establishment of Operative School Systems" (AUOE OSS)
68 whose tasks shall be to
- 69 a. monitors the progress of national governments to establish operative school systems,
- 70 b. provides funding for specific projects or initiatives provided that either the respective
71 government of a state in which they ought to be installed is incapable of funding such a project
72 or they are deemed to be of particular importance so that this office considers a financial support
73 appropriate,
- 74 c. function as an international think-tank for exchange and assessment as to the strengths and
75 weaknesses of educational policies and the further development of such by means of setting
76 international standards regarding the educational policies specified in clause 2,
- 77 d. imposes sanctions on those countries failing to comply with the guidelines specified by the
78 African Union;
- 79
- 80 8. **Stipulates** that attendance of school, at least for primary education, ought to be included into
81 national law as a legal obligation and that failure of individuals to comply with allowing children
82 to do so should be treated as a criminal offense;
- 83

- 84 9. **Emphasises** the importance of well organised and qualitatively sufficient education as a basis for
85 critical and creative thinking, communication, numeracy, applicable literacy, personal and social
86 life skills and independent learning;
87
- 88 10. **Urges** all member states to employ sufficient staff to allow for a ratio of teachers to students of
89 no more than 1:40;
90
- 91 11. **Asks** governments to annually report national statistics concerning enrolment rates for primary
92 and secondary education, literacy and numeracy levels of both youth and the entire population
93 to the Office specified in clause 7.,
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- 95 12. **Calls** upon national governments to not only devise educational policies for children but similarly
96 to establish systems of andragogy in order to enhance the equipment of all members of society
97 to participate successfully and actively in it;
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- 99 13. **Suggests** institutions of higher education to establish co-operations with universities and research
100 institutes, as well as secondary schools, within and beyond the African continent to allow for long-
101 term perspectives of African institutions for successful and competitive participation in research
102 and teaching according to international standards, such as those of institutions in Europe or North
103 America;
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- 105 14. **Endorses** the provision of extra-curricular activities such as sports, art, practical work or other
106 recreational activities in the context of educational institutions in order to include issues
107 pertaining to a work-life balance in this framework;
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- 109 15. **Urges** all member states to ratify this resolution and implement its contents into national
110 legislation within five years, failure to comply with which shall be responded to according to clause
111 7d.;
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- 113 16. **Further urges** member states to include matters pertaining to their country's specific situations,
114 e.g. culture, the environment or tradition otherwise, in their educational policies;
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- 116 17. **Suggests** public awareness campaigns in order to encourage a more informed and positive
117 attitude of all members of society concerning the advantages of education;
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- 119 18. **Decides** to remain actively concerned with the matter.