Establishing Operative School Systems in States with Low Education Levels

Committee Guide

African Union

OLMUN 2017
17th International Session

Table of contents

Personal Introduction

Dear Delegates,

My name is Alke Hochwald, I am 19 years old and it will be my pleasure to chair the African Union this year. I am currently studying economic sciences in Osnabruck but I grew up in Oldenburg which is how I got into contact with OLMUN and MUNs in general. In my free time, I do a lot of sports but mostly badminton, I enjoy reading, politics, hanging out with friends and obviously MUNs. My first OLMUN year was 2012 as Delegate of Fiji and I immediately loved the conference, the international participants and the whole atmosphere. Ever since then, I participated at many different MUNs, in different roles and through that I got to know a lot of great people, learned more about international politics and countries and I could do some travelling. Since OLMUN is my home MUN I have never missed a conference since my first year and at the last conference I even was President of the General Assembly. Because of that I obviously did not want to miss this conference and am filled with joy to have another opportunity to chair at OLMUN 2017. I am really looking forward to meeting all of you and working with you in May. See you soon!

All the Best, Alke

Dear Delegates,
My name is Rasmus Conrad, I am soon 16 years old and I am honoured to chair the African Union together with Alke at OLMUN 2017. Currently I am attending Herbartgymnasium Oldenburg in my 10th grade. This year's conference will be my sixth MUN, my second OLMUN and the second time as a chair. Since my first MUN conference 2015 (a small MUN at my school), I enjoy participating MUNs, but beside that I play the clarinet and badminton.
I am really looking forward to meeting all of you and having an enjoyable time at OLMUN.

Best wishes, Rasmus

1. The African Union

1.1 About the African Union

The African Union is a community of states, consisting of 54 African states with its headquarters in Addis Abeba (Ethiopia). It is made up of several organs: the Pan-African Parliament (PAP), the Assembly of the African Union, the African Union Commission, a Court of Justice, an Executive

Council, the Permanent Representatives Committee, the Peace and Security Council, the Economic, Social and Cultural Council, financial Institutions, Human Rights organs and specialized Technical committees.
The Union has five official languages: English, Arabian, Portuguese, French and Swahili. This diversity in languages further brings the AU to its challenges and problems, since most people only speak their first-language or roughly master a second language. Thus, many misunderstandings are to deal with and a language barrier which also is a large problem for the educational system.

1.2 History of the African Union

It was founded on May 25th 1963 as Organization of African Unity but changed into the African Union in 2002. The Sirte Declaration was introduced in 1999 and it suggested the establishment of the African Union. After several further steps, the African Union was launched on the 9th of July 2002 in
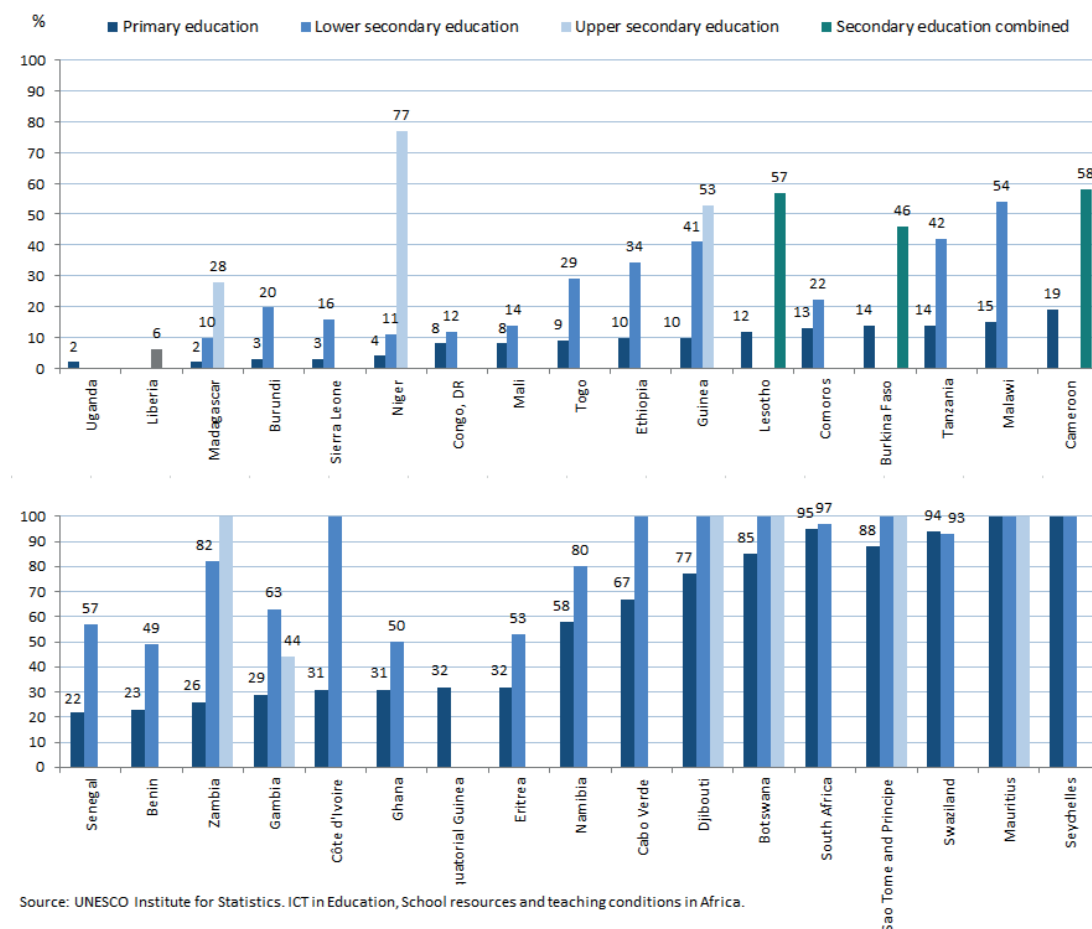
Durban. Since then the AU has reached many goals for example founding a joint African space agency and even the American President Barack Obama spoke in front of the Union.

Throughout the years several countries were suspended from the AU for disobeying the charter or having military activities inside the country, but all countries were allowed back in.

1.3 Main Goals and Challenges

The main goal of the AU is democratic stability and with that economic growth, better education, sovereignty of states, human rights, political and social-economic integration, sustainable development, improvement of medical care and of course many more. To achieve these goals the AU also cooperates with international partners and the 13 observer states e.g. the USA, Kazakhstan, Turkey, Palestine, Spain etc.

2. Introduction and Basic overview of the Topic

Source: UNESCO Institute for Statistics. ICT in Education, School resources and teaching conditions in Africa.

103 million of the youth worldwide lack basic literacy skills, and more than 60 per cent of them are women. More than half of the children worldwide that have not enrolled in school live in sub-Saharan Africa. In the year 2000 only 52% of the children from the sub-Saharan region were enrolled into primary

school and most of them don't attend secondary school afterwards. Two thirds of the children not enrolled in school are girls. But seeing the individual regions this differs, since sometimes more boys are sent to school, but in other regions boys have to do farm work at home so more girls attend school.

Either way, too many children stay at home because their parents don't want them educated, but even more don't go to school because it is too expensive or the facilities are simply not there. This is a huge problem for Africa since those children cannot boost the economy, so there is no economic growth, more poverty and again fewer children that attend school in the next generation.

Average years of education – 1950 vs. 2010
Shown is the average years of education for the population older than 15
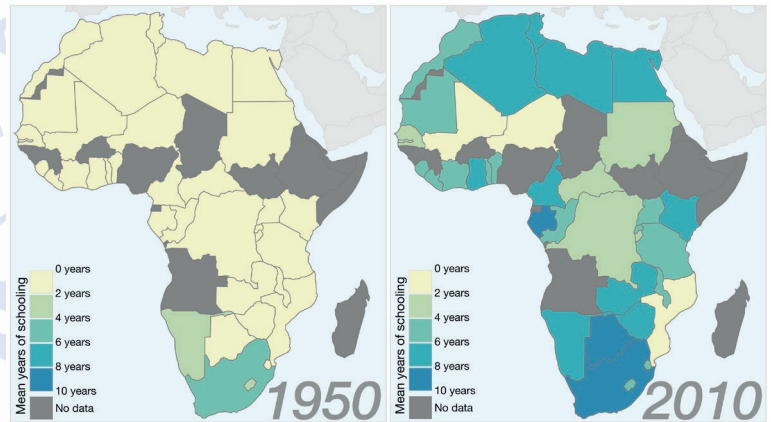
Data source: Barro & Lee
This data visualization is part of AfricaInData.org – an Our World in Data project.
Licensed under CC-BY-SA by the author Max Roser.

However, the problem of education is not only primary attendance but for children to further visit secondary schools and even further on to go to universities or receive other job training etc.

There has already been change done as you can see in the number of pupils in school that has increased by a third across Africa since 1999. Obviously there has already been a huge development in some regions, but definitely not everywhere and there is still more to be done.

2.1 Main Problems

Many parents are not educated themselves, so they don't see the necessity to educate their children. Furthermore, many children must help their families at home with their siblings, farm work, house work or other things the family can't manage on their own. Another problem is that in several regions attending school is not free, so the families can't afford to send their children to school.

Potentially a much greater challenge is the growing number of secondary pupils as the impact of 'Education for All'

Literacy rate in Africa by generation
Literacy rate of the older generation (65 years and older)
Literacy rate of the younger generation (15-24 years)
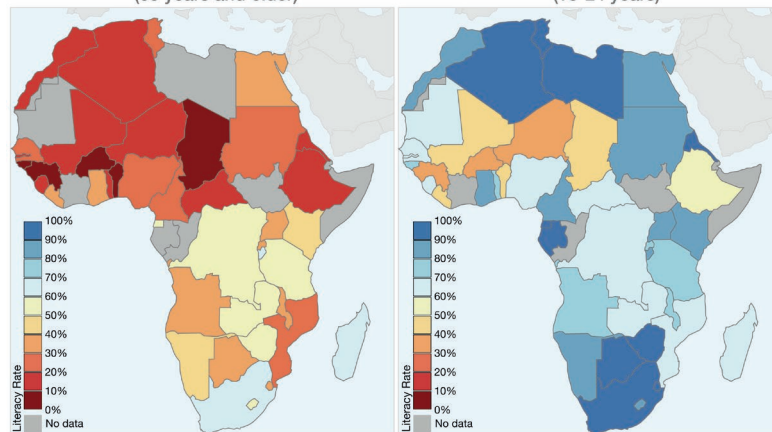
Data source: UNESCO (latest available data)
This data visualization is part of AfricaInData.org – an Our World in Data project.
Licensed under CC-BY-SA by the author Max Roser.

feeds through – currently there are 400 million 12 – 17-year-olds not in school

across the world. Secondary schools demand specialist teachers, appropriate curriculum for all (not just a highly academic curriculum designed for a small minority but vocational and technical subjects) which must be cost efficient - many current systems of secondary education are not.   Expansion of current systems will be insufficient to meet demand and we need alternative ways of offering quality cost efficient secondary provision at scale. Open Schooling, much advocated by the Commonwealth of Learning (www.col.org) provides one possible model; in Namibia, the NAMCOL (the Namibian College of Open Learning) accommodates over 28,000 secondary students across the country. These problems are similar to problems in university education.

Another problem throughout Africa is that there are five main languages and also many more in different regions with diverse dialects. This creates language barriers between governments, school boards, teachers and students. Moreover, there is the problem of which language to teach in since there are often different languages in the same country.

2.2 Significance of educating women

Obviously, it is important to educate both genders equally, but there is a greater significance for the next generation to educate girls. Statistics say that if girls in LDCs (Lower Developed Countries) go to school seven years or longer, they get married four years later and get 2,2 kids less. Furthermore, if a mother was educated more, child mortality goes down, they have smaller families and they send their kids to school later on. The limited educational- and job possibilities for women in Africa make the annual per capita rate go down 0.8%. Moreover, education especially for girls strengthens democracy in a country because there is equal education and more participation from each individual in politics and for their country. Of course, this does not mean that boys' education is any less valuable but it should encourage politics and people to see girls' education equally as important. You should keep that in mind for your resolutions.

2.3 Goals

The United Nations of course are active since education now is the 4th goal of the Sustainable Development Goals (SDGs). Before this, education was one of the Millennium Goals but not all goals could be reached and of course there

is always more to be done, which is why education was included in the SDGs (the follow-up to the Millennium Goals). These goals say that by 2030 it should be ensured that:

- all girls and boys get complete free, equitable and quality primary and secondary education leading to relevant and Goal-4 effective learning outcomes
- all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education
- equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university
- substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship
- eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations
- all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy
- 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
- education facilities that are child, disability and gender sensitive and provide safe, nonviolent, inclusive and effective learning environments for all are built and upgraded
- substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programs, in developed countries and other developing countries
- the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing states should be substantially increased

These points should be kept in mind throughout the week and also while you are writing your policy statements and resolutions. Your resolutions and actions should fulfil at least some of these goals so they can help you in your writing process.

2.4 Possible Solutions

Sometimes simple measures can make a huge difference. A 'Save the Children' initiative in South Sudan increased school attendance considerably by building permanent classrooms with sanitary facilities. Children understandably preferred this environment to learning 'under the tree'.
As already stated there is a huge problem with lack of facilities, teachers and material which is essential for students to attend school.
The initiative of governments is low. This has to be changed to invest more money into school facilities, material and especially training teachers. Moreover, the teachers should be trained in different languages to overcome language barriers with students and parents. With more schools and buildings, children would not have long footways to school any more and more people in general could attend schools and universities.
To widen female education there are more girl schools and women classes but also people from organizations encouraging women and girls in villages and towns to attend school.

Help organizations throughout Africa have many different approaches with their programs to solve several problems at once. For example, they want to implement Model United Nations Programs in schools to give the students more perspective and diversity in school to motivate the kids.
Furthermore, early childhood development is a severe problem since many children are not properly prepared for school. So, there are programs which aim at training and providing ongoing support to principals and care-givers at pre-schools, with a view to ensuring school readiness of the children as they progress to primary school.
Another project is the Pan-African University: The Pan African University (PAU) is the culmination of continental initiatives of the Commission of the African Union to revitalize higher education and research in Africa, under the Second Decade of Education for Africa and the consolidated Plan of Action of Science and Technology for Africa. It will exemplify excellence, enhance the attractiveness and global competitiveness of African higher education and research and establish the African University at the core of Africa's development.

Use these possible solutions as inspiration for your own ideas and always remember that you need strategies and ways to implement these solutions!

2.5 Strategies of the AU

2.5.1. CONTINENTAL EDUCATION STRATEGY FOR AFRICA (CESA 16-25)

The ten-year continental education strategy (CESA) presented to the Ministers for adoption is a response to the AU Agenda 2063. It is in line with the Global Education 2030 Programme and contributes to the achievement of objective 4 of the SDGs. CESA 16-25 calls for a paradigm shift towards transformative education and training systems to meet the knowledge, competencies, skills, research, innovation and creativity required to nurture African core values and promote sustainable development.

2.5.2 THE CONTINENTAL TVET STRATEGY

The TVET continental strategy provides a comprehensive framework for the design and development of national policies and strategies to address the challenges of education and technical and vocational training to support economic development, creation of national wealth and contribute to poverty reduction through youth entrepreneurship, innovation and employment. It aligns with current global trends and defines a set of indicators for monitoring progress. The Ministers took a guided tour of the TVET exhibition and awarded the top ten African TVET centres that had participated in a pan African competition jointly organized with USAID and FHI360. They also discussed the development of continental frameworks for enhancement of skills portability in line with the 2015 AU Plan of Action on Employment, Poverty Eradication and Inclusive Development.

2.5.3 ANNUAL REPORT OF CONTINENTAL ACTIVITIES (RACA)

The Continental Annual Report of Activities (RACA) is a mechanism to facilitate concise reporting on Education and Science, Technology and Innovation activities by all stakeholders, Member States, RECs and Partners, thus providing a snapshot of the progress in implementing the Continental Strategy for Education (CESA), The Continental Strategy for Technical and Vocational Education and Training, and the Science, Technology and Innovation Strategy for Africa (STISA-2024).

2.6 Resolutions

Rights of the child
http://www.un.org/en/ga/search/view_doc.asp?symbol=A/RES/63/241

United Nations Literacy Decade: education for all
http://www.un.org/en/ga/search/view_doc.asp?symbol=A/RES/63/154

Political declaration on Africa's development needs
http://www.un.org/en/ga/search/view_doc.asp?symbol=A/RES/63/1

3. Research

This is a Committee **Guide** which means it should guide you, help you to familiarize yourself with the topic and motivate you to further learn about education in Africa. Its purpose is not to limit your research to this guide, since your resolutions should be as diverse as possible in the end!
Please remember:

- Begin your research in time and don't wait until the last minute because understanding the topic and its complexity is essential for you to write a resolution, a policy statement and taking part in debate and in lobbying processes
- Use a variety of sources for your research! Be sure not to use just one single source for your whole resolution. Diversity in research is important, in order to reach a well-thought-out resolution with useful and debatable points. In addition, the more sources you use, the more you broaden your horizon on the topic. Also, **use the links inside this guide!**
- At a MUN conference you are not required to elaborate your personal opinion on the topic, but the opinion that your country represents. Therefore, you need to find out every detail about the situation in your country
- When researching the position of your country, look for various measures it has or has not taken yet, the existing programs and what possible new measures you as a representative of your country could introduce
- Elaborate a comprehensible, realistic resolution considering the position of your country! Of course, this resolution needs to be realistic considering that you are a representative of an existing country with existing positions. Within this frame, you need to find a self-contained solution, which you can present in our committee

3.1 Policy Statement and Resolution

Furthermore, we want to see some of your research results before the conference, since we don't want anyone to be unprepared in our committee. Because of this, we would like you to send us a **policy statement** of your country until **April the 30th 2017**.
Additionally, we want you to send us a **draft resolution**, which will be due on **May the 14th 2017**.
Keep in mind that these dates are the latest, so we advise you to send us these documents earlier in advance.
For those of you, who do not know how to write a policy statement or a resolution, please look it up in the Official OLMUN 2017 Handbook.
If you have any further questions, whether they concern preparation, the conference or anything else, please do not hesitate to contact us and consult us: africanunion@olmun.org

3.2 Helpful links:

http://www.un.org/sustainabledevelopment/education/

http://www.un.org/en/ga/63/resolutions.shtml

http://educationafrica.org/

https://www.au.int/web/en/education-division

http://www.uis.unesco.org/Communication/Pages/ict-education-africa.aspx

http://www.wise-qatar.org/freda-wolfenden-africa-needs-new-solutions-its-education-challenges

https://studyinnigeria.wordpress.com/2015/09/22/education-across-africa-its-challenges-solutions/

http://en.unesco.org/themes/education-21st-century

4. Pictures

https://africaindata.org/

https://de.wikipedia.org/wiki/Afrikanische_Union#/media/File:Flag_African_Union.svg

https://africacheck.org/reports/is-sas-education-system-the-worst-in-africa-not-according-to-the-data/

http://answersafrica.com/problems-of-education-in-africa.html

https://madubesbrainpot.wordpress.com/tag/literacy-rates-in-africa/

https://www.ladiestrekking.com/africas-education-crisis-in-school-but-not-learning/

http://www.christian-liebig-stiftung.de/

http://www.afrika-junior.de/inhalt/kontinent/togo.html