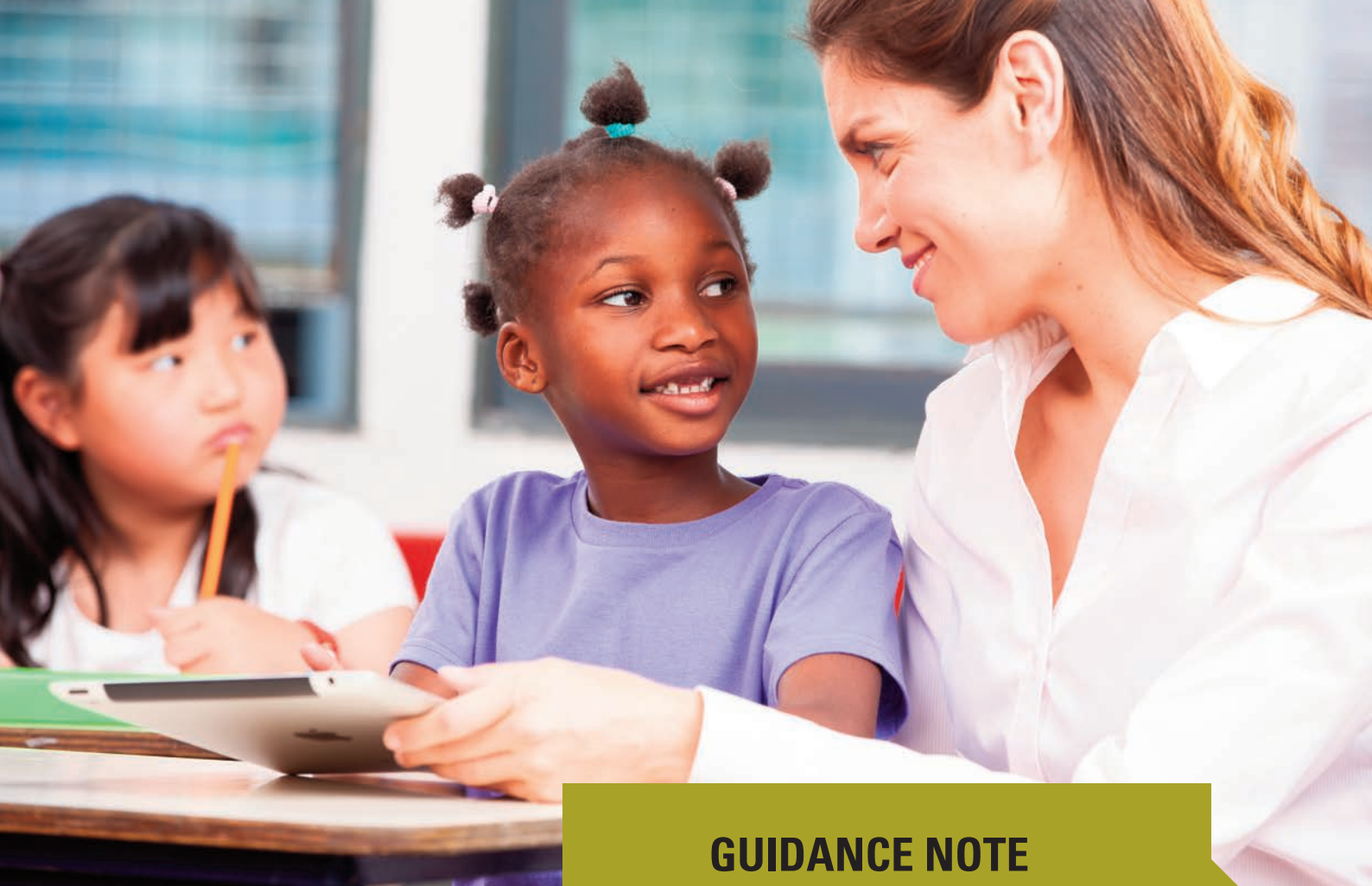Conférence des ministres de l'Éducation
des États et gouvernements de la Francophonie

INCLUSIVE QUALITY EDUCATION FOR ALL (IQEFA)

GUIDANCE NOTE AND ACTION FRAMEWORK OF CONFEMEN 56th MINISTERIAL SESSION

Abidjan - Côte d'Ivoire - July 2014

GUIDANCE NOTE
FOR AN INCLUSIVE QUALITY EDUCATION FOR ALL

In line with the four priorities[*] set forth in their Declaration of July 2013 on the post 2015 agenda, taking into account the final Declaration of the Global EFA meeting 2014 (Muscat Agreement) and with a view to make themselves heard at the XVth Francophonie Summit in Dakar (Senegal) on November 2014 as well as in the Global Education Forum (South Korea) on May 2015, **CONFEMEN Education Ministers** at the end of the 56th ministerial session, undertake to implement the following guidance for the achievement of Inclusive Quality Education For All (IQEFA):

1. Promote transformational policies

Transformational policies are processes of deep changes which imply paradigm shifts and reforms ensuring a departure from education systems characterized by elitism and excessive screening. To achieve IQEFA, transformational policies focus educational systems on the imperative and emergency of a quality education ensuring success of basic learning for all. Therefore, transformational policies must build on a critical analysis of existing systems so as to identify and remove the obstacles to the success of basic learning for all. They must be supported by a strong national political will for social change as well as a multi stakeholder participatory mobilization. Taking into account the diversity of demand, they must promote a diversified, flexible and integrated education offer with a variety of formal and non formal learning opportunities relevant to the needs and situations of each and everyone, a holistic and intersectoral approach of IQEFA, as well as the incorporation of new education resources drawn from social, scientific and technological innovation.

2. Position quality as being inseparable from equity and external efficiency as part of IQEFA

In view of inclusive quality education for all, education quality is inseparable from equity (success of basic learning for all) as well as from relevance and external efficiency (usefulness, usage, sense and relevance of learning). It is necessary to establish assessment mechanisms of learning and warning systems so as to share, in transparency, the information on students and teachers performances, as well as on the various internal and external factors which determine them, to better guide policies, action plans and continued quality and equity improvement projects in education. Among the pillars of quality we must underline **bilingual strategies**, the effective leadership of a school, the adequate management of learning time, the professional development of teachers, school support; etc.

3. Build on decentralized partnership governance to mobilize a larger engagement in favour of quality and equity in education

Decentralized partnership governance is based on a sharing of responsibilities between key actors who have the real capacity to improve the quality of education in the specific components on which there is a consensus in a given environment. The mobilization of key actors - researchers, the State, donors, local governments, trainers, inspectors, teachers, students' parents and students, NGOs, and the private sector - aims at improving the quality of education at school. Decentralization and direct funding must provide accountability, competences and significant resources as well as spaces of autonomy, the taking of initiative and decision-making to school actors so as to be able to require from them in return the obligation of results and accountability in full transparency. Achieving the administrative, financial and pedagogic empowerment of schools and making emerge a grassroots transformational leadership while building the capacity of actors, represent, in the process, key objectives.

4. Target the school, classroom and sector as decisive investment and action places where are experienced changes for a sustained quality improvement

Quality improvement strategies as well as funding and decentralized partnership governance must target the school, classroom and sector as decisive investment and action places where are experienced changes towards quality. This underlines the primeval role of grassroots actors : parents, communities, students, teachers, principals and other school partners. It it relevant at this level to lay a specific emphasis on the transformational leadership that may be exercised by the principal to improve the organization, functioning and climate of the school with a major impact on attitudes - (values, opinions, dedication, engagement), behaviours (attendance, punctuality, search for excellency in performances, etc.) and relations (trust, exchanges, solidarity, team spirit, etc.). That is why recruitment and training practices of principals must change. The principal must be recruited based on a valid skills profile according to a professional competency inventory relevant to management responsibilities and tasks and above all to the expected pedagogic and transformational leadership.

5. Mobilize sufficient resources to finance iqefa

Financing universal basic education expanded to the first cycle of secondary education is a huge challenge, notably in countries which have not so far managed to achieve universal primary education. Changes in the allocation of inter and intra sectoral resources by the State in favour of IQEFA will be required. In this direction, there is a need to increase substantially education funding by granting to the sector on average 8% of the GDP. Beyond that, the mobilization of efforts from internal and external partners and the search for innovating funding will be critical in order to get additional resources.

Furthermore, the purpose will be to make sure resources are allocated and used more efficiently and in a fairer way, enhance efficiency in their management, better target them as regards equity and quality of education and fight strongly against any source of waste and corruption to draw the most from available resources.

6. Ensuring an equitable quality education and lifelong learning by 2030

« Ensuring an equitable quality education and lifelong learning for all by 2030 « is an even harder challenge to meet. This requires a holistic and intersectoral learning which recognizes, valorizes, and pools all the formal, non formal and informal learning resources of the State and the society;

- development of the different life, work and leisure environments for lifelong learning;
- bridges and accreditation systems for the establishment of various formal, non formal and informal sectors, including traditional learning;
- integration of new technologies, possibilities and terms of learning (digital, audio, video resources...), in-person learning, distance learning, free learning, etc.

The action framework adopted by the 56th ministerial session lists the strategic choices and operational actions for an inclusive quality education for all.
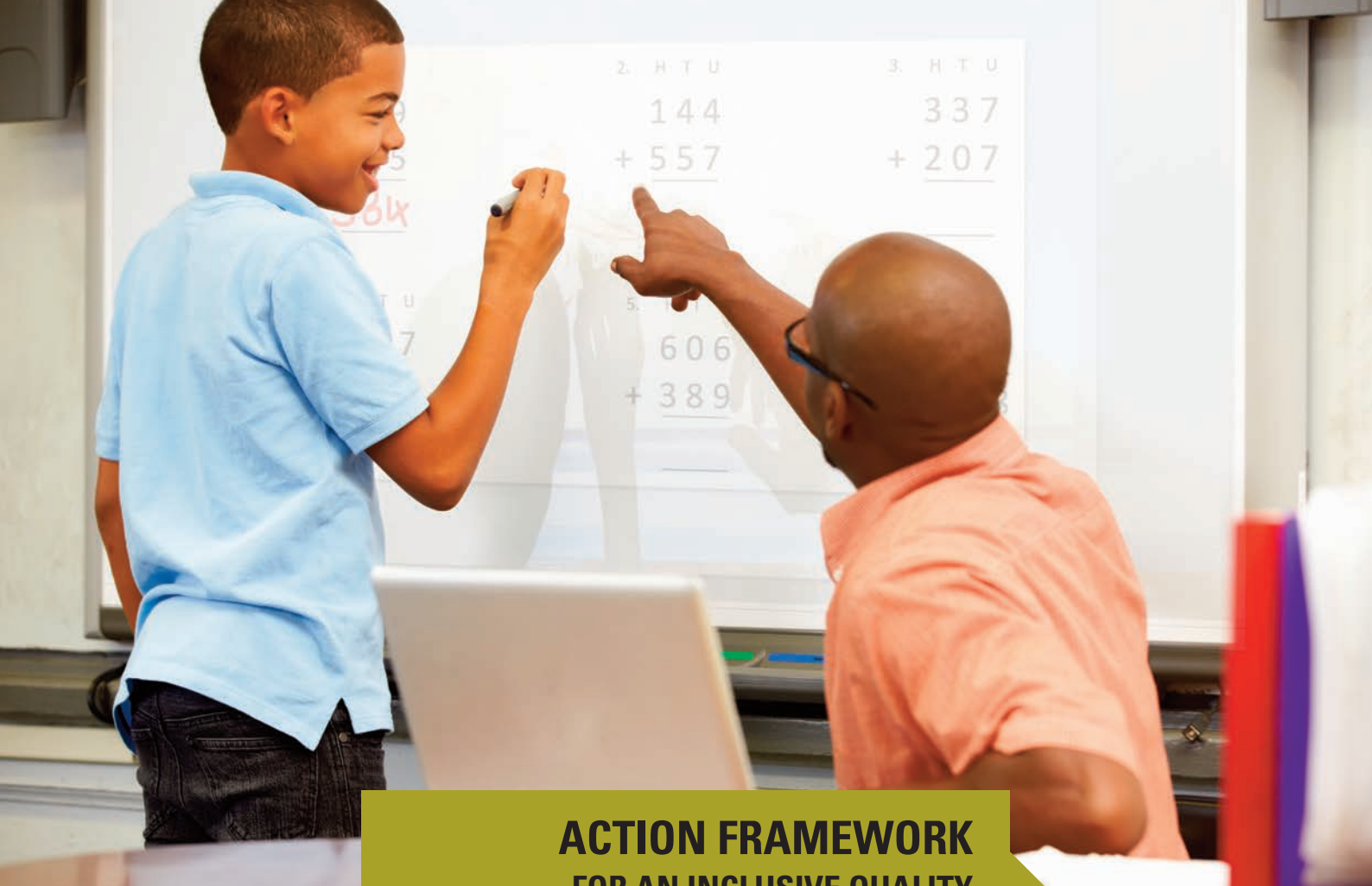
ACTION FRAMEWORK
FOR AN INCLUSIVE QUALITY
EDUCATION FOR ALL

For quality improvement

Strategic choice 1 : Ensure the success of basic learning by all

CHALLENGES : **Development of an inclusive quality education for all**
STRATEGIES :
- Early identification of children's social and school difficulties
- Adjustment of teaching/learning to learners' diversity of needs (culture, specific needs, learning rhythms, etc.)
- Integration of CIT in education
- Valorization of the learner
- Promotion of the school success pedagogy
- Establishment of regional training of trainers bodies to manage children with specific needs

CHALLENGES : **Promotion of the collaboration between school and family**
STRATEGIES :
- Implementation of a communication plan at national, regional and local levels on the role of students' parents
- Strengthening of meetings between parents and teachers
- Strengthening of the supervision of children at school
- Promotion of children's monitoring within families

CHALLENGES : **Development of a holistic vision of the teacher issue**
STRATEGIES :
- Motivation of teachers (performance bonuses, decent salaries, etc.)
- Valorization of teaching profession (honours and distinctions, etc.)
- Improvement of the living and working conditions of teachers (equipment of schools in sufficient learning materials and textbooks, endowment of teachers with pedagogic documents, building of classrooms, etc.)
- Recruitment of teachers according to the needs
- Establishment of a motivation system and attractive measures for the teaching profession
- Promotion of social dialogue

CHALLENGES : **Improvement of the school environment**
STRATEGIES :
- Establishment of school canteens and separated latrines for girls
- Involvement of local councillors and PTAs in school management
- Securing the learning time
- Reduction of students/teacher and students/bench ratios

CHALLENGES : **Promotion of a non violent education policy at school**
STRATEGIES :
- Protection of learners against any forms of violence (corporal punishments, harassments, early pregnancies, early marriages)
- Establishment of deterring and coercive measures

CHALLENGES : **Development of an assessment and research mechanism at the heart of levers for quality improvement**
STRATEGIES :
- Development of an assessment policy and definition of its strategy at all levels (international, national and local) including :
  - Participation in international assessments
  - Establishment of mechanisms for a regular national assessment of achievements (different from certificative examinations)

- Establishment of assessment mechanisms of schools done by inspectors (diagnosis, support to school projects and evaluation of projects-schools)
- Establishment of formative and diagnostic assessments in class
  - Creation of a national assessment body capable to design, carry out, analyse assessments and propose avenues for an education policy according to results
  - Development of standards for the assessment of students' performance (know-how and interpersonal skills)
  - Establishment of bridges with research to deepen assessment results and carry out qualitative secondary analyses (teaching practices, expectations from families, social representations, students' needs, etc.)
  - Dissemination of the results of assessments and research
  - Definition of the threshold of minimum basic skills that students must master at each level of basic education

Strategic choice 2 : Guarantee to the youth the acquisition of essential skills to live and work in the XXIth century

CHALLENGES : Establishment of a multidisciplinary training system at school
STRATEGIES :
- Revision of training curricula for teachers and children
- Addressing emerging issues (HIV-AIDS, responsible parenthood, education to peace, citizenship, tolerance, equity, gender, education to sustainable development,etc.) in teacher training
- Use of mother tongue as learning language
- Development of preschool education
- Promotion of a school and vocational orientation policy
- Definition of a minimum skills base of expanded basic education
- Establishment of a customized pedagogy and empowerment of the learner
- Development of CIT and serious games to be incorporated in curricula
- Development of lifelong learning policies
- Training in solving experienced problems (of the sector)

CHALLENGES : Adequacy between training and youth employment
STRATEGIES :
- Opening of new training programs according to the needs of the job market
- Development of technical and vocational training for the youth
- Promotion of a vocational non formal education

Strategic choice 3 : Promote responsible, competent and engaged school principals and teachers

CHALLENGES : Decentralization of school systems management
STRATEGIES :
- Empowerment and accountability of school principals
- Provision of working means
- Promotion of an accountability culture
- Development of school principals' management and pedagogic capacity

CHALLENGES : Professionalization of the position of school principal
STRATEGIES :
- Capacity building of school principals in school projects management
- Leadership training for school principals
- Mutualization of good pedagogic and school management practices
- Capacity building in social mobilization

CHALLENGES : Professionalization of the teaching profession
STRATEGIES :
- Establishment of a career plan for the teacher
- Mutualization of good pedagogic practices
- Capacity building of teachers in identifying students with problems
- Update of teachers initial and in-service training curricula
- Teachers initial and in-service training
- Establishment of a monitoring system to measure the impacts of in-service training results

CHALLENGES : Establishment of an outreach teacher monitoring system
STRATEGIES :
- Capacity-building for the supervising staff (Inspectors and Pedagogic Advisors) in pedagogic supervision
- Provision of pedagogic inspectorates with adequate logistical means

CHALLENGES : School governance
STRATEGIES :
- Establishment and compliance with private school opening standards
- Drawing up of a list of skills for the position of school principal
- Recruitment of school principals based on skills
- Establishment of procedures to secure resources intended for the purchase of textbooks for schools

Other strategic choices (drawn from successful experiences of basic education quality improvement)

CHALLENGES : Establishment of a system for the promotion of education in emergency situation
STRATEGIES :
- Development of the education offer (canteens, facilities)
- Facilitate access to school in post conflict areas
- Establishment of national and regional (clusters) education teams

CHALLENGES : Improvement of the school climate
STRATEGIES :
- Establish a permanent consultation framework between students' representatives, teachers, school administration and the community
- Promote watch and listening bodies

CHALLENGES : Improvement of the image of the school within the community
STRATEGIES :
- Implementation of a communication plan on the objectives and missions of the school
- Involvement of parents and resource-persons of the sector in the management of school life
- Use of the sector's resources to establish knowledge
- Development of partnerships with the civil society

CHALLENGES : Involvement of national and local elected councillors in the analysis of educational quality
STRATEGIES :
- Awareness-raising of elected councillors
- Training on quality analysis

For a sustainable funding

Strategic choice 1 : Mobile the necessary additional resources for the funding of the expansion of an inclusive quality basic education

CHALLENGES : Mobilization of internal resources
STRATEGIES :
- Revision of the reference incentive framework (FTI) so as to increase the budget allocated to education
- Budget prioritization for basic education
- Making more sustained financial efforts
- Adoption of a specific taxation in favour of education
- Building a strategy and developing arguments to make education a government priority

CHALLENGES : Free schooling for children
STRATEGIES :
- Promotion of the principle of free basic education : education is one of the responsibilities of the Government.
- Adaptation of free education principle to the context of each country
- Seize opportunities of public/private collaboration

CHALLENGES : Increase the contribution of decentralized local governments
STRATEGIES :
- Optimal use of own resources for the benefit of education
- Effective investment of any resource intended for education
- Establishment of cofinancing mechanisms between the State and community associations

CHALLENGES : Participation of the Diaspora, patrons and philanthropists
STRATEGIES :
- Awareness-raising of the Diaspora, patrons and philanthropists to increase their contributions
- Definition of a legal coordination and valuation framework of those contributions

CHALLENGES : Development of innovating funding sources
STRATEGIES :
- Promotion of corporate social responsibility
- Adoption of a taxation system on telecommunications, international transportation, natural resources exploitation, etc.
- Development of schools self-financing capacity
- Thriftiness in national budgets management

CHALLENGES : Formal engagement of Education Partners
STRATEGIES :
- Adequacy with country education policies and strategies
- Compliance with engagements with countries
- Definition of regulatory coordination frameworks of the multi stakeholder partnership

Strategic choice 2 : Align IQEFA costs to sustainable levels

CHALLENGES : Control the repetition rate
STRATEGIES :
- Implementation of relevant compensatory pedagogies
- Adoption of an efficient prevention system (personalized monitoring) integrating capacity building for teachers and the reform of the assessment system

CHALLENGES : Improvement of teacher training/status
STRATEGIES :
- Allocation of substantial resources for teachers initial and in-service training
- Reduction of differences in the status of teachers

CHALLENGES : Optimal use of teachers
STRATEGIES :
- Recruitment and deployment of teachers according to the needs
- Take into account a qualitative Students/Teacher ratio in class management

CHALLENGES : Control of construction costs
STRATEGIES :
Definition of lower cost construction programs and models, namely community construction

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Strategic choice 3 : Ensure a more efficient and effective management of internal and external resources

CHALLENGES : Governance and transparency in resource management
STRATEGIES :
- Systematization of the accountability of all officers, at all levels in resource management, their use and performance obligation.
- Establishment of multi stakeholder watch and monitoring frameworks

CHALLENGES : Streamlining the allocation of human and financial resources
STRATEGIES :
- Establishment of a relevant, effective and transparent system
- Adoption of shared national strategies
- Effectiveness and efficiency in resource management
- Engagement for a results-based management

For the partnership and decentralized governance of education systems regulated by national public authorities

Strategic choice 1: Promote a partnership and participatory governance bringing a significant added value both in the financing, management, development, planning and evaluation of policies

CHALLENGES: Common understanding of decentralized partnership governance by all the stakeholders
STRATEGIES :
- Establishment of a legal and institutional framework by specifying the competences to share and transfer;
- Awareness-raising, information, accountability and mobilization of all the stakeholders

CHALLENGES : Mobilization/building the loyalty of actors or partners
STRATEGIES :
- A permanent consultation system between actors;
- Addressing the needs of actors

CHALLENGES : Transparency in management
STRATEGIES :
- Accountability
- Citizen watch

CHALLENGES : Insufficiency of funding
STRATEGIES :
- Diversification of funding sources
- Increase in the participation of the private sector and various taxation systems
- Allocation and effective transfer of funds based on fair criteria

CHALLENGES : Application of references to successful external practices
STRATEGIES :
- Contextualization of approaches

Strategic choice 2 : Achieve the coordination and regulation of activities so as to ensure their synergy and efficiency

CHALLENGES : Coordination
STRATEGIES :
- Establishment of consultation and steering bodies at all levels
- Establishment of cooperation mechanisms between administrative, academic and political authorities at national and local levels

CHALLENGES : Existence of a monitoring evaluation system
STRATEGIES :
- Definition of performance standards
- Development of reliable information systems
- Establishment of accountability mechanisms and instruments
- Make reviews from time to time
- Share information at all levels
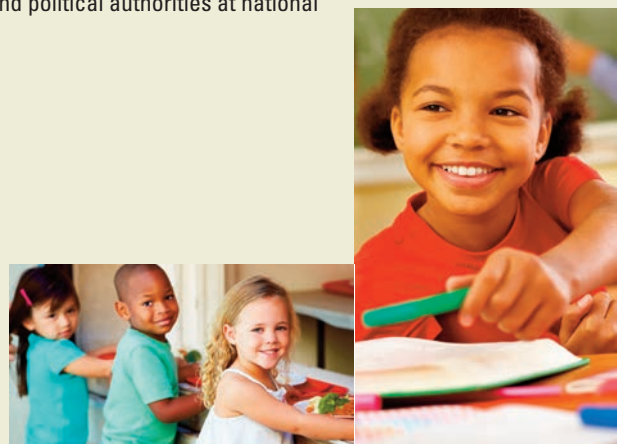
CHALLENGES : Existence of regulation mechanisms
STRATEGIES :
- Conflicts prevention and management
- Establishment of an observatory (watch and warning system)
- System of sanctions (punishments and rewards)
- Arbitration
- Citizen watch

Strategic choice 3 : Promote the empowerment and responsibility of schools so as to enhance the taking of initiatives, relevance in the use of resources and commitment of grassroots actors

CHALLENGES : Gap in grassroots actors' transformational leadership
STRATEGIES :
- Training of actors

CHALLENGES : Capacity for self-management
STRATEGIES :
- Establishment of a regulatory framework
- Provision of human and financial resources
- Involvement of local governments in the recruitment of the teaching staff
- Wise management of human resources

CHALLENGES : Engaged community and performing colleges
STRATEGIES :
- Consultations from time to time on issues related to the school

Other strategic choices (drawn from successful experiences of partnership and participatory management as well as expanded Basic Education)
- Establishment of management committees in regions and departments, with budget allocations
- Improvement of the organization and running of Parent-Teacher Associations
- Participatory performance monitoring
- Organization and running of school boards (case of Canada)

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