



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

# **CONFEMEN MINISTERIAL DECLARATION ON THE POST-2015 EDUCATION AGENDA PRIORITIES**



# We, Education Ministers of the «Conférence des ministres de l'Éducation des États et gouvernements de la Francophonie» (CONFEMEN):

- 1 Welcome the "Education First Initiative" of the UN General Secretary as well as the establishment of global consultation frameworks for the definition of the post-2015 education goals.
- 2 Express our will to make the voice of «La Francophonie» countries heard as regards the post-2015 challenges and priorities relating to quality inclusive education for all. This issue will be placed at the heart of our next ministerial meeting, scheduled to take place in July 2014 in Abidjan. It is fully in line with the new Millennium Development Goals being under development and aiming notably at eradicating extreme poverty, achieving inclusive growth that delivers more jobs, meeting sustainable development related challenges, and promoting new and more efficient governance approaches.
- 3 Reaffirm our full commitment to fundamental international instruments enshrining the right to education.
- 4 Reaffirm that States must play their vital role in regulating and protecting education as a public good promoting equality, equity, and reduction of social disparities and poverty.
- 5 Acknowledge that, despite the significant progress made towards achieving the Education for All (EFA) goals, a number of challenges persist. Today, the main challenges to meet include:
  - access to education, quality in teaching, education system governance and management;
  - high population growth rates, various crises (economic, social and political), armed conflicts and natural disasters with adverse effects on education development;
  - very poor learning results, inadequate technical and financial resources, inequalities in access relating to gender, wealth and students' geographical location, issues faced by marginalized and vulnerable groups, nomad and insular populations, as well as social and religious conservatism.



6

Undertake on behalf of our States to ensure quality inclusive education for all while focusing on the four following priorities:

### 6.1 Extending free and compulsory basic education

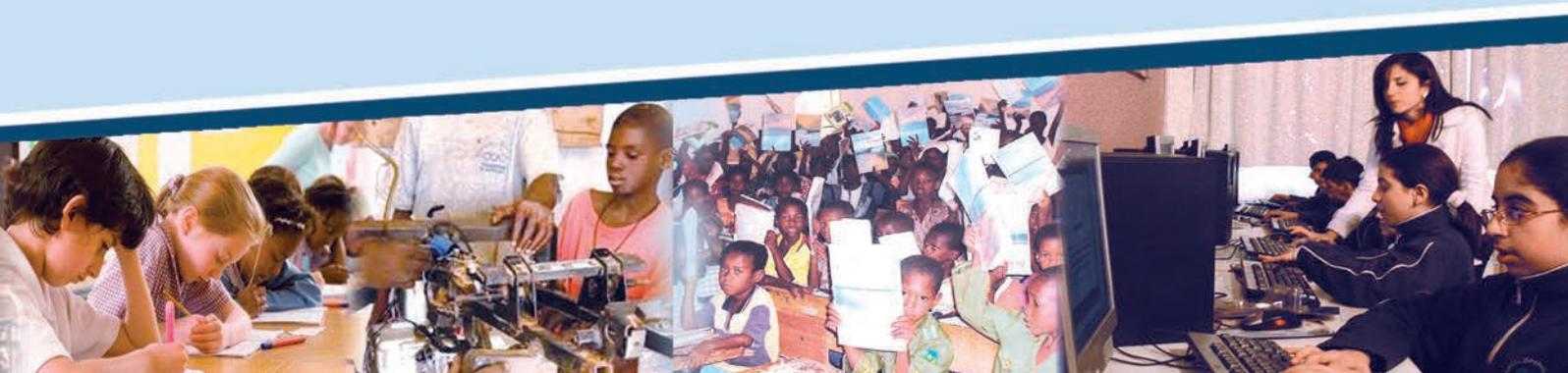
The first priority is to improve teaching and training quality at all levels by extending free basic education, from primary education to lower secondary education. In this regard, it is the duty of both state and non-state actors to make significant efforts in favour of education for girls and all social groups, including disadvantaged populations, children affected by armed conflicts or natural disasters, disabled children and children with learning difficulties.

Quality education requires qualified and valued teachers, well-trained management staff, and adapted infrastructures, programmes and resources. It also requires from us to strongly fight against dropping out of school and develop programmes dedicated to health, hygiene and food in schools.

### 6.2 Enhancing lifelong education and training

Secondly, lifelong education and training is a preferred solution to current social challenges, particularly to youth integration through employment. This learning mode involves a systemic and integrated approach that takes into account the different forms of education (formal, non-formal and informal) and the various training paths (preschool, general, technical and vocational training...). This approach should also take into account the new challenges related to information and communication technologies, as well as to education for sustainable development, citizenship and peace.

In this regard, we recall that CONFEMEN organized in September 2012, in Ouagadougou, a conference on education and technical and vocational training which resulted in recommendations.



### 6.3 Securing sustainable funding for education

Quality education for all requires substantial, increased and innovative funding. The countries themselves must develop initiatives to mobilize more endogenous resources for the development of their education systems. As such, one of the recommendations of the CONFEMEN's 55th Ministerial Conference (N'Djamena 2012) calls upon States to allocate at least 20% of their budget based on their own resources to education. Furthermore, the mobilization of the international community and technical and financial partners is necessary and should be continued beyond 2015 to supplement internal efforts. The resources mobilized should be used efficiently.

### 6.4 Ensuring good governance and enhancing partnerships

Good governance of public policies assumes fundamental principles of transparency and accountability. It is therefore necessary to develop management and control tools for educational systems which aim at assessing regularly the quality of educational services, such as the CONFEMEN education systems analysis programme (PASEC). It is also important to intensify research for the development of reliable statistical information systems and sharing of innovative practices that help improve the quality and equity of education systems. Finally, it is important to enhance social dialogue and stakeholders' engagement (parents, community, civil society, private sector) in improving educational systems, in addition to the crucial role of the State as guardian of the education system quality.

7 We intend, based on the abovementioned four priorities, to develop concrete proposals that will be finalized at our next ministerial meeting in Abidjan in July 2014 and recall the commitment and support of CONFEMEN to its Member States' educational policies, especially during the last two ministerial sessions (Dakar 2010, N'Djamena 2012).

8 We reaffirm our commitment to make the Francophonie, a space for dialogue and sharing in the search of innovative solutions, so that after 2015, school meets the needs of all children, citizens of tomorrow.

**MINISTERS OF EDUCATION OF CONFEMEN  
MEMBER STATES AND GOVERNMENTS**

**July 2013**