Quality and Relevance of Education

The Dakar Framework for Action, which was adopted in 2000 as a follow up to the Jomtien, Conference held in Thailand in 1990 highlighted the importance of the teaching-learning process and learning outcomes. EFA Goal Six addresses “improving all aspects of the quality of education and ensure excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.”

Despite having made significant progress on equitable access to formal basic education, countries are now confronted with the most critical task of improving the quality of education. Efforts to enhance enrolment must be supported by educational quality if children are to be attracted to school, stay there and achieve meaningful learning outcomes.

Teacher Management and Development

One of the factors identified by UNESCO as impacting on education quality is lack of comprehensive teacher development policy and programme, which would address issues regarding placement, status and capacity of teachers and head teachers to deliver quality teaching and learning in schools.

One single factor affecting education quality is lack of comprehensive teacher development and management policy and programme, addressing the critical issues of placement, status and capacities of teachers and head-teachers in delivery of quality teaching in schools.

Uganda

As identified through the UNESCO Education Support Strategy for Uganda, UNESCO is targeting its support within the framework of Teacher Training Initiative for sub-Saharan Africa through undertaking a diagnostic study and putting in place policy changes/directions in this regard.

Rwanda

UNESCO is targeting the professionalism and motivation of teachers over the next five years as per the Rwanda Education Sector Strategic Plan (2010 – 2015).

Working under the framework of Rwanda’s One UN Education Theme Group’s Common Work Plan 2010 – 2011, and in line with the ESSP, the initiative will target Ministry of Education, Teacher Service Commission and teacher associations through technical support and advisory services.

UNESCO will support participatory consultations on implementation of the Teacher Development and Management policy and in particular, support the development of two key documents; a teacher accreditation framework for all teacher training colleges and a teacher qualification framework to support a career structure for teachers including accreditation for in-service courses attended.
**Learning Assessment in Rwandan Schools (LARS)**

The LARS project will focus on developing methodology and assessment tools necessary to conduct national level assessments in schools for targeted grades in selected subject areas as per the Rwanda Education Sector Strategic Plan (ESSP) 2010-2015.

It is a pilot project aimed at P3 or third grade primary school pupils. The tests would be done for both Math and Language proficiency, and the results used for monitoring the impact of teaching-learning activities at the school and classroom levels.

The project will also build the capacity of MINEDUC staff to develop and use similar test results for monitoring the impact of teaching-learning activities at the school and classroom level.

The results will be further analyzed for monitoring the country’s progress towards achieving EFA goals, particularly goal six on provision of quality education. The project will further assist Rwanda develop a standardized methodology for developing assessment instruments at national level which could be used for multiple grades for many subjects.

**Education for Peace**

The notion of UNESCO’s "culture of peace" is founded on four pillars:

- Education for peace and international understanding and tolerance
- Promotion of human rights and democracy and struggles against discrimination
- Cultural pluralism and intercultural dialogue
- Conflict prevention and post conflict peace-building

Globally UNESCO is the lead agency for the International Decade for a Culture of Peace and Non-violence” for the decade 2001 to 2010

**Peace Education in Kenya and Uganda**

For Kenya and Uganda, strengthening education systems through peace education is aimed at promoting resilience and laying a firm foundation upon which to build a culture of sustainable peace.

The education sector in Kenya bore the brunt of post election violence in 2008. The signing of the National Accord and Reconciliation Act in February 2008 restored stability allowing the Ministry of Education (MOE) to proactively introduce a curriculum on peace education that reinforces peaceful coexistence and the appreciation of diversity in schools. This development is reflected in the Kenya Education Sector Support Programme (KESSP) and is consistent with Kenya’s Vision 2030.

Based on its comparative advantage and technical capacity, and within the framework of Basic Education in Africa Programme (BEAP), UNESCO supports the MOE in peace education as one way of improving the quality of basic education.

The Kenya Institute of Education (KIE) developed the Life Skills Education (LSE) curriculum in 2008. KIE also revised the LSE Training Manual in March 2010 to integrate peace education and developed a Teacher’s Resource Book on Emerging Issues, which included peace, for primary and secondary levels of education.
Specifically, UNESCO is supporting the Kenya Ministry of Education in:

1. Coordination through the MOE-led National Peace Education Steering Committee
2. Development, printing and dissemination of IEC material on peace education
3. Capacity building of educational personnel

In **Uganda**, UNESCO is working with the National Commission for UNESCO to map out the main players in education for peace in the Ugandan context, the nature of the interventions, and the existing gaps.