

UNIT 1: INTERNATIONAL, REGIONAL AND NATIONAL FRAMEWORKS OF EDUCATION

Introduction

This unit examines the international, regional and national framework of education. The unit is divided into five sections which include the following:

- ▶ Millennium Development Goals (MDGs)
- ▶ Education For All (EFA) goals
- ▶ New Partnership for Africa's Development (NEPAD) goals
- ▶ East African Community (EAC) goals
- ▶ Kenya Vision 2030 goals

The Education for All (EFA) Goals

- (1). To expand and improve comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.
- (2). To ensure that by 2015 all children, particularly girls, those in difficult circumstances, and those belonging to ethnic minorities, have access to and complete, free, and compulsory primary education of good quality.
- (3). To ensure that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programs.
- (4). To achieve a 50 % improvement in adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.

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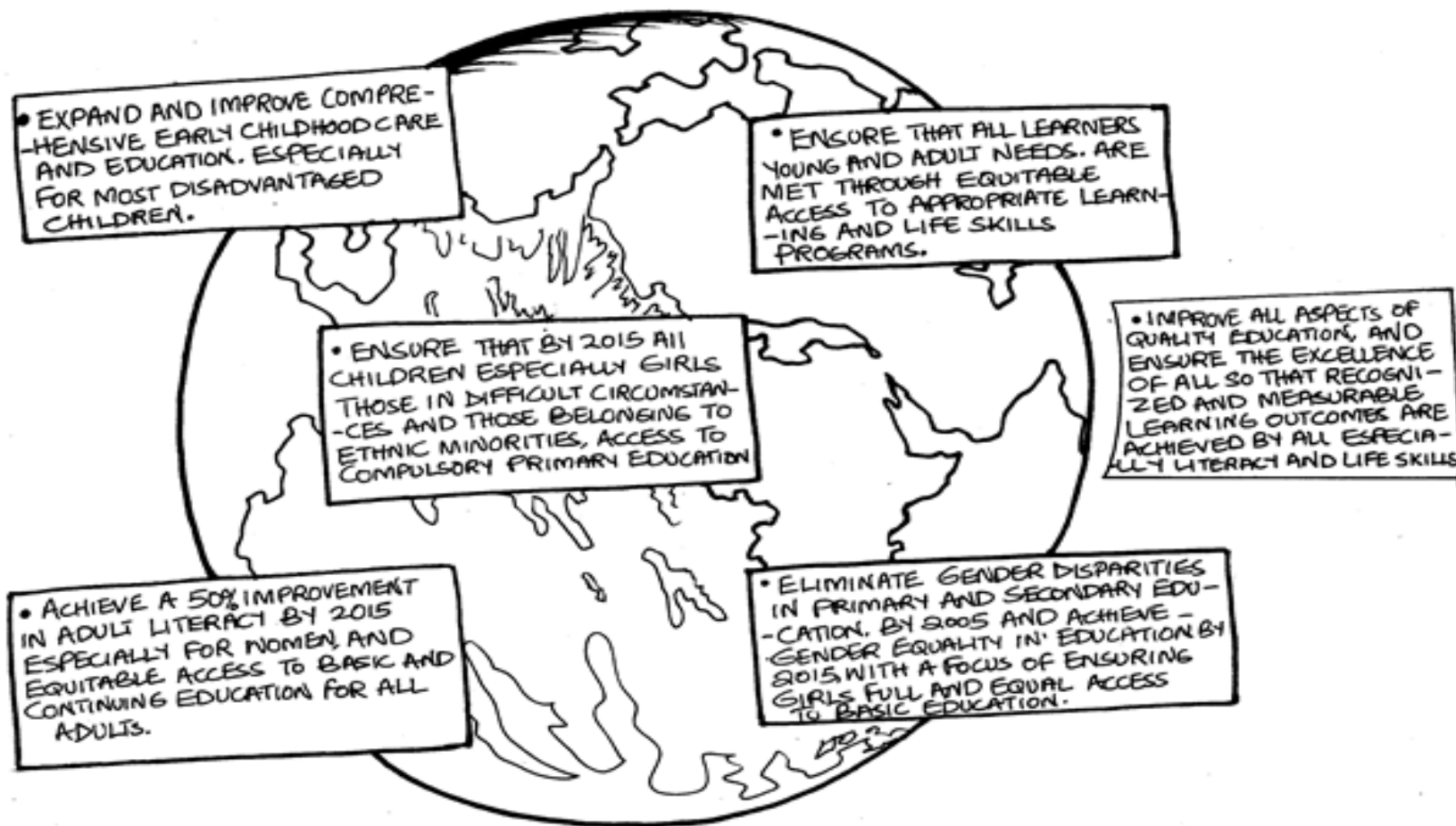
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What is Education For All (EFA)?

Education for All (EFA) is an international initiative first launched in Jomtien, Thailand, in 1990 to bring the benefits of education to "every citizen in every society." In order to realize this aim, a broad coalition of national governments, civil society groups, and development agencies such as UNESCO and the World Bank committed to achieving EFA. The Education for All (EFA) movement is a global commitment to provide quality basic education for all children, youth and adults.

- (5). To eliminate gender disparities in primary and secondary education by 2005, and achieve gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality.
- (6). To improve all aspects of the quality of education and ensure the excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.



Commitment to achieve Education for All (EFA) goals

To achieve the EFA goals, the governments, organizations, agencies, groups and associations pledged to:

- 1) Mobilize strong national and international political commitment for education for all, develop national action plans and enhance significantly investment in basic education;
- 2) Promote EFA policies within a sustainable and well-integrated sector framework clearly linked to poverty elimination and development strategies;
- 3) Ensure the engagement and participation of civil society in the formulation, implementation and monitoring of strategies for educational development;
- 4) Develop responsive, participatory and accountable systems of educational governance and management;

Goal 1: Early childhood care and education

- ▶ Kenya has made significant progress towards improving provision of Early Childhood Care and Education (ECCE) referred to as Early Childhood Development Education (ECDE) in the country. This has been achieved through progressive expansion of the sub-sector from both policy and programme angles as well as through the adoption of a holistic approach to provision of early childhood care.
- ▶ Kenya gives equal importance to health, nutrition and education components of child care. The education ministry has put in place various strategies to ensure that ECDE services are equitably distributed in the country. It aims at increasing access by ensuring that quality ECDE services for children are both accessible and affordable. There have been significant improvements in education, health and nutrition-related aspects of ECDE such as in immunizations and reduction of the Infant Mortality Rate (IMR). Regional disparities do, however, continue to exist.

Goal 2: Universal Primary Education (UPE)

- ▶ While the global term UPE refers to primary education, an expanded view is provided in Kenya where basic education encompasses early child hood care and education, primary and secondary education hence referring to Goal 2 as Universal Basic Education (UBE). This has been captured in strategies the government has put in place to enhance access, equity, quality and relevance of education. Specific sub-sector policies have been developed to deal with neglected areas and emerging issues and as a result the trends in GER, NER and transition rates have been moving upward, especially from 2003 to 2010.

Goal 3: Learning and life skills for young people and adults

- ▶ In this assessment, analysis of progress in Kenya focused on three life skill areas, namely HIV and AIDS Education, Peace Education and Technical, Industrial and Vocational Education and Training (TIVET). These were considered critical areas in enhancing the socio-economic development of the country in the wake of rising HIV infections at the same time because of recent challenges to social cohesion, and high youth unemployment rates. The analysis shows that Kenya has made some progress in addressing life skills particularly in the development of policy frameworks, curricula and programmes. However in the absence of a policy framework that addresses life skill areas holistically, a shared understanding of this concept across formal, non-formal and informal education in Kenya is lacking.

Goal 4: Adult literacy and continuing education

Adult Literacy and Continuing Education (ACE) is a transformative learning process. In the Kenyan context, ACE enables adult learners to acquire skills and knowledge which are related to the improvement of individual lifestyles as well as those of their families and the general community resulting in development of personal confidence, self-reliance and participation in civic engagement. It is a process that goes beyond reading and writing, where learners are equipped with functional literacy skills, integrating financial literacy (micro-entrepreneurship) and capacity-building (acquisition of skills related to personal development) from the level of the individual to that of the community.

Goal 5: Gender equity and equality in education and training

The Government of Kenya (GoK) is signatory to major international conventions and agreements that address human rights, gender equity and equality. On this basis government ministries and affiliated institutions have developed policies safeguarding human rights, particularly those of women and children. To realise EFA Goal 5, the GoK aims to achieve gender parity at all levels of education and training, ranging from ECDE, primary, secondary, tertiary and university levels including non-formal education institutions.

Goal 6: Quality of education

- ▶ In an effort to improve quality of education in Kenya, massive human, financial and physical resources have been invested in the education sector.
- ▶ In assessing Goal 6 the following components were considered: curriculum quality and relevance; quality assurance; teacher qualification and effectiveness; pupil welfare and achievement; and school infrastructure and management. Kenya's EFA goal of UBE received a boost from the introduction of Free Primary Education (FPE) in 2003 and Free Day Secondary Education (FDSE) in 2008.
- ▶ In 2010 the Pupil: Teacher Ratio (PTR) at primary and secondary levels stood at 1:45 and 1:36, respectively.
- ▶ The Textbook: Pupil ratio was 1:2 for main textbooks in both lower and upper primary schools. Primary and secondary school curricula were revised to allow a manageable workload. Results from Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ) and National Assessment Systems for Monitoring Learner Achievement (NASMLA) indicate that most pupils have mastered basic learning competencies.

Millennium Development Goals (MDGS)

The Millennium Development Goals (MDGs) are eight international development goals that were established during the Millennium Summit of the United Nations in 2000, and after the MDGs are to be achieved by 2015 adoption of the United Nations Millennium Declaration .

Millennium Development Goals (MDGs)

1. To eradicate extreme poverty and hunger.
2. To achieve universal primary education.
3. To promote gender equality and empowering women.
4. To reduce child mortality rates.
5. To improve maternal health.
6. To combat HIV/AIDS, malaria, and other diseases.
7. To ensure environmental sustainability.
8. To develop a global partnership for development.



MDG 1. Eradicate extreme poverty and hunger:

The target for MDG1 is to:

- Halve, between 1990 and 2015, the population of people living on less than \$1.25 a day.
- Achieve decent employment for women, men, and young people.
- Halve, between 1990 and 2015, the proportion of people who suffer from hunger.

MDG 2. Achieve universal primary education: The target for MDG2 is that by 2015, all children (girls and boys) can complete a full course of primary education.

MDG 3. Promote gender equality and empower women:

The target for MDG3 is to eliminate gender disparity in primary and secondary education preferably by 2005, and at all levels by 2015

MDG 4.

Reduce child mortality rates:

The target for MDG4 is to reduce by two-thirds, between 1990 and 2015, the under-five mortality rate.

MDG 5.

Improve maternal health: The targets for MDG5 are to:

Reduce by three quarters, between 1990 and 2015, the maternal mortality ratio

Achieve, by 2015, universal access to reproductive health

MDG 6.

Combat HIV/AIDS, malaria, and other diseases:

The targets for MDG6 are to: Have halted by 2015 and begun to reverse the spread of HIV/AIDS HIV prevalence among population aged 15–24 years. Achieve, by 2010, universal access to treatment of HIV/AIDS for all those who need it Have halted by 2015 and begun to reverse the incidence of malaria and other major diseases

MDG Goal 7. Ensure environmental sustainability:

The targets for MDG7 are:

- ▶ Integrate the principles of sustainable development into country policies and programs; reverse loss of environmental resources
- ▶ Reduce biodiversity loss, achieving, by 2010, a significant reduction in the rate of loss proportion of land area covered by forest
- ▶ Halve, by 2015, the proportion of the population without sustainable access to safe drinking water and basic sanitation
- ▶ By 2020, to have achieved a significant improvement in the lives of at least 100 million slum-dwellers.

MDG Goal 8. Develop a global partnership for development:

The targets for MDG8 are to:

- ▶ Develop further an open, rule-based, predictable, non-discriminatory trading and financial system
- ▶ Address the Special Needs of the Least Developed Countries (LDCs)
- ▶ Address the special needs of landlocked developing countries and small island developing Governments
- ▶ Deal comprehensively with the debt problems of developing countries through national and international measures in order to make debt sustainable in the long term
- ▶ In co-operation with the private sector, make available the benefits of new technologies, especially information and communications.

- 5) Meet the needs of education systems affected by conflict, national calamities and instability and conduct educational programmes in ways that promote mutual understanding, peace and tolerance, and help to prevent violence and conflict;
- 6) Implement integrated strategies for gender equality in education which recognize the need for changes in attitudes, values and practices
- 7) Implement as a matter of urgency education programmes and actions to combat the HIV/AIDS pandemic;
- 8) Create safe, healthy, inclusive and equitably resourced educational environments conducive to excellence in learning with clearly defined levels of achievement for all;
- 9) Enhance the status, morale and professionalism of teachers;
- 10) Harness new information and communication technologies to help achieve EFA goals;
- 11) Systematically monitor progress towards EFA goals and strategies at the national, regional and international levels; build on existing mechanisms to accelerate progress towards education for all.

New Partnership for Africa's Development (NEPAD)

- ▶ The New Partnership for Africa's Development (NEPAD) is an economic development program of the African Union. NEPAD was adopted at the 37th session of the Heads of State and Government in July 2001 in Lusaka, Zambia. NEPAD is a merger of two plans for the economic regeneration of Africa: the Millennium Partnership for the African Recovery Program (MAP) and the OMEGA Plan for Africa
 - To eradicate poverty in Africa;
 - To place African countries, both individually and collectively, on a path of sustainable growth and development and thus halt the marginalization of Africa in the globalization process;
 - To promote the role of women in all activities.

Sustainable Development Goals (SDGs)

- ▶ SDGs were adopted after the MDGs term came to a close in 2015
- ▶ The sustainable development goals (SDGs), also known as the Global Goals, were adopted by all United Nations member states in 2015 as a universal call to action to **end poverty, protect the planet and ensure that all people enjoy peace and prosperity** by 2030.
- ▶ The **17 SDGs** are integrated—that is, they recognize that;
 - **Action in one area will affect outcomes in others,**
 - **Development must balance social, economic and environmental sustainability.**



SUSTAINABLE DEVELOPMENT GOALS



- ▶ **Goal 1:** End poverty in all its forms everywhere
- ▶ **Goal 2:** End hunger, achieve food security and improved nutrition and promote sustainable agriculture
- ▶ **Goal 3:** Ensure healthy lives and promote well-being for all at all ages
- ▶ **Goal 4:** Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all
- ▶ **Goal 5:** Achieve gender equality and empower all women and girls
- ▶ **Goal 6:** Ensure availability and sustainable management of water and sanitation for all
- ▶ **Goal 7:** Ensure access to affordable, reliable, sustainable and modern energy for all
- ▶ **Goal 8:** Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all

- ▶ **Goal 9:** Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation
- ▶ **Goal 10:** Reduce inequalities within and among countries
- ▶ **Goal 11:** Make cities and human settlements inclusive, safe resilient and sustainable
- ▶ **Goal 12:** Ensure sustainable consumption and production patterns
- ▶ **Goal 13:** Take urgent action to combat climate change and its impacts
- ▶ **Goal 14:** Conserve and sustainably use the oceans, seas and marine resources for sustainable development
- ▶ **Goal 16:** Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels
- ▶ **Goal 17:** Strengthen means of implementation and revitalize the global partnership for sustainable development

REGIONAL LEGAL FRAMEWORKS

NEPAD- New Partnership for Africa's Development (NEPAD)

- ▶ **Origin of NEPAD:** The New Partnership for Africa's Development (NEPAD) is **an economic development program of the African Union.** NEPAD was adopted at the 37th session of the Heads of State and Government in July 2001 in Lusaka, Zambia. NEPAD is a merger of two plans for the economic regeneration of Africa: the Millennium Partnership for the African Recovery Program (MAP) and the OMEGA Plan for Africa. The New Partnership for Africa's Development (NEPAD) is a vision and strategic framework for Africa's Renewal

The principles of NEPAD are as follows:

- ▶ Good governance as a basic requirement for peace, security and political stability and sustainable socio-economic development;
- ▶ African ownership and leadership, as well as broad and deep participation by all sectors of society;
- ▶ Anchoring the development of Africa on its resources and resourcefulness of its people;
- ▶ Partnership between and amongst African peoples;
- ▶ Acceleration of regional and continental integration;
- ▶ Building the competitiveness of African countries and the continent;
- ▶ Forging a new international partnership that changes the unequal relationship between Africa and the developed world; and
- ▶ Ensuring that all Partnerships with NEPAD are linked to the Millennium Development Goals (MDGS) and other agreed development goals and targets.

NEPAD education and training objectives include

1. Ensuring that all children of school age are in primary schools by 2015;
2. Promoting gender equality in primary and secondary schools;
3. Keeping teachers and learners HIV/AIDS free and providing support to those infected or affected by HIV/AIDS;
4. Promoting open and distance education for teacher development and capacity building in the public sector; and
5. Modernizing education and assisting in the reconstruction of education infrastructure in post-conflict environments.

AGENDA 2063: THE AFRICA WE WANT.

- ▶ AGENDA 2063 is Africa's blueprint and master plan for transforming Africa into the global powerhouse of the future.
- ▶ It is the continent's strategic framework that aims to deliver on its goal for inclusive and sustainable development and is a concrete manifestation of the pan-African drive for unity, self-determination, freedom, progress and collective prosperity pursued under Pan-Africanism and African Renaissance
- ▶ The genesis of Agenda 2063 was the realisation by African leaders that there was a need to refocus and reprioritise Africa's agenda from the struggle against apartheid and the attainment of political independence for the continent which had been the focus of the Organisation of African Unity (OAU), the precursor of the African Union; and instead to prioritise inclusive social and economic development, continental and regional integration, democratic governance and peace and security amongst other issues aimed at repositioning Africa to becoming a dominant player in the global arena.
- ▶ African heads of state and government signed the 50th Anniversary Solemn Declaration during the Golden Jubilee celebrations of the formation of the OAU /AU in May 2013.
- ▶ The declaration marked the re-dedication of Africa towards the attainment of the Pan African Vision of ***An integrated, prosperous and peaceful Africa, driven by its own citizens, representing a dynamic force in the international arena*** and Agenda 2063 is the concrete manifestation of how the continent intends to achieve this vision within a 50 year period from 2013 to 2063.

Goals of Agenda 2063

1. A High Standard of Living, Quality of Life and Well Being for All Citizens
2. Well Educated Citizens and Skills revolution underpinned by Science, Technology and Innovation
3. Healthy and well-nourished citizens
4. Transformed Economies
5. Modern Agriculture for increased productivity and production
6. Blue/ ocean economy for accelerated economic growth
7. Environmentally sustainable and climate resilient economies and communities
8. United Africa (Federal or Confederate)
9. Continental Financial and Monetary Institutions are established and functional

12. World Class Infrastructure crisscrosses Africa
13. Democratic values, practices, universal principles of human rights, justice and the rule of law entrenched
14. Capable institutions and transformative leadership in place
15. Peace Security and Stability is preserved
16. A Stable and Peaceful Africa
17. A Fully functional and operational A Peaceful and Secure Africa (APSA)
18. African Cultural Renaissance is pre- eminent
19. Full Gender Equality in All Spheres of Life
20. Engaged and Empowered Youth and Children
21. Africa as a major partner in global affairs and peaceful co-existence
22. Africa takes full responsibility for financing her development

The East African Community

- ▶ The East African Community (EAC) is an intergovernmental organisation comprising of five countries which include the Republics of Burundi, Kenya, Rwanda, Uganda and the United Republic of Tanzania
- ▶ The organisation was originally founded in 1967, collapsed in 1977, and was officially revived on 7 July 2000.
- ▶ The East African Community is a potential precursor to the establishment of the East African Federation, a proposed federation of its five members into a single state. In 2010, the EAC launched its own common market for goods, labor and capital within the region, with the goal of creating a common currency and eventually a full political federation. In 2013 a protocol was signed outlining their plans for launching a monetary union within 10 years.

Legal framework for an East African education system

- ▶ The East African treaty (Article 5) states that Partner States agree to undertake concerted measures to foster cooperation in Education and Training within the Community.
- ▶ The Partner States agreed to co-ordinate their human resources development policies and programmes and also to harmonize curricula, examination, certification and accreditation of education and training institutions within the region through the joint action of their relevant national bodies charged with the preparation of such curricula.
- ▶ In the same vein, they also agreed to exchange information and experience on issues common to the educational systems of the Partner States from which they would collaborate in putting in place education and training programs.

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Early East African education system

- ▶ During the colonial period and the immediate post-colonial period, the East African countries had an integrated and harmonized education system including a harmonized curriculum and examination.
- ▶ The regional educational institutions included:
 - East African National Examination Council which ensured standardization and quality assurance of education in East Africa.
 - The University of East Africa served the region in higher education needs.
- ▶ The harmonized East African education system ended with the breakup of the old East African Community in 1977.
- ▶ This break up weakened the instruments of harmonization of the basic education and training programs, and therefore facilitating diversity in approach and implementation by each Partner State.

East African education system–recent initiatives

- ▶ The process for re–harmonization of the East African education system started in 1998.
- ▶ The EAC Secretariat was mandated to undertake a regional comparative study in the Partner States with a view to harmonize the National goals and philosophies of education, curriculum content, education structures, policies and legal framework.
- ▶ The study which was envisaged to take six months commenced on 13th March 2009 was completed on 12th October 2009. Various workshops are being held to implement the recommendations of the report.
- ▶ The following are some of the main recommendations of the Report:

- a) **Establishment of a regional committee on harmonization:**
- ▶ The principal recommendation of the report is on the need to establish a regional body/committee to take forward the harmonization process.
 - ▶ This body would be charged with the mandate of ensuring smooth implementation of the report by the Team of Experts, by expanding and concretizing the recommendations.
 - ▶ It was recommended that the body would eventually transform itself into a Quality Assurance facility, and would be charged with the responsibility of determining the competencies expected at each level of education within the region.

b) Harmonization of curriculum:

- ▶ One of the main tasks of this study was to look into the harmonization of the curriculum of the partner states.
- ▶ In such a multidimensional context, the study considered harmonization of the curriculum not to mean the homogenization of previously autonomous, functionally differentiated systems in favor of a system having a regional character.
- ▶ Rather, it meant an increasingly networked and interrelated group of curriculum and examination systems, linked in such a way that these systems possess overlapping, interconnected and comparable logics that are capable of influencing each other across the partner states.
- ▶ The study proposed that the number of subjects taught and examined at various levels of education should be harmonized to include core subjects that must be studied in all Partner States as well as electives from which to select to meet the full load of subject content.

c) Harmonizing education structures:

- ▶ It was noted that some things would need to be uniform e.g. the structure of education, and even some core subjects, which may still need to be agreed upon.
- ▶ The education structures of the member states need to be harmonized
- ▶ with regard to the actual years of learning and the content.
- ▶ However, the form it takes in terms of structure would not be the point of focus.
- ▶ The duration of learning and the comparability of content in terms of depth and scope would form the basis for the harmonization.
- ▶ The proposed body and the national curriculum development centers of the partner states would take a lead in this area.
- ▶ Sub-areas to consider for harmonization would include:

- i. Early Childhood Education: this will cover ages 3 – 5 years; all children must attend.
- ii. Primary education: this will cover ages 6 – 14; EAC Partner states should ensure that this is available as universal education for all.
- iii. Secondary education: this will be for ages 14 – 19; Partner States should progressively work towards making this level of education also universal.
- iv. Special education: facilities should be created including infrastructure to ensure that all learners with special needs are accorded the opportunity to attend school.

d) Learning outcomes and competencies:

- ▶ it was noted that there was need for basic principles of operation that emphasize competencies to be achieved from each level of education concerned, rather than specific subjects to be taught.
- ▶ The subject areas needed to inculcate some key competencies to be acquired but no prescription of the exact contents, in order to avoid uniformity.
- ▶ Similarly, the examinations should essentially assess the achievement of the minimum competencies and learning outcomes.
- ▶ Thus, it was recommended that if some systems do not include some competencies, additional and key subjects needed to be included that
- ▶ would ensure the provision of these competencies. These have
- ▶ already been identified in the respective country systems.

e) **Teaching capacity:**

- ▶ The report noted that teachers are the front-line providers of knowledge in education. Delivery of quality education is critically dependent on having a sufficient supply of trained and motivated teachers.
- ▶ Teacher training and deployment have an important bearing on quality, equity and learning outcomes.
- ▶ It was noted that acute teacher shortages remain a problem in most of the Partner States and needed to be addressed.
- ▶ The study also noted that some countries did not have enough teaching capacities to successfully teach some of the essential subjects e.g. the teaching of Kiswahili. The study proposed that the
- ▶ Partner States should establish training programs for teachers to meet the demand at all levels. It also proposed reporting of teachers in cases where one country has a bigger teaching workforce than it needs.
- ▶ It further recommended that universities should establish specialized degree programs to cater for all levels of education i.e. B.Ed (ECD), B.Ed (Primary), B.Ed (Secondary), B.Ed (Teacher education).

Other issues discussed in the report on included:

- ▶ Language of instruction
- ▶ Gender disparities and inequalities
- ▶ Quality and equity of the education systems
- ▶ Management, administration and good practices and
- ▶ Financing

Kenya Vision 2030

What is Kenya Vision 2030?

- ▶ It is a national long-term development blue-print to create a globally competitive and prosperous nation with a high quality of life by 2030.
- ▶ It aims to transform Kenya into a newly industrializing, middle-income country providing a high quality of life to all its citizens in a clean and secure environment.
- ▶ The Kenya Vision 2030 is to be implemented in successive five- year Medium Term plans.
- ▶ The first such plan covered the period 2008 - 2012 with the next covering the period 2012-2017, and so until 2030

Pillars of Vision 2030

- ▶ **Economic pillar:** This aims to improve the prosperity of all Kenyans through an economic development program, covering all the regions of Kenya. It aims to achieve an average Gross Domestic Product (GDP) growth rate of 10% per annum beginning in 2012.
- ▶ **Social pillar:** Through this strategy, Kenya aims to build a just and cohesive society with social equity in a clean and secure environment.
- ▶ **Political pillar:** This aims to realize a democratic political system founded on issue-based politics that respects the rule of law, and protects the rights and freedoms of every individual in Kenyan society.



REPUBLIC OF KENYA
MINISTRY OF EDUCATION

Link between Kenya Vision 2030 and the MDGs



Pillar	Objective	Millennium Development Goal
Economic Pillar	To maintain a 10% economic growth rate annually.	1. To eradicate extreme poverty and hunger 2. To achieve gender equality and empower women 3. To build Global partnerships for development
Social pillar	To build a just and cohesive society that enjoys equitable social development in a clean and secure environment	4. Achieve universal primary education 5. Reduce child mortality 6. Improve Maternal health 7. Combat HIV/AIDs Malaria and other diseases 8. Ensure environmental sustainability.
Political pillar	To strengthen rule of law and ensure good governance in the country.	Millennium Declaration that developing countries will spare no effort to promote democracy and strengthen the rule of law, respect for internationally recognized human rights and fundamental freedoms including right to development

Kenya Vision 2030 and education:

- ▶ Education and training falls under the social pillar of Kenya Vision 2030.
- ▶ Under this pillar, Kenya will provide a globally competitive, quality education, training and research for development.
- ▶ The overall goal for 2012 was to reduce illiteracy by increasing access to education, improving the transition rate from primary to secondary schools, and raising the quality and relevance of education.
- ▶ Other goals included the integration of all special needs education into learning and training institutions, achieving an 80% adult literacy rate, increasing the net enrolment rate to 95%, increase the transition rates to technical institutions and universities from 3% to 8%.
- ▶ Kenya also aimed at expanding access to university education from 4.6% to 20%, with an emphasis on science and technology courses

The specific strategies include:

- Integrating early childhood into primary education;
- Reforming secondary curricula;
- Modernizing teacher training; and
- Strengthening partnerships with the private sector.
- Other strategies included developing key programs for learners with special needs, rejuvenating ongoing adult training programs, and revising the curriculum for university and technical institutes.

Conclusion

- ▶ In this Unit, we have examined international and regional frameworks of education and tried to related it to initiatives taking place in the education of our country.
- ▶ We hope you can now be able to understand the relationship between the international and legal frameworks of education and various reforms and initiatives in education at the national level.