

# Background



## Comprehensive Report

**CONFERENCE ON FOUNDATIONAL LITERACY AND NUMERACY (FLN); and  
THE END LEARNING POVERTY FOR ALL IN AFRICA (ELPAF) CAMPAIGN**

**AUC-ESTI and UNICEF**

Addis Ababa, Ethiopia  
5<sup>th</sup> – 6<sup>th</sup> September 2024

Despite progress in expanding access to education, Africa faces a deep learning crisis, with many children lacking foundational literacy and numeracy skills critical for their future. Challenges are especially acute for marginalized groups, such as children with disabilities and those affected by conflict or emergencies. Nine out of ten children cannot read simple sentences or solve basic arithmetic problems by age ten. In response, the African Union has declared 2024 the "Year of Education," emphasizing the need for inclusive, quality education and promoting foundational learning as vital for achieving sustainable development and fostering equitable opportunities across the continent. The End Learning Campaign Launch and a Conference on Foundational Literacy and Numeracy were held in collaboration with African Union, ESTI and UNICEF to address this crisis.

## Opening Session

**Speakers (in order of appearance):**

- **Ms Sophia Ashipala**, Head of Division for Education, Science, Technology and Innovation.

### **Key points:**

Africa's children's future depends on strong foundational literacy and numeracy skills, which serve as the building blocks for lifelong learning. Reading, writing, and counting are not just academic milestones; they are essential for personal growth and societal progress. Yet, learning poverty is a major challenge, with 4 out of 5 ten-year-olds unable to read a simple story, leaving millions of children unprepared for the future. This crisis threatens not only individual opportunities but also economic growth and societal stability across the continent.

We must act now—"Let's rewrite this story"—by empowering teachers through assessments, training, support, and fair compensation, ensuring every child has the tools they need to thrive and succeed in the world ahead. Addressing learning gaps is urgent, and the time to shape Africa's future is now.

- **Dr Laila Omar Gad**, UNICEF, Representative to AUC

**Key points:**

It is heartening to see key stakeholders come together to address the critical issue of Foundational Literacy and Numeracy and to launch the End Learning Poverty for All in Africa Campaign, led by the African Union as part of the Year of Education. With 9 out of 10 children in Africa affected by learning poverty, their ability to read, perform basic arithmetic, and fully engage in society is severely limited, impacting their future participation in the workplace and exercising their rights as citizens. Learning poverty restricts access to essential services like healthcare, community engagement, and even family communication. To harness Africa's demographic dividend, it is vital to address this crisis. The campaign aligns with the broader goals of Agenda 2063, which emphasize education, health, economic growth, and reducing inequality. Reforming foundational learning is key to achieving well-educated citizens and high standards of living. Education is a right under both the UNCRC and the African Charter on the Rights and Welfare of the Child, yet this right is unmet for many due to the learning crisis. The campaign will foster South-South exchanges to showcase innovative practices, engage schools and educators, and launch pilot programs in 25 African states. UNICEF will continue its support, focusing on equitable education financing, especially for pre-primary and primary levels, while addressing funding disparities between the richest and poorest children. By scaling evidencebased solutions like home-language learning and teaching at the right level, alongside innovation such as learning passports, we can build a foundation for higher-order skills like a love for reading and strategic thinking. The support of donors and the development community will be critical for the campaign's long-term success.

- **Mr Benjamin Piper**, Director, Global Education Program, BMG Foundation

**Key points:**

The End Learning Poverty campaign should serve as a rallying cry for the African continent to address the pressing issue of foundational learning. As we chart a path to prosperity, tackling interconnected challenges such as climate change, gender equality, and education is essential. Ensuring that all children, particularly by the end of Grade 3, acquire foundational skills like reading remains a significant challenge, especially in rural classrooms across Sub-Saharan Africa, where large class sizes and inadequate instruction hinder learning. This issue is particularly urgent for girls and marginalized children, who deserve the right support to unlock their full potential. Despite these challenges, foundational learning is a fixable problem, as demonstrated by India's remarkable success in improving literacy rates by 60% in just one year. Large-scale progress in education is achievable, and addressing learning poverty is crucial for Africa's economic growth and its ability to fully harness its demographic dividend. Methods such as structured pedagogy and teaching at the right level have proven effective in improving foundational learning outcomes. Systemic support, including data collection and regular assessments, is also vital to monitor progress and enhance the quality of education. Crosssectoral collaboration between governments, the private sector, and philanthropists is needed to prioritize and scale up initiatives focused on foundational literacy and numeracy. These basic skills are critical building blocks for achieving broader development goals across the continent. The African Union's new Foundational Learning and End Learning Poverty initiatives are commendable steps in this direction, providing powerful tools for collective advocacy. However, more African leaders and governments must commit to addressing learning poverty to create long-term, sustainable solutions. The momentum generated by the Year of Education should not end here but continue as a lasting focus for Africa's development future.

- **H. E. Prof Mohammed Belhocine**, AUC *Commissioner* for Education, Science, Technology and Innovation.

**Key points:**

The African Union's 2024 Year of Education theme highlights the critical need for improving the education of children across the continent, and we extend our sincere thanks to our Education Partners for their unwavering efforts toward transforming Africa's education systems. The AU is firmly committed to providing quality education for all children, with a particular focus on inclusivity and closing the gaps in foundational literacy and numeracy (FLN). To achieve this, our education systems must be robust and inclusive, addressing the unique needs of marginalized communities, children with disabilities, and other vulnerable groups. The launch of the "End Learning Poverty for All in Africa" (ELPAF) campaign is a bold step toward ensuring that every child has access to FLN education. It aims to break down barriers and ensure equal learning opportunities for all children, particularly those from marginalized backgrounds. Africa's diversity and collective strength are central to overcoming the challenges that our education systems face.

Addressing learning poverty is essential for realizing both the African Union's Agenda 2063 and Sustainable Development Goal 4 (SDG4). This conference serves as a call to action for inclusive education, offering a platform for sharing best practices and building responsive, resilient education systems. As the world evolves with technological, social, and economic shifts, our education systems must keep pace, equipping children to become agents of positive change in their societies. Empowering children with knowledge, innovation, and skills is not only vital for their individual success but also for promoting sustainable development across Africa.

While significant progress has been made in increasing access to education, challenges remain—particularly in addressing learning poverty. To overcome these, partnerships between governments, civil society, educators, and communities are essential. Inclusive curricula, teacher training, technological integration, and policies that promote teacher mobility are key to enhancing education across Africa.

The AU's 2024 Year of Education underscores the potential of Africa's children and the importance of investing in their education. Investing in education is, in fact, an investment in Africa's future, fostering confident and capable citizens. Furthermore, promoting African history and indigenous knowledge within our curricula is crucial for instilling a sense of belonging and cultural pride in our youth. Ultimately, empowering African youth to become engaged, active citizens will drive Africa's development and contribute positively to the global community.

Moderator: **Ms. Sophia Ashipala**

# Official Launch of the Campaign on Ending Learning Poverty in Africa

The **Launch of the Campaign on Ending Learning Poverty in Africa** was held to raise awareness and drive action towards improving foundational literacy and numeracy (FLN) across the continent. The event brought together key stakeholders, including representatives from the African Union, UNICEF, and member states, to align efforts and strategies for addressing learning poverty.

## 1. Opening Video on Foundational Literacy and Numeracy (FLN)

The event commenced with a **2-minute video presentation**, which highlighted the importance of Foundational Literacy and Numeracy (FLN) in Africa.

## 2. Presentation on Campaign Objectives and Strategies

The joint **UNICEF-AU presentation**

followed, led by:

- **Sophia Ndemutla Ashipala**, Head of the Division of Education, Science, Technology, and Innovation, African Union
- **Jephthe Mve Mvondo**, Advocacy and Education Specialist, UNICEF

This **20-minute presentation** outlined the key objectives and strategies of the **Ending Learning Poverty Campaign**, focusing on:

- Strengthening FLN systems in African member states through policy advocacy, capacity building, and resource mobilization.
- Collaborating with governments and international partners to provide quality education access and enhance teacher training.
- Using evidence-based approaches to track and improve learning outcomes across the region.
- Encouraging innovative solutions, such as digital education tools and community engagement, to address FLN challenges at the grassroots level.

## 3. Q&A and Short Discussion

Following the presentation, a **20-minute Q&A session** allowed attendees to engage in a lively discussion with the presenters. Participants raised important questions about the practicalities of implementing the campaign's strategies, including how to ensure equitable access to FLN resources in underserved areas and the role of private sector partnerships in advancing educational innovations.

## 4. Official Launch by H.E. Prof. Mohammed Belhocine

The event culminated with the **official launch of the Campaign** by **H.E. Prof. Mohammed Belhocine**, the Commissioner for Education, Science, Technology, and Innovation at the African Union. During his address, Prof. Belhocine underscored the African Union's commitment to tackling learning poverty as a fundamental priority.

In a symbolic gesture, **member state representatives** were invited to join the commissioner on stage to officially launch the campaign. They collectively held campaign flyers, symbolizing their shared commitment to the goal of ending learning poverty for all children in Africa.

## Session 2: Member State Reflections

Representatives from member states including Algeria, Burundi, Cameroon, Central Africa Republic, DRC, Ghana, Zambia, and Zimbabwe shared reflections on their countries' experiences in addressing foundational literacy and numeracy challenges.

Burundi discussed teacher development programs and the construction of 3,000 preschool classrooms. Cameroon highlighted the distribution of 1.6 million textbooks aimed at improving literacy. Zambia showcased their "Catch Up" program, which led to a 40% improvement in foundational learning outcomes.

### **Session 3: Development Partner Engagements**

Development partners, including World Bank, European Union, and African Development Bank, outlined their support for foundational learning initiatives, particularly in early childhood education and infrastructure development.

The Global Partnership for Education (GPE) and the UK Foreign, Commonwealth & Development Office (FCDO) also expressed their commitment to improving foundational literacy and numeracy across Africa.

### **Session 4: Presentation of Best Practices**

This session presented examples of best practices from across Africa, such as innovative education programs, technology integration, and community-driven initiatives that have been successful in enhancing foundational literacy and numeracy skills.

Ghana showcased its early interventions in literacy, which resulted in a 20% improvement in literacy and numeracy rates among primary school children.

#### **Challenges Highlighted**

The discussions also focused on some persistent challenges:

- Inadequate infrastructure in rural and underserved areas.
- Teacher shortages and a lack of teacher training, particularly in foundational literacy and numeracy.
- Weak policy implementation and a lack of alignment between government policies and on-the-ground realities.
- Community disengagement from educational reforms, which reduced the effectiveness of programs

## **Day 2 September 6, 2024**

### **Session 1: Developing Inclusive Curricula and Teaching Strategies**

Getrude Namumbiru from the Africa Curriculum Association (ACA) led a session on the importance of inclusive curricula, which ensures that children from all backgrounds, including those with disabilities, have access to education tailored to their needs.

The use of EdTech solutions was discussed, with speakers from Edtech Hub demonstrating how technology can improve literacy and numeracy skills in underserved communities.

## Session 2: Leveraging Technology and Teacher Capacity Building

Presentations highlighted how technology, including low-cost digital platforms, can help bridge the literacy gap. Jerome Morrissey from GeSCI discussed leveraging digital tools to enhance foundational literacy skills.

UNESCO-IICBA presented a strategy to improve teacher training, focusing on foundational learning methodologies. The approach emphasizes continuous mentoring, teacher accountability, and innovative practices that can be scaled across Africa.

## Session 3: Strategies for Inclusive Education

The role of community engagement was highlighted, stressing the need for teachers, parents, and local leaders to work together to create a supportive environment for learning.

The importance of ensuring inclusive education policies that cater to marginalized groups, particularly children with disabilities, was also a key point of discussion.

## Final Communiqué and Key Actions

### Communiqué marking the African Union Conference on Foundational Literacy and Numeracy (FLN) and the Official Launch of THE END LEARNING POVERTY FOR ALL IN AFRICA (ELPAF) CAMPAIGN.

**The following Communiqué has been Drafted and Endorsed by Delegates at the African Union Conference on Foundational Literacy and Numeracy (FLN) and the Official Launch of THE END LEARNING POVERTY FOR ALL IN AFRICA (ELPAF) CAMPAIGN:**

On 5<sup>th</sup> and 6<sup>th</sup> of September 2024, representatives from 25 African Union (AU) Member States, Policymakers, Educators, Civil Society Organizations, and development partners, convened at the African Union Commission Headquarters, in Addis Ababa, Ethiopia, for the African Union Conference on Foundational Literacy and Numeracy (FLN) and the Official Launch of the THE END LEARNING POVERTY FOR ALL IN AFRICA (ELPAF) CAMPAIGN, organized by the African Union Commission in collaboration with UNICEF.

The Conference sought to address the critical challenges and opportunities surrounding Foundational Literacy and Numeracy for children and young people across Africa.

The event aligned with the African Union's designation of 2024 as the 'Year of Education', underscoring the continent's commitment to transforming its educational systems and outcomes.

#### **Context:**

Despite considerable progress in increasing access to primary and lower secondary education over the past two decades, many African countries continue to face a deep learning crisis:

Millions of children are not acquiring the foundational literacy and numeracy skills necessary for their educational and personal development. This crisis has been exacerbated by school closures during the COVID-19 pandemic, leading to widespread learning losses, particularly among marginalized groups such as children with disabilities, those affected by conflict, and those living in fragile contexts.

***9 out of 10 learners in Africa, aged 10, are unable to read a simple text, or undertake basic mathematical tasks. These learners are impacted by 'Learning Poverty'.***

## **Conference:**

The Conference convened key technical experts and stakeholders to share learning on evidence of effective strategies, good practice, and practical approaches drawn from on-the-ground implementation, for addressing the pressing challenge of 'Learning Poverty' impacting learners in Africa.

The Conference opened with an address by the UNICEF Representative to the African Union, Dr. Laila Gad, followed by supporting remarks from Dr. Benjamin Piper, Director, Global Education Program, Bill and Melinda Gates Foundation, and an opening address by H.E. Professor Mohamed Belhocine, Commissioner for Education, Science, Technology, and Innovation (ESTI). All highlighted the stark crisis of Learning Poverty in Africa, and the need to proactively strengthen Foundational Learning, with a focus on Foundational Literacy and Numeracy, if this is to be addressed. Speakers also highlighted the need to ensure increased financing for Foundational Learning, and spending proportionate to enrolment in relation to primary and pre-primary provision.

Following a series of Technical Discussions, including presentations by international experts on foundational learning, participants reiterated their commitment to inclusive education that ensures every child, regardless of their socio-economic status, geographic location, gender, or disability has access to quality Foundational Learning.

Recognizing that learning poverty constitutes a significant crisis which undermines Africa's potential for benefiting from its demographic dividend, participants expressed commitment to prioritizing efforts to reduce learning poverty as a critical component national and continental education initiatives.

**ELPAF Launch: During the conference, 'THE END LEARNING POVERTY FOR ALL IN AFRICA (ELPAF) CAMPAIGN'** was officially Launched by H.E. Professor Mohamed Belhocine, Commissioner for Education, Science, Technology, and Innovation (ESTI), with expressions of support from member countries, key development partners, technical partners, and civil society organizations.

The campaign is continent-wide initiative aimed at mobilizing resources, expertise, and political will to address the learning crisis, by strengthening FLN provision in Africa. The campaign will focus on strengthening foundational learning to ensure all children, including those with disabilities, and other marginalised groups, have access to quality foundational learning and numeracy education.

## **Commitments:**

The launched campaign was endorsed by participants and commitments to providing supports towards the initiative were made by key partners in attendance, especially on the need to improve financing, strengthen Early Childhood Educational provision, to continue to expand provision of quality, evidenceinformed, foundational literacy and numeracy; enhancing teacher accountability and capacity by developing and implementing a robust teacher training, supervision, and mentoring programs to equip educators with the skills to teach foundational literacy and numeracy effectively, particularly in inclusive setting; on promoting including education by ensuring educational policies and practices are inclusive and equitable, with a special focus on children with disabilities and other marginalized groups; and on mobilizing resources by advocating for increased investment in education, with particular emphasis on foundational literacy and numeracy, from AU Member States, international donors, and private sector partners. The important role of non-government (civil society, faith-based, and private) educational providers in addressing Learning Poverty was also recognized.

## **Delegates committed the following key activities under the newly launched campaign:**

- Committed to raise public awareness of foundational literacy and numeracy, especially for those most in need;
- Committed to provide opportunities for south-south cooperation;
- Committed to encourage collaborations among key partners, to accelerate the scale up and amplification of approaches that are demonstrably workable and are responding effectively to the learning crisis.
- To share guidance on policy to support decision-makers in taking effective action;
- To monitor and report on the implementation of global and continental initiatives on foundational learning;

- Committed to advocating for increased spending on Foundational Learning, and Early Childhood provision;
- Committed to collating and using effective assessment data on Foundational Learning, to inform resourcing, and planning, and classroom practice;
- Committed to addressing issues of teacher accountability, absenteeism, and capacity, while providing training, mentoring, support, and resources to mitigate the gap in provision;
- Committed to promoting innovation within the sector, identifying new solutions to significant challenges.

#### **Call to Action:**

A call was made to all African Union Member States, Regional Economic Communities (RECs), Development Partners, Civil Society Organizations, and the Private Sector to join the Commission in supporting these critical efforts to end learning poverty in Africa, and to align their efforts with the objectives of the 'End Learning Poverty in Africa' Campaign, working collaboratively to ensure that no child is left behind.

#### **Actions Agreed:**

Participants agreed a set of key deliverables to be implemented in the 12 months following the launch of the campaign.

#### **Closing Statement:**

The **African Union Conference on Foundational Literacy and Numeracy (FLN) and the Launch of the THE END LEARNING POVERTY FOR ALL IN AFRICA (ELPAF) CAMPAIGN** mark a significant step forward, and demonstrate a renewed purpose and determination to tackle the learning crisis in Africa. The commitments made to strengthen FLN provision, demonstrated reflect a collective determination on the continent to work collaboratively to transform the educational landscape in Africa, ensuring that every child can acquire the essential literacy and numeracy skills needed for their educational success and personal development. As the continent moves forward, the commitments made at this conference will play a crucial role in shaping the future of education in Africa, contributing to the achievement of the African Union's Agenda 2063, and the Sustainable Development Goals.

This Communiqué is endorsed by participant partners, including:

Algeria  
 Burundi  
 Cameroon  
 Central African Republic  
 Democratic Rep. of Congo  
 Ghana  
 Namibia  
 Zambia  
 Zimbabwe

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## Details of Attendees

	Name	Organization	Country	Attendance mode
1.		Ministry of Education	Ghana	In-person
2.		Abem AUC AUC	In-person	
3.		Adam Drury	British Embassy	Kenya In-person
4.		Ade Babaym	FCDU UN	In-person
5.		Adeybeba	UNICEF	Kenya In-person
6.		Afomia Yigrenew	Save the Children AUL	UK In-person
7.		Benjamin Piper	BMGF BMGF	Online
8.		Blai Mana Fibome	Ministry of Education	In-person
9.		Caseley Stephens	AUC	In-person
10.		Chaim	Ministry of Education	Kenya In-person
11.	Ujubuonu	Chinwe Umeh-	HCA HCA	In-person
12.		Christina Muna	PAL Network	Kenya In-person
13.		Ciku Mbugna	EDTECH HUB	Kenya In-person
14.		Danid Amira	Africa Practice	Kenya In-person
15.		Dominic	UNICEF	In-person
16.		Dr Laila Gad	UNICEF UNICEF	In-person
17.		Elizabeth Gitonga	Afrucan Early Childhood Netowrk	Ethiopia In-person
18.	Emmanuel Chikozi	AUC AUC	In-person	
19.	Eshetu Kebede (PhD)	EAES-&AEAA	Ethiopia	In-person
20.	ESTI H.E. Prof. Mohammed Belhocine	AUC AUC	In-person	
21.	Evang Assembe	Government of Cameroon	Cameroon	In-person
22.	Fetsum Alem AU	Ethiopia	In-person	
23.	Freddom Maqhawe	AUC AUC	In-person	
24.	Gamal		In-person	

25.	Gerhard Ndafenongo person arts and culture	Ministry of Education,	Namibia	In-		
26.	Hannah Ekuab Payne	Ministry of Education	Ghana	In-person		
27.	Hiba Mohamad	AUC AUC	In-person			
28.	Hiba Mohamed	AUC Ethiopia	In-person			
29.	Hu China Mission	China	In-person			
30.	Jamillah WFP AUGO	In-person				
31.	Jennifer Otieno	EDTECH HUB Kenya	In-person			
32.	Jephthe Mve Mvondo	UNICEF	In-person			
33.	Kounni A Ministry of Education	Zambia	In-person			
34.	Liu China Mission	China	In-person			
35.	Lydie kouame	WFP WFP AU	In-person			
36.	Mairma Dikwa	UNICEF CAR CAR	In-person			
37.	Mayhowe	AUC Ethiopia	In-person			
38.	Muhin A.R	DRC	In-person			
39.	Murunga Demise	UNICEF RDC	In-person			
40.	Naila Butt	UNICEF AU	In-person			
41.	Nicholas Ouma	AUC AUC	In-person			
42.	Niyonsaso Steve	Ministry of Education	Burundi	In-person		
43.	Njora Hungi	UNESCO- IICBA RCA	In-person			
44.	Rich T. Matimbe	Government of Zimbabwe	Zimbabwe	In-person		
45.	Ruth Kagia	GPE Kenya	In-person			
46.	Saima Malik	World Bank Rwanda	In-person			
47.	Samir	World Bank Ethiopia	In-person			
48.	Samuel Tadesse	World Vision Ethiopia	Ethiopia	In-person		
49.	Santos Akhilele	HCA	Online.			
50.	Sophia Ashipala	AUC AUC	In-person			
51.	Sophia D. Ferdrieck and culture	Ministry of Education,	Namibia	In-person arts		
52.	Tutomisa Firmin	UNICEF RDC	In-person			
53.	Vanessa Shade	British Embassy UK	In-person			
54.	Wilma Afful	Ministry of Education	Ghana	In-person		
55.	Winny Cherotich	PAL Network Kenya	In-person			
56.	Woudase Abebe	AUC	In-person			

AFRICAN UNION

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AFRICANA

DEPARTMENT OF EDUCATION, SCIENCE, TECHNOLOGY, AND INNOVATION

## FINAL AGENDA

### CONFERENCE ON FOUNDATIONAL LITERACY AND NUMERACY (FLN)

Theme: “Inclusive Education: Ensuring No Child is Left Behind”

And

### A CAMPAIGN ON END LEARNING POVERTY FOR ALL IN AFRICA (ELPAF)

Date: 5<sup>th</sup> to 6<sup>th</sup> September, 2024

Venue: AUC Headquarters, Addis Ababa, Ethiopia

## CONFERENCE AGENDA

### DAY 1: 5<sup>th</sup> September 2024

- Understanding the State of Foundational Literacy and Numeracy in Africa; Gaps and Showcasing Best Practices

TIME	ACTIVITY	Facilitator
08:30 – 09:00	Arrival and Registration	Sophia Ndemutilla
09:00 – 09:30	Introduction of Participants and Conference Objectives	

09:30 – 10:00	<b>Opening Remarks:</b> <ul style="list-style-type: none"> <li>• <b>H. E. Prof Mohammed Belhocine</b> – Commissioner, ESTI (10 minutes)</li> <li>• <b>Dr. Laila Omar Gad</b> - UNICEF Representative UNICEF Office to the African Union &amp; ECA (10 minutes)</li> <li>• <b>Mr Benjamin Piper</b> - Director, Global Education Program, BMG Foundation (10 minutes)</li> </ul>	Ashipala/ESTI Head, Education Division
10:00 – 11:00	<b>Launch of the Campaign on Ending Learning Poverty in Africa:</b> <ul style="list-style-type: none"> <li>• Video on Foundational Literacy and Numeracy (2 minutes)</li> <li>• Presentation on the Campaign Objectives and Strategies (UNICEF / AU Joint)  <b>Jephthe Mve Mvondo</b>- Advocacy and Education Specialist UNICEF (20 minutes)  <b>Sophia NdemuAla Ashipala</b> Head of the Division of Education Science Technology and Innovation   Q &amp; A short discussion (20 minutes)   <b>Official launch H. E. Prof Mohammed Belhocine – Commissioner, ESTI Member state representatives to join the commissioner with the flyers</b> </li> </ul>	Sophia Ndemutla Ashipala/ESTI
11:00 – 11:30	<b>COFFEE BREAK/ GROUP PHOTOGRAPH</b>	

11:30 – 12:30	<b>Member State reflection on best practices and challenges:</b> <ul style="list-style-type: none"> <li>• People's Republic of Algeria</li> <li>• Republic of Burundi</li> <li>• Republic Cameroon</li> <li>• Central Africa Republic</li> <li>• Democratic Republic of Congo</li> <li>• Republic of Ghana</li> <li>• Republic of Namibia</li> <li>• Republic of Zambia</li> <li>• Republic of Zimbabwe</li> </ul> <b>Development partners Statements:</b> <ul style="list-style-type: none"> <li>• European Union- John Villiers (5 minutes)</li> <li>• World Bank- Moses Omongin Osiru (5 minutes)</li> <li>• Africa Development Bank (5 Minutes)</li> <li>• UK FCDO- H.E Adam Drury, Deputy Permanent Representative to the AU, (5 Minutes)</li> <li>• GPE – Ruth Kagia (5 Minutes)</li> </ul>	Naila Butt
12:30 - 01:00		Sophia Ndemutla Ashipala

13:00 – 14:00	LUNCH	
14:00 – 15:00	<p><b>Presentations: Reflections on the impact of advocacy campaigns in Africa: Making an impact on the ELPAf campaign</b></p> <p><b>Presenters :</b></p> <ul style="list-style-type: none"> <li>Mr Ian Kaliwo Project Officer AU-CIEFFA (TBC)- What lessons can be learned from #AfricaEducatesHer Campaign? 10 minutes Q&amp;A 10 minutes</li> <li>Zambia (TBC): What lessons can be learned from the national 'Catch Up' Trial Initiative in Zambia? What innovations shape successes, what challenges were encountered, and how were these mitigated? (10 minutes) Q &amp; A 10 minutes</li> <li>Human Capital Africa (CSO Representative) How the campaign's success can be measured. Expectations from Civil Society in terms of outcomes and impact. Virtual (10 minutes) <b>Chinwe Umeh-Ujubonu and Santos Akhilele</b></li> <li>Q &amp; A 10 minutes</li> </ul>	Jephthe Mve Mvondo
15:00 -16:00	<p><b>Presentations: Challenges and Best Practices in Ensuring Inclusive Foundational Literacy and Numeracy Education with focus on:</b></p> <ul style="list-style-type: none"> <li>Innovative approaches to improving Foundational Literacy and numeracy- <b>Ma'hew Goldie-Scot, Education Program Consultant, UNICEF AU Office</b> (10 minutes) Q &amp; A 10 minutes</li> <li>The role of partnerships and networking in addressing the challenges related to foundational literacy and numeracy education in Africa - 10 Minutes) <b>JACQUELINE FOLOTIYA, JERE ADEA</b> Q &amp; A 10 minutes</li> <li>Findings from PAL Network's My Village Project, an ambitious, evidence-based learning intervention project aimed at supporting at least one million children to read and do basic math in the next five years. (10 minutes) <b>PAL Network Winnie CheroAch</b> Q &amp; A 10 minutes</li> </ul>	

16:00 – 17:00	<b>Presentations</b> <ul style="list-style-type: none"> <li>Developing Inclusive Curriculum and Teaching Strategies – <b>Getrude Namumbiru, Africa Curriculum Association (ACA) (10 minutes)</b> Q &amp; A 5 minutes</li> <li>Engaging with Communities to Promote Inclusive Education – <b>AfECN Virtual (10 minutes)</b> Q &amp; A 5 minutes</li> <li>The Role of Technology in Developing Effective and Inclusive Foundational Literacy and Numeracy Learning Experiences - <b>Edtech Hub Jennifer Okeno and Ciku Mbugua (10 minutes)</b> Q &amp; A 5 minutes</li> <li><b>Assessment for learning (10 minutes)</b> <b>Dr. Eshetu Kebede, Director General, the Ethiopia Educational Assessment and Examinations Service &amp; Vice President of the Association for Educational Assessment in Africa</b> Q &amp; A 5 minutes</li> </ul>	ESTI Chigozie Emmanuel Okonkwo
17:00	<b>COFFEE / TEA End of Day</b>	

<b>DAY 2: 6<sup>th</sup> September 2024</b> <b>&gt; Collaborative Solutions and Future Strategies</b>		
TIME	ACTIVITY	Facilitator
09:00: – 9:30	Introduction of Day 2  Recap of Day 1 Naila Bud Senior Education Consultant -AU	Head, Education Division Sophia Ndemu3la Ashipala/ESTI

09:30 – 11:00	<b>Presentations:</b> <ul style="list-style-type: none"> <li>Strengthening Teacher Capacity for Foundational Literacy and Numeracy – <b>UNESCO-IICBA (10 minutes)</b> Q &amp; A 10 minutes</li> <li>Developing effective literacy and numeracy curricula - <b>ACA Getrude Namumbiru (10 minutes)</b> Q &amp; A 10 minutes</li> <li>Leveraging Technology to Enhance Foundational Literacy and Numeracy – Jerome Morrissey <b>GeSCI (10 minutes)</b> <b>Virtual</b> Q &amp; A 10 minutes</li> </ul>	Dr Stephen Caseley
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<b>11:00 – 11:30</b>	<b>COFFEE / TEA BREAK</b>	
11:30 – 13:00	<b>Presentation on showcasing of Successful Inclusive Education Initiatives –</b> <ul style="list-style-type: none"> <li>AfECN, (10minutes)</li> <li>EI, (10minutes)</li> <li>FAWE, (10minutes)</li> <li>Plan International, (10minutes)</li> <li>Save the Children International, (10 minutes)</li> </ul> <p>Questions and Answers Session (20 minutes)</p>	Dr Stephen Caseley
<b>13:00 – 14:00</b>	<b>LUNCH BREAK</b>	
14:00 – 15:00	<b>Implementation of Inclusive Education and Access to quality education</b>  <b>Presentation and Discussions:</b> <ul style="list-style-type: none"> <li>Developing and Implementing Inclusive Education Practices</li> </ul>	Sophia Ndemula Ashipala/ESTI
	– AU-CIEFFA 10 minutes Q & A 10 minutes  <ul style="list-style-type: none"> <li>Strategies for Improving Access to Quality Foundational Learning</li> </ul>	

	<p>and Numeracy Educa3on – <b>Professor Brahm Fleisch, UNICEF Consultant (10 minutes)</b></p> <p>Q &amp; A 10 minutes</p> <ul style="list-style-type: none"> <li>Strategies on developing a shared vision and concrete ac3on plan for enhancing founda3onal literacy and numeracy across Africa – <b>Shem Bodo ADEA 10 minutes</b></li> </ul> <p><b>Virtual Q &amp; A 10 minutes</b></p>	
<b>15:00 – 15:30</b>	<b>COFFEE / TEA BREAK</b>	<b>ESTI</b>
13:30 – 16:00	<ul style="list-style-type: none"> <li>Presenta3on of the Communique</li> </ul>	<p>Sophia Ndemu3la Ashipala/ESTI</p> <p>Jephthe Mve Mvondo/UNICEF</p>
<b>16:00 – 16:30</b>	<p><b>Closing Session</b></p> <p><b>Closing remarks by Professor Saidou Madougou -Director EducaAon, Science, Technology and InnovaAon -AUC</b></p>	<b>ESTI</b>

<https://zoom.us/join/zoom/register/tJlsdumtqzssGdXHGS8Fe4Q4Hf1RI6ZSr4XA>

**Meeting ID: 961 1055 0631**

**Passcode: 488568**