

**Human Development
Education
Science, Technology and Innovation
Youth**



RACA

**Report of Annual
Continental Activities
- 2017 -**



African Union Commission
Department of Human Resources,
Science and Technology

Education Science, Technology & Innovation Youth

Department of Human Resources, Science and Technology

Annual Activity Report of HRST Department

- Year 2017 -



African Union Commission



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This report is a publication of the Human Resources, Science And Technology Department of the African Union Commission.

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List of Acronymns

AAU - Association of African Universities	EU-AU -European Union mission to the African Union
ACP - African, Caribbean and Pacific Group States	GMES - Global Monitoring for Environment & Security
AfDB -African Development Bank	GRC -Global Research Council
ALC -African Leadership Conferences	HLPs -PAU High Level Panel
AMCEN -African Ministerial Conference on the Environment	HRST -Human Resources, Science and Technology
AMCOST - African Ministerial Conference on Science and Technology	IPED -Pan-African Centre of Education for Development
AOSTI -African Observatory of Science, Technology and Innovation,	JICA -Japan International Cooperation Agency
AQRM -Africa Quality Rating Mechanism	MNAUSS -Mwalimu Nyerere African Union Scholarship Scheme
ASRIC –African Scientific Research and Innovation Council	NEPAD - New Partnership for Africa's Development
AUC -African Union Commission	PACTED -Pan African Conference on Teacher Development
AU-YVC -African Union Youth Volunteer Corps	PAU - Pan African University
AYC -African Youth Charter	RECs -Regional Economic Communities
BMZ -Federal Ministry for Economic Cooperation and Development of the Federal Republic of Germany.	STISA -Science, Technology and Innovation Strategy for Africa
CIEFFA - International Centre for Girls' and Women's education in Africa	STRC -Scientific Technical and Research Commission
COMEDAF -Conference of Ministers of education of the African Union	TVET -Technical & Vocational Education and Training
COMY - Conference of the African Union Ministers in Charge of Youth	UNESCO -United Nations Educational, Scientific and Cultural Organization
CPA -Consolidated Plan of Action	

Harnessing the Demographic Dividend through Investments in Youth

“If the majority of the youth demographic comprises of girls, then we must accept that women and girls are the critical voice and primary actors for building the foundations of a prosperous Africa that is at peace with itself.”

*H.E. Mr. Moussa Faki Mahamat
Chairperson of the African Union Commission*



Chairperson of the African Union Commission, H.E. Mr. Moussa Faki Mahamat



Professor SARAH MBI ENOW ANYANG AGBOR

I am humbled to have been appointed as the African Union Commissioner for Human Resources, Science and Technology, by the Heads of State and Government during the Twenty-Ninth Ordinary Session (July 2017 Summit) to lead this crucial continental portfolio.

The development of our continent is anchored on our people centred and long-term AU Agenda 2063, which is "both a Vision for Africa and a Call to Action to all segments of our society, the Member States, Regional Economic Communities, regional institutions, private sector and our development partners to work together to build a prosperous and united Africa based on shared values and a common destiny". The Agenda 2063 enables us to systematically address our socio-economic challenges including the Sustainable Development Goals that require collective action. In addressing these challenges, the Commission considers (1) Education, (2) Youth and Capacity Development and (3) Science, Technology and Innovation as among the key enablers and tools for the implementation of our agenda, delivering on the aspirations of the African citizens and creation of long-term economic benefits for the continent and beyond.

In this regard the Commission elaborated three distinct strategies for: Education; The Continental Education Strategy for Africa (CESA-16-25); Technical and Vocational Education and Training; and Science, Technology and Innovation Strategy for Africa (STISA -2024), to drive human capital development, youth empowerment, productivity and economic growth. These strategies enable us to break down barriers that create a fragmented system on the continent through strengthening coordination and addressing weak levels of investment in (1) Education, (2) Youth and Capacity Development and (3) Science, Technology and Innovation. We need to reach out to key stakeholders across our countries, across sectors and policy spectrum to promote a multi-disciplinary approach that creates new value chains, adds value to our natural resources and accelerates the diffusion of breakthrough innovations into industries and society.

This report outlines the activities we have carried out during the year 2017 focusing on Education, Youth and Science, Technology and Innovation in the continent. I urge Member States, RECs and partner organisations to publish their work in this report. RACA can give you visibility and Member States can learn from best practices.

Let me seize this opportunity to acknowledge and appreciate the work done by my predecessor H.E. Dr. Martial De-Paul Ikounga, the former Commissioner for Human Resources, Science and Technology.

I wish you a very successful and productive New Year 2018. Let us remember it is the year of anti-corruption. Let us reaffirm our commitment to supporting the realization of Agenda 2063 and "The Africa We Want". The Future of this continent, our continent lies in our hands.

Sincerely,

H.E. Prof. Sarah Anyang Agbor

Commissioner for Human Resources, Science and Technology

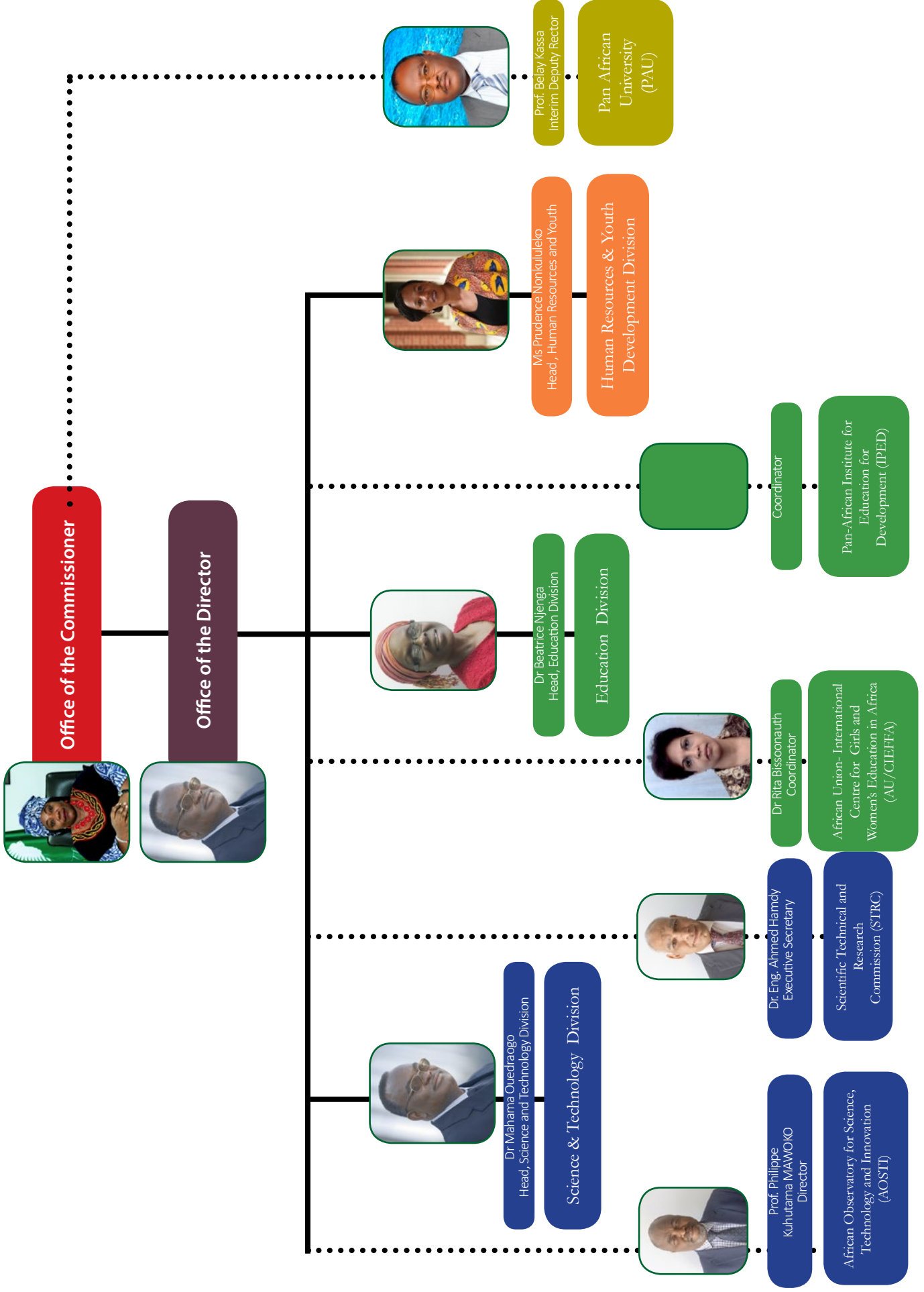
2017 AU Assembly and Executive Council Decisions

AU Assembly	Executive Council	Date	Sector
Assembly AU/Dec.625 (XXVIII) Decision on Promotion and Protection of African Investment in the Youth	EX.CL/Dec.957(XXX) Decision on Promotion and Protection of African Investments to sustain investment in the Youth	January 2017	Youth
Assembly/AU/Dec.661 (XXIX) Decision on the Establishment of the African Youth Fund		July 2017	Youth
Assembly/AU/Dec. 654 (XXIX) Decision on the Appointment of two members of the African Union Commission	EX.CL/Dec.980(XXXI) Decision on the Election of Two Members of the African Union Commission	July 2017	HRST
Assembly/AU/Decl.4 (XXIX) Algiers Declaration on investment in employment and social security for harnessing the Demographic dividend		July 2017	Youth

Ministerial Conference - 2017

Conference	Date	Venue
2nd Specialized Technical Committee Meeting on Education, Science and Technology	21 – 23 October 2017	CAIRO, EGYPT

Departmental Organogram



Education Division

The Education Division is mandated to spearhead the development and harmonization of education policies and programmes on the continent, towards achievement of the AU vision of prosperity, peace and integration as articulated in Agenda 2063. Its activities are geared towards ensuring quality transformative education and lifelong learning accessible to all as a human right; and development and retention of African intellectual capital and human resources through revitalized, quality, relevant, harmonized education systems as well as through intra African networking. These facilitate the contribution of education and research to African renaissance and empowerment of its people to generate Africa-led solutions to challenges in every sector; and to influence the global agenda and the work of education development agencies in Africa.

Continental Education Strategy for Africa (CESA 16-25)

The Continental Education Strategy for Africa (CESA 16-25) was adopted by the January 2016 Summit. CESA is informed by Agenda 2063, as well as by the outcome of an evaluation of the Second Decade, evaluation of the UNESCO brokered Education for All, and pan African multi-stakeholder discussions. Implementation of the CESA is being coordinated through the platform of a Coalition of Partners and Stakeholders working in education in Africa, as called for by the AU Summit. Thematic clusters of the partners and experts have been established, around the CESA Strategic Objectives and key issues. These include Teacher Development; Women and Girls Education; EMIS; Safe Schools and Peace Education; School Feeding; Higher Education; TVET- among others. Each Cluster has a coordinating Partner that helps to manage implementation and reporting of partner agencies, and submit progress reports to be published in the RACA every year.

Towards gender Equality in Education: Positioning youth to champion Africa's education agenda

The African Union Commission (AUC), the Government of Zambia, the Forum of African Women Educationalists (FAWE), the Association for the Development of Education in Africa, UNESCO, Plan International, UNWOMEN, UNICEF and Microsoft Philanthropies co-convened from August 23rd to 24th 2017 in Lusaka, Zambia for The inaugural Conference on Girls' Education in Africa.

The Conference organised under the theme of Girls' Education in Africa seeks to strengthen youth leadership and engagement in promoting education

for all especially the young girls in line with the African Union's Continental Education Strategy for Africa (CESA 16-25) and Agenda 2063. It was attended by more than 500 participants including 100 young delegates, 13 ministers of Education and Gender, Heads of key partner institutions and the First Lady of Zambia. The African Union Commission's delegation led by H.E. Prof. Sarah Anyang Agbor, Commissioner for HRST was composed of Dr. Beatrice Njenga, Head of the Education Division, Mr. Abraham Asha Herano, Mr. Kokou Sename Djagadou, Ms. Woudase Abebe, Mr. Caseley Olabode Stephens and Mr. Sebastien Eude Bokossa Kaltani from Women Gender and Development Directorate.



Regional Partnerships to Advance Education in Africa

ADEA's 2017 Triennale, which was held from 14th - 17th March, 2017, in Dakar, Senegal, focused on "Revitalizing education towards the 2030 Global Agenda and Africa's Agenda 2063".

UNESCO, as chair of the West and Central Africa Regional Coordination Group on SDG4-Education 2030 (RCG4-WCA), facilitated a side event, devoted to the theme of "Regional Partnership in Support of Education 2030 and CESA 16-25", which brought together sixty (60) participants, including high-level representatives from the AU, ADEA, the Global Partnership for Education (GPE), and regional and continental partner institutions from East and Southern Africa.

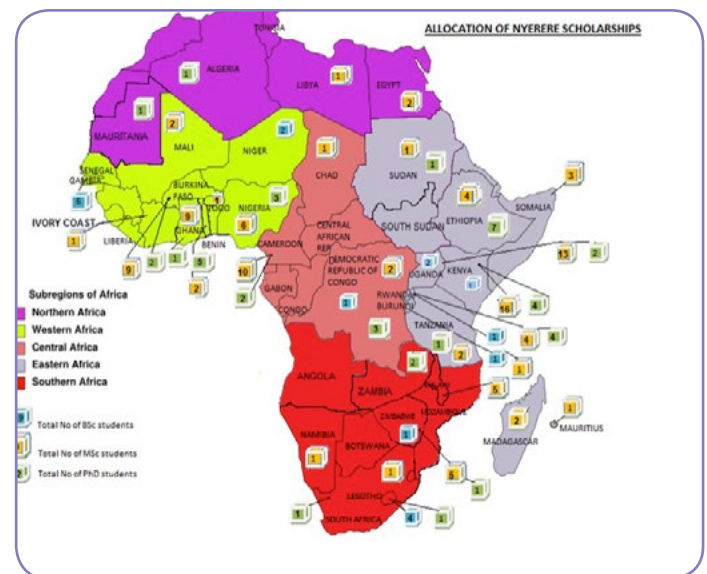
The side event provided a platform to discuss synergies between the CESA and SDG4-Education 2030 and their



HIGHER EDUCATION

NYERERE SCHOLARSHIP PROGRAMME

This year 2017 the Call of Nyerere Scholarship applications was made specifically for PhD Programmes in Education Sciences, in order to contribute to the quality of education in Africa. Twenty one candidates were shortlisted for scholarship award in 2017. A total of 166 students from 34 African countries have been awarded scholarships to study in universities across the continent. The distribution of awarded scholarships is shown below.



In August 2017, monitoring missions were undertaken in two universities in Kampala: Makerere University and Kampala International University to assess the implementation of Nyerere Scholarship and other AU higher education initiatives at institutional level.

The missions were undertaken by Dr. Yohannes Woldetensae and Ms. Olga Alexandrovna Kebede. The purpose of the mission was to ensure a close follow-up of the Nyerere scholarship scheme and discuss with host universities' concerned officials on the implementation status of Nyerere Scholarship, including logistics of tuition fees disbursements and academic supervision of students. The monitoring mission helped also to meet face to face with Scholarship students and confirm their academic status, and validate their existence. Supervisors of the students were also engaged.

Short guided campus tours were made in both universities. The mission team observed that the implementation of Intra-Africa mobility programmes and Harmonisation/Tuning are not embedded within the universities. The senior management is not fully aware of the initiatives. The team validated the provided degree copies of the recently graduated 4 students from Kampala International



implementation in sub-Saharan Africa (SSA). Additionally, the participants exchanged knowledge of existing education coordination mechanisms in SSA and proposed ways to strengthen collaboration between them.

One of the major outcomes of the Triennale was a reiteration of the call to establish and African Education Fund. The African Union Summit in January 2017 had called for the establishment of an African Education Fund to ensure reliable financing for implementation of the Plan of Action for the Second Decade of Education For Africa 2006-2015.

2ND Specialized Technical Committee Meeting on Education, Science and Technology (STC-EST 2)

The 2ND Specialized Technical Committee Meeting on Education, Science and Technology (STC-EST 2) held in Cairo Egypt from 21st to 23rd October 2017 called on Member States and Regional Economic Communities to popularise and organise local launching of the Continental Education Strategy for Africa as Africa's domestication of the global SDG 4 and Education 2030. The STC also called on Member States to support the work of the Commission, and to assign the responsibility of Focal Agency for CESA to National UNESCO Commissions in order to promote alignment of the local, continental and global frameworks. Member States were also urged to participate in Cluster activities and organise experience sharing events for Member States to learn from best practices in major areas of CESA.

The STC also took decisions on strengthening TVET, School Feeding, a culture of reading, promoting African writers and African content in education curricula. Member states were requested to utilise the UNESCO General History of Africa manuals in schools and colleges. The Ministers also called for the establishment of an African Teachers' prize, to recognise and celebrate committed teachers, while promoting and raising the status of Teaching as a profession.

EDUCATION DIVISION



University from University records.

The same team also undertook missions to Tanzania from 20 – 21 December 2017, visiting the University of Dar es Salaam and the Open University of Tanzania to discuss the Nyerere Scholarship and other African Union higher education initiatives.

The Nyerere Programme is an umbrella for implementing other scholarship initiatives. Accordingly, a Chinese Scholarship call was made in 2017 that is tenable at Universities in China. Following shortlisting of successful candidates by the respective Chinese host universities, admission letters were forwarded to the selected

scholarship students by the Education Division scholarship unit. Consequently, 13 African students began their classes in October 2017.

A concept note has been developed to initiate short-term training programme that will be managed jointly by the Korea International Cooperation Agency (KOICA) and the AUC-HRST. It is envisaged to offer per year 3 short-term trainings, each with duration of 2-3 weeks, for about 20 – 25 persons per training session. The training programme will be implemented by 2018. Similarly, a Project Proposal for Africa-Korea Scholarship Programme was submitted for consideration within the framework of Africa-Korea Cooperation.

INTRA-AFRICA ACADEMIC MOBILITY SCHEME

A new Call for Proposal of Intra-Africa academic mobility was published end of January 2017 with fund of 10 million Euro. Sixty nine eligible applications from 39 African countries were received. The Evaluation Committee selected seven partnerships involving 35 higher education institutions for funding. Up to now, 29 university partnerships involving 95 African higher education institutions are engaged in this academic mobility programme. So far, 1360 African individuals (784 Master Students, 364 Doctoral Candidates and 212 staff) from 44 Member States have benefited from the Intra-Africa Academic Mobility Scheme.

Mobility distribution by gender

Type of mobility	Female	Male	Total
Master Students	254	530	784
Doctoral Candidates	63	301	364
Staff	63	149	212
TOTAL	380	980	1360
Percentage Participation	27.9%	72.1%	

Mobility distribution by age group

Type of mobility	Age Group					Total
	18-25	26-35	36-45	46-55	>55	
Master Students	203	514	58	9		784
Doctoral Candidates	14	237	85	26	2	364
Staff	2	52	90	44	24	212
TOTAL	219	803	233	79	26	1360

HARMONIZATION / TUNING

In implementing the second phase of Tuning/Harmonisation project, the development of learning outcomes and competencies has been finalised for eight subject areas in Medicine, Teacher Education, Mechanical Engineering, Agriculture, Civil Engineering, Economics, Geology and Higher Education Management. Student workload surveys have been conducted in 105 African universities that have been used as input for developing an African credit transfer system. A General Meeting of "Tuning Africa II Project" was held in November 2017 that was attended by curricula experts from over 100 universities and members of Project Advisory Group from regional and continental organizations. A book has been produced for each subject area. Certificates of Tuning were given to all participating higher education institutions.



At the last Tuning Africa Project Meeting, Dr. Beatrice Njenga, Head of Education Division, AUC delivered an opening speech and made a presentation on harmonisation and tuning in implementation of the African Union policy frameworks and Agenda 2063.

A session on Credit Transfer System from a global perspective in plenary was chaired by Dr. Yohannes Woldetensae, Senior Expert Education Division, AUC. The practices of Europe, Latin America and Russia were presented.

A draft proposal for continental credit transfer system



was also presented for initial consideration and useful comments received from discussions on similar systems in other regions. Following consecutive stakeholders' consultation and review, the draft proposal will be an input for developing an African Credit Transfer System.

ADDIS CONVENTION FOR RECOGNITION OF ACADEMIC QUALIFICATIONS

The AU Commission is working jointly with UNESCO to expedite the ratification and implementation of the Addis Convention on the Recognition of Studies, Certificates, Diplomas, Degrees and Other Academic Qualifications in Higher Education in African States. The Addis Convention is an important instrument for achieving the African Union's vision of integration as articulated in Agenda 2063, where intra-Africa mobility and skills portability are necessary for integration, requiring that Member States mutually recognise qualifications from their various institutions of higher learning. A booklet has been published in 4 languages by the AUC Education Division to create awareness about the Addis Convention and its usefulness among all stakeholders.

From 2 to 4 May 2017, thirteen Eastern African Member States gathered in Djibouti to participate in a Conference on Higher Education, Policy and Research. The conference, jointly organized by UNESCO and the government of Djibouti, brought together ministries



of higher education, universities, tertiary education institutions, and representatives from the African Union, United Nations entities, the National Commissions as well as youth representatives. The conference was opened by the President of Djibouti H. E. Ismail Omar Guelleh.

Dr. Yohannes Woldetensae, delivered a statement on "Role of Higher Education and Research in AU Agenda 2063 and Continental Education Strategy for Africa". Member States' representatives agreed to advance the ratification and implementation of the Addis Ababa Convention.

EDUCATION DIVISION

Following intensive advocacy in various forums, several Member States have reaffirmed their commitment to expedite ratification campaign in their respective countries involving the relevant national structures and authorities. It is expected that at least 10 African States will ratify the Convention by the end of 2018.

AFRICAN QUALITY RATING MECHANISM (AQRM)

A Technical Meeting was organised from 28th to 29th March 2017 in Accra, Ghana to prepare African Quality Rating Mechanism (AQRM) Institutional Evaluations. The organisation of site visits for evaluation teams, the role of experts in verifying institutions survey questionnaires, and the modalities for report writing were discussed in the technical meeting.

In 2017, fifteen institutional evaluations (10 public universities; 4 private universities; and 1 ODL university) were carried out utilizing the AQRM as a key evaluation tool. The self-rating of the institutions were validated by international external reviewers through site visits to the respective universities. The AQRM is now available for full-scale implementation, coordinated by the Association of African Universities, while an online tool for the AQRM that would enable universities to submit institutional data and self-ratings electronically is being developed.

PAN-AFRICAN QUALITY ASSURANCE AND

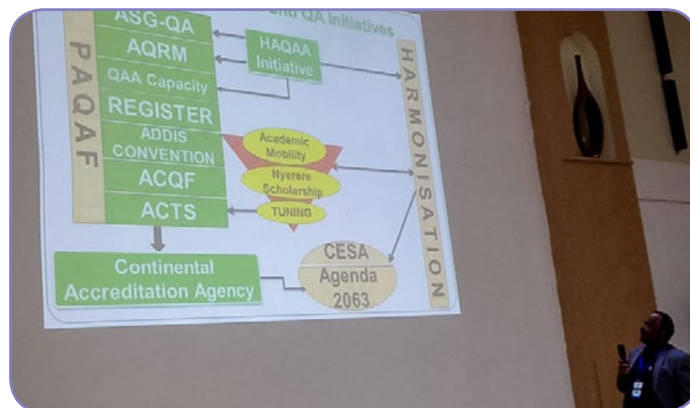


Dr. Yohannes Woldetensae, provided the perspectives on AQRM including its purpose and methodology for institutional evaluation.

ACCREDITATION FRAMEWORK (PAQAF)

In implementing the Pan-African Quality Assurance and Accreditation Framework (PAQAF), a technical working group has been established to develop an African Standards Guidelines for Quality Assurance (ASG-QA) in partnership with the EU. The ASG-QA is aimed to support higher education institutions and quality assurance agencies in Africa in implementing good practices for quality assurance. A consultation workshop was held in Addis Ababa from 16 - 17 November to discuss the draft document with key stakeholders. Dr. Yohannes Woldetensae provided an overview of the different

components of the PAQAF tools that will help higher education institutions in Africa to align, harmonise and improve quality, and spoke about the mission and functions of a Continental Accreditation Agency.



RUFORUM'S STRATEGIC BUSINESS PLAN MID-TERM REVIEW MEETING

Dr. Yohannes Woldetensae participated at the Regional Universities Forum for Capacity Building in Agriculture (RUFORUM) Strategic Business Plan Mid-Term Review Meeting, to provide the AU perspectives and contribute its input in updating the operational plan. The meeting was held from 21 - 22 April 2017 in Kampala, Uganda to discuss with key stakeholders and make contributions to update a five-year operation plan 2018-2023. The RUFORUM expressed its willingness to further strengthen its collaboration with AUC and contribute its part to advance the implementation of Agenda 2063.

AAU GOLDEN JUBILEE AND LAUNCHING OF HIGHER EDUCATION CLUSTER

The Higher Education Cluster for the implementation of the Continental Education Strategy for Africa (CESA 2016-25) was officially launched in June 2017 at the culmination of the Association of African Universities (AAU) General Conference and Golden Jubilee celebration in Accra, Ghana. Dr. Beatrice Njenga made goodwill remarks about the partnership between AAU and the AUC; and a presentation on the continental vision Agenda 2063 and the CESA. Dr. Yohannes Woldetensae made a presentation on AUC's programmes and frameworks in higher education.

The Higher Education Cluster will be implemented under the leadership of the AUC Education Division and coordination of the Association of African Universities, with facilitation support from the International Network for Higher Education in Africa. The objectives of the Cluster include providing a continental platform for policy dialogue and interaction among key stakeholders to

advocate and collaboratively implement the AU higher education initiatives.

INTERNATIONAL CONFERENCE ON QUALITY ASSURANCE IN HIGHER EDUCATION IN AFRICA

The International Conference on Quality Assurance in Higher Education in Africa (ICQAHEA) with the theme: "Quality Higher Education, Harmonisation and Attainment of Sustainable Development Goals (SDGs) in Africa" was held from 19 – 21 September 2017 in Accra, Ghana. The Conference reviewed ongoing and emerging initiatives in quality assurance and regional harmonization and identify the gaps to be filled in order to enable higher education institutions to fully contribute to the achievement of the SDGs. Dr. Yohannes Woldetensae made presentations covering implementation of PAQAF, AQRM and the Addis Convention. The African Quality Assurance Network (AfriQAN) General Assembly conducted elections for the Board of AfriQAN. Prof. Mbatchi, Secretary-General of CAMES was elected as the president of the Board.

TEACHER DEVELOPMENT

The teacher is essential in achieving the goals of literacy, as well as the skills and education revolution called for under Agenda 2063 as the key to unlocking Africa's potential for prosperity, and for harnessing the Demographic Dividend. Africa is short of over two million teachers in the education system; even as a significant number are under-qualified and untrained, with disproportionate shortages in STEM subjects and certain geographic areas. The Commission has been working with several key international partner agencies, including the UNESCO International Institute for Capacity Building in Africa (IICBA); the African Federation of Teacher Associations (AFTRA), Education International (EI) and the Centre for Strengthening Mathematics Education in Africa (CEMASTE), International Teachers' Task Force (ITTF) among others.

The Division co-organised with IICBA several events in 2017, including review of the Study on Teacher Motivation in January, celebration of the World Teachers' Day (September); a Seminar of Teachers and Quality in Education (December); a training workshop on innovative pedagogies to enable teachers to promote peace building and prevent violent extremism through education.

The Head of Education Division, Dr Beatrice Njenga sits on the IICBA Governing Board, which had two meetings in 2017. Member ship of the board helps to ensure that IICBA work is aligned to the Agenda 2063 and CESA 16-25, while promoting the productive partnership with IICBA.

In May UNESCO, organized a workshop to take stock of teacher allocation within education systems across the

continent. The outcome of the workshop was mutual learning of lessons from countries that have improved the efficiency in quantitative and qualitative aspects of teacher deployment within their systems. Dr Njenga participated and made a presentation on the place of the Teacher in Agenda 2063, and CESA 16-25, and the recommendations of the AU Study on Teacher Training, Working and Living Conditions in Member States. She also mentioned the proposed use of the African Virtual and E-University to increase the numbers of trained teachers. The Teacher Study was very well received and participants commended the recommendations thereof as their implementation will go a long way to enhance effectiveness and efficiency in management of teaching corps; promote the status of the Teacher and enhance teacher motivation and professionalization, while also ensuring quality teaching and learning.

Dr Njenga also attended the AFTRA Teaching and learning Conference in Africa, supported by Dr Marguerite O'Connor, the Teacher Study consultant who is a leading Mathematics educator. A range of educators from academia, government departments, schools and civil society met and engaged on teacher standardisation, regulation and professionalisation. As a result of the engagements, a number of teacher regulatory agencies and authorities in Africa are a new set of partners for the AUC and AFTRA, the organization that brings them together will play an important role in the CESA Teacher Development Cluster, for spearheading matters of quality, professionalism and standards at academic, policy and practitioner levels.

The STC-EST 2 session held in Cairo in October 2017 commended the AUC for the report of the Study on Teacher Training, Working and Living Conditions in Member States and agreed with all the recommendations of the Study. These include developing a continental teacher mobility protocol and establishing a Teachers without Borders Corps. They also called for the establishment of an AU Teachers Prize.

18th to 21st September 2017, Prof Callistus Ogot represented the Commission in the 10th Policy Dialogue Forum of the International Task Force on Teachers for Education 2030, held in Lomé, Togo. Over 350 individuals participated in the forum including policy makers, researchers, teacher educators, teachers, development partners and civil society organizations. The purpose of the conference was, among others, to debate and share experiences on "the professionalization of teaching"; and to enhance collaboration and partnership among Task Force members, and reinforce social dialogue among teacher stakeholders at global, regional and national levels. Dr. Ogot's presence ensured promotion of the leadership role of the AUC in education development. The AU Study on



Teachers Training Working and Living Conditions in Africa was presented by Dr Marguerite O'Connor, and it was very well received and commended.

The Forum recommended that the African Union Commission should develop a continental reference framework on professional qualifications and standards of practice for teachers, to be domesticated by countries for teacher professionalism. This is in line with recommendations of the AU Teacher Study, and will be done in 2018.

STEM EDUCATION

The scientific literacy needed for agenda 2063; the 21st century skills for employability, innovation and entrepreneurship; the life skills required for lifelong learning and responsible citizenship for sustainable development- all call for enhanced STEM education for all. However, the teaching and learning of STEM is undermined by inadequacies in teacher preparation and in the teaching and learning materials and pedagogies; as well as non- popularity of these subjects.

The STEM Cluster was launched, to be coordinated by the African Institute for Mathematical Sciences, the African Academy of Sciences, and the Centre for Strengthening Science and Math Education (CEMASTE). Another key partner for the AUC in this area is the Association for the Development of Education in Africa (ADEA), whose Inter-Country Quality Node in STEM has been absorbed into the CESA STEM Cluster. This will help alignment and coordination of partner agency work, for more effectiveness.

ICT IN EDUCATION

The ICT in Education Cluster has the mandate to contribute to harnessing the capacity of ICT to improve access, quality and management of education and training system through, among others, formulating policies for ICT integration in education and training; building ICT capacities of learners and teachers to take full advantage of the potentials of technologies; and of education managers and administrators on use of ICTs in

the planning, implementation, monitoring, strategies and programs. Creating mobile online education and training platforms, and capitalizing on existing and successful ICT-driven initiatives that enhance access including the Pan-African Virtual and E-University;

The Cluster was launched and is coordinated by the Global E-Schools and Communities Initiative (GESCI) with tremendous support from the @Edu Sustainable Education organization. The African Digital School Initiative was launched in 80 high schools in Kenya.

The Cluster organised a learning mission to Portugal was titled "National ICT in Education policies and strategies to achieve development goals and implement the Continental Education Strategy for Africa: Leadership and partnership in designing and implementing national initiatives", co-organized by AUC, Millenium@EDU, GESCI, JP-IK was held on 27th and 28th April 2017 in Porto, Portugal. Participants included Directors of ICT of Ministries in charge of secondary education from Benin, Botswana, Côte d'Ivoire, DRC, Equatorial Guinea, Ethiopia, Guinea Conakry, Kenya, Lesotho, Mauritius, Morocco, Rwanda, South Sudan, Tanzania, Uganda, Zambia. It also included private companies such as JP-IK, Microsoft and Intel. Dr Njenga participated.

Outcomes of the meeting include practical understanding of the implications of leadership and partnership on designing and implementing national ICT in education initiatives; shared understanding of the importance of policy coherence and cross-sector coordination in ICT in education strategy/programmes development; awareness of the critical dimension of public-private partnerships and robust programme management to ensure effective implementation; and knowledge of the role of school leadership and teachers in successful implementation of ICT in Education initiatives.

In October, a learning and networking event was organised by the ICT Cluster, funded by Millenium@EDU in New York, bringing together several Member States, private companies working in ICT in Education, UN agencies, private innovators, as well as GESCI and the AUC. Commissioner for HRST and Head of Education Division participated.

PEACE AND EDUCATION

CESA (16-25) includes two strategic objectives that address the issues of safe schools, peace in education and conflict prevention. Peace and Education Cluster includes the issue of protecting education from militarization, to facilitate the provision of continuous education at all times and under all circumstances in Africa. It also covers the issue of peace education to build cultures of peaceful co-existence and prevent violent extremism. The phenomenon of attacks on schools contributes to

drop-outs and underperformance of students.

The Peace and Education Cluster was launched in November 2017, with Save the Children International as Coordinating agency. The Cluster cuts across several AUC departments and encourages the endorsement and implementation of the tenets of the Safe Schools Declaration and other related instruments which Member States have already ratified. We need to establish safe school requirements such as appropriate standards for infrastructure, school environments and school management. The Division participated in two major events in 2017: the Safe Schools Conference in Buenos Aires in March 2017; and the breakfast dialogue co-organised by Save the Children International with support from Norway and Argentina Embassies in Addis Ababa in June.

SCHOOL FEEDING

Performance of children in school, and their retention and ability to complete school are affected by many factors related to poverty, and hunger is one such factor. The multiple benefits of school feeding extend beyond the school, including agriculture, nutrition, health, and social development. Home Grown School Feeding has been shown to encourage families to consistently send their children to school, reducing child labour, early pregnancy and early marriage.

The Heads of State and Government of the African Union in January 2016 took the Decision Assembly/AU/Dec.589 (XXVI) instituting 1st March as the African Day of School Feeding along with other key recommendations. The AUC has since established a multi-agency Committee which met twice in 2017; and completed a Study on School Feeding covering practices and lessons from Member States. The Study was sponsored by WFP Centre Against Hunger. This year more Member States celebrated the Africa Day of School Feeding. The AUC participated in the continental event held in Congo Republic Brazzaville and the national event held in Ethiopia. Zimbabwe has offered to host the continental celebration in 2018, and a preparatory committee has already been established.

The Ethiopian Government commemoration of the second edition of the African Day of School Feeding at a national level in 2017, was held at Kokbe Tsebah Primary School in Addis Ababa. About one hundred guests and partners attended including the First Lady of Ethiopia, the Minister of Education, State Minister of Agriculture and Natural Resources, Deputy Minister for Basic Education, WFP Head of Programmes, representatives of USAID, and UNICEF. A delegation of the African Union was also represented at the event held under the theme: "Home Grown School Feeding: Investment in Youth and Children for Harnessing the Demographic Dividend." In his opening speech, the Minister of Education stressed that Ethiopia shall be implementing national school feeding programmes in all schools as part of the newly developed National School Health Nutrition Strategy. He added that 'the national school feeding programme will not be limited only to schools where students are vulnerable to malnutrition and food shortage, but also will be applicable to all primary schools.'



Family Photo for 2nd African Day of School Feeding, Congo Brazzaville, March 01 photo credit-AUC

Remarks were also made by Dr. Yohannes Woldetensae, representing the AUC. The First Lady who is also the Ambassador for the Nutrition and School meals Programme in Ethiopia concluded the event by assuring those in attendance of Ethiopia's commitment to embrace the African of this initiative.

The continental celebration of the 2nd Africa Day of School Feeding (ADSF) was held in Republic of Congo under theme of: "Home Grown School Feeding: Investment in Youth and Children for Harnessing the Demographic Dividends". It was held under the patronage of the Minister of State, Minister of Construction, Urban Planning, Town and Environment, Mr. Claude Alphonse SILOU, representing the Prime Minister. The opening ceremony attended by ministers, deputies, directors of organisations, and several stakeholders.

The Ministers all thanked the Republic of Congo, WFP and the African Union for organizing the meeting and presented their experiences. Technical Panel presentations



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were made by different agencies, including the AUC. The ceremony included a visit to the school of Ignié marked by the sharing of a meal with the children.

The 3rd Continental Consultation of the AU and WFP on Home Grown School Feeding

The AU in collaboration with the WFP and the Government of Kenya, held the Third Continental Consultation on HGSF in Nairobi, Kenya on 29 -31 May 2017. The objective of the meeting was to promote national school feeding programmes across the continent as a key instrument for enhancing access, retention and performance in education in line with implementation of CESA16-25 and the decision of the Heads of States to institute 1st March as the day of school feeding in Africa.

The meeting was attended by 90 participants including Ministers, Deputy Ministers and representatives from African Union Member States, Senior Officials and others.

H.E. Dr. Martial De-Paul Ikounga, and the Commissioner for HRST at the time, presided over the opening ceremony. Delivering the keynote address, Hon. Dr. Fred Okeng'o Matiang'i, the Cabinet Secretary of the Ministry of Education of Kenya used the occasion to thank the WFP, and affirmed that from 2018 the Kenyan government intends to fully finance its Home Grown School Feeding Programme on its own budget. The outcomes of the conference include validation of the School Feeding Study; launching of the School Feeding Cluster with WFP as Coordinating agency and the Cluster TOR and road map.

The STC-EST 2 took a decision on school feeding as follows:

The Ministers:

- Endorsed the Report and Recommendations of the School Feeding Study;
- Called for allocation of budget for inter-ministerial Home-Grown School Feeding management unit for

strengthening the implementation of the findings of the study and AU Decision 589 XXVI;

- Encouraged Member States to develop implementation plans based on the findings of the study, including strengthening local resourcing of school feeding;
- Encouraged member states to consider HGSF not as a mere spending but as a long-term investment in children and youth and identify cost effective and more innovative local financing;
- Invited more partners and agencies to support the HGSF.



AU-EU Structured Dialogue with Students and Alumni in Africa, 16-17th October 2017 Abidjan, Cote D'Ivoire

The Structured Dialogue of Students and Alumni in Africa was held from 16-17th October, 2017 in Abidjan Cote d'Ivoire and was attended by Students and Alumni of the Erasmus+ scholarships programme in Africa, Education experts in Africa, and representatives of the African Union and the European Union. The AUC was represented by Dr Beatrice Njenga and Mr Mich-Seth Owusu.

Dr. Beatrice Njenga, Head of Education Division at the African Union Commission delivered a key note address where she expressed appreciation to the government of Cote d'Ivoire for hosting the dialogue. She stated that



The 3rd Continental Consultation of the AU and WFP on Home Grown School Feeding, May 2017 Photo credit -AUC

investing in the youth is the best investment that we can make towards the future. She delivered five key points for the place of Alumni in contributing to Africa's aspirations. These included: Positioning for relevance and impact, Building capacity to influence,



Fill knowledge and skills gap, Sense of mission and responsibility and Knowledge sharing.

Parallel workshop sessions were held to deliberate on Challenges for Students and Alumni in Africa; Common challenges for Students in the learning environment; How to channel young people's skills; Entrepreneurship and active citizenship into local needs.

Thriving innovative social ventures led by youth as an avenue to channel their energies productively were also a focus of the meeting. Mr. Obin Guiako, the Executive Director of Baby Lab was invited to share about his social enterprise which was inculcating innovation and skills into primary school children in underserved communities in Cote d'Ivoire through recycling digital waste as tools for creativity.

INTERNATIONAL SYMPOSIUM ON CHINA-AFRICA EDUCATION EXCHANGE AND INDUSTRIAL CAPACITY COOPERATION

As part of an initiative for a further step in implementing the Memorandum of Understanding signed between Tianjin University of Technology (TUTE) and AUC on 10 November 2015, the HRST department has co-organized a conference with the aim of integrating African perspectives on Africa-China cooperation in education/ skills development and industrial capacity transfer.

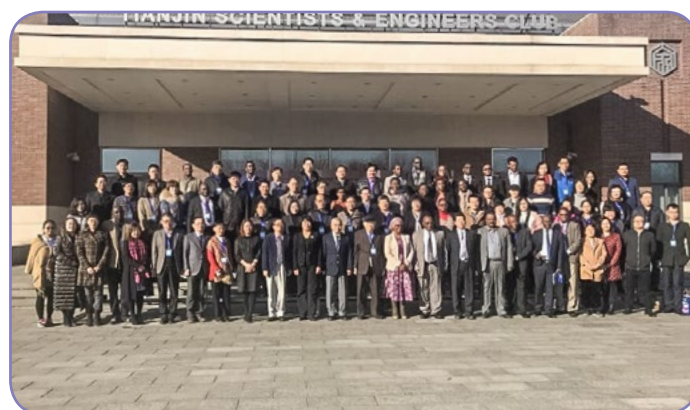


Dr Beatrice Njenga, Head of the Education division, HRST, AUC making opening Remarks, photo taken by TUTE, 24 November 2017

The meeting was attended by a delegation from AUC led by Dr Beatrice Njenga, the Head of Education Division, and attended by Ministers, Department Heads, University presidents, and other officials. On her key note speech she stressed that The African Union adopted the Continental Education Strategy for Africa 2016-'25 as a regional operationalization framework for SDG number 4: to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all."

She further stressed Africa is committed to undertake massive and bold industrialization as indicated under the Agenda 2063, and have the Action Plan for the Accelerated Industrial Development of Africa (AIDA) published in 2007.

Finally the symposium has concluded stressing the link between two sectors under the Africa-China cooperation so as transform African economies and create shared growth, decent jobs and economic opportunities for all.



EDUCATION MANAGEMENT INFORMATION SYSTEMS (EMIS)

EMIS is perhaps the most strategic tool for ensuring quality education development, and the attainment of the education and skills revolution. This is because EMIS activities entail the measurement framework for monitoring and evaluation of education systems, providing information for policy analysis to enable knowledge based planning, management and development of education. It requires that Member States capacity for collecting and managing education data be enhanced in order to generate accurate, timely and meaningful data; and to be able to interpret and use it strategically.

Recruitment of staff for the Education Observatory at IPED in Kinshasa has begun, and an implementation strategy developed. Software and other tools for data collection, rescue and analysis have been developed. The CESA monitoring and implementation framework has been adopted through discussions with major stakeholders, and the Education Planning Cluster has been launched.



IPED has a debt of 3 million USD owed to former staff; and the hosting agreement with the government of DRC needs to be reviewed before the situation is conducive for work.

The Association for the Development of Education in Africa (ADEA) in collaboration with the Association of African Universities (AAU) organized a technical workshop on Higher Education Management Information Systems (HEMIS) benchmarking from 29 - 30 June 2017 in Accra, Ghana. Participants discussed on group sessions the content of a framework-tool for HEMIS. A committee was established to finalize the framework-tool.

Participants emphasized the need to identify HEMIS indicators that would be used to monitor the implementation of the Continental Education Strategy for Africa and Agenda 2063 with respect to higher education activities.

WORKSHOP TO VALIDATE CESA 16-25 INDICATORS FRAMEWORK

The Division co-organised with ADEA and Save the Children International, a workshop from 27th November to 1st December 2017 to validate the Continental Education Strategy for Africa 2016–2025 (CESA 16-25) Indicators Framework and Launch of CESA Clusters on Education Planning and Peace and Education.

During the four days of the workshop, participants deliberated and made inputs to several proposed Indicators for monitoring the implementation of CESA Strategic objectives. Also, they agreed on the reporting template to be used for reporting on CESA – The CESA Reporting template.

Dr. Beatrice K. Njenga, Head of Education Division and Officer in Charge of the Human Resource, Science and Technology Department in her opening remarks highlighted that the CESA Indicators Framework provides Africa with a credible mechanism for monitoring and following up on implementation progress of CESA 16-25. She added that it leans on the African Union's Agenda

2063 and is a domestication of the Global Education Agenda 2030 and SDG4".

The Education Planning Cluster which is to have oversight on all other CESA clusters and the Peace and Education Cluster were launched on the, 1st December 2017. The draft concept note and terms of reference as well as membership structure, available positions in the coordination of the clusters, as well as draft work plans were presented

to participants for their inputs and were endorsed. ADEA will be the Coordinating agency for the Education Planning Cluster

The workshop was attended by representatives of the Bureau of the STC-EST2, and from SADC, ECCAS and ECOWAS; several AUC departments, AU CIEFFA, AAU, ADEA, Save the Children International, Global Partnership for Education, UNESCO, UIS and UNICEF.

Africa Virtual and E-University Project Working Document

The Department of Human Resources Science and Technology, Education Division held a meeting to comprehensively review, enrich and complete the draft Africa Virtual and E-University Project Working Document from 23rd to 26th November 2017 in Addis Ababa, Ethiopia. The Project Working Document shall provide guidance and create an enabling environment for the implementation of this Agenda 2063 flagship. The revised draft was then presented to The Pan African University Council during their ordinary session meeting held on 26th November in Addis Ababa, Ethiopia for adoption. The Council recommended that the University be renamed Pan African University Virtual and E-Institute in consistence with the nomenclature of the other PAU Institutes.

15th Conference for Mathematics, Science and Technology Education in Africa (COMESTEDA 15)

From the 14th to 16th November 2017, Prof Callistus Ogol attended the 15th Conference for Mathematics, Science and Technology Education in Africa (COMESTEDA 15) held in Livingstone, Zambia. The Conference was organised by CEMASTE, a key partner of the AUC and member of the coordinating team for the CESA STEM Cluster. The theme of the Conference was Teacher Professional Development for Africa: Competencies and skills in Stem Learning Environment. COMESTEDA 15 was organized to bring researchers and scholars from member countries to present and discuss their research findings on competencies and skills in STEM learning Environment. The presentations in the conference focused on four

thematic strands, as follows:

- Strand 1: Teacher Professional Development in Africa: Towards lifelong learning practices;
- Strand 2: Teacher, Learning and Curriculum: Best Practices in STEM Education;
- Strand 3: STEM culture and Learning Environment
- Strand 4: Resources for Teaching and Learning STEM



Pan African University

The Pan African University consists of the following Institutes:

- The Institute for Basic Sciences, Technology and Innovation (PAUSTI), hosted by the Jomo Kenyatta University of Agriculture and Technology in Kenya (Eastern Africa);
- The Institute for Life and Earth Sciences (including Health and Agriculture (PAULESI), hosted by the University of Ibadan in Nigeria (Western Africa);
- The Institute for Governance, Humanities and Social Sciences (PAUGHSS), hosted by the University of Yaounde II in Cameroon (Central Africa);
- The Institute for Water and Energy Sciences (including Climate Change (PAUWES), hosted by the University of Tlemcen in Algeria (Northern Africa); and
- The Institute for Space Sciences (PAUSS), to be Coordinated by the Cape Peninsula University of Technology (CPUT) plus 7 other South African Universities (Southern Africa).

The Pan African University continues to play its core roles of training African elites in the fields of Basic Sciences and Innovation, Engineering, Life and earth Sciences, Environment, Water, Energy and Climate Change as well as humanities, governance and regional integration.

In the 2016/17 academic year, the main activities of the PAU focused on Students Admissions and Enrolments, development of new study Programs (MSc and PhD), Recruitment of long term academic staff, popularization of the PAU Programs, development of policy and strategic documents, the formation of a PAU Alumni Association, the finalization of the Host Agreements for the PAU Rectorate (in Cameroon) and the operationalization of PAU Institute for Space Sciences (in South Africa).

I. Students Admissions and Enrolments

In 2017, PAU admitted 458 (139 females and 319 males) new students. The following table shows the number of admitted students by institute:

Newly Selected PAU Students by Institutes (2017/2018 Academic Year)

Institute	MSc/MA		PhD.		Total
	Female	Male	Female	Male	
PAUGHSS	44	24	17	12	97
PAULESI	75	27	16	10	128
PAUSTI	90	28	34	12	164
PAUWES	43	26	-	-	69
TOTAL	252	105	67	34	458



II. Graduation of Students

In the 2017/2017 academic year a total of 212 students (141 males and 71 females) graduates from the Pan African University Institutes. The following table shows the number of graduates by Institute and dates of graduation.

The Pan African University contributes to the attainment of Aspiration 1 of the Agenda 2063 "A prosperous Africa, based in inclusive growth and sustainable development". So far, the PAU graduated 364 students (258 males and 106 females) with MSc. Degrees from the PAU Institutes. The breakdown is as follows:

**Graduates from the Pan African University Institutes
(2016/2017 Academic Year)**

Institute	Number of Graduates.			Date of Graduation
	Female	Male	Total	
PAUGHSS	34	25	59	20 January 2017
PAULESI	42	22	64	16 November 2016
PAUSTI	29	13	42	27 June 2017
PAUWES	36	11	47	28 September 2017
TOTAL	141	71	212	

III. Curriculum Development

In the 2016/2017 academic year PAU offered training programs in 37 fields of specialization (22 MSc./MA and 15 PhD). In its continuous attempt to review existing curricula and develop new ones (to ensure that the curricula are relevant and aligned to the requirements of the labour market as well as the human resources required for the public, private NGO sectors), PAU developed 7 new programs of study (6 MSc./MA and 1 PhD). While the 6 MSc. Programs are to be launched in the 2017/2018 academic year, the PhD program in translation will be launched in the 2018/2019 academic year.

**Graduates from the Pan African University
Institutes (2016/2017 Academic Year)**

Institute	Number of Graduates.		
	Female	Male	Total
PAUGHSS	70	40	110
PAULESI	60	24	84
PAUSTI	77	20	97
PAUWES	51	22	73
TOTAL	258	106	364

Newly Developed Programs by Institute and Area of Specialization

Institute	Degree	Area of Specialization
PAUGHSS	PhD	Translation
PAULESI	MSc.	<ul style="list-style-type: none"> • Photochemistry and Medicinal Plant • Veterinary Medicine (Avian Medicine option) • Veterinary Medicine (Vaccines Production and Management option); and • Sports Development and Policy Management Studies.
PAULESI	MSc.	<ul style="list-style-type: none"> • Mechanical Engineering; and • Mechatronics Engineering.



the outcomes of the shortlisting exercise were presented during the meeting of the PAU Senate, interviews of shortlisted candidates were carried out between 20 and 24 November 2017. It is expected to on-board selected candidates in 2018.

V. Pan African University Institute for Space Sciences

The preparations are far advanced for the launch of the Pan African University Institute for Space Sciences in South Africa in the near future. More precisely, the draft Host Agreement is currently being finalised by the AU Commission and the South African counterpart. Officials and experts from relevant Ministries (Department Of Higher Education and Training and the Department of Science and Technology) have been working very closely with the experts of the African Union Commission to finalize the necessary administrative and legal requirements to make the Space Science Institute operational.

The joint roadmap developed to operationalize the Space Science Institute puts a timeline for signing the Host Agreement in by the end of 2017 and the launching of the Institute in the first quarter of 2018. The first group of students will be admitted in January 2019.

VI. Preparation of PAU Policy Documents

The PAU has been engaged in the preparation of various policy documents that will guide its future development and operation. Towards this end, consultants have been engaged and are in the process of developing the following policies:

- The Pan African University's Strategic Plan;
- The PAU Communication strategy for the 2017-2020 (is developed, validated in a stakeholders' workshop and will be published soon);
- The PAU Financial Management and Operational Manual;
- PAU Staff Rules and Regulations, Salary Schemes and

IV. Recruitment of long term Academic Staff

The recruitment of the permanent academic staff for the PAU Institutes is a priority area in order to ensure a smooth running of the teaching and research activities. In an effort to recruit long term academic staff for the PAU institutes, two calls were launched between August 2015 and February 2016 inviting suitable and qualified professionals for 74 academic positions. The calls received a total of 260 applications in response for the first call, and 247 following the second call. The PAU later coordinated the establishment of committees of experts in areas of Higher Education and experts in the fields advertised with the support of the Directorate for Administration and Human Resource Management to screen, shortlist and interview candidates in 2017. While



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Management Structures;

- The PAU Research and Publication Policy;
- PAU Policy Document on Entrepreneurship;
- Planning and Implementation Steps for Financial Sustainability for the Pan African University;
- Initial Quality Assurance Framework for the Pan African University; and
- Academic Rules and Regulations for the Pan African University.

VII. Visibility of PAU

PAU took part in three international fora and popularized its training programs (by distributing brochures and information kits):

- First Edition of the International Salon of African Students Fair (Afrique Campus), Co-organized by the Government of Chad and the African Union Commission, held at the Palais du 15 Janvier in N'djamena, 23 -25 February, 2017, N'djamena, Chad. The PAU stand was visited by close to 5,000 individuals;

- Science Forum South Africa, organized by the South African Department of Science and Technology, held at the International Convention Center of the South African Council for Scientific and Industrial Research, 8-9 December 2016, Pretoria, Republic of South Africa. The PAU booth was visited by 1,500 individuals;

- ADEA 2017 Education and Training in Africa on the theme Revitalizing Education Towards the 2030 Global

Agenda and Africa's Agenda 2063, Organized by The Association for the Development of Education in Africa (ADEA) held at the Abdou Diouf International Conference Center (CICAD), Diamniadio, Dakar, Senegal, 14-17 March, 2017. The PAU Stand was visited by 2,500 individuals.

VIII. Establishment of the PAU Alumni Association

A draft constitution of the PAU Alumni Association was developed in-house and was presented during the PAU Planning and Coordination Meeting on 3 August 2017. The Association is expected to play a crucial role in tracing the graduates, providing feedback about the relevance of curricula, creating excellent opportunities for PAU students to do their internship and research work, etc. A workshop for establishing the PAU Alumni Association was held in Addis Ababa on 12 and 13 December 2017 and elected its Executive Committee members.



African Union - International Centre for the Education of Girls and Women in Africa (AU/CIEFFA)

The African Union - International Centre for the Education of Girls and Women in Africa (AU/CIEFFA) is a specialized institution of the African Union since 2004, dealing with women and girls' education following Decision Assembly/AU/DEC.44 (III). The centre is located in Ouagadougou, Burkina Faso.

AU/CIEFFA has been established under the Department of Human Resources Science and Technology at the African Union Commission to coordinate the promotion of girls and women's education in Africa, with a view of achieving their economic, social and cultural empowerment.

The centre works closely with AU member States and government, civil society and international partners to implement its programme and activities and maintains

specific working relationship with UNESCO to ensure a strong partnership in the implementation of its programs.

This report outlines the activities undertaken by AU/CIEFFA in 2017.

1. PROGRAM ACTIVITIES OF AU/CIEFFA

Girls' and women's education remain the most powerful weapon to achieve gender equality and women's empowerment in Africa, in order to promote and sustain the desired changes in the community and society. African Union (AU) Member States have placed education at the center of their development programs and have established national institutions to directly work to develop and implement actions to improve access.



However, discussing challenges related to girls' and women's retention in the educational system and their performance, engaging serious and in-depth debates in this area and meaningful participation remain difficult matters for many countries. The current issue being addressed as a momentum in 2017 is the theme of the year, known as "Harnessing the demographic dividend through investments in youth". The AU/CIEFFA will support countries, organizations and various initiatives to implement the approved frameworks such as Agenda 2063, SDGs, CESA, etc. while mobilizing strategic and technical partnerships.

The implementation of the mandate of AU/CIEFFA, for now, is mainly focusing on the sharing of information and expertise to Member States, various stakeholders and strategic partners on one side, and research and consultancies on the other side. Below is activity report for the year 2017.

The following are the major meetings organized by AU/CIEFFA in 2017.

1.1 High Level Dialogue

The High Level Dialogue on "Gender equality and Education" was held on 26 January 2017 in Addis Ababa, Ethiopia on the margins of the 28th AU Summit. This one-day meeting brought together Ministers in charge of Higher education and scientific research, Ministers of Gender and very high level personalities and experts, including partners. The meeting addressed areas such as: i) Realizing the rights to Education as a key to harnessing the demographic dividend, ii) Education in Emergencies, iii) Creating the future: Economic empowerment for young women

the numerous recommendations of the HLD, the following were the main outcomes for the way forward:

1. Institutionalizing the High Level Dialogue on Gender Equality and Education annually on the margins of the January AU Summit by AU/CIEFFA and partners;
2. Appointment of an AU Special Rapporteur on Girls' and Women Education with a political mandate on the rights of girls to access schools and complete at least secondary schooling in spite of eventual break-ups in their schooling;

3. Sharing of best practices and challenges faced in retaining girls and young women in schools and universities;
4. Addressing gender stereotypes in the curricula and from the environment such as from parents, teachers and the community;
5. Developing strategies to access to formal and informal education for socially vulnerable girls and young women.



1.2 Dialogue with religious and traditional leaders

Given the important role played by the religious and traditional leaders in Africa, and specifically towards advocacy on social issues, AU/CIEFFA organized in Burkina Faso on 26 May 2017 a Dialogue with the local leaders on "Retention of girls at school" as a first step of a long process. The goal was to foster and accelerate the involvement and accountability of the key players who are essential to the desired changes. Together with these community representatives and stakeholders, there was an in-depth examination of the problems of girls' education and retention at school, drawing on their experiences to implement approaches Innovations to eradicate barriers and address the challenges of education and empowerment of girls and women.

Specifically, the dialogue led to the clarification of global perceptions of girls' and women's access to education inside the local communities, identification of persistent obstacles as observed, efforts to propose strategies that could help to improve the retention rates of girls in school. The dialogue led to the definition of the roles and responsibilities of the stakeholders.

1.3 Enhancing Institutional and Legal Environments for the Rights of Girls and Women's Education

AU/CIEFFA organized a capacity-building session at the Headquarters of the Pan African Parliament (PAP) in Midrand, South Africa on 13 May 2017 to acquaint parliamentarians on the status of existing legal instruments, policies and any other frameworks pertaining

directly or indirectly to girls' and women's education in Africa. The title of the workshop was "Enhancing our Institutional and Legal Environment for the Rights of Girls and Women's Education". The session aimed to i) present a Compendium on global, continental, regional and national legal framework and policies, relating to education; ii) identify existing national and regional legal and political frameworks pertaining to girls and women's education adopted and ratified; iii) share best practices on existing policies taken by national Parliaments and Governments, and outline the reasons that explaining why retention, transition and achievement rates are still very low in Africa; iv) identify key strategies for reinforcing legal instruments/frameworks in Africa for girls and women's education in Africa

The achieved outputs are as follows: i) Better understanding of legal aspects on frameworks/instruments relating to girls and women's education, ii) clearer formulations of strategies, actions and mechanisms to enrich the strategy in view of improving inclusion in education conducting proper analysis of implementation and effectiveness of legal frameworks related to girl's education in Africa, iii) recommendations for additional Legal tools to enhance girls' and women education; iv) elements for drafting a document like a Protocol or a Convention pertaining on girl's and women's education in Africa.



2.4 Breakfast Meeting

AUCIEFFA held a breakfast meeting on "Reaping demographic Dividend: Why invest in girls' education" on the margins of the 29th AU Summit in Addis Ababa on 30th June 2017. The participants comprised of members States, journalists, partners and few observers. The objectives of this meeting were as follows: a) address funding matters on human capital and financing social development to achieve the demographic Dividend; b) define strategies enhancing women's participation as a prerequisite to economic growth; c) outline changes in policy and institutional settings in Member states on human capital development.

The Outcomes of the meeting were:

- Pledge for further investments in girls and women's education in Africa from AU Head of State or Representative
- Best practices on returns on investment in girls and women's education
- Policies underlying to return on investment in human capital



1.5 Forum on "Strategies for retention and completion of girls and young women in the educational system"

This forum was organized in Mauritius from 10 to 12 July 2017 and is a follow-up of previous meetings held on Retention and quality achievement for girls and young women in education systems in Africa. Previous meetings had underlined the challenges faced in retaining learners at all levels and the "how" in the process of bringing solutions to the challenges. Therefore, the present meeting appears to be the next step to be tackled in order to engage real and sustainable changes. It aims to present proposed strategies on attracting more girls and young women to Science, Technology, Mathematics & Engineering (STEM) and Technical Vocational Education and Training (TVET), inspired by the existing strategies, taking into account the gender sensitivity and equal access, retention and completion that lead to sustainable livelihoods, innovations, creativity and job creation. Addressing girls and young women in STEM, TVET, men-dominated sectors, and similar domains of study and work appear to be new orientations and next steps to target quality learning within gender sensitive environments while tackling the improvement of legal and institutional environments for safe learning.

Beyond sharing experience through presentations, discussion, exchanges, and various innovations led by women, testimonies were delivered by female role models, participants took note of a Call for Action, gathering the main recommendations made to fight against the main challenges identified during the three-day debates on the thematic of the forum.



2. RESEARCH STUDIES

2.1. Analysis of gender-sensitive teaching and learning environments in the Pan African University

GIZ undertook a study on the analysis of gender in the Pan African University in 2015. One of the recommendations underscored that “a certain review of the curricula with a gender lens could contribute to relevance and meeting state of the art standards”. AU/CIEFFA decided that as part of its mandate, it needed to outline the gender sensitiveness of teaching and learning environments (GSLEs) within the Institutes of the Pan-African University (PAU).

Four components of Gender-sensitive teaching and learning environment were considered in this study: (i) Institutional readiness at the level of leadership and management; (ii) extent of gender mainstreaming in the curricula/programs and faculty training; (iii) students’ perceptions of gender issues and their effects on quality of teaching and learning environments; (iv) observations of students’ learning and living conditions and sociocultural environments.

The study revealed that the Pan African Universities (PAU) are confronted with different challenges in meeting their goals to deliver quality education, as well as taking into account gender sensitivity in their teaching and learning environments. They face the following challenges: persistent gender imbalance especially in Science, Technology, Engineering and Mathematics (STEM) fields which limits women’s participation to advanced postgraduate training and research; poor infrastructure particularly physical facilities such as libraries, laboratories, lecture halls as well as accommodation; lack of appreciation of gender issues in the learning institutions.

2.2. Report of gender stereotyping in Technical vocational Education and Training: assessing the facts, challenging the myths

This paper outlines some of the factors, myths, and educational practices that have hindered access, retention,

and success of girls in male-dominated TVET programmes. It is suggested that STEMitization of the curriculum from the lower levels of the education system will empower and expose young girls to a wide array of vocational careers that they can pursue outside the traditionally female-dominated occupations. Targeted research on the role of parents, peers, role models, culture and tradition on the choice of TVET programmes by girls will provide evidence-based information and data to minimise gender stereotyping in TVET.

Based on UNESCO’s definition, “TVET is a comprehensive term -referring to those aspects of the educational process, such as the study of technologies and related sciences as well as the acquisition of practical skills, attitudes, understanding, and knowledge relating to occupations” in various sectors of economic and social life and could be accessible to males and females. The report also underlined facts as well as myths surrounding gender-based discrimination in TVET. Despite all the advocacy for greater participation and representation of girls in all sectors of education and training, traditional patterns of occupational segregation still persist. Gender stereotyping in TVET is a complex issue. Female students are not represented or are under-represented in disciplines traditionally associated with boys and men, such as STEM programmes. It was found that STEM factor is important in Girls education because those who take STEM subjects seriously have wider chance of career path in future, including TVET in all sectors of choice.

African educational systems must encourage both girls and boys in STEM subjects at all levels. “STEMitizing” curricula, learning content and teachers training is required. Examples from Universities in Ghana, Zimbabwe and Nigeria showed little progress, far from what was expected. Some figures from developed countries, such as USA, Canada, show that gender stereotyping in TVET, STEM is universal problem and male dominated occupations are not just an “African phenomenon”. Some recommendations were pinpointed to start improving girls and young women access, retention and quality achievement in TVET sectors.

Science and Technology Division

The Division of Science and Technology contributes to the whole mandate of the Department of HRST by supporting the development, harmonization, coordination and implementation of science and technology policies in AU Member States and Regional Economic Communities (RECs). The work of the Division is guided by a common policy science and technology document, and in this instance, STISA-2024 which has been developed within the overall framework of the AU Agenda 2063 and adopted by Heads of State and Government in June 2014. The Division ran with a program budget close to 3 million USD that enabled it to successfully implement the bulk of the activities reported herein.

Science, Technology and Innovation

The development of science, technology and innovation on the continent is driven by the Science, Technology and Innovation Strategy for Africa (STISA -2024), a ten-year strategy that was adopted by the AU Assembly in 2014, to build a sustainable and stronger research and development enterprise capable of translating scientific discoveries into products, services, and processes required for Africa's economy and society as articulated in Agenda 2063 and the Global Sustainable Development Goals (SDGs). In response to STISA-2024 implementation, the Member States, RECs, the Commission, NEPAD Agency, and other regional institutions launched a number of projects with a view to deploy science, technology and innovation across various socio-economic sectors. The Division of Science and Technology is therefore delighted to present some of the key interventions launched in the implementation of this strategy.

1. African Union Kwame Nkrumah Scientific Awards for Excellence

The Commission believes that a strong science and technology in the continent requires public understanding and participation of the African citizenry in recognition of the dynamic relationship between R&D, funding and the use of the products of research in the society. This is critical for encouraging and promoting creative talents and a culture of science, invention, research and innovation to contribute to address social, economic and environmental challenges.

Public outreach that raises the profile and central role of science, technology and innovation in the continent is therefore important for drawing the attention of African public, politicians, philanthropes, practitioners and professionals, to boost the development of STI in the continent. The Commission has launched a number of programmes in this area and one of these programmes is the African Union Kwame Nkrumah Scientific Awards

for Excellence which the Commission implements jointly with the Member States and the Regional Economic Communities. The programme is supported financially by the European Commission and technically by the African Academy of Sciences. The programme recognizes excellence in science, technology and innovation for young researchers, women and pioneer scientists in the continent by awarding them prizes ranging from USD 2,000 – 100,000.

The 2017 Edition of the programme was successfully implemented and the winners were awarded in January 2018. The two successful laureates to receive this prestigious science award, comprising of a Cash Prize of USD 100,000, a Medal and a Certificate, were Prof. Robert P. Millar from South Africa, for the Life and Earth Sciences category, and Prof. Maaza Malik from Algeria, for the Basic Science, Technology and Innovation category.

2017 Kwame Nkrumah Continental Award winners



Life & Earth Sciences

Professor Robert P Millar FRSE FRSSA
Director: Centre for Neuroendocrinology
University of Pretoria,

Research Fellow: Institute for Infectious
Diseases and Molecular Medicine
University of Cape Town

Research Fellow: Centre for Integrative
Physiology
University of Edinburgh



Science, Technology and Innovation

Prof. Maaza Malik
Africa & International Relations Manager,
iThemba LABS-National
Research Foundation,

UNESCO UNISA Africa Chair in
Nanosciences & Nanotechnology

Fellow of the African Academy of Sciences
Fellow of the Royal Society of
Chemistry-London
Fellow of the New York Academy of Sciences
Fellow of the Islamic Academy of Sciences

2. The African Union Research Grant Programme

An instrument to support research on the Continent

The African Union Research grant programme is a platform for the implementation of the Africa's Science Technology and Innovation Strategy-2024 which addresses the aspirations identified under Agenda 2063 and Priority 3 on Human development of the EU-Africa partnership. In December 2015, the Commission signed a contract agreement to the tune of 17.5 Million Euros under the PanAf financing envelop with the European Union to fund a second phase of the African Union Research Grant Program.

The EU-Africa Joint Strategy through the College-to-College endorsed the AU Research Grant as a one of the early deliverables of the Partnership on STI. The 1st African Research Programme received financing from the 10th EDF Intra-ACP Envelop of 14.7 million Euros. The Commission in collaboration with the European Commission launched two Calls (in 2011 and 2012) that provided funding for research in Post-harvest & Agriculture; Energy, Renewable & Sustainable Energy and Water & Sanitation, with the inclusion of climate change and fisheries. 20 lead institutions received a grant ranging from €500,000 to €750,000 to do research in 46 locations of Africa, involving a network of 54 research institutions established between Africa, Europe and New Zealand.

In 2017, under phase two of the programme, the assessment process of 265 proposals received during the open call for research proposals on the theme 'Sustainable Agriculture' continued from January to July 2017 by external assessors. Nine lead institutions were selected to be funded, these are: Makerere University Uganda, University of Greenwich Natural Resources Institute, UK, West Africa Center for Crop Improvement, Ghana, Universidade de Coimbra, Portugal, Kenya Agricultural



Evaluation Committee of the 2016 Open Call for Proposals

and Livestock Research Organization, Kenya, FIFAMANOR (Rural development and applied research centre in crop and livestock; Fiompiana Fambolena Malagasy, Pest management Center, Sokoine University of Agriculture, Tanzania, West African Science Service Center on Climate Change and Adapted land use Burkina Faso, Department of Agricultural Research Services at Kasinthula Agricultural Research Station, Malawi. The nine leads in a partnership network of over 27 other collaborating institutions will receive grants ranging from USD 500,000 to 1000,000, this will be awarded in January 2018.

In the course of the year, a team of external auditors from Ernst &Young were engaged to audit the grant processes of the 2016 open call for proposals. In addition to the assessment of proposals, review of final financial and technical reports including closure continued for previous projects of the first phase calls of 2011 and 2012, with 17 out of the 20 projects having rounded up their research activities. Preparation for launching of another call in January 2018 on the theme 'Agriculture and food systems for nutrition' is in progress. Please watch out for the call publication on AU website: <http://au.int/aurg>

3. The 4th Senior Officials Meeting of the African Union – European Union High Level Policy Dialogue on Science, Technology and Innovation



The AU-EU High-Level Policy Dialogue (HLPD) on science, technology and innovation serves both (1) as a political structure (endorsed by the 3rd EU-Africa Joint Summit in Tripoli in 2010 and launched in October 2011), that

enhances dialogue through promoting better common understanding, building mutual trust and ownership of the joint partnership; (2) as a technical platform for defining and setting priorities of mutual benefit for current and

future collaboration and joint implementation design.

The Senior Officials of the AU-EU HLPD on STI meets bi annually and the 4th meeting was hosted by the Directorate General for Research and Innovation of the European Commission in Brussels from 17-18 October 2017 after series of video conference planning meetings during the year. The event gathered together around 80 participants from the AU and EU member states, the African Union Commission, the European Commission and EU-funded projects involving African and European partners.

The meeting reviewed the implementation process of the AU-EU Research and Innovation Partnership on Food and Nutrition Security and Sustainable Agriculture (FNSSA), in which the African Union Research Grant serves as a tool for its implementation. The meeting also discussed next steps, considered and adopted the second Roadmap towards an AU-EU Research and Innovation Partnership on Climate Change and Sustainable Energy (CCSE). Lessons from the Africa-Europe long-standing cooperation in health research and horizontal policies of cooperation, such as open science and smart specialisation were also discussed.

H.E. Professor Sarah Anyang Agbor, Commissioner for Human Resources, Science and Technology of the African Union and Dr Wolfgang Bartscher, Deputy Director General for Research and Innovation of the European Commission, delivered the keynote speech.

4. African Union High Level Panel Report on Emerging Technologies

It will be recalled that in response to the implementation of STISA 2024, in July 2016, the AU Summit endorsed the request by the Specialized Technical Committee (STC) on Education, Science and Technology that the NEPAD Agency, working with the AU Commission, should advise member states and Regional Economic Communities (RECs) on matters of technology prospecting, including regulatory and ethical requirements, that need to be put in place in order for the continent to benefit from emerging technologies for economic development and environmental sustainability. Noting that the adoption and application of emerging technologies are essential part of Africa's development, the Chairperson of the AU Commission appointed a ten-member African Union High-Level Panel on Emerging Technologies (APET) to advise the Union, its various organs, and Member States on how Africa should harness emerging technologies for economic development. In 2017, following electronic and face to face consultations, the panel members suggested 10 Emerging Technologies (gene drive/gene editing, micro-grids, drones, precision agriculture, water purification, 3-D printing, next-generation medicines, next-generation

batteries, synthetic biology and artificial intelligence) because of the profound impact they have on the lives of the African population. The Panel further carefully selected the first round of 3 technologies out of the 10 which were analysed and deliberated on, these were: Gene Drive for control and elimination of malaria; Drones in the horizon: transforming Africa's Agriculture and Micro-grid to empower communities in Africa. The objectives of the analyses included identifying problems to be solved (urgency), potential risks and benefits (regulatory and ethical), relevance, maturity and political urgency and, finally, available African competences and skills. So far, detailed report is available for all 3 technologies and an abridged progress report has been produced to be distributed during the AU heads of states summit in January 2018. The panel presented their report to Ministers in charge of Education, Science and Technology during the 2nd STC on Education, Science and Technology in Cairo from 21- 23 October 2017.

4. Africa Participate In The Global Space Exploration Conference (GLEX 2017)

Some African countries attended the GLOBAL SPACE EXPLORATION CONFERENCE (GLEX 2017) that was organised by The International Astronautical Federation (IAF) and hosted by China in Beijing 6 – 8 June 2017. The Conference brought together leaders and decision-makers within the science and human exploration community – engineers, scientists, entrepreneurs, educators, agency representatives and policy makers to discuss recent results, current challenges and innovative solutions and opportunities to learn about how space exploration investments provide benefits as well as discuss how those benefits can be increased through thoughtful planning and cooperation. The Commission was also represented by Mr. Hambani Masheleni Senior Policy Officer who participate in the session on "The Role of African Space Nations in Global Space Exploration" and presented the African Space Policy and Strategy, as one of the key continental instruments that brings Member States to collectively address the multifaceted developed challenges that often transcend national boundaries such Climate



Change, Food Security, Digital Infrastructures, Global Health, disease outbreaks (Ebola 2014 in West Africa). He underscored the need to harness the range of existing capacities, for example, in space faring countries such as Nigeria, Algeria, South Africa, Egypt, and most recently Ghana, Kenya and Ethiopia, while leveraging international cooperation. For this to happen, both political and public support are needed. The long-term Agenda 2063, that commits African countries to deliver on aspirations of the citizens, is underpinned by various development and investment strategies; and flagship programmes. The African Outer Space Programme is one of the flagships, whose goals are to improve the space economy and quality of lives of African citizens; and to develop and maintain human capital, space infrastructure and capabilities, that service an African market and beyond, in the areas of Earth Observation; Navigation & Positioning; Satellite and Communications; and Space Science & Exploration. He further highlighted that the space policy will promote the establishment of an African Space Agency building on existing National Space Agencies and an Institute of Space Sciences, under the Pan African University, as a strategy for human capital development.

5. Commissioner for Human Resources, Science and Technology Addresses Science Forum South Africa 2017



H.E. Prof Sarah Anyang Agbor:
<https://www.youtube.com/watch?v=iUQnLPF0oXg>

H.E. Commissioner for Human Resources, Science and Technology, Prof Sarah Anyang Agbor addressed the Science Forum South Africa 2017, which was opened by H.E. Deputy President of the Republic of South Africa Mr. Cyril Ramaphosa. The forum which was organised from the 7th to the 8th of December 2017 in Pretoria South Africa, by Department of Science and Technology under the leadership of Honourable Minister of Science and Technology in South Africa, Madam Naledi Pandor, was attended by Ministers from Africa and beyond, distinguished leaders in science and technology and funding organizations among others. The theme of the forum was "Igniting Conversations about Science and

Technology" and its objectives seek to create a platform for a vibrant debate on the role of science, technology and innovation in society; promote international science, technology and innovation partnerships; and harness the potential of science as an instrument for growth and development. The African Union Commissioner for Human Resources, Science and Technology, Prof Sarah Anyang Agbor in statement, observed that Science Forum South Africa was evolving into a powerful platform for advancing science and technology which are important for the economy and society. She also underlined that the AU Agenda 2063 is "both a Vision for Africa and a Call to Action to all segments of African society to work together to build a prosperous and united Africa based on shared values and a common destiny". To achieve this, she said that Africa needed a stronger, more dynamic and sustainable research enterprise that mobilizes different segments of economy and society: academia, research, industry, funding institutions, public and private sectors to work together. She outlined the continental strategies in Education and Science and Technology that foster human capital development, empowerment of the youth and accelerate African countries to knowledge based economies. "These strategies" she said "are designed to enable Africa break down barriers that create a fragmented science, technology innovation system on the continent through strengthening coordination and addressing weak levels of investment in both education and research. She stressed the need to reach out to key stakeholders across the countries, across sectors and policy spectrum to promote a multi-disciplinary cross fertilization approach that creates new value chains, adds value to African natural resources and accelerates the diffusion of breakthrough innovations into industries and society".

During the forum the Commissioner participated in a number of sessions including on Science Rapid Response Mechanisms, where she focused on the role of science and technology in public policy formulation and Action, with emphasis on the complexity, inter-connectedness, relationships of disasters and the damage they cause on humanity, environment, ecosystems, and economies. She stressed on the need for Generation and Access to Data, as well as Capacities and Skills to interpret the data, design, maintain and operate the Rapid Response Mechanisms on the continent.

The Commissioner had other bilateral meetings with representatives of many continental and international organisations. She met with Honourable Minister of Science and Technology in South Africa, Madam Naledi Pandor where they discussion the strong participation of African countries in the AU science agenda. Minister Naledi Pandor reiterated the support of South Africa to the Commission.

6. Commissioner Speaks at the 5th Brazil Africa Forum: “Trends in Innovation and Technology for Sustainable Development”



Innovation and Technology is on the global agenda as a crucial pathway for poverty reduction and sustainable economic growth. The Instituto Brazil Africa organized a High-Level Forum on the “Trends in Innovation and Technology for Sustainable Development” at the Sheraton World Trade Centre (WTC), in Sao Paulo, Brazil and invited H.E. Commissioner for Human Resources, Science and Technology, Prof Sarah Anyang Agbor. The Forum presented an opportunity to address captains of Industry, business leaders, scholars, and potential investors and strengthen partnerships in education, science, technology and innovation and youth

development. The Commissioner in her speech reiterated that the AU Agenda 2063 recognises STI as major driver and enabler for achieving development goals. She referenced the Science, Technology and Innovation Strategy for Africa (STISA 2024), Continental Strategy for Technical and Vocational Education and Training (TVET) and Continental Education Strategy for Africa (CESA 16-25).

The commissioner emphasized that the lack of training to develop critical technical skills in engineering and sciences means Africa will continue to rely on imported expertise, which comes at a huge cost and has serious implication for Africa’s future skilled population. The commissioner went further to give solution that the development of major infrastructure projects advocated in agenda 2063 needs to be supported by a sustainable knowledge system.

7. First OIC Summit on Science and Technology in Astana

Designated by AUC Chairperson to represent the Commission, Commissioner HRST H.E. Prof, Sarah Anyang Agbor addressed Heads of State and Government and official delegations of member States of the Organization of Islamic Cooperation (OIC) at its first Summit on Science and Technology.

In her address, she stressed on the role of scientific advances and technological innovations in driving African countries to attain economic growth and sustainable development, through a strong, dynamic, and sustainable research enterprise capable of translating scientific discoveries into products, services, and processes that are required by the society and economic development.

She emphasized that this has led the African Union to adopt the Science, Technology and Innovation Strategy for Africa (STISA-2014) as a ten-year platform within the framework of Agenda 2063 for deploying Science, Technology and Innovation in the continent to foster social transformation and economic competitiveness.

She advocated for further strengthening of the African Union cooperation with OIC and urged the Islamic Development Bank to avail resources within the framework of the Science, Technology and Innovation Funds to support the implementation of STISA-2024 in African Union Member States.

8. AU-US High Level Dialogue

The Department of HRST within the overall framework of MoU for cooperation between the African Union and USA, leads the Technical Working Group on **“Promotion of Opportunity and Development”**. This priority area focuses on Health, Education, Humanitarian resilience; and enhancement of the role of Youth and women including promotion of technical and scientific cooperation, exchange programs, capacity building and research and development. It is a direct response to the implementation of the AUC Strategic Plan pillar no 2: on Social, Economic and Human Development, the AU Agenda 2063 Aspiration 1: “A prosperous Africa based on inclusive growth and

sustainable development.” It also addresses the U.S. Government’s Strategy towards Sub-Saharan Africa Pillar 4: Promote Opportunity and Development.

The AU-US High-Level Dialogue on ‘Promotion of Opportunities and Development’ took place in November 2017 with the aim of reviewing partnership in various areas including: Youth engagement, women’s empowerment, health, migration and mobility.

In her remarks, HRST Commissioner, H.E Prof Sarah Anyang Agbor, introduced the AUC team and emphasized that the AU-US partnership is important for Africa is critical is contributing to the achievement of the goals and aspiration of the AU Agenda 2063.

The Commissioner made a detailed presentation of the AU-US partnership which helped in taking stock of the effective contribution of the US in AU Agenda 2063.

10. AU-US High Level Dialogue

“HRST Commissioner, H.E Prof Sarah Anyang Agbor, Ag. Director for HRST Dr. Mahama Ouedraogo and the Head of Youth Division Ms. Prudence Ngwenya took part in the 5th African Union Commission (AUC) / United States High Level Dialogue on 16 November 2017 in Washington DC, USA. The High Level Dialogue falls within the framework

of the Memorandum of Understanding (MoU) signed by the AU Commission and the US Department of State on 30 January 2013 which puts in place a structured process for dialogue on matters of strategic importance as well as cooperation.

In her opening remarks, the AUC HRST Commissioner, H.E Prof Sarah Anyang Agbor, underscored the importance of AU-US partnership for Africa. She indicated that the AU-US partnership responds to AU Agenda 2063 Aspiration 1: “A prosperous Africa based on inclusive growth and sustainable development and Aspiration 6 on unleashing the potential of youth and women to contribute in the development of the continent. She also referred to evident linkages with the AUC Strategic Plan (2014-17) Pillar no.2 on “Social, Economic and Human Development.”

The meeting also discussed the importance of the promotion of opportunities of Africa’s key demographic – the Youth and the urgent need to harness its potential to positively influence Africa’s economic development. Addressing the Technical Working Group on Opportunities and Development, USAID Senior Deputy Assistant Administrator, Ms Cheryl Anderson emphasized that the US government strongly supports the AU’s Agenda 2063 and believes in inclusive development for all Africans.”

11. Towards an African Space Agency - AFRICAN OUTER SPACE PROGRAMME

The African Outer Space is a Flagship programme of Agenda 2063 which recognizes the pivotal benefits of space technologies, applications and resources in driving Africa’s socio-economic development,

The Assembly of Heads of State and Government in January 2016 adopted the African space Policy and Strategy through the Decision. Assembly/AU/Dec.589 (XXVI), as the first set of instruments for an operational African outer Space Programme in the four domains (i) Earth Observation, (ii) Satellite Communication (iii) Navigation and Positioning, and (iv) Space Science and Exploration.

This Decision further called for the evaluation of legal,



structural and financial implications of the African Space Agency. In response to the implementation of the Decision, the Commission engaged Space Experts from Member States to develop the Draft Statute for African Space Agency, which was considered by the Specialized Technical Committee on Education, Science and Technology (STC-EST).

The Commission has further opened applications for interested Member States to host the African Space Agency. So far, five Member States have expressed interest of hosting the Agency, and the Commission will be moving ahead with opening the bid.

SCIENCE AND TECHNOLOGY DIVISION

In parallel, a series of instruments have been developed to assess the African space technological heritage and conduct gap analysis in (i) Earth Observation, (ii) Satellite Communication (iii) Navigation and Positioning, and (iv) Space Science and Exploration, (v) Space Physics, and (vi) Space engineering

12. GMES and Africa: Building and Reinforcing Earth Observation in Africa

The GMES & Africa initiative organized information sessions in collaboration with the Regional Economic Communities (RECs), for potential applicants for its Grants, across the five regions of Africa (Kigali, Dakar, Harare, Cairo and Libreville) between the months of February and April 2017. The sessions were providing the opportunity to expose the participants in the various regions to critical information on the Guidelines on the Call for Proposals with a view to ensuring that the institutions are adequately aware of the procedures for application.

In March 2017, GMES and Africa launched a continent-wide competition among young people in Africa to design its corporate logo. Entries were received from 208 young people across Africa. The jury selected the entry by 28 year old Dominick Asman of Tanzania as winner.



In May 2017, the African Union Commission launched the Call for Proposals for the Global Monitoring for Environment and Security in Africa (GMES & Africa) Grants. Twenty-seven applications were received from various consortia of institutions across the continent. Subsequently, a process was launched through AUC Procurement to recruit a team of assessors for the purpose of evaluating the proposals received in response to the Call, and supporting the Evaluation Committee set up by the African Union Commission to select suitable proposals for the GMES and Africa Grants. Proposals from the following 13 (thirteen) institutions were selected after the full assessment. The AUC organized an Award Ceremony for the winning institutions of the GMES and Africa Grants on the 28 November 2017, on the margins of the AU-EU Summit in Abidjan, Cote d'Ivoire. The event also coincided with the unveiling of the GMES and Africa official logo.

The event was co-presided over by the Minister of Environment of Ivory coast Mrs. Anne Ouloto representing the Prime Minister and the Commissioner for Human

Resources, Science and Technology, H.E Professor Sarah Anyang Agbor who described the award as success deserved on the part of the awardees, who prepared formidable proposals that went through a rigorous process of appraisal before being selected for the grants. These institutions, she continued, have undoubtedly



proven their experience and expertise within their areas of competence, including Earth Observation and natural resource management. She further noted that the selection of 13 eligible, qualified and capable consortia of institutions for the implementation of GMES and Africa is also a strong indication of the potential for African institutions to collaborate and enter into joint ventures for the benefit of the continent.

The HRST Commissioner said the formation of consortia among African regional and national institutions under the banner of GMES and Africa is ample demonstration of the strides we can make together despite variations in our local developmental priorities.

A capacity building workshop was organized for the winning consortia, from 29 November to 1 December 2017, on the margins of the AU-EU Summit. The capacity



building program, which drew participants from among representatives of awarded consortia, entailed training by officials from AUC Finance, Strategic Planning and Procurement, with the aim of familiarizing the Consortia with the Commission's grants management, financial, procurement and reporting rules and standards.

The African Scientific, Technical and Research Commission (STRC), Abuja

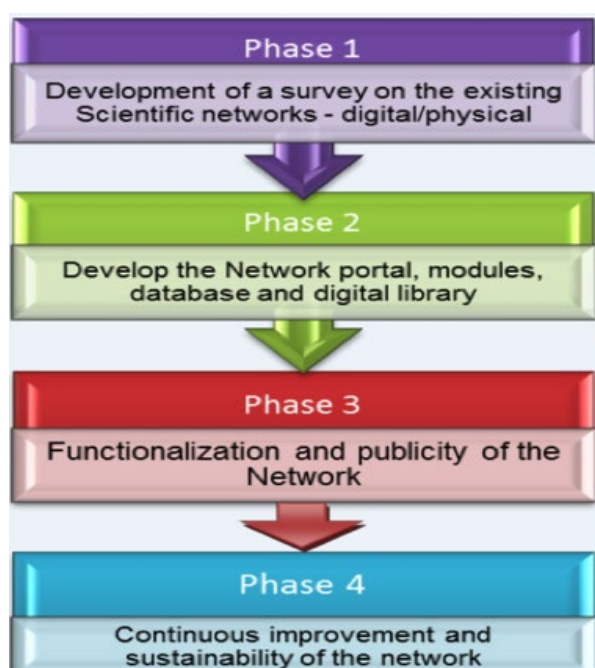
The African Union Scientific, Technical and Research commission (STRC) of the African Union is a specialized institution of the African Union with a long history founded in 1954, the AU-STRC has been at the vanguard of promotion of science and technology in the past 5 decades at continental level. The AU-STRC is mandated to implement programmes and projects that are guided by the Science Technology Innovation Strategy for Africa 2014-2024 (STISA-2024) as of this reporting period from January 2017 to date; considerable progress has been made in the implementation of projects and programmes: African Union Network of Sciences (AUNS); Mitigating the Impact of Natural Hazards in Africa; Africa Health Research Capacity Building; UNESCO Merck Summit (MARS); Women Participation in Sciences Programme; Strengthening/ Establishment of African Societies in Scientific Fields and Practices; Eco and Inclusive Innovation; and STI for Youth Empowerment and Wealth Creation.

13. AFRICAN UNION NETWORK OF SCIENCES (AUNS)

The AUNS is a virtual platform that gives comprehensive interaction within the knowledge society and posts the African Research and Innovation output/library. It also uplifts the intra Africa cooperation in Science, Technology and Research to improve the quality and the application of science, technology and innovation by promoting and sharing experiences/knowledge. It is also an innovative way to enhance brain circulation and bridge the African based Scientists and those in the Diaspora to address Africa's Challenges.

The implementation of AUNS is in four phases: the phase one has already been completed and reported in previous RACA however, the development of the Data Base of Scientist is a continuing process and has swollen to 7000 scientists from the initial 2000. These scientists have expressed willingness to join the AUNS platform.

Implementations Phases of AUNS



Presently the work is in the second phase that requires development of the Network portal, modules, data base and digital library. The Programme Management Unit has been set up and the preliminary modules of the AUNS has been developed

14. MITIGATING THE IMPACT OF NATURAL HAZARDS IN AFRICA



Members of the High Table during the Mitigation Meeting in Cairo

This programme comes against the backdrop of recurrent natural disasters that has been recorded over time in Africa which is undoubtedly getting on the increase with areas that have never recorded any form of natural disaster, experiencing tremors of Earthquake, in other areas Floods, Drought, Volcanoes, Fires, landslides, and untold hazards resulting from Climate Change. The programme is aimed at mapping, analysing the threat and development of scenarios not only that but also to advice the decision makers on the natural hazards issues.

The STRC is implementing a programme on mitigating the impact of natural hazards with the participation of two working groups that encompass scientists from Africa; Diaspora and EU the two working groups set out are focusing on Seismic and volcanic hazard; climate change mitigation and adaptation.

The 1st meeting on the Mitigating the Impact of Natural Risks in Africa and Ninth UNESCO-IPRED Annual Session was organized by AU-STRC, UNESCO and National Research Institute of Astronomy and Geophysics of Egypt

and held in Cairo, Egypt 24-27 October 2017. The conference requested the need for development of an implementable policy document that will portray the realities and seismic conditions of regions in Africa and to address Policy Makers on measures to be taken to mitigate the impacts of the natural risks when they occur, so as to enable the African Union Member States achieve Sustainable Development Goals through implementing proper Disaster Risk Reduction policies and measures.

It requested the STDF to support program on capacity building for Seismologists to be hosted by Arab Republic of Egypt and co-organized by the AU-STRC to mobilize resources with the support of JICA and other partners and further request to work on the modalities of setting up of a data bank- data station for the seismic data generated in Africa.

15. TOWARDS STRENGTHENING AND ESTABLISHMENT OF AFRICAN PROFESSIONALS IN SCIENTIFIC FIELDS AND PRACTICES

Realizing the need to uplift the professionalism of African Practitioners and that the African Science related associations and foundations are responding fully to Africa's STI development challenges in accordance with STISA-2024 pillar of building technical and professional competencies the STRC is institutionalizing/strengthening the following associations:

a. Africa Environmental society (AES)

In order to facilitate the implementation of the policies / strategies that addresses Africa's vulnerability to the climate change and other environmental challenges, the African Union Scientific, Technical and Research Commission in collaboration with the Nigerian Environmental Society has set the pace for the formation of The African Environmental Society (AES).

The AES shall be a continental scientific body which aims to build a robust network of Experts and Agencies on Environment, providing sound and independent information on the environment. The AES is involved in developing, adopting, implementing and evaluating environmental policies in Africa to be in accordance with the overall frame work of the AU Agenda 2063. The AES will develop an environment information observatory network in partnership with AU Member States. The AES shall be responsible for developing the network and coordinating its activities. To achieve this, the AES will work closely together with national focal points and typically national environment agencies or ministries of environment.

23 Societies from 17 AU Member States have expressed acceptance the STRC is planning to have the first general Assembly of AES on the 1st quarter of 2018.

b. Federation of African Engineering Organization (FAEO):

Recalling the MoU signed between the AUC and FAEO Work is ongoing with FAEO to improve its structure and to develop guide line to assist Member States to establish their own engineering associations/ organization by

developing national guide lines and Statutes. The STRC attended the 2nd African Engineering Conference and the 4th UNESCO Engineering week organized by the FAEO & UNESCO and also attended the FAEO Board Meeting from 25-29 September, 2017 in Kigali, Rwanda. The FAEO requested the STRC to host a meeting for the members of the FAEO to discuss the following: the reform of the FAEO; develop guideline for the establishment of national bodies; and develop financial and management control system for the FAEO.



Members of the High Table during engineering week in Kigali

c. Capacity Building of Young Africa Engineers

The Egyptian Engineering Syndicate in partnership with the AU-STRC conducted a capacity building programme for 20 Young Africa Engineers (Young Tanzanian Electrical Engineers) from 25th of November to 19th of December 2017. This pilot phase after its success will be launched in 2018 as a full programme to build the Africa's engineering capacity and to enhance intra-Africa cooperation in Engineering.

d. AU-STRC and Royal Academy of Engineering (RAE) UK

The AU-STRC was called to participate in the programme of African Catalyst to enhance capacity building of the African Engineers by the Royal Academy of Engineers (RAEng), UK. The Programme is to grant Engineering societies in the AU Member States to develop the capacity of African Engineers and to improve Engineering standers and legislations.



Participant on the Young Africans Engineers Capacity Building

recognise outstanding contribution of women researchers/scientists with the aim to promote STEM. It also provided a valuable opportunity for the researchers to identify the factors hindering the effective translation of research from bench to bedside through conducting a breakaway session that to discuss, identify such hindering factors and to prepare for the road ahead in Africa's development as an international hub for research excellence and scientific innovation.

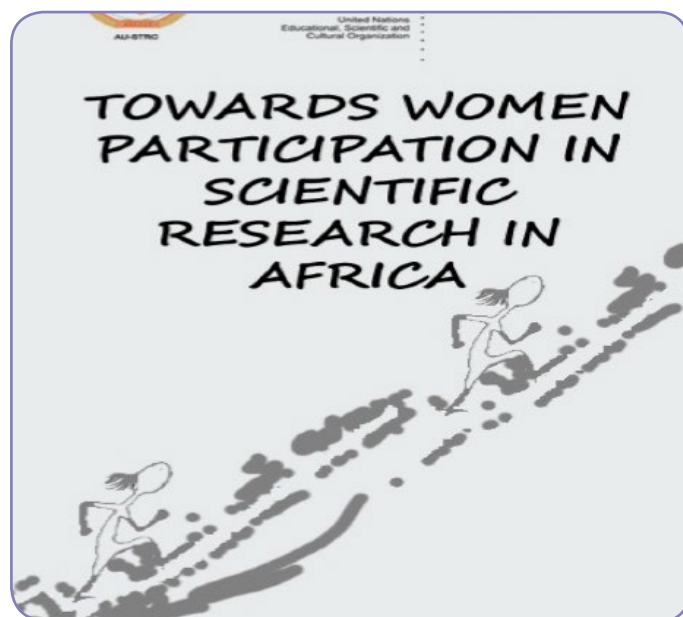
16. AFRICA HEALTH RESEARCH CAPACITY BUILDING

An MOU was developed between the AU-STRC and the Indian Council of Medical Research (ICMR), to boost joint scientific research, enable knowledge sharing and capacity strengthening toward indigenous development of safe, affordable and effective tools and strategies to address diseases of common concern. Presently there is MoU at the Office of the Legal Counsel for clearance and signature.

HIV/AIDS, Tuberculosis, Cancer, Emerging and re-emerging infections, and Health systems improvements, were priorities for the collaborative framework under this MOU

AU-STRC, UNESCO MERCK MARS SUMMIT

The UNESCO MARS Research Summit is an annual summit that aims to development of Africa's health capacity building where more attention to be given to build the capacity of Female Scientist. Every year the Summit attracts over 200 scientists in the field of health sciences and some were awarded for excellence in research work. This year summit was organized by the trio (AU-STRC, UNESCO and Merck Foundation) with the aim to empower women and youth in research under the patronage of The Head of State, Republic of Mauritius, H.E Ameenah Gurib Fakim. The Summit showcased keynote addresses, panel discussion, poster display and best African Women Researcher award on Health this is to



17. WOMEN PARTICIPATION IN SCIENCE PROGRAMME

The programme in its 1st phase is to analyses the less participation of women in Science with the aim to advice policy/decision makers and the public at large on the cause for such situation and the way to improve it. That in this regards STRC with the support of UNESCO and Merck commenced a desk study and public consultation with over 200 young and mid-career female Scientists where the outcome was published. The study identified intervention mechanisms to be put in place for the enhancement of women participation in science.



Summit's panelist with the conference host H.E. Ameenah Gurib-Fakim the President of Mauritius

18. The African Observatory of Science, Technology and Innovation(AOSTI)

In the course of the present year, AOSTI concluded its programme on Developing and Managing S&T indicators with the following publications:

1. Scientific Research in West Africa: Bibliometric Outlook 2016 produced in English, French and Portuguese (pictured)
2. Strengths and Weaknesses of the ECOWAS in Scientific Production (2008-2013)
3. Strengths and Weaknesses of the SADC in Scientific Production (2008-2013)
4. Strengths and Weaknesses of the ECCAS in Scientific Production (2008-2013)



HE Prof Mackaye Hassane Taïso, launched the Innovation program for ECCAS

Research of the Sudan, on the establishment of national Observatory for science, technology and innovation.

e) AOSTI and UNU-MERIT convened the second training course on Design and evaluation of innovation Policy (DEIP) in African countries (ECOWAS) in Abidjan, 25-29 September 2017. Thirty (30) delegates (policy makers, government's official and other relevant stakeholders involved in STI activities) They acquired knowledge on DEIP methodologies and principles

f) AOSTI collaborated with the Science Policy Research Unit (SPRU) of the University of Sussex in the United Kingdom to develop an Operational Model for the Monitoring & Evaluation (M&E) Framework of the Implementation of STISA-24 at a Workshop held in Malabo, 29-30 August 2017.



H.E. Prof Hamidou Boly, Commissioner for Education, Sciences et Culture at ECOWAS Commission receiving AOSTI Publication

Innovation Programme in ECCAS. For the 2017, AOSTI focused its innovation programme in ECCAS. Capacity were built in Gabon, DR Congo and Chad. About 210 Actors of the innovation systems were trained on methodological frameworks and their use in measuring macroeconomic performance and framework conditions for innovation. Thus, countries will have a global view of the capacity to innovate and to make Science and Technology a lever of development. On the 15th of May 2017 in N'djamena, HE the Minister of Higher Education, Research and Innovation of Chad, Professor Mackaye Hassane Taïso, launched the program for the Economic Community of Central African States (pictured).

AOSTI Supported AU Member States in their STI measurement Agendas.

- a) Republic of Seychelles 1-2 May 2017, In collaboration with NEPAD,
- b) Equatorial Guinea, 5-9 September 2017; In collaboration with NEPAD,
- c) The Gambia, 20-24 March 2017, in collaboration with UNESCO (DAKAR)
- d) The Soudan, 10-12 December 2017, on the request from the Ministry of Higher Education and Scientific



African Union Youth Volunteer @ AOSTI. Thirty (30) Young African Entrepreneurs from the following AU member states participated in the workshop on Science, Technology and Innovation (ST&I) as a driver of the Sustainability of Enterprises for young Africans

Spearheaded by the African Union Youth Volunteer seconded to AOSTI, the workshop was funded by the Turkey-AUC Cooperation. It shall be noted that during the workshop, young entrepreneurs tweeted on various aspects of the proceedings under the hashtag #AOSTI2063NOWORNEVER. There were 14,085 tweet accounts reached and 38,547 tweet accounts exposed

Human Resources and Youth Division

The Human Resources and Youth Division aims to strengthen the young people through complete capacity building so as to prepare them for their meaningful contribution in the African socioeconomic renaissance. By harmonizing and coordinating member states as well as bringing together all relevant stake holders, the youth division is mandated to among other functions, use the outcomes and recommendations from all sectors through appropriate training frameworks to strengthen the African Youth.

This report offers a brief summary of the results achieved and activities conducted by the AU Youth Division for the first quarter of the calendar year 2017. It describes the Youth Division's overall progress to date and presents information on key youth development activities, and highlights problems that affect the conduct or timing of our activities.

1. Youth Policies

1.1 Decision on the theme of year

The African Heads of State and Government in their decision Assembly/AU/Dec. 591(XXVIII) declared 2017 as the year of "Harnessing the Demographic Dividend through Investment in the Youth" and called for the development of a comprehensive roadmap with clear deliverables and milestones to guide Member States and Regional Economic Communities on key steps to take towards harnessing the demographic dividend in Africa. The President of Chad H.E. Idriss Deby Itno was nominated as Leader of the Theme of the year to Champion the implementation.

1.2 Launch of the theme of the year

The theme of the year was officially launched at the 28th Ordinary Session of the AU Assembly on 27th January, 2017. The Chairperson of the Union delivered a keynote address in which he highlighted the necessity of urgent and strategic investments in young people as absolutely necessary to Africa's sustainable development.

Young people from all over Africa played an important role in the launch of the theme and presented copies of the AU Demographic Dividend Roadmap to Heads of State and Governments. The Roadmap which is guided by strategic AU policy instruments and frameworks including Agenda

2063 is anchored on four thematic pillars namely;

- a. Employment and Entrepreneurship,
- b. Education and Skills Development,
- c. Health and Wellbeing and lastly
- d. Rights, Governance and Youth Empowerment.

1.3 High Level Event on the Demographic Dividend

The African Union Commission (AUC) Department HRST, the Government of Guinea, and the United Nations Population Funds co-organized a High-Level Event on the "Demographic Dividend Roadmap for Africa: Moving from Commitment to Action" on the margins of the UNGA. The Event engaged key decision makers and stakeholders of development programs in Africa (Heads of States, representatives of Member States, the UN Secretary General, members of diplomatic missions, Heads of Institutions, representatives of development institutions and African youth representatives) on key policies, programs and investments intervention implemented by Member States and planned for in the framework of the implementation of the AU roadmap on the theme of the year 2017. The event was a platform for Member States to share progress on the implementation of the road map and galvanize support from development partners for its national implementation at national level.

1.4 Coordination mechanism

a. Technical Steering Committee

To ensure effectiveness in coordinating the commemoration of the theme and implementation of the Roadmap at the continental level, the Youth Division and its partners collaborated to form a Technical Steering Committee. This technical body leads the continental agenda on the demographic dividend, and aims to strengthen coordination of Demographic Dividend activities on the continent, facilitate and integrate planning, monitoring and reporting on stakeholders'



Launch of the Demographic Dividend Roadmap in Ghana

progress. It also aims at sustaining an effective model of resource engagement towards positive youth development agenda, and strengthening youth contribution in advocacy initiatives at regional and continental level. To ensure harmonization and synergy of the activities, and to avoid duplication among partners, an integrated Continental Demographic Dividend work-plan was developed in line with the thematic pillars.

b. AUC Youth Development Mainstreaming Framework

An AUC wide task team has been established to spearhead the youth development mainstreaming and the demographic dividend agenda. The youth division is currently in the pilot phase of youth development mainstreaming. Implementation and reporting tools were developed to ensure effective reporting, monitoring and evaluation of the progress made in the organization.

The next steps after a successful pilot of mainstreaming youth development in the AUC will be cascading of the strategy in RECs and member countries. The AUC Youth Mainstreaming guideline was designed to assist the African Union Commission (AUC) mainstream youth development in its work across departments. It is part of the mandate to implement the Youth Decade Plan of Action (2009-2018) of the Africa Youth Charter (AYC).

1.5 AU-US High Level Dialogue

HRST Commissioner, H.E Prof Sarah Anyang Agbor, Ag. Director for HRST Dr. Mahama Ouedraogo and the Head of Youth Division Ms. Prudence Ngwenya took part in the 5th African Union Commission (AUC) / United States High Level Dialogue on 16 November 2017 in Washington DC, USA. The High Level Dialogue falls within the framework of the Memorandum of Understanding (MoU) signed by the AU Commission and the US Department of State on 30 January 2013 which puts in place a structured process for dialogue on matters of strategic importance as well as cooperation.

In her opening remarks, the AUC HRST Commissioner, H.E Prof Sarah Anyang Agbor, underscored the importance of AU-US partnership for Africa. She indicated that the AU-US partnership responds to AU Agenda 2063 Aspiration 1: "A prosperous Africa based on inclusive growth and sustainable development and Aspiration 6 on unleashing the potential of youth and women to contribute in the development of the continent. She also referred to evident linkages with the AUC Strategic Plan (2014-17) Pillar no.2 on "Social, Economic and Human Development."

The meeting also discussed the importance of the promotion of opportunities of Africa's key demographic – the Youth and the urgent need to harness its potential

to positively influence Africa's economic development. Addressing the Technical Working Group on Opportunities and Development, USAID Senior Deputy Assistant Administrator, Ms Cheryl Anderson emphasized that the US government strongly supports the AU's Agenda 2063 and believes in inclusive development for all Africans.

1.6 AU-EU Summit

a. Youth Summit

The 4th edition of Africa-Europe Youth Summit, was held from the 9th and the 11th of October in Abidjan, Cote d'Ivoire. A total of 120 participants attended, drawn from African, European and the Diaspora regions following a call for applications for the event. The summit underscored the vital role played by youth organisations in the development of young people in Africa and Europe. It called on Governments and institutions to increase investment in, facilitation of and support to these multiple roles and contributions to society, including as a bridge between the State and young people. The summit also called for the implementation of a cross-sectoral and participatory approach to youth development, ensuring structures were put in place for effective coordination and mainstreaming of youth.

b. Youth Plug In Initiative

The EU-AU Youth Plug-In Initiative (YPII) is an initiative of the AU and EU to create a process that actively involves Youth as "agenda-setters". It encompassed a group of 36 young people (Fellows) from Africa, Europe and the African Diaspora chosen among the participants at the Youth Summit to develop deliverables through the proposal of concrete initiatives and solutions to the challenges young people face. The overall objective of the YPII was to provide a platform for African and European Youth to identify common deliverables to be brought forward for State Leaders at the 5th AU-EU Summit and beyond.

The fellows worked in Addis and Brussels organized in 6 clusters focusing each on a priority theme in accordance with the Joint Africa EU Strategy (JAES). These themes are: Business, job creation and entrepreneurship; Culture, sports and arts; Education and skills development; Environmental preservation and climate change; Governance, political and democratic inclusion and activism and lastly; Peace and security (including CVE and radicalization).

The Youth Fellows, further presented the Youth Agenda consisting of executive summaries as well concise notes on to Heads of State and Government during a reception at the 5th AU-EU Summit. The agenda was received on behalf of the AU by the Deputy Chairperson of the African Union, H.E Thomas Kwesi Quartey, and on behalf of the EU



Youth Plug-In Initiative Members meeting with Federica Mogherini

of OAFLA, Ministers of Foreign Affairs, and over 150 representatives from government, donors and partners institutions.

The event was marked by a call of members of the Youth Division's Youth Advisory Board and other youth organisations including survivors of child marriage, urging African Countries' leadership attending the High Level event to take urgent measures toward acceleration the end of child marriage in Africa.

Taking note of the call from the youth themselves and the proposed initiative of establishing a High-Level Monitoring Committee on the Status towards ending child marriage in Africa, the Chair of the AU, H.E. President Alpha Conde, requested the conferment of President Edgar Lungu of Zambia as the Champion of Ending Child Marriage in Africa, to ensure continued monitoring of the implementation of the Common African Position.

iii. Pan African Youth Forum organized under the patronage of H.E. Idriss Deby Itno, President of Chad and Leader of the AU Theme of the Year 2017, was held from 29th June to 1st July and attended by more than 100 youth delegates. The President of Guinea and Chairperson of the AU H.E. Prof Alpha Condé, the Vice president of Equatorial Guinea Teodoro Nguema Obiang Mangue and the Chairperson of the AUC H.E. Mr. Moussa Faki Mahamat graced the Forum with their presence. Main objective was to engage young people and advocating for the implementation of the roadmap on the theme of the year. Key recommendations included fast-tracking operationalization of the African Youth Development Funds and the declaration of 2018-2027 as "African decade for technical, vocational and entrepreneurial training, and youth employment."

iv. Policy forum for Youth Skills and Enterprise Development, held on 29th of March 2017 in Nairobi, Kenya in partnership with Global e-Schools and Communities Initiative (GESCI's) African Knowledge Exchange programme. Global e-Schools and Communities Initiative (GESCI's) African Knowledge Exchange programme. The policy forum accorded participants to deliberate on Youth Skills and Enterprise development. Key features included the potentials of ICT and the arts fields such as theatre, graphic design among others in fostering youth employment.

v. Pan African Youth Employability Conference, held in Partnership with the SOS Children's Villages International co-organized a Pan-African Youth Employability and Entrepreneurship Conference from 22nd to 24th August 2017 at the African Union Commission. The objective was to provide an opportunity for young people to explore opportunities for job creation, entrepreneurship, self-reliance, and for them to be

by High Representative/Vice President Federica Mogherini. Both commissions committed to champion immediate implementation from the recommendations of the Agenda.

1.7 Youth Forums and Meetings

Several youth forums and engagement platforms have been undertaken by the division. These include;

i. Youth consultation during the Summit

On the margin of the AU Summit of January 2017 and prior to the 9th African Union Gender Pre-Summit, the Departments of Human Resources, Science and Technology (HSRT) in collaboration with the Women, Gender and Development Directorate (WGDD) and the Department of Social Affairs (DSA) jointly hosted

a Youth Consultation on the AU theme for the year 2017 "harnessing the demographic dividend through investments in youth".

The meeting, attended by close to 200 young women and men from across the African continent created a space for African Youth to deliberate on the theme of the year and related Roadmap from a human rights and gender perspective.

Before its closing remarks delivered by H.E. Dr. Amina Mohamed, Minister of Foreign Affairs of the Republic of Kenya, the meeting made recommendations to Ministers and other decision makers to strengthen gender perspective in the implementation of the AU road map on the theme for the year. This to ensure issues affecting young girls are effectively addressed through a mainstreaming strategy.

ii. High level event on ending child marriage

A High Level Breakfast was organized on January 31, 2017 on the margins of the 28th Ordinary Session of the AU Assembly. The event hosted by the President of Zambia was attended by the Chair of the AU and President of the Rep. of Guinea, the President of Chad, the President of Namibia, the First Lady of Sierra Leone on behalf

effective contributors in their communities, at national level, as well as to be competitive at global level. The conference drew participation of about 120 youth from 47 African countries, governments, development partners and the private sector. The three day event provided space for young people to explore opportunities for job creation, entrepreneurship and self-reliance.

vi. Youth Connekt

Youth Connekt Africa is a result of an initiative launched in 2012 by the Government of Rwanda and United Nations Development Programme (UNDP) to address the pressing issue of providing opportunities for young people. It's a dialogue and exchange platform that seeks to influence and develop policy, programmes and partnerships towards the goal of empowering young professionals and entrepreneurs. Hosted by H.E. President Paul Kagame, the event featured special guests including Dr. Mukhisa Kituyi, Secretary General of UNCTAD, Jack Ma Special Advisor to UNCTAD on Young Entrepreneurs & Small Business and Founder and Executive Chairman of Alibaba Group, Akon an American born Senegalese Super Star and Abdoulaye Mar Dieye, UNDP Assistant Administrator and Director of the Regional Bureau for Africa.

In line with the AU theme for the year that promotes the integration of the 4 pillars of the AU road map on demographic dividend, the youth division represented by its head Mrs. Prudence Ngwenya participated in the first ever session of YouthConnekt making the linkage between health and economic development. The Session provided an opportunity to emphasize that the demographic dividend discussions should comprehensively address the interlinkages between the determinants of sustainable development.

The Youth Connekt event of 2017 inspired the prospect of an annual conference that will promote youth entrepreneurship and employment. Translating words into action few initiatives were launched at the event, among which:

- The creation of a youth entrepreneurship incubator program by the Dangote group and Akon
- Provision of 200 scholarships, 10 million USD to Support youth entrepreneurship in Africa

vii. Shape Africa 2017 Conference was organized by the Youth Division in partnership with Global Shapers from 26th to 28th October 2017. The event gathered change makers and young community leaders from different hubs in Africa, and beyond, to engage, share and proffer practical solutions to pressing issues on the continent. Under the overarching theme, 'Our Africa Our Story,' the conference was a platform for youth to engage in high level dialogue with international organizations such

as the African Union (AU) and United Nations Economic Commission for Africa (UNECA).

viii. Model African Union:

As part of the AUC Youth Engagement strategy to strengthen the relationship between African Youth and the AUC and encourage the young people's ownership of the development of the continent towards Agenda 2063, and in the run-up to Africa Youth Day, a Model African Union simulation was held from the 29th to the 31st of October, 2017. The Model African Union (MAU) was an opportunity for African Youth to study and familiarize themselves with the African Union through simulating the AU decision-making processes. Convened by the AUC and in partnership with Freidrich Ebert Stiftung, Youth Labs, MAU Tunisia, AISEC, AU Youth Clubs and other youth organizations on the continent, 107 youth across the continent came together to simulate the meetings of AU organs. The meetings simulated included the AU Assembly, the Executive Council, ECOSOC, the Permanent Representatives Council, and the African Court on Human and People's Rights. The simulation process was preceded by a two-day workshop to finalize the AU Model African Union Toolkit, which, going forward, will be the guiding document for Model African Union simulations worldwide.

ix. Africa Youth Day (AYD):

On the 1st of November, 2017, as instituted by the Executive Council Decision of the Banjul Summit in 2006 (Assembly/AU/Dec.591 (XXV)), the annual celebration of Africa Youth Day took place at the AUC Headquarters. The theme for 2017 was "Africa's Youth for the Demographic Dividend: #BeTheFutureToday", in cognizance with the AU 2017 theme of the year. The AUC's call for youth to 'Be the Future Today' stems from the increased need to access youth contribution and participation towards harnessing the demographic dividend beyond government advocacy and action. The 2017 celebration of Africa Youth Day sought to emphasize on youth action and young people as the drivers of change, realizing that the future is NOW, to begin working towards people-driven African development as stated by Aspiration 6 of Agenda 2063. This also allows young people to take ownership of the Demographic Dividend. The AYD celebration was also a culmination of several youth-centric activities during the period: The Continental Dialogue on Education and Skills Development for Employment, the Model African Union, the African Youth Volunteer Corps graduation and the Africa-EU Youth Plug In Initiative Plenary Week.

1.8 Creating a shared understanding of the theme of the year among young people

i. AU Gender score-card

The African Gender Scorecard (AGS) is one of many

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instruments that have been sanctioned by the African Union Commission (AUC) to track progress made by member states in ensuring the ideals of people-centered and inclusive development that are enshrined in Agenda 2063.

The Department of HRST has supported the development of the 2017 edition of the AGS which highlights the importance of investing in African youth in general (and young women in particular) for the continent to reap a demographic (and a gender) dividend in the long run.

Specifically, the 2017 edition of the AGS provides AU Member States with an assessment of the investments they have made on their youth, in particular young women, in comparison with the other segments of the population, and how this investment promotes their participation in economic development, with reference to objectives of Agenda 2063. The AGS uses time use data collected from 13 countries within AU to demonstrate the potential for a gender dividend in the continent. The 2017 AGS is formulated around the four pillars that guide the AU Roadmap on the theme of the year as discussed above.

ii. Framing the Demographic Dividend for Africa

The AU Demographic Dividend roadmap developed in response to the theme of the year, within its guide to enabling implementation and measuring progress, mandates the AUC to conduct continental, regional and national advocacy campaigns at a grassroots level to raise awareness and increase understanding of the demographic dividend with the objective of building ownership by the African people. Additionally, the AU July Summit Assembly declaration on the theme of the year calls upon the AUC to “champion the framing and branding of the Demographic Dividend to reflect the African reality, to build ownership of the concept by Africans from the highest levels of Heads of State and Government, Ministers, Parliamentarians, Policy Makers and Youth.”

In this regard, the Youth Division prioritizes the framing of the DD agenda for young people in Africa to promote a sense of ownership and call young people to focused action towards actualizing the desired goals.

- The AUC Media Campaign to Popularize the Demographic Dividend among African Youth

As part of the Framing the Demographic Dividend for Africa Project, the AUC Youth Division conceptualized a media campaign to popularize the DD among African Youth, and as a part of the larger Youth Engagement Strategy. In July 2017, a three-day consultation was held with 13 young media professionals from all 5 regions of the continent to mine insights for the buy-in of youth into the DD agenda, conceptualize key messaging to effectively foster a sense

of ownership among African youth to ensure people-driven development. The outcome of the consultation is a comprehensive communications strategy framework of youth engagement on various platforms to popularize the DD and create spaces for collective, cohesive action by young people towards African Development. The strategy is awaiting implementation as resource mobilization remains ongoing

iii. Policy Brief on Demographic Dividend in Africa

A policy brief was developed in partnership with the International Planned Parenthood Federation Africa Regional Office (IPPF ARO) and the Population Reference Bureau (PRB) elucidating the notion of demographic dividend and linking the theme of the year with existing policy frameworks in Africa especially the Agenda 2063. The first Policy brief published under the title: “The Demographic Dividend in Africa relies on investments in the reproductive health and rights of adolescents and youth” puts an emphasis on the 3rd pillar of the AU road map on health and well-being. It made the case on key investments needed to harness the Demographic Dividend in Africa and presented some best practices recorded across the continent. The briefs were disseminated through online platforms including social media and printed in more than 7000 copies.

iv. Youth Advisory Board (YAB)

The Youth Advisory Board is a consultative body of 24 Youth led Networks from the 5 regions of Africa and the diaspora set up to promote the implementation of the theme of the year’s road map at national level. The YAB established in partnership with the International Planned Parenthood Federation Africa Regional Office (IPPF ARO) provides an opportunity for the Youth Division to expand the coordination of youth interventions across Africa in line with membership. Members of the YAB through their continuous engagement are influencing policy spaces from an informed perspective and in full understanding of AU policies and processes. They bridge the gap between the policy organs at continental level and young people they target in their communities.



Youth Advisory Board Members Family Photo

1.9 Extraordinary Session of the Specialized technical Committee on Youth Sport and Culture

The Extraordinary Session of the 2nd Specialized Technical Committee on Youth, Culture and Sport (STC-YCS2) was held in Nairobi, Kenya from 13 to 15 September 2017. The overall objective was to provide an opportunity for AU Member States to review the Draft Statute of the African Audio Visual and Cinema Commission (AACC). On the side-lines of the STC-YCS2 H.E Sarah Anyang Agbor met the Nigerian delegation led by Mme Grace Gekpe, the Permanent Secretary in the Ministry of Sports and Culture. Discussions focused on the AU Sports Council Region 2 and the interface between Sports and Youth Development.

On the agenda of Youth Employment and Entrepreneurship, the Commissioner highlighted the importance of the creative sector as a key player in nurturing youth talent and innovation with an enormous potential of fostering youth employment. She underscored the need to strengthen the cooperation between Ministries of Youth, Culture and Sports and Ministries of Education to develop synergies which will address the challenge of youth unemployment in Africa. The Extraordinary Session also provided opportunity for Member States be informed of the Assembly Decision Assembly/AU/Dec.661(XXIX) declaring the 2018 – 2027 period African Decade for Technical, Professional and Entrepreneurial Training and Youth Employment. Member States were requested to provide their contribution to the Decade's Plan of Action.

2.0 Youth Employment

2.1 Africa Economic Platform.

The inaugural African Economic Platform was held from 20th to 22nd March in Port Louis, Mauritius. The platform brought together the African Political leadership, business leaders from the private sector, and academia to discuss issues affecting Africa and how the continent can harness its vast resources to enhance the development of the African people. Among the key issues deliberated on was African Skills Revolution – Empowering Youth for Employment, Innovation and Entrepreneurship. The platform proposed fast-tracking the creation and strengthening of centres of excellence with emphasis on skills acquisition across the continent. Also proposed was enhancing harmonization of competencies across national borders to promote labour and skills mobility.

To address the apparent disconnect between education systems and labour markets, coupled with technological disruptions, it was observed that there was need for a tripartite summit on education (Government, Private Sector, and Academia) to help revamp education systems in the continent with emphasis on Science Technology Engineering and Mathematics (STEM), Technical and Vocational Education and Training (TVET) tailored to the needs of Africa.

3.0 Technical and Vocational Education Training (TVET)

3.1 Assessment of TVET Systems in Tunisia.

The assessment was aimed at identifying effective practices, strategic opportunities as well as gaps in capacity that could be addressed through technical assistance. It was also aimed at developing a system to measure the performance of the TVET sector and identify key metrics that exist and to propose new ones, with the goal of improving the performance of the system in alignment with the priorities identified by the Government of Tunisia. The assessment will serve as a model for future TVET assessments in AU Member States Africa. Additionally, the promising practices identified from the assessment will be documented and shared with other Member States.

3.2 ADEA 2017 Triennale

The Youth Division participated in ADEA 2017 Triennale (14-17 March 2017) session on Skills Development, Youth Employability, Entrepreneurship and Decent Work for all under the theme "Revitalizing Education towards the Global 2030 Agenda and Africa's Agenda 2063." Presentations were made on policy responses to youth development at the continental level. Other issues addressed included the youth specific and structural challenges in the African labour markets.

3.3 Skills Initiative for Africa

The Skills Initiative for Africa is an initiative of the African Union Commission (AUC) supported by the German Government to strengthen occupational prospects of young people in Africa. The centrepiece of the project is a Financing Facility for Skills Development to be implemented by the AU's New Partnership for African Development (NEPAD Agency) and supported by KfW. In addition to the Financing Facility, GIZ is supporting AUC/HRST and the NEPAD Agency to provide services in the area of employment oriented TVET and opportunities for knowledge exchange to AU Member States. Pilot countries in the initiative are Nigeria, Cameroon, Tunisia, South Africa and Kenya.

In operationalization of the initiative, fact sheet on the project was developed and the initiative launched in Nigeria. This was followed by a two days stakeholder consultative workshop to harmonize the initiative with the country's change agenda. Also launched was an international funding window that provides funding for large investment projects for skills development promoted by international entities cooperating with a national partner in the pilot countries. There are however challenges as the pilot countries are yet to confirm the project. In an effort to address the challenges, the HRST

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Commissioner met with Embassy representatives from the pilot countries and a way forward developed.

3.4 World Skills Abu Dhabi

The Youth Division participated in the 2017 World Skills Competition in Abu Dhabi under the theme of 'Skills Strategies for a Globalized World.' The main objective for World Skills Abu Dhabi was to inform and inspire a new generation of young people globally to explore and embrace the opportunities offered by vocational skills and training. The event successfully addressed the foremost challenges facing the development of vocational skills around the world as the 'Fourth Industrial Revolution' ushers in dramatic changes to the way people live, learn, and work, and accelerates the need for technical and vocational education and training (TVET) to nurture the abilities and talents that the industries and economies of the future will need.



HRST Commissioner H.E. Prof. Sarah A. Agbor and the Head of Youth Division Ms. Prudence Ngwenya with senior officials of World Skills.

H.E the Commissioner HRST held a bilateral meeting with Mr Simon Bartley the President World Skills International (WSI) on the sidelines of the event. The meeting discussed the proposal for the creation of World Skills Africa. The value addition of the WSI partnership is to support African countries in accelerating the implementation of the Continental Strategy on Technical Vocational Education and Training (TVET) through the establishment of a pool of high-quality TVET centers across Africa, greater links with industry and alignment to labor markets, with a view to improve the skills profile, employability and entrepreneurship of especially youth and women, and closing the skills gap across the continent. African Union Member States that participated at the event were; Namibia, South Africa, Zambia, Tunisia, Morocco and Egypt. In her remarks the HRST Commissioner implored them to share experiences with other African Countries.

3.5 Continental Dialogue on Education and Skills Development for Employment

The HRST Youth Division in partnership with NEPAD and the continental umbrella organization for the private sector – Business Africa organized a conference dubbed "Africa Talks Jobs." The conference was aimed at improving job perspectives of the African Youth through employment oriented education and skills development. More than 400 representatives of youth, business, education practitioners and policy-makers from over 44



A Pull-up Banner Parade of related skills development programmes during the Africa Talks Jobs conference

countries across the African continent as well as European partners took part in the conference held at the AU HQ in Addis Ababa, Ethiopia. The highlight of the conference was the commitment 120 African companies and business associations, under the auspices of Business Africa, to investing in skills development and partnership with education institutions for education and skills development that will enhance employability prospects.

4.0 African Union Youth Volunteer Corps (AU-YVC)

The African Union Youth Volunteer Corps (AU-YVC) is a continental development program that recruits and works with youth volunteers, to work in all 55 countries across the African Union. AU-YVC promotes volunteering to deepen the status of young people in Africa as key participants in the delivery of Africa's human development targets and goals. It brings people together to share skills, knowledge, creativity and learning to build a more integrated Continent and by implication strengthen Africa's relevance in the globalized world.

4.1 2017 Key activities of the AU-YVC

- A record of 137 (87 F, 50M) volunteers were deployed to serve in 2017 across 11 Member States. This is an increase by 63 volunteers (46%) over the previous year.



AU-YVC who took part in One Pack for One Child volunteer activity in Addis Ababa

- b. A total of 44 volunteers finished their service.
- c. 2018 call for AU Youth volunteers was launched 11 – 31 July 2017. During this period AUC received over 37,000 applications from 52 Member States (a total of 100 will be recruited)
- d. The 8th Batch AU-YVC training took place from 04 – 16 December 2017 in Accra, Ghana where a total of 105 young people were trained.

4.2 Africa CDC – AU-YVC Collaboration

- a. The departments of Social Affairs and Human Resource, Science and Technology (HRST) collaborated through the African Union Youth Volunteer Corps to train and deploy 35 young African Professionals to be deployed to the five Regional Collaborating Centres (RCC) of the Africa Centers for Disease Control and Prevention (Africa CDC)
- b. The Africa CDC AU-YVC Training took place 20 – 31 November in Debrezeit, Ethiopia. Following the training 35 AU Youth Volunteers were dispatched to their respective duty stations to serve for a period of 12 months.



Deputy Chairperson of AUC with ecstatic graduates from the 8th Batch of AU-YVC in Accra, Ghana

4.3 AU-YVC Program Evaluation and Review

- a. AUC in partnership with UNV conducted an evaluation of the AU-YVC pilot phase. As an outcome the following key documents were developed:
 - AU-YVC Pilot phase evaluation report
 - Five Years AU-YVC project document
 - AU-YVC Linkage with RECs & Member States
 - AU-YVC Training Manual review
- b. The outcomes of the UNV collaboration will be presented to the next STC on Youth Culture and Sports in 2018.

4.4 Partnership Building and Collaborations

- a. In 2017 AUC Mobilized over \$500,000 from the Ford Foundation for the AU-YVC Program
- b. Linkages and new partnerships were established with France Volunteer to promote volunteerism in Africa

5.0 African German Youth Initiative

The African-German Youth Initiative (AGYI) is a multi-lateral initiative of the German Government and the Department of HRST aimed at enhancing youth exchange and mobility between African countries and Germany in the context of education for sustainable development. The intention is to contribute to the development of essential competencies and skills in young people from African countries and from Germany, skills that they can use in their private and professional lives and that can apply in the context of global sustainable development and global citizenship. Three pilot countries (Benin, Tanzania and South Africa) have been selected, with one implementing organisation selected in each of these countries.

5.1 Stakeholder Workshop in South Africa

Following stakeholder workshops held in Benin and Tanzania in 2016, the third AGYI Stakeholder workshop was held in South Africa in 2017. The stakeholder workshops presented the AGYI to partner organizations involved in youth exchange activities with Germany, discussed their needs for capacity building, information and financial support in the area of youth exchange and further defined the role and services of the implementing organisations. The workshop, also, presented an opportunity to identify existing network structures among hosting and sending organisations and identify opportunities to strengthen these networks. Furthermore, participation of stakeholders, including governments, provided an opportunity to critically interrogate multi-stakeholder interests in youth exchange with a view to building effective partnerships.

5.2 Impact Study

In order to effectively meet the objectives of the AGYI,

particularly of promoting the dialogue on youth exchange amongst policy makers, civil society and private sector actors on the African continent and beyond, evidence regarding existing and potential impact of youth exchange will provide the background needed to stimulate further discussions on skills promoting youth exchange.

To this end, a study was commissioned in 2017 to measure and provide evidence for skills promoting youth exchange including identifying good practice and areas of impact, with particular attention to sustainable promising practices in Africa. The extensive study reviewed available evidence, as well as engaged participants, alumni, organisations, as well as communities to investigate a) the impact the participation in a youth exchange programme has in terms of the personal development on the participants, their employability and impact in the society, and b) models and formats that contribute to long term impact and key personal and professional competencies amongst participants.

It is expected that the result of the study will spark more in depth necessary conversation and analysis on the impact of exchange programs to all actors and stakeholders.

5.3 Study Tour

To further deepen knowledge and share lessons and experiences on youth exchange, a study tour was hosted by Engagement Global in Germany in 2017. Engagement Global coordinates the AGYI on behalf of the German Federal Ministry of Economic Cooperation and Development (BMZ) and are responsible for all youth exchange formats sponsored by the German government.

The study tour provided an opportunity for Engagement Global to share expertise on youth exchange methodologies and formats as well the content and methods of education for sustainable development currently employed in these programs. With participation from the implementing organisations, as well as government officials in the three pilot countries, the study also provided an opportunity to further strengthen the structure in Africa.

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16	Ms. Melat Abayneh	Intern
17	Ms. Hilda Muhu	Secondment, Full bright scholarship
18	Ms. Ikunda Mtenga Leon	Youth Volunteer
19	Ms. Sylvie Umuhiza	Youth Volunteer
20	Mr. Oluleye Matthew Adewuyi	Youth Volunteer
Science and Technology Division		
21	Dr Mahama Ouedraogo	Head of Division
22	Mr. Hambani Masheleni	Senior policy officer
23	Dr. Monica Idinoba	Principal Policy Officer
24	Mr. Dereje Belachew	IT Officer (PMU)
25	Mr Yayehyirad Kassa	Finance Officer (PMU)
26	Ms. Kedija Seid	Secretary (S&T Division)
27	Mrs. Mahlet Teshome	Biosafety Expert
28	Mrs. Meseret Esheta	Administrative Assistant
29	Dr. Tidiane Ouattara	Coordinator, GMES & Africa
30	Dr Mahaman Bachir Saley	Senior Scientific Officer Water & natural Resources service (GMES & Africa)
31	Mr. Adiatou Fatty	Communication Officer-(GMES and Africa)
32	Mrs. Tefsehit Beyene	Finance Officer (GMES & Africa)
33	Mr. Meshack Kinyua Ndiritu	Training Officer-GMES and Africa
34	Ms. Pelagie Koffi	Secretary (GMES and Africa)
35	Ms Perpetua Magoke	Youth Volunteer- Science and Technology
36	Ms Linda Etta	Youth Volunteer- Science and Technology GMES
Human Resources and Youth Division		
37	Ms Ngwenya Nonkululeko Prudence	Head of Division
38	Mr. Daniel Adugna	Program Officer (AUYVC)

HRST DEPARTMENT STAFF - 2017

39	Ms. Wonguelawit Leguesse	Secretary HR and Youth
40	Mr Ademola Adesina	Advisor, AGYI
41	Mr Usman Toure	Communications Associate
42	Ms Denise Juvane	Youth Engagement Officer
43	Ms Amanda Chukwudozie	Knowledge management and Research officer
44	Mr Nicholas Ouma	Senior Youth Advisor
45	Mr Kokou Sename	Program officer
46	Ms Setigui Ousmane	Youth Volunteer
47	Mr Freddy Adandedjan	Youth Volunteer
Pan African University		
48	Prof Belay Kassa	Interim Deputy Rector
49	Dr Ilham Saker	Project Manager
50	Prof. Ntuda Ebode	PAU Institute Director (PAUGHS)
51	Prof. Abdellatif Zegra	PAU Institute Director (PAUWES)
52	Prof. Matthew Abatan	PAU institute Director (PAULESI)
53	Prof. Gabriel Magoma	PAU institute Director (PAUSTI)
54	Dr Gilles Ogandaga	Senior Academic & Students Affairs Officer
55	Mr. Gouem Celestin	Senior Admin. & Finance Officer
56	Mr. Solomon Osanse	Finance Officer
57	Mrs. Heromen Asefa	Program Assistant
58	Mrs. Rigibe Kelemu	Mail Runner
59	Mrs. Elelta Asmelash	Admin. Assistant
60	Ms Tanteliniana Nomenjanahary	Youth Volunteer
Scientific, Technical and Research Commission (STRC) Abuja, Nigeria		
61	Dr. Ahmed Hamdy	Executive Secretary Scientific, Technical and Research Commission
62	Dr Mohammed Kyari	Senior Expert, innovation policy
63	Ms. Marie Bassie	Secretary- AU/STRC
African Observatory of Science, Technology and Innovation (AOSTI), Malabo, Equatorial Guinea		
64	Dr. Philippe Mawoko	Acting Director, African Observatory of Science, Technology and Innovation
65	Dr Alimamy Konte	Senior Expert, Innovation Policy (AOSTI)
66	Dr. Bi Irie Vroh	Senior Expert S&T Policy)
67	Mr. Frederick Tamakloe	Finance Officer
68	Ms. Jusmonde Gouba	Youth Volunteer
69	Ms. Nosizwe Sigwane	Youth Volunteer
AU Centre for Girls and Women Education in Africa(AU/CIEFFA)		
70	Dr Rita Bissoonauth	AU/CIEFFA Coordinator
71	Mrs Yankey –Ouattara Simone	Senior Policy Officer
72	Mr Yacouba Ouedraogo	IT and documentalist Officer
73	Mrs Mariama Mahaman	Finance Assistant
74	Dr Raymonde Agossou	Consultant
70	Ms Felicite Kou-Nanghe Mantar	Consultant
71	Mr Youbare Boubacar	Consultant
IPED		
72	Mr Lukman Jaji	ICT officer/IPED

Summary of Country Activities


Each Member State of the African Union has been asked to present on an A4 size page, its main activities *in the sectors of Education (primary, secondary and higher). TVET(Technical and Vocational Education and Training), Science, Technology and Innovation, and Youth in relation to African Union Continental Strategies and Programs.*

The information published here remains the responsibility of the respective governments and maintained in the original language.

SUMMARY OF COUNTRY ACTIVITIES



SUMMARY OF COUNTRY ACTIVITIES

	ANGOLA	Southern Africa SADC, ECCAS	superfície 1.246.700 km ²
	Luanda	population 28.359.634	Budget annuel 6.959. 728.851.527

General Information

	Population %					Budget	
Age	General Distribution		Enrolled by cycle		School Cycle	%	
	M	F	M	F			
0 - 3					Pre-primary	0,1	
3 - 6	2,4	0,2	1,5	1,3	Primary	57,7	
6 - 12	16,6	15,0	10,4	9,4	Secondary	20,5	
12 - 18	8,9	56,3	5,6	3,5	Higher	16,1	
18 - 25	0,3	0,3	3,4	3,4	TVET		
25 - 35					STI		

* Os dados da população são estimativas feitas com base na taxa de crescimento natural (2.7%) verificada a quando do censo populacional.

1. Investimento na Educação da juventude

Angola continua a investir seriamente na educação dos jovens e na sua formação técnico-profissional, ajustadas as necessidades do mercado de trabalho e ao desenvolvimento do País. Em 2016 aprovou uma nova "Lei de Bases do Sistema de Educação e Ensino", Lei n.º 17/16 de 7 de Outubro. Com vista a alcançar os objectivos fundamentais desta Lei, o Ministério da Educação concebeu o Plano Nacional de Desenvolvimento da Educação (PNDE Educar - Angola 2030), abrangendo o período até 2030, por um lado conciliando-o com a Estratégia Nacional "Angola 2025", e por outro, fazendo-o coincidir com os "Objectivos de Desenvolvimento Sustentável 2030" (ODS 2030), com a meta de promover o desenvolvimento humano e educacional, com base numa educação e aprendizagem ao longo da vida para todos e cada um dos angolanos. Esta Lei estendeu a gratuidade do ensino até ao 9º ano de escolaridade.

O País conta com 6.1 milhões de alunos no ensino primário, e 2.5 milhões de alunos no ensino secundário. No quadro da implementação do Plano Nacional de Formação de Quadros (2013-2020), foram diplomados de 2014 a 2016 pelo ensino técnico profissional 78.134 alunos em 27 domínios estratégicos de formação a nível do País. Teve início a avaliação da empregabilidade no ensino técnico profissional e foi aprovado o projecto de revitalização do ensino técnico profissional e formação profissional (RETFOP) com a União Europeia. O País continuou a implementar o programa de empreendedorismo no ensino secundário geral com o objectivo de desenvolver nos jovens a criatividade, o espírito empreendedor e de negócios. Foi concluída a construção de 7 escolas secundárias e prosseguida a construção e apetrechamento de 12 escolas secundárias.

2. Desenvolvimento dos Professores

A dignificação e valorização do professor permanece uma medida de política do Executivo, estando em revisão o estatuto da carreira docente no sentido de garantir melhores condições de trabalho e de vida. O corpo docente continuou a ser dotado a todos os níveis do sistema de ensino com pessoas com perfil científico, técnico e pedagógico adequado, através da actualização de categorias e realização de concursos de recrutamento.


Continuou a implementação do projecto aprendizagem para todos (PAT) co-financiado pelo Banco Mundial, com intervenções nas seguintes áreas: (i) Zonas de Influência Pedagógica; (ii) Programa de formação de

professores; (iii) melhoramento da estratégia de gestão escolar; (iv) estabelecimento de um sistema de avaliação de alunos. Perspectiva-se a execução de um programa nacional de formação de professores, com recurso a cooperação internacional.

3. Alimentação Escolar

Com vista assegurar a universalização do Programa de Merenda Escolar nas escolas públicas, privadas e comparticipadas, foi aprovado o regulamento da merenda escolar. O Programa está a ser executado em todo o País, e enquadra-se nas acções do Executivo para aumentar as taxas de retenção escolar e de redução do insucesso escolar. 13.704 novos alunos do ensino primário beneficiaram do Programa de Merenda Escolar este ano, estando em curso o diagnóstico sobre o programa com a parceria do UNICEF. Igualmente em curso, estão acções de formação de formadores para o programa de educação nutricional “crianças saudáveis”. Em 2017, o País celebrou o primeiro dia africano da alimentação escolar a 1 de Março, com acto central presidido pela Secretária de Estado da Educação para Acção Social Escolar.

SUMMARY OF COUNTRY ACTIVITIES

	BURKINA FASO	Afrique de l'Ouest	superficie 274 200 km²
	OUAGADOUGOU	Population en 2016: 19 034 397	Budget annuel

Le présent rapport d'activités rend compte de certaines activités réalisées au troisième trimestre au compte du ministère de l'Education nationale et de l'Alphabétisation (MENA) du Burkina en vue de l'élaboration du troisième rapport d'activités continental et annuel (RACA).

La question de la profession enseignante

OS1 : Revitaliser la profession enseignante pour en assurer la qualité, la pertinence et l'adéquation à tous les niveaux d'éducation

A ce titre, un projet de stratégie de motivation du personnel de l'Education nationale a été validé le 21 septembre 2017 et sa mise en œuvre contribuerait à l'atteinte de cet objectif.

Aussi le projet de transformation des écoles nationales des enseignants du primaire (ENEP) en instituts nationaux de formation des enseignants de l'éducation de base (INAFEED) est-il avancé et ambitionne de relever le niveau de recrutement des enseignants du préscolaire, du primaire et des enseignants des centres d'éducation de base non formelle ; toute chose qui permettra d'améliorer la qualité de l'éducation. Pour ce faire, une étude sur la transformation des ENEP en INAFEED a été commanditée et les résultats ont restitués lors d'un atelier. Par ailleurs, la conférence pédagogique des enseignants du primaire s'est tenue dans toutes les régions courant le mois de mai 2017 et a permis de renforcer leurs capacités. Quant à la conférence pédagogique de personnel d'encadrement des enseignants du primaire, elle a permis de jeter les bases d'une dynamisation des groupes d'animation pédagogique qui constituent des cadres de formation continue des enseignants.

« Tirer pleinement profit du dividende démographique en investissant dans la jeunesse. »

Le MENA a contribué à l'élaboration du plan d'action national de la feuille de route de l'UA pour « tirer pleinement profit du dividende démographique en investissant dans la jeunesse » par l'inscription d'actions sous-sectorielles. En 2017, certaines actions y relatives sont programmées et concernent la construction des infrastructures éducatives, la promotion de l'éducation inclusive, de la santé sexuelle et reproductive, etc...

OS2 : Construire, réhabiliter et préserver les infrastructures scolaires et développer des politiques qui assurent à tous et de façon permanente un environnement serein et propice à l'apprentissage, afin d'accroître l'accès à une éducation de qualité à tous les niveaux d'éducation.

Au niveau de l'enseignement primaire, il est prévu en 2017 la résorption de 750 salles de classe sous-paillotes d'un coût estimé à 6 502 500 000 FCFA et le taux d'exécution physique est de 50%. Il est également prévu l'éclairage de 146 écoles qui est à un taux d'exécution physique de 30% et la réhabilitation d'infrastructures éducatives d'un coût total de 1 180 425 000 FCFA.

Au niveau de l'enseignement secondaire, en 2017, il est prévu la construction de 2 lycées scientifiques dont le taux d'exécution physique est de 25%, de 207 nouveaux collèges du post primaire avec un taux d'exécution physique de 30%, de 25 nouveaux lycées avec un taux d'exécution physique de 12%, l'équipement de 24 lycées en laboratoires dont le taux d'exécution physique est de 6%.

Au niveau de l'Enseignement et la Formation techniques et professionnels (l'EFTP), en 2017, il est prévu la construction de 2 lycées professionnels dont le taux de réalisation physique est de 40%, de 7 collèges d'enseignement et de formation techniques et professionnels (CEFTP) dont le taux de réalisation physique est estimé à 40%, de 2 lycées techniques dont le taux de réalisation physique est de 40%. Tous ces niveaux de réalisations ont été atteints au 30 juin 2017.

L'alimentation scolaire basée sur la production locale

Le projet cantines scolaires a pu mobiliser 8000 tonnes de denrées alimentaires (maïs, haricot, igname, sorgho et

beurre de karité) au titre de la cantine endogène. Concernant les acquisitions de la production locale, on note : 15 129,38 de tonnes de riz ; 6594,85 tonnes de haricot et 1306,57 de tonnes d'huile.

OS5 : Accélérer les processus conduisant à la parité et à l'équité des genres

La plupart des activités allant dans le sens la promotion de l'éducation des filles sont relatives à des plaidoyers pour l'inscription, le maintien et le suivi de leur scolarisation. Il a été aussi programme la commémoration de la journée internationale de la jeune fille le 11 octobre 2017. Des fiches ont été préparées à cet effet et les activités proprement dites vont démarrer en septembre dès la rentrée scolaire.

OS6 : Lancer des programmes d'alphabétisation ambitieux et efficaces pour éradiquer le fléau de l'analphabétisme.

Le processus d'évaluation du Programme national d'accélération de l'alphabétisation (PRONAA) est en cours et les résultats orienteront les actions futures.

OS7 : Renforcer les programmes de sciences et de mathématiques chez les jeunes et promouvoir la culture scientifique dans la société.

Dans l'objectif de rendre disponible un vivier de recrutement des enseignants des disciplines scientifiques et de préparer les élevés aux études dans les grandes écoles scientifiques, il est envisagé comme susmentionné, la construction d'un lycée scientifique dans chaque région. Pour l'année scolaire 2017/2018, deux lycées scientifiques sont ouverts à Ouagadougou et à Bobo-Dioulasso.

OS8 : Accroître les potentialités en formation technique et professionnelle dans l'enseignement secondaire en renforçant les liaisons bénéfiques entre le monde du travail et les systèmes d'éducation et de formation

Au post-primaire et au secondaire, en sus de la réalisation des infrastructures pour l'EFTP en cours (lycées professionnels, lycées techniques, CETFP), le ministère a pu effectuer des élèves en 2016-2017 dans certains établissements techniques et/ ou professionnels privés. Un projet de stratégie de développement de l'Enseignement et la formation techniques et professionnels a été également élaboré et celui-ci ambitionne de renforcer le partenariat établissements/entreprises. Des initiatives sont aussi développées pour l'érection progressive d'établissements d'enseignement général en établissements d'enseignement technique et/ou professionnel et l'ouverture des filières de formation techniques et professionnelles dans les établissements d'enseignement général.


OS10 : Promouvoir d'éducation pour la paix, ainsi que la prévention et la résolution des conflits à tous les niveaux d'éducation et pour tous les groupes d'âge, en s'appuyant sur les valeurs communes africaines.

Le Conseil national pour la prévention de la violence à l'école (CNPVE) a tenu une rencontre de concertation avec les différents acteurs du système éducatif et ses points focaux. Une semaine scolaire d'éducation à la citoyenneté se tiendra du 23 au 29 octobre 2017.

Des émissions radiophoniques et télévisuelles sur le civisme et la culture de la paix en milieu scolaire ont été également diffusées.

Il est envisagé du 19 au 21 septembre 2017, l'organisation d'un atelier sur le thème « La communication non violente en milieu scolaire et la mise en place de mécanismes de veille et de prévention de la violence dans les établissements.

SUMMARY OF COUNTRY ACTIVITIES

	CAMEROUN	Afrique Centrale	superficie
	Yaoundé	population	Budget annuel

Informations générales


Tranche d'âge	Population %				Budget	
	Répartition Générale (âge)		Scolarisée suivant cycle		Cycle scolaire	%
	M	F	M	F		
0 - 3	1200157	1172913			Préscolaire	39,8%
3 - 6	1048340	1024603	247030	246819	Primaire	
6 - 12	1839596	1769312	2025930	1820193	Secondaire	47,4%
12 - 18	1624269	1578033	1110003	945904	Supérieur	9,2%
18 - 25	1516423	1719651	366878	272152	EFTP	3,6%
25 - 35	1547526	1700726	4276	5152	STI	

Informations MINEDUB (Préscolaire + Primaire)				Informations MINESEC (Secondaire)					
	Population %		Budget (Unité: Millions FCFA)			Population %		Budget (Unité: Millions FCFA)	
Tranche d'âge	Scolarisée suivant cycle		Cycle scolaire	Montant	Tranche d'âge	Scolarisée suivant cycle		Cycle scolaire	Montant
	M	F				M	F		
0 - 3			Préscolaire	206 160	0 - 3			Secondaire	246 068
3 - 6	247 030	246 819	Primaire			3 - 6			
6 - 12	1 965 372	1 754 552			6 - 12	60 588	65 641		
12 - 18	239 148	191 687			12 - 18	860 893	746 820		
18 - 25					18 - 25	220 848	153 519		
25 - 35					25 - 35				

Informations MINESUP (Supérieur)				Informations MINEFOP (EFTP)					
	Population %		Budget (Unité: Millions FCFA)			Population %		Budget (Unité: Millions FCFA)	
Tranche d'âge	Scolarisée suivant cycle		Cycle scolaire	Montant	Tranche d'âge	Scolarisée suivant cycle		Cycle scolaire	Montant
	M	F				M	F		
0 - 3			Supérieur	47 644	0 - 3			EFTP	18 724
3 - 6					3 - 6				
6 - 12					6 - 12				
12 - 18					12 - 18	9 962	7 397		
*18 - 25	129 189	99 867			18 - 25	16 841	18 766		
25 - 35					25 - 35	4 276	5 152		

(*) N'ayant pas pu obtenir les données du supérieur par tranche d'âge, et sachant que la majorité des élèves du supérieur étant de la tranche d'âge 18-25, l'ensemble des effectifs est affecté à cette tranche d'âge.

SUMMARY OF COUNTRY ACTIVITIES

	REPUBLIQUE DU CONGO BRAZZAVILLE	Afrique Centrale CEEAC	Superficie 342.000 km2
		population 4.000.000	Budget annuel 1 513 285 000 000

General Information

Age	Population %				Budget	
	Répartition Générale (âge)		Scolarisée suivant cycle		Cycle scolaire	%
	M	F	M	F		
0-3					Préscolaire	5,35
3-6	8,94		6	7	Primaire	
6 - 12	16,14		53	57	Secondaire	
12 - 18	13, 12		28	22	Supérieur	4,50
18-25	11,72		11	10	EFTP	0,632
25 - 35	13,95		4	3	STI	0,33

Après la tenue du 28ème sommet de l'Union Africaine à Addis-Abeba (Ethiopie) du 30 au 31 janvier 2017, au cours duquel, les Chefs d'Etats ont procédé au lancement du thème de l'année ainsi formulé : « tirer pleinement profit du dividende démographique en investissant dans la jeunesse », le Gouvernement de la République du Congo a, sous l'impulsion de Son Excellence Monsieur Denis SASSOU N'GUESSO, Président de la République, Chef de l'Etat, organisé le 24 février 2017, une cérémonie relative au lancement dudit thème au plan national. Dans le but de concrétiser les engagements des Chefs d'Etat, une table ronde sur le dividende démographique a été organisée, permettant à la République du Congo de se doter d'une feuille de route nationale sur le thème annuel de l'Union Africaine.

A ce jour, le Congo, en collaboration avec le Fonds des Nations Unies pour la Population, est en phase finale de la rédaction du profil démographique et du plan d'action national sur les investissements nécessaires à la jeunesse pour capturer le dividende démographique.

Assurer à tous les enfants l'accès à une éducation de base de qualité dans un environnement sain, pour atteindre l'objectif de scolarisation universelle tel que fixé dans la stratégie sectorielle de l'éducation, à l'horizon 2025, est une des priorités du Gouvernement Congolais.


A cet effet, le Congo en partenariat avec Partenariat International pour le Développement Humain (IPHD) et le Ministère de l'Agriculture des Etats- Unis (USDA), met en œuvre un programme d'assistance scolaire visant l'amélioration de la nutrition et de la santé, la fréquentation scolaire, les inscriptions scolaires et les résultats scolaires. Ce programme qui vise à contribuer à l'amélioration de l'accès des populations à l'éducation de base, permet la sédentarisation de près de 95.000 élèves issus des familles défavorisées.

Au niveau de l'enseignement supérieur on note outre l'amélioration des conditions d'apprentissage à l'Université Marien NGOUABI, la construction d'une nouvelle Université dénommée Denis SASSOU N'GUESSO. Dans le même esprit, le Gouvernement encourage la création de plusieurs instituts et universités privés.

Sur le plan de la formation qualifiante, la mise en œuvre du « projet de développement des compétences pour l'employabilité » et du projet un « jeune = un métier » a permis l'insertion et la réinsertion socioprofessionnelle de plus de 10 000 jeunes vulnérables.

Sur le plan de la recherche scientifique, on peut noter d'une part, le lancement de la phase probatoire du laboratoire de fabrication des médicaments contre le paludisme, projet exécuté dans le cadre de la coopération entre le Congo et le Vietnam et d'autre part, la mise au point des systèmes agroforestiers pour l'amélioration et la conservation des sols et des ressources forestières par l'Institut National de Recherche Forestière (IRF) ainsi que la domestication des espèces forestières pour l'afforestation et la création des forêts secondaires avec des essences telles le wengué, le limba et le grewia par l'Institut National de Recherche Forestière (IRF).

SUMMARY OF COUNTRY ACTIVITIES

	DJIBOUTI	Afrique de l'Est COMESA, Cen-Sad, IGAD	Area 23.200 km2
	Djibouti	population 810.200	Annual Budget 126 196 651 363

General Information

	Répartition Générale (âge)		Scolarisée suivant cycle				
Age	M	F	M	F		Cycle scolaire	%
0 - 3							
3 - 6						Précolaire	1,4
6 - 12			39608	34193		Primaire	32
12 - 18			26912	21879		Secondaire	40,8
18 - 25						Supérieur	
25 - 35						EFTP	10,4
						STI	

I. Précolaire

Objectif Général : Développement de l'éducation préscolaire conformément aux principes de qualité et d'équité en collaboration avec le secteur privé et le tissu associatif

Objectifs Stratégiques (OS1-A6 du Schéma Directeur) :

1. Accroître l'accès au préscolaire à travers le développement de trois approches : (i) le préscolaire public, (ii) le préscolaire communautaire, (iii) le préscolaire privé.
2. Promulguer le cadre réglementaire de l'éducation préscolaire
3. Valider le curriculum du préscolaire
4. Instaurer une formation initiale des enseignants du préscolaire

II. Primaire

Objectif Général : Développement de l'accès à l'enseignement primaire conformément aux principes de qualité et d'équité

Objectifs Stratégiques (référence au schéma directeur)

1. Mettre à jour les curricula et définir des savoirs et compétences minimaux garantis pour tout élève du fondamental (OS1-A1)
2. Développer la formation du personnel d'enseignement (OS1-A2)

3. Renforcer la qualité de l'environnement et de la vie scolaire pour conserver des conditions favorables à l'apprentissage (OS1-A3)

4. Développer l'évaluation en tant que support à l'apprentissage (OS1-A4)

5. Développer l'accès aux technologies de l'information et de la communication (OS1-A5)

6. Accroître les capacités d'accueil (OS2-A1)

7. Améliorer le rendement interne de l'éducation (OS2 – A3)

8. Renforcer l'éducation inclusive pour l'élimination des disparités d'accès et de participation à l'éducation (OS3-A1)

9. Assurer la continuité éducative dans les camps de réfugiés

III. Enseignement moyen

Objectif Général : Développement de l'accès à l'enseignement moyen conformément aux principes de qualité et d'équité

Objectifs Stratégiques (référence au schéma directeur):

1. Mettre à jour les curricula et définir des savoirs et compétences minimaux garantis pour tout élèves du fondamental (OS1-A1)

2. Généraliser la formation initiale des enseignants du moyen et renforcer la pertinence des offres de formations aux besoins des enseignants et des personnels d'éducation (OS1-A2)
3. Renforcer la qualité de l'environnement et de la vie scolaire pour conserver des conditions favorables à l'apprentissage (OS1-A3)
4. Développer l'accès aux technologies de l'information et de la communication (OS1-A5)
5. Accroître les capacités d'accueil (OS2-A1)
6. Améliorer le rendement interne de l'éducation (OS2-A3)
7. Renforcer l'éducation inclusive pour l'élimination des disparités d'accès et de participation à l'éducation (OS3-A1)

IV. Enseignement secondaire général

Objectif Général : Développement de l'accès à l'enseignement secondaire général conformément aux principes de qualité et d'équité

Objectifs Stratégiques (référence au schéma directeur)

1. Développer et valider le référentiel de formation des enseignants du secondaire et renforcer la pertinence des offres de formations aux besoins des enseignants et des personnels d'éducation (OS1-A2)
2. Renforcer la qualité de l'environnement et de la vie scolaire pour conserver des conditions favorables à l'apprentissage (OS1-A3)
3. Développer l'accès aux technologies de l'information et de la communication (OS1-A5)
4. Accroître les capacités d'accueil (OS2-A1)
5. Améliorer le rendement interne de l'éducation (OS2-A3)

V. Enseignement technique et formation professionnelle

Objectif global : Développer un système national de l'ETFP contribuant au développement social et économique du pays

Objectifs stratégiques :

1. Renforcer le pilotage et la gestion de l'ETFP
2. Garantir un accès élargi et équitable à l'ETFP
3. Améliorer la qualité des formations et des compétences
4. Développer le partenariat avec le secteur privé

VI. Gestion sectorielle

Objectif Général : Améliorer les règles de gouvernance, de pilotage des services et des réseaux de l'éducation.

Objectifs Stratégiques

1. Améliorer la planification, la gestion et la responsabilisation ;
2. Disposer des informations à jour nécessaires à la gestion ;
3. Rationaliser les dépenses et contrôler les coûts ;
4. Avoir un dispositif de suivi et d'évaluation des performances du système ;

Enseignement supérieur et Recherche Scientifique (MENSUR)

A Djibouti, l'enseignement supérieur regroupe trois grandes institutions universitaires dans les domaines de l'enseignement (Université de Djibouti et l'Institut Supérieur des Sciences de la Santé) et de la recherche (Centre d'Etudes de Recherche de Djibouti). Avec plus de 10000 étudiants, l'Enseignement Supérieur occupe une place importante dans le pays et représente plus de 5,8% du Budget National.

Le MENSUR s'est attaché à développer une vision claire qui s'inscrit légitimement dans la volonté affichée du président de la République de développer un enseignement supérieur et une recherche d'excellence qui puissent permettre la promotion de tous par le savoir ; préparer à des métiers changeants et une économie mondialisée ; faire de la pédagogie une « industrie prometteuse » ; promouvoir une production scientifique selon les demandes et priorités de l'économie et les attentes de la société ; s'engager dans un partenariat efficient et un espace globalisé. Ainsi, le MENSUR a poursuivi en 2016 son action dans la direction précédemment définie tout en répondant au processus de l'évaluation de l'Action Gouvernementale. Les principales orientations et les objectifs prioritaires du Ministère de l'enseignement supérieur ont été également définis clairement dans le cadre de la SCAPE pour la période 2015-2019.

En effet, il est primordial de retenir que le secteur de l'enseignement Supérieur et la Recherche reste aujourd'hui confronté à une restructuration continue de l'offre de formations universitaires. Le défi majeur à relever est l'adéquation de la formation par rapport à l'emploi avec pour gage majeur la qualité des diplômes délivrés. La mission principale du MENSUR reste à concevoir des formations universitaires de plus en plus adaptées à l'évolution du marché du travail.

SUMMARY OF COUNTRY ACTIVITIES

Le défi qualitatif consiste à répondre avec précision aux besoins de croissance de l'économie nationale afin d'assurer un emploi aux diplômés toujours plus nombreux d'une part, et d'autre part des compétences afin que le plus grand nombre d'entre eux soit en mesure de créer des emplois. Cette culture managériale qu'il est déjà prévu d'inculquer à nos étudiants doit leur permettre d'être

les moteurs de l'économie en reprenant à leur compte les différentes opportunités que les macro-projets de développements (nouvelles routes, voies de chemin de fer, activités portuaires...) ainsi que le prochain développement de l'exploitation des énergies géothermique, éolienne et solaire, vont offrir à la république de Djibouti.

BUDGET 2016 - MENSUR		
Nature des dépenses	Budget Mensur 2016	% Budget
- MENSUR	2 175 224 402	31,47
- Université de Djibouti + Faculté de Médecine	3 412 181 246	49,36
- Centre d'Etudes et de Recherche de Djibouti	1 008 711 588	14,59
- Institut Supérieur des Sciences de la Santé	315 635 590	4,56
TOTAL BUDGET MENSUR 2015	6 911 752 826	100%

BUDGET 2016 - MENSUR	
STRUCTURES INSTITUTIONNELLES	Effectif 2015/2016
- Université de Djibouti + Faculté de Médecine	9936
- Institut Supérieur des Sciences de la Santé	512
TOTAL EFFECTIF 2015/2016	10448
TOTAL BUDGET MENSUR 2015	6 911 752 826

Après une dizaine d'année d'existence, l'université de Djibouti accueille aujourd'hui 9936 étudiants et dispose de cinq facultés. Elle se considère comme le fruit d'une profonde volonté politique et bénéficie du soutien total du gouvernement. Par ses différentes formations générales, techniques et professionnelles supérieures, elle offre à des milliers des jeunes étudiants des opportunités des métiers diversifiés. Egalement des formations d'excellence (en Médecine, en ingénierie....) sont créées pour permettre à nos meilleurs étudiants lauréats de poursuivre leurs études dans leur propre pays. Pour consolider la recherche scientifique et assurer des formations de qualité, une école doctorale est créée au sein de l'université de Djibouti.

C'est ainsi que l'Université de Djibouti s'oriente de plus en plus vers la création de filières d'excellence accessible sur concours notamment par la création future d'un centre d'excellence régional dans les domaines de la gestion logistique et les nouvelles technologies de l'information et la communication.

Enfin, contexte géopolitique oblige, le bilinguisme, voire le trilinguisme qui doit être renforcé à l'Université de Djibouti, doit devenir la règle d'or dans les filières d'excellence.

Egalement en matière des métiers, l'institut supérieur des sciences de la santé depuis sa création assure des formations paramédicales. L'objectif est de mettre sur le marché du travail des techniciens supérieurs (infirmiers, sages femmes et des laborantins...), mais également de permettre aux professionnels de santé d'améliorer leurs compétences et de bénéficier d'une amélioration de leurs carrières sociales.

Dans les domaines de la recherche scientifique, des


nombreux programmes scientifique, économique et social sont lancés pour promouvoir le développement durable de notre pays en matière de croissance économique et de lutte contre la précarité et la pauvreté. Des nombreuses études sont réalisées dans les domaines de la géothermie, de l'énergie éolienne de la cartographie, de la recherche minière, de biologie marine, des études géologiques et hydrologiques et de la recherche médicale. Tous ces travaux de recherche ont atteints des résultats significatifs et ceci grâce à l'appui considérable du gouvernement.

La recherche s'expose aux défis de trouver les solutions adaptées aux problèmes socio-économiques et sociologiques posés. La recherche appliquée nationale est, depuis de nombreuses années, un moteur de développement économique pour le pays. Deux exemples nous le rappellent, celui des nombreuses études géophysiques qui ont abouti à déterminer précisément les caractéristiques de nos gisements géothermiques et permis ainsi d'intéresser les bailleurs comme les investisseurs d'exploiter une ressource identifiée, exploitable et rentable. Le cas également de l'énergie éolienne qui a permis de lancer le projet de dessalement d'eau de mer à Doraleh via l'énergie éolienne produite sur le site d'Assal en est un second exemple.

Cependant, si cette recherche produit des résultats de qualité, directement exploitables et sources de richesses, il n'échappera à personne que celle-ci doit être soutenue et financée.

De façon générale, l'Enseignement supérieur comme la recherche doivent s'ouvrir davantage vers l'extérieur, se restructurer, revoir les programmes et les partenariats pour plus de connaissance et d'expérience.

SUMMARY OF COUNTRY ACTIVITIES

	ETHIOPIA	Eastern Africa COMESA, IGAD, CENSAD	Area 1,104,300 km²
	Addis Ababa	population 99,390,750	Annual Budget ETB 274 Billion

General Information

Age	Population %				Budget		
	General Distribution (%)		Enrolled by cycle(%)		School cycle	Amount in Birr	%
	M	F	M	F			
0 – 4	5,560,804	5,395,688			Pre-primary	N/A	N/A
4 – 6	3,863,471	3,771,952			Primary	15,598,046,274.3	31
7 – 10	4,745,162	4,644,092			Secondary	3,198,397,884.2	6
11 – 14	4,550,022	5,502,354			Higher	24,362,778,583.6	48
15 – 18	4,233,114	4,103,262			TVET	3,395,105,409.1	7
19 – 21	2,924,834	2,839,021			STI	N/A	N/A
Total	25,877,407	26,256,369			Other	4,147,091,071.8	8
					Total	50,701,419,222.9	100

Statistics obtained for this table are from the 2015/16 Educational Statistical Abstract for Ethiopia. The budget information was sourced from 2014/15 financial information. Pre-primary education starts at age 4 in Ethiopia and covers kindergarten and government funded 'O' class and 'child to child' learning. Higher education includes all those students enrolled in undergraduate and postgraduate university education in government and nongovernment organisations. Primary Education also includes Alternative Basic Education, which is a program allowing children in rural areas to attend accelerated primary school classes. Ethiopia has also instigated a Non-Formal Adult Learning Program programme aimed at providing an opportunity for adults who were not able to attend traditional primary and secondary education. Data collection for Adult Education is not well advanced in the country, however an estimate for enrolment in 2015/16 is 6.903.065 million adults.

Primary, Secondary and Higher Education: Primary enrolment in Ethiopia is high, especially in the first four grades which have a gross enrolment ratio (GER) of 113% for males and 103% for females, enrolment exceeding 100% indicates that children younger or older than the stated age for the primary grades have enrolled. The Ethiopian government is committed to ensuring that children of the correct age are in each grade in future years. Gender equality at primary level has improved greatly in recent years but still remains below perfect parity, at 0.91 Gender Parity Index in 2015/16. Enrolment and GPI at secondary level has also improved; GER for secondary education (grades 9 to 12) is 30% for males and 28% for females and GPI is 0.93. In Ethiopia there is an Education Sector Development Plan V (ESPD V) that is aimed at improving all aspects of education from 2015/16-2019/20, one aspect of this is to improve schools and the teaching facilities that are available. The focus of this plan is to include the community in the improvements planned and for each school to have their own improvement plan tailored to the needs of the school.


The higher education subsector has been prioritised for improvement by the Ethiopian Government, as shown by it having the highest proportion of the education budget at 48% of the national education budget. The number of institutions has grown and there are now 38 government universities and 98 nongovernment institutions offering higher education programs within the country. Therefore, availability of places for a wider proportion of the population has increased, in 2015/16 there were 778,766 undergraduates enrolled across all programs and institutions. There are options of distance and evening classes at many institutions so that students are able to carry out paid employment and continue their education. Enrolment in higher education is increasing, however there is large gender inequality at this level, with females comprising 34% of the 2015/16 intake. There is also a drive to improve quality as part of the ESPD V at this level, so that more students graduate with a degree from university and the level of teaching improves.

SUMMARY OF COUNTRY ACTIVITIES

Technical and Vocational Education Training: TVET is available in Ethiopia to those students leaving grade 10 in secondary school and who are not going forward to the preparatory grades for university (in the population figures TVET enrolment is included in the 15-18 age group). The aim of TVET in Ethiopia is to provide a lower and middle skilled workforce that is competent, motivated, adaptable and innovative to the demands of industry within Ethiopia. TVET enrolment was 304,139 in 2015/16, with 52% of those enrolled being female. Cooperative training takes place between TVET institutions and industry placements, where the two organisations work in partnership to ensure that students understand the realities of workplace life and prepare them for when they will leave the TVET scheme. It is hoped that cooperative training will increase, with more placements becoming available. Quality of teaching in TVET schemes is also improving due to a scheme being introduced to improve teaching standards, this has included individual teacher assessments and retraining where necessary.

College of Teacher Education (CTE): Ethiopia recognises the need to have appropriately trained teachers at all levels of education within the country. The proportion of primary teachers (grades 1 to 4) who have the appropriate teaching diploma in 2015/16 was 79% for female teachers and 66% for male teachers, indicating that improvements had been made but there are still teachers that are under-qualified for their role. In 2015/16 there were 211,734 students enrolled in CTE programs, 40% of whom were female. The ESDP V aims at transforming teaching into a profession of choice so that the most able feel that it is a good career choice and there is more ongoing training and support. Centres of excellence in CTE training will also be established in universities and CTE institutions so that the best approaches to education are shared.

SUMMARY OF COUNTRY ACTIVITIES

	GHANA	West Africa ECOWAS, CENSAD	Area 238.535 km²
	Accra	population 27.000.000	Annual Budget

General Information

Age	General Distribution (%)			Enrolled by cycle(%)			% OF SECTOR BUDGET EXPENDITURE	
	M	F	Total	M	F	Total	Level	%
0-3 year olds(Pre-school)	1,635,463	1,600,707	3,236,170	194,839	192,733	387,572	Pre-school	5.6
4 -5 year olds(KG)	725,587	705,005	1,430,592	573,427	564,234	1,137,661	Primary	16.0
6 -11 year olds(Primary)	1,992,785	1,923,621	3,916,406	1,813,424	1,770,517	3,583,941	JHS	21.3
12 - 14 year olds(JHS)	922,436	904,036	1,826,472	469,488	448,555	918,043	SHS	21.6
15- 17 year olds(SHS)	842,367	839,988	1,682,355	440,799	410,513	851,312	TVET	2.3
18-25 year olds (University)	1798759	1835455	3634214	192,448	128298	320,746	Tertiary	23.3

DRAFT REPORT OF ANNUAL CONTINENTAL ACTIVITIES (RACA)

GHANA SUMMARY REPORT ON EDUCATION, SCIENCE, TECHNOLOGY AND INNOVATION (2016/2017)

1. Introduction

Ghana can be located in the western part of Africa, and has a total land area of 238,533km² with a land cover of about 96.5%, and water about 3.5%. The current population is estimated to be 28.21 million as at 2016. The total budget allocation for education, science, technology and innovation for 2016 and 2017 are \$1,679,699,661 and \$ 2,154,550,258 respectively.

2. Briefing of status of implementation of programmes, and statistics on education

a. Description on summary of data on education in Ghana

b. Access, Equity and Quality Attainment

- Significant progress has been made in enrolment access across the levels and gender parity achieved for KG, Primary and JHS. The official age for entry into school is aged 4 where, although there are extremely significant number of pre-KG education known as crèche and nursery.
- Access to senior high schools have increased significantly with initiatives such as expansion of school facilities, increased emphasis in the training of current teachers especially in the fields of mathematics and science.
- The government has also recruited additional teachers for mathematics and Science related programmes. Series of workshops were organized for mathematics and science teachers to address challenges in the delivery of science and mathematics programmes at the senior high schools.
- Video lessons especially in mathematics and Science programmes have been developed and distributed to senior high schools including audio-visual equipment for use to augment the normal delivery by teachers in the classrooms.
- The Ministry has developed home-made ICT-based learning platform known as I-box that provides e-content that operates on android equipment's and laptops with Wi-Fi network allowing students and teachers to continue the processes of teaching and learning especially virtually.
- The package currently under pilot in about 100 of the low-performing senior high schools seeks to augment

SUMMARY OF COUNTRY ACTIVITIES

the teaching and learning materials of the schools and more especially allows the conduct of laboratory practicals virtually

- Government has currently converted the national 10 Polytechnics into Technical Universities to place emphasis on the delivery of STEM and TVET programmes learning from the best TVET models across the world.

3. Promotion of Science, Technology Engineering and Mathematics Programmes

- **STEM Clinics:** As part of effort to promote and increase the interest of students in STEM programmes and especially among females and to reduce gender stereotypes that inhibiting females from entering into STEM-based occupations, the Ministry of Education together with relevant stakeholders introduced the STEM Clinics to emphasis the importance of STEM programmes and kills in various occupations. The programme provides opportunities for participants to have first-hand experiences in STME-based occupations and to improve their creative lives and be more skillful in applying methods of science in problem-solving through development of science projects. Additionally the programme seeks to prove through "Role Modeling", that women can succeed in science-based occupation as well as normal family life. Since the programme inception in 2010 with equal numbers of male and female participation, the STEM Clinics have benefitted over 5000 students. From December 2017 to Aug 2017, the STEM programme benefitted additionally, over 600 girls from primary and junior high schools across three districts- namely Jasikan, Atiwa and Asikuma-Odoben-Brakwa Districts.
- **ICT Initiatives:** ICT initiatives have been implemented including open learning exchange programme benefiting 240 teachers from 20 selected basic schools benefitting approximately additional 850 pupils in deprived communities through the provision of audio-visual content, and e-library services for supporting the process of teaching and learning. Also government since 2010 to date have distributed about 100,000 laptops to students and schools at the secondary and tertiary levels of our education. The aim is to empower students to learn using computer programmes.
- **National Mathematics and Science Quiz:** Government together with relevant stakeholders organizes national math and science quiz for senior high school students to promote interest in the learning of math and science among students. This nation-wide television education and entertaining programme provides opportunities for schools to groom and present their students to participate in national quiz competition.
- **Currently, about 40% of all students at tertiary are pursuing STEM related programmes in the universities and the polytechnic.** The percentage of girls keep increasing. This is however, far from the objective of achieving 60% student participation in STEM programmes.
- **Math and Science Scholarships:** Ghana has been implementing the Mathematics, Science and Technology Scholarship Scheme (MASTESS) since 2010 which provides bursaries for needy but brilliant students studying mathematics, science and technology related subjects in second cycle and tertiary institutions. To date about 12, 000 students have benefited from the scheme.
- **National Science Technology and Innovation Fair:** In 2016 Ghana organized a bi-annual National Science, Technology and Innovation Fair to provide a platform for research institution and innovators to be showcase diverse array of scientific and technological inventions to industry and the public.
- **Establishment of Technology Transfer Centers:** Ghana has established 5 Technology Transfer Centres in five (5) R&D institutions namely: Ghana Atomic Energy Commission, Council for Scientific and Industrial Research, University of Ghana, Ghana Technology University College and Kumasi Technical University. The aim is to promote research industry collaboration.
- **On-going policy and programme initiatives to address the low participation in STEM and TVET related programmes and to promote the quality delivery of these interventions**
- **Review of the Basic School Curriculum:** Curriculum reviewing is currently ongoing with emphasis on reading writing, arithmetic and creativity skills (the 4Rs) has been commissioned to produce a revised curriculum for kindergarten, primary, junior high and senior high education, to among other objectives;
 - (i) develop learning standards for each grade from KG to junior high school (i.e. (grade 9th),
 - (ii) Review the number of subjects thought at the primary and junior high level to emphasis the 4 Rs.

(iii) Place emphasis on the delivery of French as a subject to be taught in all basic schools.


Free Senior High Education: Review and extension of constitutional provision of free basic education in Ghana: this is being done to include 3 year senior high school to assure that at least every Ghanaian child is obtained compulsory-government funded education to senior high level. This is strategy whose implementation commenced in September 2017 aligns with the goal 4.1 of the Sustainable Development Goals (SDGs). The government, under the free senior high school programme, students (starting with first year) are receiving free education including free textbooks, free exercise books, and free feeding with greater emphasis on improvement in learning outcomes.

- **TVET Initiatives:** As parts of efforts to promote a free education up to senior high level, emphasis on skills acquisition is being championed. In this regard, delivery of technical vocational education is being improved through the on-going processes of developing legislative instruments that seeks to harmonize the management of all technical and vocational programmes (currently under 11 sector Ministries) under one sector Ministry to ensure standardization in programme delivery, accreditation, assessment and certification. This will promote smooth monitoring as well as management of TVET with the objective of producing the required manpower needs to meet the government agenda of one-district-one factory vision. This is expected to transform Ghana into an industrialized economy with the medium to long term.

Government has programmed and developed model for the construction of 20 state-of-the arts technical vocational and education institutions across the ten regions. Additionally, the implementation of the government has programmed to construct 10 regional STEM centers to equip the youth with requisite training and skills.

- **Establishment of Presidential Advisory Council for Science Technology and Innovation (PACSTI):** The government of Ghana is establishing a Presidential Advisory Council for Science Technology and Innovation to provide confidential, timely and evidence-based advice on STI issues to the President of the Republic. This will advance the contribution of STI to Ghana's social and economic development
- **The Establishment of STI Fund:** An STI Fund is being established to provide resources for research and development as well as implement activities outlined in the National STI Policy and Development Plan, and also for Industrial Innovation to make Ghana competitive in the global market.
- **Establishment of Technology Incubation Centers/ Hubs:** Government is currently developing a comprehensive programmes to establish incubation centers in all the ten regions of the country. These centers / hubs are important vehicles for creating direct linkages between knowledge centers and industry, and to stimulate innovation and technology transfer.
- **Establishment of Ghana Radio Astronomy Observatory:** Ghana with the support from the Department of Science and Technology (DST), South Africa has established a Radio Astronomy Observatory as part of our Space science and technology initiative. The Observatory is also part of the African Very Long Baseline Interferometer Network (AVN), and is to promote astronomy research and human capacity building in Ghana and on the continent as a whole.
- **Establishment of the High Performance Computing Center (HPC):** Ghana with support from the Department of Science and Technology (DST), South Africa is establishing a High Performance Computing Centre as a research facility to provide high speed, high band connectivity and the effective creation of a variety of notable large and critical databases.
- **Establishment of a Satellite Ground Receiving Station:** Ghana plans to establish a National Space Science Data Center through the establishment of a Satellite Ground Receiving Station by the end of 2019.

SUMMARY OF COUNTRY ACTIVITIES


	GUINEE	West Africa CEDEAO, Cen-Sad	Area 245.836 km2
	Conakry	population 10.523.261	Annual Budget

Informations générales

Tranche d'âge	Population %				Budget	
	Répartition Générale (âge)		Scolarisée suivant cycle		Cycle scolaire	Montant
	M	F	M	F		
0 - 3	1060407	962627	34746	33413	Préscolaire	
3 - 6	670991	643919	146122	135186	Primaire	
6 - 12	1098411	1119773	809010	658658	Secondaire	
12 - 18	859963	937311	419915	283146	Supérieur	912,583,581,000.00
18 - 25	794008	913924	147733	68176	EFTP	
25 - 35	844196	1038374	9243	2343	STI	

Tranche d'âge	Population %				Budget	
	Répartition Générale (âge)		Scolarisée suivant cycle		Cycle scolaire	%
	M	F	M	F		
0 à 3	52.4%	47.6%	51.0%	49.0%	Préscolaire	
3 à 6	51.0%	49.0%	51.9%	48.1%	Primaire	
6 à 12	49.5%	50.5%	55.1%	44.9%	Secondaire	
12 à 18	47.8%	52.2%	59.7%	40.3%	Supérieur	
18 à 25	46.5%	53.5%	68.4%	31.6%	EFTP	
25 à 35	44.8%	55.2%	79.8%	20.2%	STI	


SUMMARY OF COUNTRY ACTIVITIES

	MADAGASCAR	Afrique de l'Est SADC, COMESA	superficie 587.041 km2
	Antananarivo	population 22.095.000	Budget annuel

Informations générales

Tranche d'âge	Population %				Budget	
	Répartition Générale (âge) (en milliers)		Scolarisée suivant cycle		Cycle scolaire	%
	M	F	M	F		
0 - 3	1 231	1 203			Préscolaire	10
3 - 5	1 134	1 109	460 009	492 989	Primaire	33,9
6 - 11	2 029	2 000	2 020 010	2 069 769	Secondaire	25,2
12 - 17	1 790	1 782	1 048 581	1 017 310	Supérieur	17
18 - 24	1 760	1 769	88 400	63 349	EFTP	2,9
25 - 35					STI	n.d

SUMMARY OF COUNTRY ACTIVITIES

	Mauritania	West Africa	Area 1,030,000 km2
	Nouakchott	population	Annual Budget

3eme Edition DU RAPPORT D'ACTIVITES CONTINENTAL

ANNUEL (RACA)

Volet Jeunesse, Année 2017

A l'instar de plusieurs pays d'Afrique qui ont déjà mis en place des mesures visant à tirer pleinement profit du dividende démographique et dans le cadre de la commémoration du thème 2017 de l'UA, le Ministère de la Jeunesse et des Sports a élaboré un Plan d'Action Opérationnel National (PAO), qui vise à investir dans la jeunesse pour tirer profit au maximum du dividende démographique.

La cérémonie de lancement de ce plan a été organisée le 26 avril 2017 à Nouakchott. Elle a été ouverte par Son Excellence, Monsieur Le Ministre de la Jeunesse et des Sports, en présence de la Ministre des Affaires Sociales, de l'enfance et de la famille, du Ministre de la Santé, du Ministre de l'Éducation Nationale, du Représentant Résident du PNUD en Mauritanie, de la Représentante Résidente de l'UNFPA en Mauritanie, de la Banque Mondiale, de l'UNICEF, de l'ONU-SIDA et de plusieurs autres hautes personnalités des secteurs public et privé.

Ce plan opérationnel comporte 11 actions qui concernent la formation sur le Dividende démographique des Délégués régionaux du Ministère de la Jeunesse et des Sports (MJS) et des Dirigeants d'Associations de Jeunes, l'organisation de caravanes de sensibilisation sur les mariages précoces, la formation des jeunes sur les créneaux porteurs d'emploi et sur le leadership. D'autres activités portant sur l'organisation d'une colonie de vacances pour les adolescents issus de milieu défavorisés, d'une randonnée pédestre pour les femmes et des compétitions de Basketball, sur l'appui au Réseau National des Jeunes pour la vulgarisation de la charte Africaine de la Jeunesse et des sports et les jeunes eux-mêmes ont également vu le jour.

Les actions inscrites au programme de la stratégie Nationale de la jeunesse, des Sports et des Loisirs 2015-2020, adoptée le 30 juillet 2015 par le Gouvernement, connaissant un début d'exécution, notamment en ce qui concerne les infrastructures de jeunesse et de sports, ou des stades et des Maisons des Jeunes sont réalisés quasiment dans toutes les capitales régionales et progressivement dans les départements et les arrondissements à forte concentration de population. Des sessions de renforcement des capacités du personnel encadrant et des jeunes eux-mêmes ont été organisés dans plusieurs domaines, notamment l'Entrepreneuriat, la santé de la Reproduction des Adolescents et des Jeunes (SRAJ), la Lutte contre la Radicalisation des jeunes, le Développement durable, la gestion et la prévention des conflits, les Ressources Humaines, les Droits de l'homme, la question Genre etc, etc.

Dans le domaine de la formation initiale et continue des cadres du secteur de la jeunesse et des sports, un audit de la formation dispensée à l'institut supérieur de la jeunesse et des sports (ISJS) entre 2010 et 2015, a été réalisé en 2017 et a abouti à ;

1. Un projet de Plan triennal de renforcement des capacités des cadres déjà formés, dans les domaines de l'Administration et de la Législation, les Langues et les Techniques de Communication, la Gestion administrative et des Ressources humaines et Financières, la Gestion des infrastructures et institutions de jeunesse et de sports, la planification stratégique, la Formation technique et professionnelle, la Prévention des conflits et la sociologie de la jeunesse et ;
2. Un projet de Référentiel de formation de l'ISJS ou prévoit la formation des cadres moyens et des cadres supérieurs

Le plan prévoit une réunion d'évaluation des actions inscrites dans ses programmes au mois de janvier 2018.

Par ailleurs, le Gouvernement a mis en œuvre de manière efficiente les orientations et les engagements de Monsieur le Président de la République, en adoptant la SCAPP (la stratégie de Croissance Accélérée et de prospérité Partagée, et a abouti aux dans les secteurs concernés.

Au niveau de l'éducation et du Développement des compétences, notre gouvernement a adopté dans sa lettre de politique sectorielle un programme décennal 2011-2020 axes prioritaires destinés au renforcement de la qualité de l'enseignement fondamental et secondaire l'amélioration de l'offre éducative, du renforcement de la gestion et du pilotage du système. Ainsi, les indicateurs de développement du secteur montrent une amélioration substantielle. L'évolution du taux brut d'admission au cours des cinq dernières années montre une baisse de l'ordre de 7 points de pourcentage passant de 111% en 2013 à 104% en 2017. Le taux d'achèvement du primaire qui renseigne sur la proportion des enfants achevant le primaire est en nette progression passant de 80% en 2015/2016 à 90% 2016/2017 soit une progression de 10 points de pourcentage.

Alors que le nombre d'élèves de l'enseignement secondaire général public est passé à 172 656 élèves en 2016/2017, contre 144 465 en 2015/ 2016, soit une augmentation de l'ordre de 9% Le nombre d'établissements publics d'enseignement secondaire général en 2016/2017 est de 297.

Au niveau de l'enseignement Supérieur, le Ministère de l'Enseignement Supérieur et de la Recherche Scientifique (MESRS) a amélioré l'offre de formation à travers la création des nouvelles filières a permis la diversification de l'offre et l'harmonisation du produit en adéquation avec les demandes du marché du travail.


Au niveau du genre et du dividende démographique, le Ministère des Affaires Sociales, de l'Enfance et de la Famille (MASEF) a élaboré des programmes pour mieux tirer profit de la fenêtre du dividende démographique, ouverte dans le pays depuis quelques années suite à la transition démographique amorcée entre 2000 et 2013 avec le passage l'indice Synthétique de Fécondité de 5 à 4,3. Le Ministère poursuit également ses efforts pour la consolidation des acquis à travers des programmes de promotion de l'éducation des filles, de la santé des adolescentes et de l'autonomisation économique des femmes et des filles. Il entreprend en collaboration avec d'autres partenaires, un ambitieux fonds de financement d'AGR au profit de plus de 10,000 femmes et jeunes filles, principalement en milieu rural.

Dans le même ordre d'idées, le Ministère de la Santé a pris en compte, dans sa stratégie actuellement en cours, la croissance démographique et les besoins de formation jeunes et des femmes vulnérables à travers un recrutement, en 2017, de 349 cadres de santé dont 62% sont des filles, soit 218, entre autres actions visant la promotion des femmes et des jeunes filles.

En matière d'autonomisation des jeunes d'emploi et d'entrepreneuriat le Ministère de l'emploi de la formation professionnelle et des technologies de l'information et de la communication (MEFPTIC) a mis au point une nouvelle stratégie pour la promotion de l'insertion professionnelle via la mise en œuvre des programmes de formation professionnelle axés sur des métiers adaptés aux besoins du marché local. Ces programmes sont pris en charge par 16 établissements d'enseignement professionnels repartis sur l'ensemble du pays au profit de 6200 stagiaires dans plus 40 filières aussi variés que la plomberie, l'électricité, le bâtiment etc. il s'agit d'adapter d'avantage, les capacités des jeunes aux besoins du marché et ouvrir des opportunités dans des secteurs à forte densité d'emploi comme la pêche et l'agriculture.

Dans le domaine de l'auto-entrepreneuriat, le MEFPTIC a assuré la formation de 470 jeunes dans la création et la gestion des petites entreprises et a financé 381 petites entreprises.

SUMMARY OF COUNTRY ACTIVITIES

	MAURITIUS (Republic of Mauritius)	East Africa SADC, COMESA	Area 2.040 km2
	Port Louis	population 1,264,258	Annual Budget 455, 064 751 US\$

General Information

Age	Population %				Budget	
	General Distribution		Enrolled by cycle		School Cycle	%
	M	F	M	F		
0 - 3	51	49	50	50	Primary	26.2
3 - 6	51	49	51	49	Secondary	52.1
6 - 12	51	49	50	50	Tertiary	6.6
12-18	51	49	49	51	TVET	2.8
18-20	51	49	50	50	SEN	0.7
					Other	10.0

Background

The Ministry of Education, Human Resources, Tertiary Education and Scientific Research has overall responsibility for policies governing the development and administration of education in the Republic of Mauritius. While it assumes responsibility for the dispensing of education in the publicly-funded state schools, it has an advisory and supervisory role in respect of private schools (both fee-paying and grant-aided) across the sub-sectors. Education is compulsory up to age 16 and is free in public and grant-aided schools. It is highly subsidized at full-time undergraduate level at the University of Mauritius. The Ministry has embarked on the Nine Year Continuous Basic Education (NYCBE) Reform process. This is a comprehensive reform agenda that encompasses all sub-sectors of Education, right up to the Post-Secondary (TVET & Tertiary Education). Mauritius has reached gender parity at all levels of Education.

Pre-Primary –This sub-sector builds the foundations upon which all future learning depends. It has accordingly experienced major transformations in terms of increased access (enrolment rate of 98%), establishment of norms and standards, a novel Curriculum Framework and capacity building for teachers. Equity dictates the provision by Government of pre-school services in disadvantaged regions, with pre-school units being set up where there is no private provision. An effective partnership exists between the public and private sectors, the latter catering for 80% of the pre-school population. Government also subsidizes the private sector through a per capita grant of \$6. Our good track record in the sector has led to Mauritius hosting ADEA's Inter-Country Quality Node Early Childhood Development (ICQN ECD).

Primary - The introduction of the Nine Year Continuous Basic Education (NYCBE) reform as from 2017 has established a sound foundation for learning and self-development, with a strong emphasis on the holistic development of the child. The reform rests on review of the curriculum, use of innovative pedagogy, changes in the modes of assessment, continuous professional development of teachers and creating a fortified learning environment. ICT is being used for transacting the pedagogy as well as for the digitization of learning materials, and ICT is now also being taught as a subject in the Primary Education sector. The Certificate of Primary Education (CPE) that traditionally has marked the end of primary schooling after six years of study has been replaced by an end-of-primary cycle achievement certificate (PSAC). Remedial education is provided at an early stage at the primary in order to deal with the issue of accumulated learning deficits that results in drop-out at the secondary school level.


Secondary–The current educational reforms are ensuring successful completion by all children of nine-year continuous basic schooling followed by transition to upper secondary education or through alternative pathways for effective further and lifelong learning. Emphasis is being placed on Continuous Professional Development for both teachers and school

leaders through the Mauritius Institute of Education. The Quality Assurance and Inspectorate Division of the Ministry is being strengthened to provide further guidance and direction. An online learner support system is being set up to provide them access to online educational materials and other resources that would help them achieve better success. Students currently benefit from full subsidies on School Certificate and Higher School Certificate examination fees. New qualifications at secondary level that are more adapted to the world of work, such as the HSC Professional, have also been introduced.

Higher Education and TVET– Higher Education is a strong pillar for robust economic growth in the light of the new development trajectory of the country based on knowledge and an economy oriented towards high end services sector. A Higher Education Bill is in the final stages of drafting to act as an enabler for the consolidation of the regulation of the sector and the emergence of Mauritius as a Regional Knowledge Hub. There are also strong support mechanisms to enable both bright and needy students to engage in higher education through scholarship schemes with a new scheme for disabled students to study at tertiary level being put in place. The TVET sub-sector is under diversification with the setting up of Polytechnics and the establishment of alternative pathways for further education. The Mauritius Qualifications Authority has been entrusted with the responsibility to register and accredit TVET providers in Mauritius, and has the mandate to recognize and validate competencies which have been obtained outside the formal education and training system for certification and equivalence purposes, including mechanisms for Recognition of Prior Learning.

Science, Technology and Innovation and Youth – The main aim in this area remains to extend the frontiers of knowledge for professional and national advancement. Several measures to boost applied research are being implemented through the Mauritius Research Council (MRC) to trigger innovation and improve the long-term growth prospects for Mauritius through application in Science, Technology, Engineering and Mathematics (STEM). Fellowships for full time and part-time studies at MPhil/PhD levels are offered each year by the MRC and the Tertiary Education Commission (TEC). Furthermore, to promote capacity-building at high level across Africa, the Ministry awards scholarships every year to deserving students who are resident citizens of member states of the African Union to pursue their higher education studies in Mauritius (Mauritius-Africa Scholarship Scheme).

SUMMARY OF COUNTRY ACTIVITIES

	MOZAMBIQUE	Southern Africa SADC	area 801.590 km2
	Maputo	population 24.692.144	Annual Budget

General Information


	Population %				Cycle	%
Age	General Distribution		Enrolled by cycle			
	Total	M	F	Total		
0 - 3					Pre-primary	
3 - 6					Primary	
6 - 12					Secondary	
12 -18					Higher	
18 - 25					TVET	
25 - 35					STI	

(Previous Note: For making clear the text below, it is important to refer that in Mozambique, the expression "Professional Education" includes Technical Education on the Schools and Institutes and the Vocational Training on the Centers called "Centros de Formação Profissional", whose target group is composed by young adults, adults, workers, etc., who normally follows short term courses.)

TVET (Technical and Vocational Education and Training):

1. It was approved, by the National Parliament, the "Professional Education Law";
2. Under this Law it was created the National Professional Education Authority – ANEP (Autoridade Nacional de Educação Profissional)
3. The same Law created the National Fund for Professional Education – FNEP (Fundo Nacional para a Educação Profissional); it is established that each company/enterprise has to contribute with 0.65% of its payroll for this fund
4. It is created the National System of Professional Qualifications – SNQP (Sistema Nacional de Qualificações Profissionais) which establish a TVET system with the following principles: driven to the demands of the labor market; competence based training, flexible, coherent and uniform all over the country and founded on the direct participation of all stakeholders
5. SNQP includes a very strong component – The System of Quality Assurance, which establishes rules and tools for institutions 'accreditation, qualifications' approval and its registration on the National Catalogue, certification of all trainees by ANEP, registration and certifications of the trainers and for the trainees' assessment
6. It is created the National Professional Qualifications Framework – QNQP, which defines 5 levels of certification, placed after primary school (of 7 years) and before Higher Education
7. It has been implemented the National Catalogue of Professional Education - CNQP, in which 96 qualifications are registered till December 2017; this is a dynamic catalogue in continuous evolution, according to the demands of the labor market;
8. Under the System of Quality Assurance and related to the qualifications' development (curriculum design), there are created and are working with ANEP, 16 Sectoral Technical Advisory Committees, composed by the main employers of the different areas: civil construction, electricity, mechanics, ICT, mining, gas & oil, agriculture, administration and management, laboratories, education, social work, tourism and hospitality, etc.

SUMMARY OF COUNTRY ACTIVITIES

	NAMIBIA	Southern Africa SADC	Area 825.615 km²
	Windhoek	population 2.198.500	Annual Budget 61 120 637 000 (2016/2017)

General Information

Age	Population %								
	Population Distribution (%)			% Enrolment of Population			ESTIMATED POPULATION 2015		
	Total	M	F	Total	M	F	Total	M	F
0-3	11.3%	5.7%	5.6%	0.0%	0.0%	0.0%	256840	129908	126932
4-6	7.8%	3.9%	3.9%	1.8%	0.9%	0.9%	178113	89837	88276
7-12	14.7%	8.2%	6.5%	13.9%	6.8%	7.1%	335589	186796	148793
13-18	13.2%	6.8%	6.4%	11.8%	5.9%	6.0%	300834	154347	146487
19-25	14.2%	7.0%	7.2%	2.0%	1.1%	0.9%	323209	158616	164593
26-35	15.4%	7.5%	7.9%	0.0%	0.0%	0.0%	352271	171976	180295
TOTAL	76.6%	39.1%	37.5%	29.6%	14.7%	14.8%	1746856	891480	855376

Estimated Population in 2015 according to the 2011 census: 2 280 716

The Government of the Republic of Namibia is committed to ensuring a good quality of life for all its citizens. The goals of Namibia's vision 2030 is for the country to become a knowledge based, prosperous and industrialized nation, and education is considered to be crucial for this to happen. The realization of vision 2030 is achieved through the formulation and the implementation of the National Development Plans (NDPs), which have been implemented in order to focus on targeted priorities to achieve high impacts in defined critical areas of national development.

Namibia is completing the implementation of the fourth National Development Plan (NDP4) in 2017 and the development of NDP5 is currently in progress. The NDP4 was prioritized to focus on areas with the greatest potential to impact Namibia's development challenges, with emphasis placed on sustainable economic growth, employment creation opportunity addressing income inequalities and ensuring access to equitable, inclusive and quality education at all levels.

The Namibian Education sector, comprising both basic and higher education, continues to receive the largest budgetary allocations of all votes exceeding 20% over the years. A total of 23.6% was allocated to education (including arts and culture) in the Financial Year 2012/13. This share has since increased and is expected to reach 25.3% in 2018/19. The budget for education was equivalent to 10.6% of the country's Gross Domestic Product in 2015.

ENROLMENT BY AGE in 2015			
AGE	M	F	Total
0-3	0	0	0
4-6	20598	21289	41887
7-12	155898	160881	316779
13-19	133670	135811	269481
19-25	26006	20177	46183
Total	336172	338158	674330

PHASES	BUDGET PER PHASE N\$ (NAMIBIAN DOLLARS)
EARLY CHILDHOOD DEVELOPMENT	20 600 000
PRE PRIMARY EDUCATION	188 077 000
PRIMARY EDUCATION	
SECONDARY EDUCATION	7358 502 000
LIFE LONG LEARNING	3749 926 000
HIGHER EDUCATION, TRAINING AND INNOVATION	320 140 000
(SUBSIDISED AMOUNT TO ALL SOEs IN THE MINISTRY)	2736 821 000
TECHNICAL VOCATIONAL EDUCATION	525 703 000
RESEARCH, SCIENCE, INNOVATION AND TRAINING	96 130 000

SUMMARY OF COUNTRY ACTIVITIES

Between 74.0% and 79.3% of this total education budget is dedicated to basic education, arts and culture (which includes pre-primary, primary and secondary education), with the remaining allocated to tertiary education, training and innovation.

Early Childhood Development (ECD)

A child's first few years of life are very critical in laying a foundation for cognitive, social, physical and emotional development and lifelong learning. NDP4 stresses the importance of ECD by highlighting the long term investments with results seen over a long period of time in terms of educational outcomes and economic development. NDP4 therefore recommends that Namibia implements an integrated approach to ECD focusing on health, nutrition and hygiene, child care and protection, early identification of disability and other special needs, child stimulation and early learning. ECD falls under the coordination Ministry of Gender Equality and Child Welfare (MGEWC), which is responsible for the ages 0-4 in terms of integrated child development. Children between the ages of 5-8 years old fall under the Ministry of Education, Arts and Culture (MoEAC) for pre- primary education. The Ministry of Health and Social Services is responsible for child health and nutrition and works closely with the two Ministries.

According to the 2011 National Population and Housing Census, Only 13% (38 328 out of 283 501) children 0-4 years old were enrolled in ECD programmes. There are 2,862 educarers (caregivers), the majority of these are not professionally trained and are found in ECD centres. However, pre-primary teachers are part of the formal education system and some have qualification in pre- primary education. Access to pre- primary education is on the increase. Currently 40.7% of learners in Grade 1 were enrolled in pre- primary education with a skewed proportion in urban areas. The Ministry of Education, Arts and Culture, through the introduction of Universal Primary Education(UPE) and the national school feeding programme aims to attract progressively from 28 132 in2014 to 32 732 in 2015 and stands at 37 298 in 2016.

Primary education

As mentioned above, the introduction of pre-primary education, the introduction of UPE and the national school feeding programme (which is benefiting more than 310 000 learners in primary school) has contributed to increase in both enrolment and survival rates in primary education. Although Namibia was characterized by the World Bank as an Upper Middle Income Country in 2009, the country is still faced with huge income disparities and very high levels of poverty. Financial barriers to education was significantly reduced through the UPE grant and this has resulted in the increase in net primary education enrolment rate close to 100 percent. Primary Education completion rate is estimated at 88.6%.

Whilst access has increased, education outcomes at primary level remain a challenge, although there are signs of improvement in the 2015 Standardised Assessment Tests. The results reveal that learners have made substantial improvement particularly in Grade 5 Mathematics and English Second Language and a minimal improvement in Natural Science Grade 7, as compared to the previous years. In Grade 5 Mathematics, average scores increased by 16% percentage scores and in English there was a 10% increase. For Grade 7 the performance of English Second Language decline by 8%, in Mathematics there was no change in performance compared to 2014 and in Natural Science the average percentage scores increased by 1% compared to 2014. Furthermore, the result show an encouraging trend in terms of Performance Level Categories (PLC), however more learners continue to achieve at minimal levels (below basic and basic) particularly in English Grade 7. English Grade 7 shows a worrisome trend that requires more efforts to enhance learners' achievements, when performance of the region was compared with the previous operational tests with respect to average percentage score, it was established that most regions showed improvement across the grades and subjects with Mathematics and English Grade 5 recording substantial improvements than the other subjects.

Namibia is faced with a challenge of under and unqualified teachers, especially in the most critical subject areas in primary schools such as sciences and languages. This has contributed to the poor educational outcomes at both primary and secondary education.

Secondary Education

With the introduction of Universal Secondary Education (USE) in 2016, there has been an increase in enrolment rates in secondary education. The number of learners enrolled at this phase is 203 789 from Grade 8 to Grade 12 in a total of 694 schools of which 8.2% are private (EMIS 2016). The through-put of learners to secondary education is 60% and overall access at secondary level is estimated at 58%.

Whilst access to secondary education has increased, Namibia is facing a challenge with regards to quality of educational

outcomes and the completion rates for secondary education, especially from the poorer and more remote areas. Enrolled learners in Grade 11 (upper secondary education), according to 15 days of school statistics 2016, account for only 62.4% of learners who were enrolled in Grade 10 (lower secondary education) in 2015. About 55% and 45% of learners who wrote Grade 10 and Grade 12 achieved 23 and 25 points (i.e. a pass mark). Disparities exist between rural and urban schools with 79% of those achieving 25 points in Grade 12 coming from urban or peri-urban areas.

Technical Vocational and Education Training (TVET)

In order to address the skills shortage in Namibia, NDP4 recommends the increased provision of opportunities for vocational education and training in order to meet future markets demands for skills and innovation. The Harambee Prosperity Plan (2016-2020) has recognized the TVET is "steadily emerging as global front runner in driving national development agendas" and has prioritized the to invest in the sector in order to produce the Namibians who are skilled to meet the demand of the country.

The number of TVET students/Trainees enrolled in 2016 at both private and public TVET institutions stands at 24 938 of which 16 463 are directly funded by Namibia Training Authority (NTA). The vocational education completion rate stands at 60%. The increase in TVET intake is hampered by limited training facilities and equipment. Another challenge faced in TVET, due to lack of qualified training providers, is for Namibia to develop critical thinking and collaborative problem solving, which are increasingly demanded by the labour market as per the NDP4 and the Harambee Prosperity Plan.

Higher Education

Tertiary education and TVET under the Ministry of Higher Education, Training and Innovation (MoHETI), which was established in March 2015. The professional development of teachers is provided through the University of Namibia, through its Faculty of Education and the Unit of Continuous Professional Development (CPD). The MoEAC and the University of Namibia (UNAM) signed a memorandum of Understanding in 2016 in order to address the challenge of close to 6,000 un-and-under qualified teachers, between UNAM and MoEAC.

There has been a slow increase over the past 1 year in the number of secondary education students in Namibia who qualify for tertiary education. For example, only 19 percent of Grade 12 learners who sat for examinations qualified for tertiary admission in 2015. The tertiary education completion rate stands at 50% (2016).

The Namibia Financial Students Fund (NSFAF) provides loans, bursaries and grants to eligible Namibian students, with a strong focus on students from vulnerable and poor communities to ensure access to higher education. Various bilateral support mechanism also exist for sponsoring students.

The education sector has also various quality assurance systems in place for registration of training institution and accreditation of courses through the Namibian Qualification Authority (NQA) and Namibia Training Authority (NTA).

Lifelong learning

Goal 4 of the new Sustainable Development Goals (SDGs) is to ensure inclusive and quality education for all and promote lifelong learning. Namibia continues to promote the concept of lifelong learning to go beyond formal education and embrace learning throughout an individual's life, focusing on adult education, libraries, arts and culture. It ensure that community based empowerment programmes are implemented to promote sustainable development and enhance the quality of life of all Namibians.

As a component of lifelong learning, the national literacy programme in Namibia was introduced in 1992. The National Literacy rates have improved and stands at 89% according to the National Housing and Population Census of 2011.

Namibia recognizes the importance of art and culture, through music and dance, literature, performing arts and fine arts and museums. This impacts on the responsibilities of the education system and the social wellbeing of the nation. The MoEAC has developed programmes to promote arts and culture from primary through tertiary education.

In order to sustain arts and culture, the National Arts Council provides scholarships to Namibian students. Currently only 0.65% of the employed population in Namibia have cultural occupations, representing 29% male and 71% females. However, the availability of funding is a limiting its expansion.

SUMMARY OF COUNTRY ACTIVITIES

Education Budget

The education sector continues to receive the largest allocation of national resources, with the MoEAC receiving a total of N\$ 12,794,882,000 for the 2016/17 financial year. This amount represent 6.6% for Development Budget and 93.4% for the Operational Budget. From the total allocation 71% of the Ministry's total budget is for personnel expenditure. Funding for ECD (age 0-4) is allocated under the MGECW.

The MoHETI has received a total amount of N\$ 3409 891 000 for 2016/17 financial year, of which N \$3 286 603 000 is for Operational Budget and N\$ 123 288 000 for Development Budget.


Education Standards

The sector has developed quality assurance systems for both general, higher education and TVET and has put in place mechanisms such as National Standards for Teachers, the NQA, and NTA through regulatory and policy frameworks.

The MoEAC has developed a number of quality assurance instrument such as the Early Grade Reading Assessment, the Namibia Standardized Tests for Grade 5 and Grade 7, and the quality assurance systems by NQA.

EMIS is the key information source for general education and provide information for evidence based planning. The EMIS Division under the Directorate of Planning and Administration within the MoEAC, has also worked with the Association for the Development of Education in Africa (ADEA) and represents the Ministry at the SADC education information platforms. Currently the EMIS is being strengthened in terms of the use of real time data and timely release of reports of planning and budgeting purposes.

SUMMARY OF COUNTRY ACTIVITIES

	NIGERIA	West Africa ECOWAS, CENSAD	Area 923.768 km2
	Abuja	population 180.298.000	Annual Budget

FEDERAL REPUBLIC OF NIGERIA

FEDERAL MINISTRY OF EDUCATION, ABUJA, NIGERIA

NIGERIA'S COUNTRY REPORT FOR THE 3RD EDITION OF REPORT OF ANNUAL CONTINENTAL ACTIVITIES

INTRODUCTION

Nigeria with a population of over 180 million people, comprising more than 350 ethno-linguistic groups is committed to human capital development, eradication of poverty and illiteracy and enhancement of self-reliance and job creation through the provision of quality and inclusive education at all levels. Education is a shared responsibility of the Federal, State and Local Governments in the Nigerian Constitution. However, the Federal Government provides the policy direction, establishes an effective quality assurance system; strengthens the stewardship and governance framework and supports the states in the provision of resources and infrastructure to promote quality. The private sector is also involved in the provision of education.

ISSUES BEING ADDRESSED AND ACCOMPLISHMENTS

Between January 2016 and September, 2017, Nigeria registered progress in a number of areas. They include Teacher Professional Development (TPD) programmes in all the states of the federation, capacity building programmes for teachers and education managers, reward of teachers for outstanding performances , implementation of the African Union's PACTED Roadmap, improving access and carrying capacity of tertiary institutions; extensive accreditation exercises for academic programmes of tertiary institutions, monitoring of examinations and insistence on conformity with standard, evaluation, accreditation and authentication of certificates and related matters; school evaluation exercises and improving the quality of library services and quality of nomadic education delivery. Others are implementation of Home Grown School Feeding programme in 14 out of the 36 states of the federation; development and rehabilitation of infrastructure at all levels of the educational system across the country; development, deployment and capacity building on information and Communication Technology across the sub-sectors; review of 34 trade curricula and institutionalization of Students Industrial Work Experience Scheme (SIWES) and empowerment programmes at the nomadic subsector to strengthen TVET; incorporation peace and security education in the curricula and provision of education to internally displaced persons; sensitization and community mobilisation on peaceful coexistence; launching of a roadmap on Harnessing the Demographic Dividends through Investment in Youth in Nigeria; and implementation of N-power teaching programme.

CHALLENGES

The challenges to the sector include preponderance of out- of- school- children; shortage of qualified teachers at all levels; limited access to tertiary education; preference for university education over the polytechnics and colleges of education; security and terrorism; inadequate budgetary provision; low political will, corruption, weak synergy and communication; and near absence of evidence-based planning due to inadequate data.

REPÚBLICA ARABE SAHARAUI
DEMOCRÁTICA

Ministerio de Enseñanza y Educación



الجمهورية العربية الصحراوية
الديمقراطية
وزارة التعليم والتربية

تقرير حول ميدان التعليم والتربية

يسر وزارة التعليم والتربية بالجمهورية العربية الصحراوية الديمقراطية ان تتقدم بتحياتها الى قسم الموارد البشرية، والعلوم والتكنولوجيا بالإتحاد الإفريقي ، وتتشرف بارسال هذا التقرير المقتضب والمتعلق بمحتوى الرسالة التي تحمل رقم C/HRST/ED/1/156.06.17 ، الصادرة بتاريخ 27 يونيو 2017 .

التعليم ما قبل المدرسة:

- تشكل حضانات الأطفال الاطار التعليمي الأول الذي يحتضن الأطفال كإطار تعليمي نشط يساعد الأطفال على اكتساب المهارات والخبرات والقدرات التعليمية، و على النمو في مختلف جوانب الحياة، كما يساعد على تعزيز الجوانب الإيجابية ومعالجة الجوانب السلبية في حياتهم ، و على إكسابهم المهارات الأولية في التعامل مع الوسط الخارجي بإعتماد الطرائق البيداغوجية الملائمة لهذه السن.

تؤطر وزارة التعليم والتربية كل الأطفال الذين تتراوح اعمارهم ما بين 4 الى 6 سنوات في رياض الأطفال المقامة بكل دائرة، ويستمر برنامج هاته الفئة من العمر لمدة 3 سنوات. يبلغ عدد دور الحضانة على مستوى مخيمات اللاجئين 35 روضة يشرف عليها 425 مربيا متخرجين من معهد تكوين وطني او من معاهد مختصة في الخارج، بمعدل 20 طفل لكل مربى (ة) عند الانتظام الكامل للأطفال.

وتشكل رياض الأطفال عنصرا بارزا من عناصر التجربة التعليمية الصحراوية، و احد عوامل قوتها بالقياس الى نظم تربوية في المنطقة لم تدرج هذا النموذج الى حد الان كأحد أعمدة التعليم العمومي.

التعليم الابتدائي:

تؤطر الوزارة 40 مدرسة ابتدائية، وقد عرفت المدرسة عدة مراحل في تطورها الملفت، سواء من حيث العدد والانتشار والقرب من العائلة، أو من حيث نوعية المرفق المدرسي.

وفي هذا الاطار لابد من التذكير ان التعليم الصحراوي قد عرف بداياته مع اول أيام انسحاب الاستعمار الاسباني، ثم مع بداية تشكل مخيمات اللاجئين بعد الغزو المغربي للصحراء الغربية، ليحقق خلال مسيرة تطوره منذ ذلك التاريخ الى اليوم انتشارا تدريجيا للمدارس الابتدائية، تماشيا في البداية مع القدرة الذاتية في بنائها وتجهيزها، لتتسارع وتيرة بنائها بعد ذلك من خلال التعاون الخارجي. ولتتحسن أيضا نوعية المرفق التربوي شيئا فشيئا تبعا لتطور التجربة وتوفر الإمكانيات المادية.

وقد رافق مسار التعليم الابتدائي على المستوى الوطني مساهمة الدول الصديقة في احتضان وتعليم الأطفال الصحراويين، حيث تم ارسال مايربو على 9 الاف تلميذ للدراسة في دول مجاورة مثل الجزائر، ودول صديقة اخرى.

التعليم الثانوي:

في مجال التعليم الثانوي ، يتم الإعتماد بشكل كبير على الدول الصديقة وخاصة الجزائر حيث يتم حاليا تأطير تلاميذ التعليم الثانوي الصحراويين في 22 ثانوية بمختلف الولايات الجزائرية والتي يحظى التلاميذ فيها بتغطية كاملة (التأمين الصحي، السكن، التغذية، ادوات التمدريس). وتشكل هاته الثانويات بدورها الاطار الذي يمد الجامعات باستمرار بطلاب التعليم العالي.

اما على الصعيد المحلي و في مجال التعليم الثانوي، فإن المدرسة الثانوية " سيمون بوليفار " تعتبر نموذجا مميزا في دخول تجربة التعليم الثانوي وتعتمد هذه الثانوية منهاج وبرنامجا بيداغوجيا يشبه في جزء كبير منه والى حد التطابق المنهج التعليمي الكويتي.

في سنة 2017، وصلت نسبة النجاح في شهادة البكالوريا الى 52.51%، بينما وصلت نسبة النجاح على مستوى التعليم الثانوي عامة 55.45%.

التعليم العالي:

تؤطر وزارة التعليم والتربية سنويا 8000 طالب جامعي من مختلف الاختصاصات، يتابعون دراستهم الجامعية من خلال برامج التعاون الثنائي مع دول صديقة هي الجزائر وكوبا، اسبانيا، ايطاليا، بنما، فنزويلا وبلدان اخرى. كما تعمل وزارة التعليم والتربية حاليا على انجاز مشروع جامعة التفاريتي، بالتعاون مع 45 جامعة منتشرة في العالم تربطها بها معاهدات وبرامج تعاون.

لقد كونت الدولة الصحراوية مايربو على 10000 طالب و طالبة في مختلف الجامعات بكل من الجزائر وكوبا و ليبيا، فعلى سبيل المثال وفي غضون السنين القليلة الماضية، تخرج اكثر من 3500 طالب وطالبة من الجامعات الكويتية في مختلف الاختصاصات وتخرجت اعداد اقل من ذلك من جامعات اوروبية وامريكية شمالية ومن امريكا الجنوبية.

الوسائل والتجهيزات المدرسية:

بالإضافة الى ضمان البنيات التحتية من مدارس ودور حضانة، وتأهيل الاساتذة والمعلمين، تسهر وزارة التعليم والتربية بالتعاون مع مختلف الشركاء على ضمان التجهيزات والوسائل المدرسية لكافة التلاميذ، إضافة الى توفير الاحتياج المطلوب من بقية الوسائل المدرسية التي يحتاجها التلميذ، خاصة الحقيبة المدرسية، كما تتوفر المدارس على تغطية حاجتها من الطاولات والكراسي ومختلف التجهيزات الضرورية لضمان عملية التمدريس للجميع.

التغذية المدرسية:

تضمن وزارة التعليم والتربية برنامجا غذائيا مبسطا للتلاميذ في كافة اطوار التعليم ما قبل المدرسي، الابتدائي والمتوسط، وذلك بالتعاون مع البرنامج الدولي للغذاء (PAM)، وهو برنامج يعتمد على تقديم وجبة إفطار من الحليب والبسكويت للأطفال داخل المدارس، من خلال برنامج دقيق يشرف عليه مختصون، وقد حقق ذلك نتائج ملحوظة على صحة الأطفال و تقليص نسبة الغياب عن المدرسة، وبالتالي فإن التغذية المدرسية التي تعتمد على الناتج المحلي لا يمكن الحديث عنها بوجود احتلال لأجزاء كبيرة من البلد، واعتماد اللاجئين على المساعدات الخارجية بشكل كبير.

أبرز التحديات:


- بناء وتطوير المناهج الدراسية، و إنتاج الكتاب المدرسي، ومسايرة التوجهات الدولية والافريقية فيما يتعلق بالتوجهات الجديدة و المتكاملة للاتحاد الافريقي في هذا المجال.
- رفع قدرات المؤطر التربوي (معلم، أستاذ، مفتش، مسير اداري) من خلال التكوين و التحفيز.
- مواجهة الراهانات المرتبطة بتوسيع وتعميم المرافق المدرسية، و المحافظة على المكتسبات المحققة في اتاحة التعليم للجميع، و مساواة الفرص بين الذكور والاناث في التعلم واستكمال مسارهم الدراسي.

بئر لحو، 15 أكتوبر 2017

وزارة التعليم و التربية



SUMMARY OF COUNTRY ACTIVITIES

	SOUTH AFRICA	Southern Africa SADC	Area 1.221.037 km2
	Pretoria	population 56 521 948*	Annual Budget

General Information

Age	General Distribution (%)		Enrolled by cycle (%)		School Cycle	%
	Total	M	F	Total		
0 - 3			0	0	Pre-primary	
3 - 6	799413	796451	50.1%	49.9%	Primary	
6 - 12	2838650	2801168	50.3%	49.7%	Secondary	
12 - 18	2206530	2214296	49.9%	50.1%	Higher (Post-Secondary)	R80 751 691 billion
18 - 25	532527	431079	55.2%	44.8%	TVET	R67 840 982 billion
25 - 35	262	203	56.2%	43.8%	STI	


*StatsSA (2017) Mid-year population estimates.

Note 1: Enrolment figures above are for 2015 in public Higher Education Institutions (HEIs), public Technical and Vocational Education and Training colleges, and public Community Education and Training (CET) colleges/ former Adult Education and Training (AET) Centres.

Note 2: Figures above do not reflect total enrolment as there are students who are older than 35 years in the Post-School Education and Training.

Note 3: Budget figures are for the 2016/17 financial year.

SUMMARY OF COUNTRY ACTIVITIES

	SWAZILAND	Southern Africa SADC, COMESA	Area 17.364 km2
	Lobamba / Mbabane	population 1.282.500 habitants	Budget annuel

General Information

Age	General Distribution		Enrolled by Cycle		Budget	
	M	F	M	F	School Cycle	%
0-3	66847	64517	-	-	Pre-primary	0.1%
3-6	45616	43590	6106	6167	Primary	40%
6-12	79978	76725	80638	78661	Secondary	26%
12-18	77094	77241	70358	66283	Higher	8%
18-25	82658	87080	19981	13783	TVET	1%
25-35	84644	102805	-	-	STI	-

The Ministry and Training in Swaziland has three strategic objectives which are improving access to education, improving the quality of education and ensuring the relevance of education offered.

At pre- primary education level , the main focus was on improving the regulation of Early childhood Care and Education (ECCE).This is being done through the continuous registration of centres, dissemination of early learning standards, development of a policy for ECCE and a standard curriculum dissemination of early learning standards, development of a policy for ECCE and a standard curriculum.

Under primary education level, the focus is on improving quality of education. This is being done through the on-going development of a competency based curriculum, provision of adequately qualified teachers, conducting in-service workshops for teachers and conducting regular inspections.

At secondary education level the focus is improving access and quality of education. Secondary schools in strategic locations are being expanded in order to absorb the FPE graduates. In terms of improving quality, the curricula is being diversified so as to enable learners to exploit all opportunities available to them on graduation.

Under post-secondary level, the Ministry aim is expanding participation by supporting the establishment of a new privately owned universities. In addition to this the Ministry is putting a lot of effort in trying to ensure that training programmes offered at this level are in line with the socio-economic needs of the country and the labour market demand.

Technical and Vocational Education and Training (TVET)

To ensure quality and relevance of TVET provision, the Ministry of Education and Training embarked on a curriculum reform in selected subject's areas including electrical engineering, Information and Communication Technology and Automotive Engineering. In these subject areas, the ministry also embarked on improving the teaching resources and capacity for lecturer and instructors at the Swaziland College of Technology and Gwamile VOCTIM. In the year 2016/17 to institution received equipment accounting to US \$ 450000.00 which is the latest technology sophisticated equipment. Lecturers were sent for the short term training programmes in these subject areas to ensure relevance and upgrading them into new technologies to enable adaptable to latest training technologies. At secondary level, the ministry has developed a strategy for strengthening the prevocational education programme which is early skills development for a TVET career pathway.

Revitalization of the Teaching Profession to Ensure Quality and Relevance

The Ministry of Education and Training in the year 2017 embarked on a process to develop a teacher Standards and Competencies Framework. Stakeholder meetings were held to produce the first draft of the

SUMMARY OF COUNTRY ACTIVITIES


framework. This is to ensure quality teacher development at pre-service and in-service including availing opportunities for consistency in quality assurance of teacher development, identification of gaps for teacher in services training, developing instruments of recruitment for retention and quality assurance. The teacher training institutions have been capacitated.

Expansion of Tertiary Education, including research

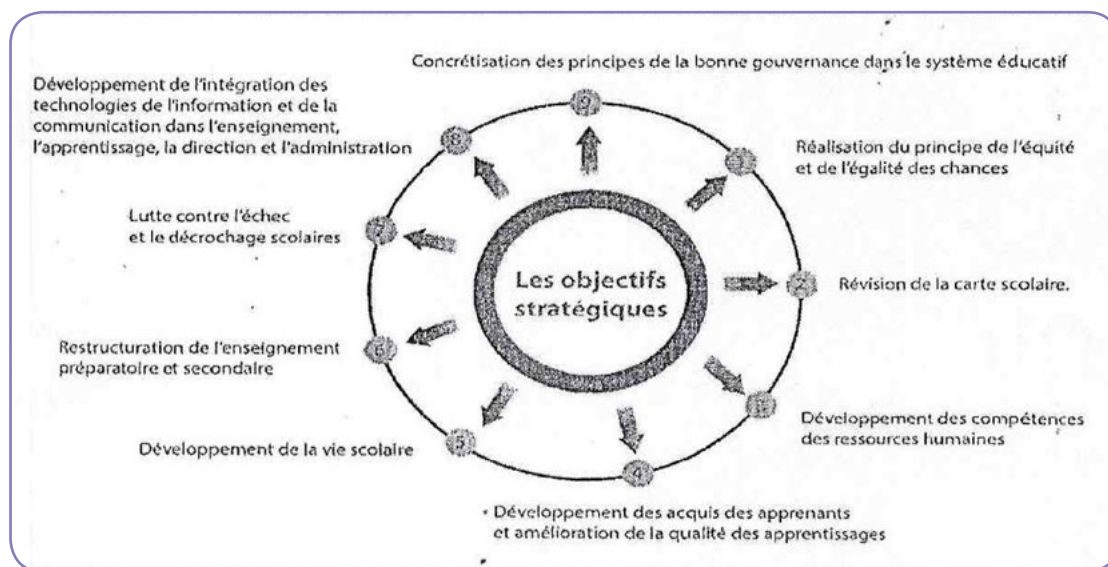
The University of Swaziland approved the introduction of new post graduate programmes. The new programmes are a M.Ed. Degree in Primary Education, M.Sc. Degree in Food Science, Nutrition and Technology, Master of Nursing Science degree in Family Nurse Practice and Master in Business Administration. The programmes are now in the progress, which has improved access to tertiary education, opportunity for research and innovation. In addition, the University of Swaziland signed Memoranda of Agreements (MOUs) with the University of South Africa for a collaborative arrangement in research and innovation.

National Qualifications Framework and Quality Assurance

The Swaziland Qualifications Framework (SQF) draft has been completed through a consultation process and undergoing technical and approval processes. Quality assurance at TVET and Higher education has been implemented through the registration and accreditation of all tertiary education institution under the Higher Education Act of 2013 by the Higher Education Council established through the same act. The Higher Education Regulations were published during this reporting which has enabled the quality assurance processes.

	TUNISIA	North Africa	Area 163,610 km2
	Tunis	population 10,982,754 (2014)	Budget annuel

Pour le cas de Tunisie la dépense en éducation est un investissement inéluctable pour pouvoir résoudre les problèmes actuels et futurs. Grâce aux multiples efforts consentis dans ce sens, le secteur éducatif tunisien a enregistré des améliorations notables, le bilan était généralement positif. L'engagement de la république tunisienne dans le mouvement international de l'enseignement pour tous est en parfaite adéquation avec les réformes capitalisées dans le domaine de l'éducation. L'école est appelée à jouer son rôle avec l'efficacité requise et à remplir sa mission de base à savoir permettre à la jeunesse de s'intégrer en toute conscience avec efficacité à son environnement pluridimensionnel et à niveaux multiples. Pour parler orientations stratégiques le plan quinquennal englobe neuf objectifs. Ils sont indiqués dans le schéma suivant



Il est à signaler que la part du ministère de l'éducation par rapport au PIB est de 4.9% alors que la part de budget ministère de l'éducation par rapport au budget de l'Etat est de 15.1%.

Sur le plan quantitatif, il affiche souvent des résultats estimables à considérer le taux de scolarisation des enfants qui plafonnent vers 99.6% pour les garçons ainsi que pour les filles de 6 ans sans discrimination. De même l'offre éducative a permis à des enfants du milieu urbain comme rural d'accéder à l'école sur le même pied d'égalité.

Pour la question de la profession enseignante, et vu l'importance de ce corps pour assurer l'amélioration du rendement du système éducatif un master Professionnel en éducation a été offert aux futurs enseignants. Désormais une formation préalable est assurée à côté de la formation continue. Développer les compétences professionnelles et scientifiques des fonctionnaires dans le domaine éducatif et améliorer les conditions de travail du personnel administratif et éducatif présente un axe prioritaire pour l'éducation en Tunisie.

1. L'année préparatoire

Dans le cadre de l'intérêt porté à l'éducation préscolaire et à la concrétisation du principe de l'égalité des chances des efforts sont consentis pour la généralisation de l'année préparatoire afin que tous les enfants en bénéficient. Il est à signaler que le Ministère de l'Éducation a initié le programme des classes préparatoires depuis l'année scolaire 2001/2002 dans les écoles primaires.

Les investissements alloués pour ce processus ont permis l'expansion de la carte des écoles qui offrent l'enseignement de l'année scolaire 2016/2017, 100 nouvelles écoles ont accueilli des enfants de la classe

SUMMARY OF COUNTRY ACTIVITIES

préparatoire, le nombre enregistré s'élève à 52238 avec une augmentation de 3780 enfants.

60.4 % des écoles primaires publiques qui assurent l'enseignement de l'année préparatoire sont situées dans les régions rurales ce qui indique que le Ministère a intensifié ses actions dans les zones où l'intervention du secteur privé et associatifs s'avère difficile dans un souci d'équité.

2. L'enseignement primaire

La révision de la carte scolaire et sa répartition actuelle a permis de programmer efficacement l'offre éducative future qui répondrait au mieux au besoin des effectifs croissants de l'enseignement primaire. Le tableau suivant trace une évolution des différents indicateurs relatifs à l'enseignement primaire.

Le nombre des établissements scolaires ne cesse d'augmenter. On enregistre 4568 écoles permettant ainsi d'élargir les opportunités d'accéder à l'école pour 1100790 élèves même dans les zones les plus éloignées du pays et permettant ainsi de conserver une taille moyenne de classe (23.2) admissible et Assurant le confort pédagogique souhaite pour les effectifs accrus des enfants d'âge scolarisables avec un ratio élevé par enseignant égal à 17.2.

3. Cycle préparatoire et enseignement secondaire

Les créations et les extensions des collèges et lycées ont contribué à la hausse de la capacité d'accueil et par conséquent à améliorer les indicateurs relatifs aux conditions d'étude et de travail. Cette année scolaire, 5 collèges et 7 lycées sont créés, le nombre d'établissement a passé de 1409 en 2015/2016 à 1421 en 2016/2017.

Les écoles préparatoires pilotes ont atteint le nombre de 25 en plus d'un établissement d'enseignement normal qui assure l'enseignement des élèves du préparatoire pilote. Ces établissements accueillent 10967 élèves repartis en 433 classes.

Quant aux lycées pilotes, on compte 18 établissements comportant 10702 élèves repartis sur 457 classes.

Lors de la rentrée scolaire 2016/2017, le nombre total des élèves du cycle préparatoire et de l'enseignement secondaire a atteint 884347 élèves repartis entre 470868 au cycle préparatoire et 413479 à l'enseignement secondaire. Il convient de noter que le nombre des élèves du cycle préparatoire a augmenté de 1571 élèves et ce par rapport à l'année scolaire précédente.

Quant à l'enseignement secondaire, le nombre des élèves a également enregistré une baisse de 10572 élèves.

L'augmentation de l'effectif des élèves du cycle préparatoire a engendré une augmentation de 30 classes cette année, impliquant le passage de nombre de classes de 17557 en 2015/2016 à 17587 en 2016/2017. La taille moyenne de classe s'est augmentée à plus de 26 élèves.

En ce qui concerne l'enseignement secondaire, une baisse de 137 classes a été enregistrée en passant de 17412 en 2015/2016 à 17275 en 2016/2017. La taille moyenne de classe a passée de 244 à 239 élèves pendant la même période.

4. Enseignement technique

Des nombreuses mesures ont été prises au cours des dernières années pour promouvoir l'enseignement technique à travers le développement des capacités et qualifications des élèves pour qu'ils puissent acquérir des compétences techniques nécessaires à la vie professionnelle. Des écoles de qualification dans l'une des principaux domaines professionnels (industrie, bâtiment et services) en plus de la formation en langues, sciences et études sociales. Le nombre des établissements offrant ce type d'enseignement est de 87 abritant 9958 élèves encadres par 1936 enseignements.


Summary of Regional Economic Communities' activities

Each Regional Economic Community (REC) was asked to present on an A4 size page, its main activities in the sectors of Education (primary, secondary and higher), TVET (Technical and Vocational Education and Training), Science, Technology and Innovation, and Youth in relation to the continental strategies and the programs of the African Union.

The information published here remains the responsibility of the Regional Economic Communities and maintained in the original language.

The RECs not represented did not respond to our appeal.

SUMMARY OF REGIONAL ECONOMIC COMMUNITIES' ACTIVITIES

	SADC	Member Countries (15) : * South Africa *Angola *Botswana *Lesotho *Madagascar *Malawi *Maurice *Mozambique *Namibia *D. R. Congo *Seychelles *Swaziland *Tanzania *Zambia *Zimbabwe	
	Gaborone	Population of IGAD 304 485 000 inhab.	Global budget of SADC Members States:
			Budget of SADC:

Introduction

SADC during the period October 2016-September 2017 continued to implement activities related the annual outputs to contribute to the achievements of the targeted Outputs in Education and Skills Development, Science, Technology and Innovation and Youth Development and Empowerment of the of Revised Regional Indicative Strategic Plan (RISDP) 2015 -2020 and the SADC Industrialization Strategy and Action Plan 2015-2063. A Costed SADC Industrialisation Action Plan and an online Monitoring and Evaluation system was approved by Extra-Ordinary Summit and Council respectively in March 2017. The following activities were implemented as

Education and Skills Development

A SADC Qualifications Framework (SADC QF) that will serve as a regional mechanism for comparability and recognition of full qualifications, credit transfers, creation of regional standards, facilitation of quality assurance and promotion of lifelong learning opportunities was launched in June 2017 by Joint Ministers of Education and Training Science, Technology and Innovation. Its purpose is to enable easier movement of learners and workers across the SADC region and internationally and to promote life-long learning. It will also facilitate implementation of the Addis Convention on the recognition of studies, certificates, diplomas, degrees and other academic qualifications in higher education in African States. It is a reference framework consisting of 10 levels based on learning outcomes and encompass all areas education including general education, technical and vocational education and training (TVET), higher education, and out-of-school or non-formal education, including but not limited to various modes of learning such as face-to-face, distance and online learning.

An Implementation Model of the SADC QF which consists six components (i) development and alignment of NQFs to SADC QF; (ii) Quality Assurance; (iii) Verifications of Qualifications; (iv) Advocacy and Communication and (v) Articulation and Recognition of Prior Learning (RPL) vi) Credit Accumulation and Transfer System have been developed. In addition SADC Verification Network (SADCQVN) was established and launched and SADCQF Communication Strategy as well as material was developed

Technical and Vocational Education and Training (TVET): A Draft Revised SADC TVET Strategic Framework and Programme of Action 2018-2027 was produced and is yet to be validated and approved. In addition, peer learning and sharing of recognition of prior learning in selected SADC Countries was facilitated.

Higher Education and Training : A Regional meeting on Addis Ababa Convention and the Role of STEM in Higher Education was convened. It creates awareness of Member States on contents of the Addis Convention, examined progress made by the SADC Member States on the implementation of the Convention, and the built capacity on processes involved with its ratification. The meeting underscored the link between the Addis Convention and the SADC Qualification Framework, the issues relating to harmonization, accreditation and quality assurance in Higher Education systems, action points needed at country and regional levels as well as the importance of ratifying and implementing the provisions of the Convention.

In addition, the conceptualisation of the establishment of a SADC University of Transformation has been initiated to transform SADC's youth population to ensure that they meaningfully contribute towards the development and industrialization of the region through the provision of relevant entrepreneurial skills that will instil confidence, creative thinking and innovation These skills will be provided by a University under a Technical and Vocational Education and

SUMMARY OF REGIONAL ECONOMIC COMMUNITIES' ACTIVITIES

Training (TVET) model learning and training which is anchored on close ties with industry.

Initiatives to improve access, retention, performance and quality of education. The region continued to implement initiatives and programmes aimed at improving quality, access, retention and performance of learners in the education. This includes the mainstreaming of care and support and HIV and AIDS in the education sector. Such initiatives include the implementation of the Eastern and Southern African Commitment (ESA) and the Care and Support for Teaching and Learning (CSTL) in the Region. In addition, the Region is developing a Regional Teachers Standards and Competency Framework that would promote the quality of education in the SADC Region and the harmonization of existing country practices as well as encourage the development of national frameworks.

Youth Empowerment and Development

In an effort to improve delivery of comprehensive services for Orphans, Vulnerable Children and Youth (OVCY), SADC facilitated and coordinated the review and development of the SADC Business Plan on OVC and Youth (OVC&Y) 2016-2020 in March 2017.

In addition to having children and youth policies mainstreamed across sectors, a draft Monitoring, Evaluation and Reporting (MER) framework was developed in an effort to prepare ground for knowledge improvement and evidence generation. The Regional OVC&Y MER framework is developed to aid Member States to report based on evidence, and consequently have informed policies on Children and Youth.

SADC developed an online Monitoring and Evaluation system, and incorporated OVC and youth indicators. Initial training of Member States and piloting of indicators for OVC and youth will be rolled out in the last quarter of 2017.

Summary of Partners' activities

Each Partner was asked to present on an A4 size page, its main activities in the sectors of Education (primary, secondary and higher), TVET (Technical and Vocational Education and Training), Science, Technology and Innovation, and Youth in relation to the continental strategies and programs of the African Union.

The information published here remains the responsibility of the Partners.



REPORT OF AFTRA 2017 ANNUAL CONTINENTAL ACTIVITIES

Centurion, South Africa

1. AFTRA 6th ANNUAL CONFERENCE AND 8th ROUNDTABLE

AFTRA is an inter-governmental Federation of national, statutory agencies that regulate teaching in African countries. Its primary aim is to create continental and global synergy to promote teaching as a profession. It specially promotes teacher quality and quantity to meet the SDG4c and the African Union's Agenda 2063 and Continental Education Strategy for Africa. It further pushes forward the case for legalisation of teaching as a profession through laws, establishment of teacher professional regulatory agency by each country, development and implementation of teacher professional standards, registration and licensing of qualified teachers, provision of qualitative teacher pre-service teacher education and on-going professional development, and institutionalisation of teacher professional ethics and values.

In pursuit of these and related goals, AFTRA convenes annual conference of critical stakeholders within and outside Africa. The 2017 Conference held at the University of Pretoria, South Africa May 22-26, hosted by the South African Council for Educators and Ministry of Basic Education of South Africa. The theme was "Producing a new society through education" with twenty three related sub-themes. Key speakers at the Conference included Professor Anthony Anwuaka, Nigeria's Minister of State for Education; Dr Edem Adubra, Head of the International Task Force on Teachers; Dr. Beatrice Khamati Njenga, Head, Education Division, Department of Human Resources, Science and Technology, African Union Commission; Ms. Assibi Napoe, Chief Regional Coordinator, Education International Office for Africa; Chief Executive Officer of the Ontario College of Teachers, Canada and several others. Over thirty other scholars presented papers at the syndicate sessions. AFTRA member countries also held their 8th Annual Roundtable. The Conference and Roundtable made the following Declarations:

- i. AFTRA shall include the whole of the African nations in its strategies and programmes, for instance, Francophone, Portuguese and Arabic speaking countries in all AFTRA activities and to have focal persons for all these languages;
- ii. AFTRA shall strengthen its vision with the African Union's CESA and Agenda 2063 and promote close working relations with African and other global bodies;
- iii. AFTRA shall be committed to gender equality in education and inclusive education and shall pursue these through regulations, research and capacity building interventions.
- iv. AFTRA shall support African educational systems to set up rigorous recruitment, retention and promotion systems for teachers.
- v. AFTRA shall lobby governments to invest in teachers to curb loss of high quality teachers to the private sector;
- vi. Conference reaffirmed the critical role of teachers in infusing human values to teaching and the promotion of complete citizens for the continent through all learning programs;
- vii. AFTRA shall re-conceptualize professionalism with clear indicators of what constitute a professional teacher in the African context;
- viii. AFTRA shall promote e-learning and ensure that teaching and learning through this medium is of high quality and conforms with professional standards.
- ix. AFTRA shall collaborate with the various African countries to develop and implement sound professional standards for teachers and school leaders.
- x. AFTRA shall encourage and support teaching regulatory bodies in the provision of quality and accessible schools;
- xi. AFTRA shall facilitate member states' use of the UNESCO ICT Competency Framework for Teachers as a reference for professional development of teachers.

SUMMARY OF PARTNERS' ACTIVITIES

- xii. AFTRA shall give priority attention to all learners with special educational needs
- xiii. ARTRA shall present the Declarations to the Committee of ten (10) AU heads of states.

2. RESEARCH ON MINIMUM GLOBAL STANDARDS FOR THE TEACHING PROFESSION

AFTRA is member of the research team constituted by the International Task Force on Teachers (UNESCO Headquarters in Paris) to conduct a mapping of the teacher professional standards, qualifications, status, regulatory agencies and related issues in all continents and regions of the world. The research is to facilitate the Task Force's Dialogue on the minimum standards for the teaching profession. AFTRA covered the research in the African continent and also participated actively as member of the global research team in developing a global picture of the subject matter.

3. ANNUAL MEETING AND 10TH POLICY DIALOGUE FORUM OF THE INTERNATIONAL TASK FORCE ON TEACHERS

AFTRA attended and participated actively at the Annual Meeting and 10th Policy Dialogue Forum of the International Task Force on Teachers held in Lome, Togo, 18-21, 2017. The theme of the Forum, "Teaching: A Profession" focused on the findings of the research on minimum standards for the teaching profession conducted by AFTRA and other members. AFTRA further played a central role at the Forum as speaker, rapporteur and member of the team that articulated the outcome of the Forum.

4. INTERNATIONAL FORUM OF TEACHING REGULATORY AUTHORITIES (IFTRA)

AFTRA is the Africa Regional Bloc of the world body (IFTRA) and actively engaged in all matters regarding teacher education and professionalism internationally that are under IFTRA auspices. AFTRA is also working towards the IFTRA Biennial Conference slated for April 5-6, 2018 in Wellington, New Zealand.

5. DEVELOPMENT OF PROFESSIONAL STANDARDS ACROSS AFRICA

AFTRA has continued to work as researcher and policy expert with UNESCO Regional Office in Dakar, Senegal to develop teacher professional standards for West and Central Africa. AFTRA is also having its experts rendering technical assistance to various African countries in the development of their national professional standards for teachers and school leaders. The countries include South Africa and Sierra Leone. AFTRA as member of the AU CESA is also networking with the AU, IICBA, Education International and other members of the CESA (Teacher Education Cluster) towards creating a continental teacher professional standards framework.

6. COLLABORATION WITH PARTNERS

Within the period under review AFTRA has engaged in other wide-ranging programmes jointly with its critical partners that include the African Union Continental Education Strategy, UNESCO at various levels, UNESCO-International Institute for Capacity Building in Africa, Education International Africa Regional Office, International Task Force on Teachers, International Forum of Teaching Regulatory Authorities and other international organisations.

SUMMARY OF PARTNERS' ACTIVITIES

	<p>RUFORUM</p>	<p>Kampala, Uganda</p>
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4th SUMMARY REPORT ON IMPLEMENTATION OF STISA 2024

RUFORUM is a continental member-based consortium of 66 African Universities in 26 African countries. In 2014, RUFORUM signed MoU with the African Union Commission to provide technical support to specific programs of the African Union, particularly the Science, Technology and Innovation Strategy for Africa (STISA) 2024. In this reporting period, key achievements were:



1. RUFORUM supported modernization of curricula to support improved university community engagement and entrepreneurship. Curriculum at two universities were reviewed and six new PhD and MSc level curricula were developed and launched including a Master's Program on Monitoring and Evaluation. RUFORUM also developed and piloted a rigorous student recruitment process to identify disadvantaged but intellectually deserving students;

2. RUFORUM implemented 122 university led research projects (valued together at over US\$9 million) at its member universities to support re-orientation of university research toward smallholder farmer focus and prepare graduates practically for future employment;

3. RUFORUM awarded three Community Action Research Program (CARP) Projects (worth over US\$1million) to strengthen the Pig, Potato and Cassava value chains respectively in Uganda and Kenya. These new projects will include collaboration with TVET institutions. The three projects are expected to cumulatively reach over 15,000 farming households;

4. RUFORUM funded 80 PhD and 283 Master students to enrol in regional collaborative MSc and PhD programs in Africa bringing the total number of RUFORUM supported postgraduates to 2152 (1716 Masters and 436 PhD) over the 10 year period;

5. RUFORUM together with the World Bank are designing the 'Strengthening Higher Agricultural Education in Africa (SHAEEA)'. The proposed initiative will focus on university led agricultural transformation in Africa. An investment of US\$250 million is proposed through IDA funding;

6. The RUFORUM Secretariat facilitated two planning meetings and a ministerial meeting (11 ministers) in preparation of the planned Summit for the Committee of Ten Heads of States Championing Education, Science and Technology development in Africa;

7. RUFORUM initiated discussions with the Private Sector leaders at various levels and Heads of States to develop models for university engagement with the private sector to stimulate agricultural innovation for transformation in Africa;

8. RUFORUM Secretariat developed an online platform for capturing university performance (student enrolment, staff capacity, gender etc) and another for capturing RUFORUM impact on the lives of smallholder farmers. See the platform at <http://ruforum.org/impact/>

9. RUFORUM supported resource mobilisation for universities through proposal writing workshops, technical backstopping and mentorship to support higher agricultural education. Over US\$1.5million was mobilised to support Higher Agricultural Education,

10. Enhanced access to information on sustainable rural development through publishing two volumes (Volume 1 Issue 3 & Volume 2 Issues 1 & 2) of the African Journal of Rural Development (<http://www.afjrd.org/jos/index.php/afjrd>). RUFORUM also produced and shared 20 issues of the RUFORUM Weekly, initiated the RUFORUM 'Quarterly' and published 274 research papers in the RUFORUM Working Document Series.

11. RUFORUM initiated a 'visioning process' to reflect on how RUFORUM can play a 'catalytic role' in driving agricultural transformation in Africa by the year 2030 in line with the SDGs and Agenda 2063-the Africa We Want.

SUMMARY OF PARTNERS' ACTIVITIES

	<p>TWAS</p>	<p>Trieste, Italy</p>
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1. Introduction: TWAS is a global science academy established in 1983 to advance science and engineering for sustainable prosperity in the developing world. The founders, headed by Abdus Salam, Pakistani physicist and Nobel laureate, shared a belief that developing nations, by building strength in science and engineering, could build the knowledge and skill to address global challenges. From the start, the Academy had essential support from scientists and political leaders in Italy. Through three decades, TWAS's mission and work (www.twas.org) remained consistent:

- Recognize, support and promote excellence in scientific research in the developing world;
- Respond to the needs of young scientists in countries that are lagging in science and technology;
- Promote South-South and South-North cooperation in science, technology and innovation;
- Encourage research and sharing of experiences in solving challenges facing developing countries.

2. TWAS South-South PhD Fellowship Programme: Over the years, TWAS engaged with institutions in emerging countries where scientific excellence and the high standard of research are demonstrated and renowned. In 2017, TWAS and its partners awarded between 210 and 220 PhD fellowships (some are still in the process of being confirmed) to African students; amongst these, 47 are females. Preliminary data for the current follow up work that is monitoring students graduating show that approximately 26 African students completed their PhD in 2017, including 3 females.

3. TWAS Programmes of Scientific Exchanges and Visit for Research Training: A number of programmes are made available by TWAS for supporting the training of young scientists and early-career researchers. For some of schemes available, young scientists are awarded to spend time at a host institute where they will be learning and training in laboratory skills and data analysis techniques relevant to their area of expertise. In another type of visit, TWAS provides a mechanism for world experts and internationally renowned scientists to visit institutions and research groups in developing countries and Least Developed Countries in particular: activities carried out range from hands on work in the laboratories and/or in the field to teaching of classes and development of new courses.

3.1 TWAS Associateships and Research & Advanced Training Fellowships: In total 10 awards to African young scientists were made this year in these two programmes; 6 associateships, all females, and 4 fellowships, 3 of which to women scientists.


3.2 TWAS-DFG Cooperation Visits: For a long time the only South-North programme at TWAS, this collaboration with the German Research Foundation gives superb opportunities to young researchers from Sub-Saharan countries. In 2017, 35 awards were made including 10 women scientists.

3.3 TWAS-ENEA Research Training Fellowships: Launched in 2017 for the first time, this is the second South-North programme in the TWAS portfolio. The Italian Research Agency ENEA offers training in its laboratories in areas related to sustainable development. Seven awards were made, all to early-career researchers from Africa, including 2 from LDCs and 3 to women scientists.

3.4 TWAS Visiting Expert Programme: In 2017, 6 institutions were awarded in Africa, 5 of which are LDCs. From the awards made in previous years, 3 visits took place in 2017 in 3 African countries, 2 of which are LDCs. The impact of this programme for transfer of skills has been remarkable. A new system programme started in 2016, thanks to the contribution of the Elsevier Foundation, focused on sustainability science: out of the 6 awards made in 2017, 4 were for visits to African institutions.

4. TWAS Research Grants to Groups and their MSc training component: One of the TWAS Research Grants programmes offers funding for the training of MSc students as part of the awards made for equipment and consumable to research groups. In 2017, so far 76 new students have enrolled in MSc training hosted by recognized units of research in Africa.

SUMMARY OF PARTNERS' ACTIVITIES

 USAID FROM THE AMERICAN PEOPLE	USAID/African Union	Addis Ababa
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The African Union Partnership Program (AUP), funded by the U.S. Agency for International Development and managed by FHI 360, supports results in alignment with the AUC Strategic Plan and toward the achievement of Agenda 2063 goals. AUP has an overarching technical emphasis on the goal of improved economic opportunities for youth in Africa.

In 2016, AUP carried out a number of activities to support results related to education and skills development, under the AUC Strategic Plan.

- Three new or improved HRST websites were launched, including the Youth Division website, AU-YVC website, and Volunteer Management System, with AUP support
- AUP produced a study and video in partnership with the Fab Foundation (affiliated with the MIT Center for Bits and Atoms) to explore how "Fab Labs" could be used to help Africa's youth acquire 21st century skills.
- In partnership with HRST, AUP designed and implemented the Tunisia Strategic TVET assessment that aims to support TVET reform priorities in Tunisia, and to serve as a model or template for future TVET assessments to be commissioned by the AU. HRST participated in the Tunisia fieldwork in February 2017. The forthcoming assessment report is under final revisions.
- AUP shared and discussed with HRST staff a framework for the AU Youth Volunteer Corps training manual and professional development. HRST shared the framework with the incoming AU-YVC during the November 2016 training in Cairo, Egypt to solicit their input and feedback on the framework. Informed by the outline, the training manual is now being updated by HRST with support from UN Volunteers.

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