



CONTINENTAL EDUCATION STRATEGY FOR AFRICA 2016-2025

CESA 16-25 JOURNAL

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**AFRICAN UNION COMMISSION
DEPARTMENT OF HUMAN RESOURCES,
SCIENCE AND TECHNOLOGY**

AGENDA 2063 – THE AFRICA WE WANT

THE VOICES OF THE AFRICAN PEOPLE

1. **We, the people of Africa and her diaspora**, united in diversity, young and old, men and women, girls and boys from all walks of life, deeply conscious of history, express our deep appreciation to all generations of Pan-Africanists. In particular, to the founders of the Organization of African Unity for having bequeathed us an Africa with exemplary successes in the fight against slavery, colonialism and apartheid. Agenda 2063, rooted in Pan Africanism and African Renaissance, provides a robust framework for addressing past injustices and the realization of the 21st Century as the African Century.
2. **We echo** the Pan-African call that Africa must unite in order to realize its Renaissance. Present generations are confident that the destiny of Africa is in their hands, and that they must act now to shape the future they want. Fifty (50) years after first thirty-three (33) independent African states took a landmark decision to form the Organization of African Unity, we are looking ahead towards the next fifty years.
3. **In this new and noble initiative**, past plans and commitments have been reviewed and we pledge to take into account lessons from them as we implement Agenda 2063. These include: mobilization of the people and their ownership of continental programmes at the core; the principle of self-reliance and Africa financing its own development; the importance of capable, inclusive and accountable states and institutions at all levels and in all spheres; the critical role of Regional Economic Communities as building blocks for continental unity; taking into account of the special challenges faced by both island and land-locked states; and holding ourselves and our government and institutions accountable for results. Agenda 2063 will not happen spontaneously, it will require conscious and deliberate efforts to nurture a transformative leadership that will drive the agenda and defend Africa's interests.
4. **We rededicate** ourselves to the enduring Pan African vision of *“an integrated, prosperous and peaceful Africa, driven by its own citizens and representing a dynamic force in the international arena”*.

OUR ASPIRATIONS FOR THE AFRICA WE WANT

1. A prosperous Africa based on inclusive growth and sustainable development
2. An integrated continent, politically united based on the ideals of Pan Africanism and the vision of Africa's Renaissance
3. An Africa of good governance, democracy, respect for human rights, justice and the rule of law
4. A peaceful and secure Africa
5. An Africa with a strong cultural identity, common heritage, values and ethics
6. An Africa, whose development is people-driven, relying on the potential of African people, especially its women and youth, and caring for children
7. Africa as a strong, united, resilient and influential global player and partner



MESSAGE FROM THE COMMISSIONER, HRST

It is with immense pleasure and satisfaction that I am presenting the first issue of the Continental Education Strategy for Africa (CESA 16-25) Journal. Indeed, in a continent with as many ambitions as those expressed in CESA's mission, the stakes are high and we could not shy away from our responsibility to step up to the challenge of defining our own objectives vis-à-vis the future we want and in so doing, position ourselves against the global development agenda and goals.

This bi-annual Journal will be the opportunity to highlight CESA activities that are carried out across the continent in support of education and training; as well as the platform to engage with and draw attention to the reflections and opinions of experts, students, parents and other key stakeholders at the national, regional, continental and international levels.

H.E. Dr. Martial De-Paul Ikounga

A YEAR IN REVIEW

The African Union Heads of State and Government, during their Twenty-Sixth Ordinary Session on 31st January 2016 in Addis Ababa, adopted the Continental Education Strategy for Africa (CESA 16-25) as the framework for transforming education and training systems in Africa. Member States, RECs, partners, private sector and civil society were called upon to popularize and raise awareness to CESA, as well as collaborate with the Commission to develop implementation plans and mobilize domestic resources for the implementation of CESA.

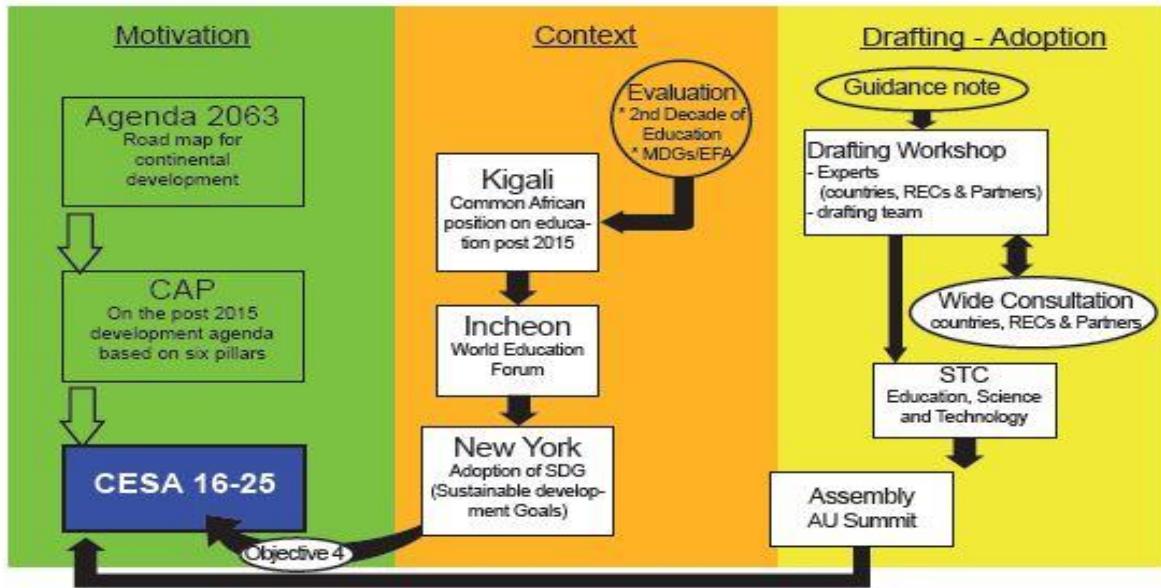
CESA takes over since the Second Decade of Education for Africa ended in 2015. The content of CESA was informed by continental and global discussions on post 2015 development goals and it is a reflection of Africa's contribution to the global Education 2030 programmes and constitutes Africa's implementation framework for the United Nation's Sustainable Development Goal number four (SDG 4) on ensuring inclusive and quality education for all.

Enhancing communication around CESA to ensure stakeholder ownership and to promote experience sharing is of the utmost importance. Therefore, this bi-annual CESA Journal will be the platform to engage with the owners of CESA and highlight their reflections, debates, advice, activities and innovative interventions for strengthening education and training towards the Africa We Want. The CESA Journal also extends an open invitation to participate in the listed CESA activities, join existing Clusters and create new CESA Clusters as well.

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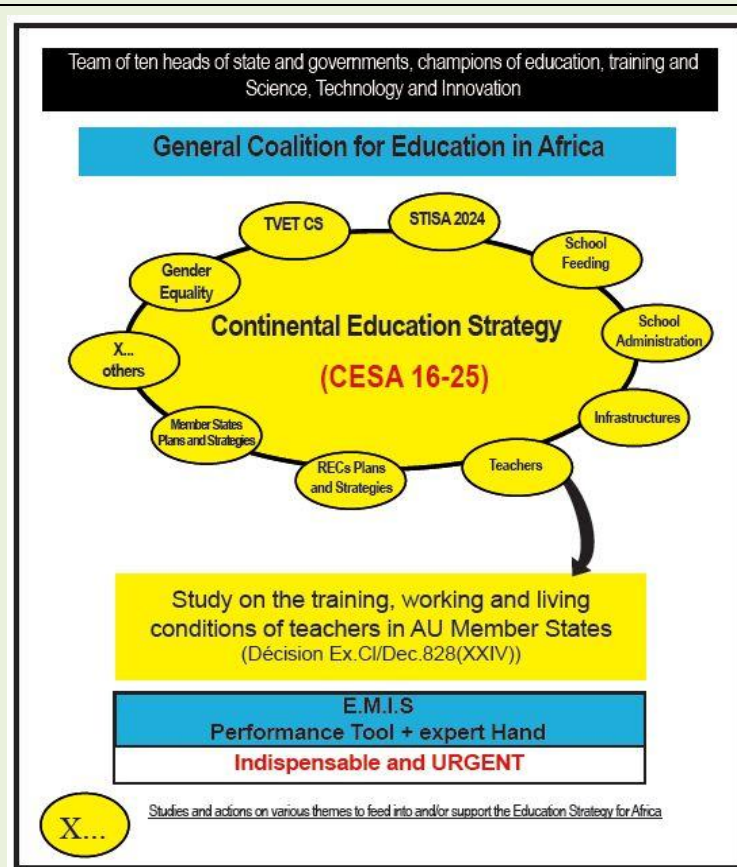
CESA 16-25 – General Procedure



IMPLEMENTATION AND MONITORING

CESA 16-25 is designed to involve the widest possible coalition for education, training and STI in Africa. At the top of the pyramid of monitoring system is a team of ten heads of state and government, champions of education, training and STI which reports to the Conference during the AU Summit.

The CESA 16-25 requires all stakeholders and actors to be given freedom to act and take positive initiatives within the framework of the coalition for education, training and STI. This approach implies the acceptance of the following process:



CESA CLUSTER FORMAT

Clustering under thematic areas has been identified as an effective tool for enhancing coordination and strengthening partnerships around common themes. This is anticipated to enhance alignment and harmony among stakeholders as well as facilitate the identification and deployment of synergies for enhanced efficiency and effectiveness.

CESA Clusters are at various levels, including national, regional and continental and optimal use will be made of existing Clusters and platforms. Stakeholders are free to develop Clusters as seems fitting and convenient to them as long as they ensure they have: clear terms of reference (ToR) to CESA, a lead coordinating agency, agency members, a roadmap with activities and deliverables, baseline studies and reports on progress and challenges.



Seminar on Teachers' Support and Motivation, AU HQ, Addis Ababa, 26 September 2017

SEMINAR ON TEACHERS' SUPPORT AND MOTIVATION

On September 26th, 2016, the AUC, in collaboration with the International Institute for Capacity Building in Africa (UNESCO-IICBA) and the International Labor Organization (ILO), celebrated World Teacher's Day (WTD) with the launch of the Teacher Policy Guide.

Other partners from the seminar included: Association for the Development in Africa (ADEA), Education International (EI), the University of Free State (South Africa), Japan International Cooperation Agency (JICA), Korean International Cooperation Agency (KOICA) and AU Member States.

The participants discussed how to strengthen professional support for teachers and their classroom practices as part of efforts to improve the quality of education and equity of learning outcomes. The seminar highlighted the centrality of teachers at the core of national education systems and in the achievement of the strategic objectives of CESA 16-25, SDG 4 and Education Agenda 2030. There was also a great focus on improving teacher's professional development, with emphasis on supporting and motivating teachers.

The participants reflected on the creation of viable teacher support and motivation frameworks and their implementation in furtherance of the goals of improving the quality of education at point of delivery and improving learning outcomes. They also showcased examples of best practices for empowering teachers and school leaders so they may play a more significant role in the achievement of CESA 16-25 and SDG 4 and in the improvement of policy formulation.

AU Study on Teacher Training, Working and Living Conditions in Member States

The African Union Study on Teacher Training, Working and Living Conditions in Member States was called for by the 2014 AU Summit in order to establish the key issues affecting teachers in Africa, provide a basis for improving their conditions and lead to the improved performance of education systems in Member States.

The Teacher Study was motivated by the centrality of the teachers' role in achieving development goals for the continent as articulated in CESA's Strategic Objective number one (1) on Teacher Development.

The Teacher Study was carried out by a team of highly qualified African experts between May and October 2016. Afterwards, the study was validated by experts, practitioners and stakeholder from across Africa during a workshop held at the AU HQ from 8th - 9th December, 2016.

The **CESA Cluster on Teacher Development** was officially launched and there was also a call to revive the Pan African Conference on Teacher Development (PACTED) as an instrument for operationalization of the Teacher Development Cluster.





Teacher Allocation Meeting, Nairobi, Kenya, 17-19 May 2017

REGIONAL WORKSHOP ON MANAGING TEACHER DEPLOYMENT

The UNESCO International Institute for Education Planning (IIEP - Pôle de Dakar) held a regional workshop from 17th - 19th May, 2017, on the management of teacher deployment in the basic education sector of Central, Eastern and Southern Africa. The workshop was held in Nairobi, Kenya, and key stakeholders from fifteen (15) Member States, UNESCO IICBA, EI, GPE and education experts, among others, were in attendance.

The issue of distribution and availability of teachers is one of the key areas addressed in the AU Teacher Study as it is essential to know the status of teacher distribution in Member States and how allocation takes place in order to provide technical support in ensuring strategic, equitable and efficient utilization of the teacher resource in Africa.

The workshop provided a platform for the participants to take stock of teacher allocation within education systems across the continent, learn lessons from countries that have improved their efficiency in allocation and exchange good practices and measures to facilitate the implementation of innovative tools.

Representatives from Senegal, Rwanda and Kenya gave presentations on the noteworthy strides they are making towards efficient management and effective use of teacher resources.

At the conclusion of the workshop, a commitment was undertaken to strengthen Teacher Management Information Systems and enhance technical support to Member States in education planning in order to link it with teacher allocation policy.

6th AFTRA Teaching and Learning in Africa Conference

The African Federation of Teaching Regulatory Authorities (AFTRA) held its 6th AFTRA Teaching and Learning in Africa conference from 22nd - 26th May, 2017, in Pretoria, South Africa.

As Teacher Development is the first strategic objective in CESA, the issue of teacher regulation and standard setting is key in ensuring quality teaching and learning experiences and outcomes, as well as promoting the professionalization of teaching.

The Conference brought together key stakeholders and experts from academia, teachers unions, governments, international development partners and non-governmental organizations. The participants discussed the need to distinguish key attributes of teacher development and quality, including: teacher qualification (curriculum, subject and content), teacher's license to practice (professional practice standards) and teacher employment (minimum requirement guidelines and inspection framework). It was also agreed that teacher development must be three dimensional, including teacher content, pedagogic excellence and values.

AFTRA is the largest teacher professional regulatory body in Africa and plays an important role in the CESA Teacher Development Cluster, including spearheading matters of quality, professionalism and standards at academic, policy and practitioner levels.



III Regional Workshop on Home-Grown School Feeding, Nairobi, Kenya, 29-31, May 2017

HOME-GROWN SCHOOL FEEDING: IMPROVING ACCESS TO EDUCATION, CREATING MARKETS & REDUCING POVERTY

The African Union and the WFP Centre of Excellence joined forces to conduct a study on the status and impacts of school feeding in AU Member States. At the conclusion of the study, which was carried out by the Economic Policy Research Institute (EPRI), the III Regional Workshop on Home-Grown School Feeding was held in Nairobi from 29th - 31st May, 2017. Ninety (90) representatives from twenty-five (25) African countries, including seven (7) state ministers, dedicated their time, knowledge, and skills to discuss and validate the study and agree on a set of recommendations to be incorporated into national school feeding strategies.

The workshop was organized in a way to facilitate and promote experience sharing towards strengthening national school feeding programmes linked to local food production as a key instrument for enhancing access, retention and performance in education in Africa. This is in line with CESA 16-25, Africa's Agenda 2063 and the Sustainable Development Goals (SDGs).

The **CESA School Feeding Cluster** was officially launched during the workshop and the participants agreed to hold the next consultative meeting under the auspices of the Cluster. Participants also agreed that the African School Feeding Network, which launched an online platform to facilitate discussions and information sharing, would be a core member of the Cluster and also recommended that WFP and the WFP Centre of Excellence be strategic partners of the CESA School Feeding Cluster as well.

2nd Africa School Feeding Day

The African Day of School Feeding was instituted by the Assembly of Heads of State and Government during the 26th AU Summit in January 2016 (Assembly/AU/Dec. 589(XXVI), in recognition of the immense value of home-grown school feeding, in enhancing retention and improving the performance of children in school and in boosting income generation and entrepreneurship in local communities.

The 2nd edition of the African Day of School Feeding was officially launched and celebrated on the 1st of March, 2017, under the patronage of the Congolese government and under the theme of "*Home-Grown School Feeding: Investment in Youth and Children for Harnessing the Demographic Dividend*".

The colorful ceremony, which was complemented by a series of official events in the Congolese capital, Brazzaville, was attended by senior government officials and ministers from African governments including Niger, Guinea Bissau, Chad, Zimbabwe, Senegal, along with development partners, members of the diplomatic corps and other guests.





Launch of the ICT in Education Cluster, Nairobi, Kenya, 10 - 11, November 2016

LAUNCH OF THE ICT IN EDUCATION CLUSTER

The AUC, in partnership with the Global e-Schools and Communities Initiative (GESCI), held a meeting to launch the **CESA ICT in Education Cluster** from 10th – 11th November, 2016, in Nairobi, Kenya. The meeting brought together stakeholders working in education development and Information and Communication Technology (ICT) integration in education in Africa in order to establish a coalition of key actors to implement CESA's Strategic Objective number three (3), which calls to *"harness the capacity of ICT to improve access, quality and management of education and training systems"*.

Mr. Jerome Morrissey, CEO of GESCI, gave a presentation on the role ICT can play in transforming education and explained the different phases that ICT integration in education and training have gone through and what each phase represented for African education systems.

The participants discussed the importance of addressing key challenges, mainly through the development of scalable models that can translate national policies into action plans at the school level. It was also noted that this would require conceiving ICT integration in education within the framework of a comprehensive approach rather than fragmented actions and would require defining measurable objectives in terms of teachers' ICT competencies, learners 21st century skills and the school, including leadership, administration and parents.

Representatives from Kenya, Mauritius, South Sudan and the Democratic Republic of Congo (DRC) gave presentations with regard to how ICTs are leveraged to achieve the objectives of the education agenda and the challenges faced by the education system from the national perspective. Afterwards, the participants developed a draft action plan for the Cluster's 2017-2018 activities.

ICT Integration in Education and Youth Skills Development

On 18th – 19th August, 2016, the AUC's HRST Department met with GESCI to discuss partnership towards leveraging ICTs for enhancing access, quality and relevance of education and skills acquisition for Africa's development. It was agreed that ICT integration in education should not only occur in Science, Technology, Engineering and Mathematics (STEM) subjects but on a whole school basis in order to bring about better teaching and learning across the curriculum, as well as more efficient school management

In relation to TVET, and to ensure that young graduates will be job creators rather than job seekers, it was agreed that entrepreneurship should be included in the curricula as a mentor-assisted practice rather than a subject to be taught through lectures.

The AUC and GESCI are also working together to develop and deliver courses at Certificate and Masters level in *African Leadership in ICT and Knowledge Society Development (ALICT)* for technology-driven social and economic development. Other collaboration areas include implementation of the Continental Dialogue Platform for Youth Skills and pilot testing and contextualization of the AU tool for Education Management Information Systems (EMIS).





Study Mission during the Oporto African Forum, Oporto, Portugal, 27-28, April 2017

Improving Student 21st Century Skills through the African Digital Schools Initiative (ADSI)

ADSI is a comprehensive multi-country and multi-year programme, focusing on the use of ICT to improve student 21st century skills through the promotion and implementation of: good teaching and innovative practices in STEM, effective, sustainable and replicable models of digital whole school development in secondary education and learning outcomes and readiness for the knowledge economy workplace.

GESCI, in partnership with the MasterCard Foundation and the Ministry of Education, Science and Technology-Kenya, the Ministry of Education and Vocational Training – Tanzania and the Ministry of National Education (MENET) – Côte D'Ivoire have implemented the ADSI Programme (2016-2020) with the following successful outcomes to date.

Across the 3 countries:

- **140** school heads trained
- **35** school support teams
- **1400** STEM teachers trained
- Outreach of up to **70,000** STEM students.



LEADERSHIP AND PARTNERSHIP IN THE DEVELOPMENT OF NATIONAL ICT INITIATIVES

On 27th – 28th April, 2017, the Oporto African Forum, organized by JP.IK and GESCI, brought together government leaders from the fields of Education and ICT of more than a dozen countries in the African continent to understand the implications of leadership and partnership in the design and implementation of Education national initiatives with a strong ICT component.

Portugal was the first country to implement a nationwide integrated programme for laptop distribution through the primary and secondary school system, funded by government, parents, communities, private sector and industry, through the E-Escola programme.

During the Forum, which was the second activity of the **CESA ICT in Education Cluster**, workshops were held on topics such as leadership, coordination among various entities involved in the implementation of a national initiative, financial models and public-private partnerships.

The participants also visited two Portuguese schools: Corujeira Elementary School and Falcão Elementary School, in the city of Oporto. These two visits showcased the diversity of solutions developed by JP.IK and that are designed, taking into account the most diverse variables, such as the age range of the students, the specificities of the school and the typology and objectives of the curriculum in which technological resources will be integrated.

The Forum presented an excellent opportunity to discuss and share several points of view on the need and importance of good leadership for the success and effectiveness in the implementation and integration of Information Technologies in Education across the African continent.



14th AAU General Conference & Golden Jubilee, Accra, Ghana, 8 June 2017

LAUNCHING THE HIGHER EDUCATION CLUSTER

Agenda 2063 affirms that Africa's human capital will be fully developed as its most precious resource, through sustained investments in higher education, science, technology, research and innovation. Access to post-graduate education will be expanded and strengthened to ensure world-class infrastructure for learning and research and support scientific reforms that underpin the transformation of the continent.

The **CESA Higher Education Cluster** was officially launched on 8th June, 2017, at the culmination of the 14th Association of African Universities (AAU) General Conference and Golden Jubilee in Accra, Ghana. The President of Ghana, H.E. Nana Addo Dankwa Akufo-Addo, officially opened the Conference.

The Higher Education Cluster will be implemented under the leadership of the AUC, with coordination and facilitation support from the AAU and the International Network or Higher Education in Africa (INHEA).

In particular, the Cluster will engage in activities to:

1. Build and expand an African knowledge society through transformation and investments in universities, science, technology, research and innovation
2. Harmonize education standards and mutual recognition of academic and professional qualifications
3. Establish an African Accreditation Agency to develop and monitor educational quality standards across the continent
4. Strengthen the Pan African University and build the Pan African Virtual University to elevate Africa's role in global research, technology development and transfer, innovation and knowledge production.

International Fair for African Students

The AUC co-organized the 1st edition of the International Fair for African Students in N'djamena, Chad from 23rd - 25th February, 2017. The Fair brought together various stakeholders from secondary and higher education, as well as from the private and public sectors and was anchored under the theme "*Educational guidance and the key to professional integration and success of young people in Africa.*"

During a plenary session on continental initiatives around the harmonization of qualifications, the AUC underlined the need to bridge the gap between disparate educational systems in Africa, and to develop regional harmonization initiatives for the advancement of curriculum development and recognition of qualifications to promote intra-African academic mobility. The four pillars of the demographic dividend were noted as well, namely:

1. employment and entrepreneurship
2. education and skills development
3. health and wellbeing
4. rights governance and youth empowerment

The three (3) day event concluded with exhibitions and career guidance workshops where young people interacted with policy makers, employers and academics to chart their future forward.

Protecting Schools from Attacks

The 2nd International Conference on Safe Schools was held from 28th - 29th March, 2017, in Buenos Aires, Argentina under the theme of “*Protecting Schools from Attacks*”. The meeting was attended by delegations from eighty (80) States, the AUC, the United Nations system, Save the Children, the International Committee of the Red Cross (ICRC), the Global Coalition to Protect Education from Attack (GCPEA), civil society organizations (CSOs) and academic institutions, among others.

The conference provided an opportunity to review the progress made since the adoption of the 2015 Safe Schools Declaration. Work done by signatory States to protect education against attacks was reviewed, which included an assessment of the implementation of the commitments contained in the Declaration, and among them, the continuation of education during armed conflict and the application of the Guidelines for Protecting Schools and Universities from Military use.

CESA’s Strategic Objective number ten (10) calls to “*promote peace education and conflict prevention and resolution at all levels of education and for all age groups*”. To date, 17 AU Member States have endorsed the Safe Schools Guidelines and it has been proposed that every Peace and Security Council (PSC) report, submitted to the Heads of State during the AU Summit, must contain a section on children in armed conflicts.



SEAMEO Best Practice on Cross Border Education, AU HQ, Addis Ababa, 11 April 2017

SCALING-UP SOUTH-SOUTH COOPERATION TO IMPROVE CROSS BORDER EDUCATION

Southeast Asian Ministers of Education Organization (SEAMEO) Secretariat, represented by Dr. Gatot Hari Priowirjanto and Dr. Asmah Ahmad, visited the AUC and IICBA from 10th - 12th April, 2017. This was to initiate a forum for sharing experiences on education and teacher education between ASEAN (Association of Southeast Asian Nations) and African Member States and to build partnerships in teacher professional development between AUC, IICBA and the SEAMEO Secretariat.

Considering the similar challenges that both African and ASEAN regions face in education, IICBA and SEAMEO Secretariat facilitated a discussion seminar on SEAMEO’s best practices in cross-border education at the AU HQ.

Dr. Beatrice Njenga gave a presentation on CESA 16-25 and stressed the mission of responsive and transformative education and re-orienting Africa’s education and training systems to meet the knowledge, competencies, skills, innovation and creativity required to nurture African core values and promote sustainable development at national, regional and continental levels.

The representatives from SEAMEO introduced their best practices in cross-border education and noted that through their regional centres and use of ICT, SEAMEO has established a platform which contributes to breaking the limit set by country borders and achieves the harmonization of education. The presentation was well received by the participants and many African countries expressed their interest in the next move towards cooperation and experience sharing.

Afterwards, a series of targeted collaboration areas were mapped out, including, shared lectures and resources, use of ICT in teacher development, continuous professional development for teachers and teacher development for technical vocational education.

Innovations for Teaching Science Subjects

Victor J. Afanou, from the Observatoire Panafricain pour l'École et les Métiers (OPEM), is an everyday champion of CESA's Strategic Objective number seven (7) which calls to "*strengthen the science and math curricula and disseminate scientific knowledge and the culture of science in the African society*". OPEM urges science teachers across the continent to integrate science culture into their teaching methods by practice and lab in everyday lessons. Mr. Afanou noted that if we want learners to be creative, innovative and ingenious, we deeply need to make science practical and evident for them



Launch of the CESA STEM Education Cluster, Nairobi, Kenya, 29-30 September 2016

LAUNCHING THE STEM EDUCATION CLUSTER

The AUC, in partnership with the Centre for Mathematics, Science and Technology Education in Africa (CEMASTEIA), held a workshop in Nairobi, Kenya from 29th - 30th September, 2016, bringing together key partner agencies working in Science, Technology, Engineering and Mathematics (STEM) education in Africa and senior government officials, to launch the CESA thematic cluster on STEM Education in order to strengthen the teaching and learning of these subjects across all levels of education in Africa.

In an effort to use existing structures to domesticate continental frameworks and strategies, the Inter-Country Quality Node (ICQN) structure that ADEA helped to establish, was recognized as a good model that incorporates groups of countries coming together to share ideas, innovative practices and experiences in tackling common developmental challenges. The ICQN on Mathematics and Science Education (ICQN-MSE) was therefore seen as a fitting platform to implement activities under the **CESA STEM Education Cluster**.

Issues that emerged from the discussion which followed the launch included the need for vigorous awareness campaign on the patenting of Africa's innovations and availing CESA 16-25 in Braille as well as in local languages.

The meeting developed a Terms of Reference for the Cluster, and the partners present agreed to submit draft action plans for supporting the Cluster in their respective work programs. Representatives from Congo Brazzaville and Kenya's Ministry of Education, Science and Technology graced the meeting, together with representatives from GESCI, UNESCO IICBA, Kenya National Academy of Sciences, the Forum of African Women Educationalists (FAWE), Kenyatta University and the African Institute for Mathematical Sciences (AIMS), among others.

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 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.



AU STG-EST, Pretoria, South Africa, 13-15 February 2017

AU Specialized Technical Group (STG) on Education, Science and Technology (EST)

A major challenge facing Africa's ability to report on its human resource development achievements and prospects is the information gap or "data blank" in many key performance areas. Africa's Agenda 2063 recognizes the core value of Education, Science and Technology in generating the scientific knowledge, competencies, and technological inventions for building the *Africa We Want*, while ensuring the development of the requisite values, innovation and entrepreneurial mind sets that will be key in ensuring a peaceful, prosperous and integrated Africa in this century. Furthermore, CESA's Strategic Objective number eleven (11) advocates to "improve management of education systems as well as build and enhance capacity for data collection, management, analysis, communication, and use".

The AU therefore developed the Strategy for the Harmonization of Statistics in Africa (SHaSA), which is being implemented through a system of Specialized Technical Groups (STGs). Membership of the STG includes statistics specialists and practitioners from Member States, RECs and representatives of specialized, regional and international agencies

The AU, in collaboration with the New Partnership for Africa's Development (NEPAD) Agency and ADEA held the STC on EST in Pretoria, South Africa, from 13th - 15th February, 2017, to provide technical guidance and report on strategies on the continent, regionally and nationally that focus on education, science and technology statistics and indicators for policy support systems.

The members agreed to expedite the development of monitoring and evaluation strategies and indicator frameworks for CESA 16-25 and STISA 2024 which would be presented during the 2nd STG on EST Statistics during the last quarter of 2017.

OTHER EDUCATION ACTIVITIES



4th High-Level Panel on GEWE, Addis Ababa, AU HQ, 29-30 June 2017

INVESTING IN GIRLS AND WOMEN'S EDUCATION

The AU International Center for Girls' and Women's Education in Africa (AU/CIEFFA), jointly with the AUC's Women, Gender and Development Directorate (WGDD) and the Embassy of Canada to the AU, hosted the 4th High-Level Panel on Gender Equity and Women's Empowerment (GEWE) on the 29th - 30th June, 2017, at the AUC HQ in Addis Ababa. The Panel was aligned to the 2017 AU Theme of "*Harnessing the Demographic Dividend through Investments in Youth*", with a special emphasis on investing in girls and women's education.

AU/CIEFFA as per its mandate, builds partnerships and networks to communicate, inform and share education-related issues, interventions, needs, success and challenges with stakeholders, especially as it pertains to performance and retention of girls and women in the education system

The meeting was attended by representatives from Member States, partner and funding organizations, religious institutions and media. The participants discussed strategies to: address funding matters on human capital, finance social development to achieve the Demographic Dividend, enhance women's participation as a prerequisite to economic growth and influence policy and institutional settings in Members States on human capital development.

Gender Equity and Education

On 26th January, 2017, AU/CIEFFA, in collaboration with the Royal Norwegian Embassy in Ethiopia, UNESCO-IICBA, UNICEF, Save the Children, Plan International, ADEA and the Embassy of Canada, organized a High Level Dialogue (HLP) on Gender Equity and Education at the Conference Center of the Economic Commission for Africa (UNECA) in Addis Ababa, Ethiopia. The HLP was organized in the margins of the 28th AU Summit and under the 2017 AU Theme of "*Harnessing the Demographic Dividend through Investments in Youth*".

The meeting brought together Ministers of Education and Gender and representatives from CSOs and international organizations dealing with gender-related issues to promote and revitalize the momentum on gender equality and women's rights with a view to promote internationally agreed upon development goals, including Agenda 2063, SDGs and CESA 16-25.

The HLP also served as a platform to encourage greater inclusion of all advocates for education, women's rights, gender equality and the empowerment of women in national and international policy dialogues.





Ethiopian National Education Policy Forum, Addis Ababa, Ethiopia, 20-21 June 2017

ENHANCING STRUCTURED DIALOGUE BETWEEN CSOS AND POLICY MAKERS

The African Network Campaign on Education for All (ANCEFA) is an NGO that aims to promote, enable and strengthen the capacity of African Civil Society to advocate and campaign for free Education for All (EFA).

From 20th - 21st June, 2017, ANCEFA, in collaboration with the Basic Education Network-Ethiopia (BEN-E), held a National Education Policy Forum for Ethiopia in Addis Ababa, under the theme of “*enhancing structured dialogue between CSOs and policy makers on the right to quality education for all in Africa*”. Ministers and key stakeholders from six (6) Member States, as well as international organizations, NGOs and CSOs were in attendance.

BEN-E gave a presentation on a national education study that they conducted and also shared the key findings of the research on education gaps and opportunities for increased domestic financing. CSOs, such as the Coalition des Organisations en Synergies pour la Défense de l'Éducation Publique (COSYDEP) in Senegal and the Zambia National Education Coalition (ZANEC), also shared their experiences in conducting similar national studies and the process of developing and presenting policy briefs to government officials.

The meeting provided an opportunity to strengthen institutional capacities through the promotion of good governance, transparency and accountability and also brought together a coalition of actors to enable a credible participatory and solid partnership between government, civil society and the private sector, as recommended in CESA's guiding principles and pillars.

Retention of Girls and Young Women in Education Systems

From 10th - 12th July, 2017, AU/CIEFFA, in collaboration with the Republic of Mauritius and the Embassy of Norway, held an education forum to discuss “*strategies for the retention of girls and young women in education systems*”. The forum was held in BalACLava, Mauritius and brought together Ministers and key stakeholders from 15 Member States, SADC, UNESCO, UNICEF, AAU, WomHub and Plan International, among others.

The participants engaged in a number of roundtables, including: gender-sensitive teaching and learning environments in higher education, gender stereotyping in TVET and the legal and institutional environment to support the right to quality education for girls and women.



2nd PAUSTI Graduation

On 27th June, 2017, PAUSTI marked the graduation of the 2nd cadre of students from Jomo Kenyatta University in Kenya. The graduation ceremony witnessed forty-two (42) Masters Graduates being released to the job market for the African continent.

While addressing the congregation, the Chancellor of the Host University, Prof. Geoffrey Maloiy, emphasized the critical role that applied research and innovation plays in the realization of Africa's Agenda 2063. He also noted the quality research outputs including patents by PAUSTI students.

The PAU Council President, Prof. Tolly S. Mbwette, noted that PAU was a premier university seeking to provide wholesome postgraduate education geared towards the achievement of a prosperous, integrated and peaceful Africa and also thanked PAUSTI's implementing partners, namely: the Government of Kenya, the Government of Japan and the AU.

PAUSTI, like the other PAU institutes, offer fully-funded scholarships at the masters and doctorate levels.



1st PAUWES Graduation in Algeria, 27th October 2016

PAN AFRICAN UNIVERSITY

Following the decision adopted by Member States during the 2008 AU Summit, the Pan-African University (PAU) was established as a continental initiative of the AUC to revitalize higher education and research in Africa. PAU is enhancing the attractiveness and global competitiveness of African higher education and research and is greatly boosting the population and retention of high level human resources and quality knowledge outputs, as envisioned in Africa's Agenda 2063.

There are five (5) thematic institutes of the PAU, in each of the five (5) Regional Economic Communities, offering masters and doctorate degree program in collaborative and applied research areas that are critical to the development of the continent. A sixth institute will provide open distance and e-learning through the Pan-African E-University. The regional PAU institutes are as follows:

1. Central Africa - The Institute for Governance, Humanities and Social Sciences (PAUGHSS), based at the University of Yaoundé in Cameroon
2. East Africa – The Institute for Basic Sciences, Technology and Innovation (PAUSTI), based at Jomo Kenyatta University in Kenya
3. West Africa – The Institute for Life and Earth Sciences (including health and agriculture) (PAULESI), based at the University of Ibadan in Nigeria
4. North Africa – The Institute for Water and Energy Sciences (including climate change) (PAUWES), based at the Université Abou Bekr Belkaid Tlemcen in Algeria
5. Southern Africa – Institute for Space Sciences (PAUSS), based at the Cape Peninsula University of Technology and a consortium of eight universities in South Africa
6. E-arm of PAU – the Pan-African E-University will be hosted by the PAU Rectorate in Addis Ababa

To date, three hundred and seventeen (317) students have graduated with a Master of Science (MSc) Degree from the PAU Institutes. The total number of female graduates stands at thirty percent (30%) of the total graduating students and there is a one hundred percent (100%) completion rate of all admitted students. 5300 application submissions (4100 for MSc and 1200 for PhD) were received at the closure of the 2017/2018 academic year call for scholarship applications.



Visiting Mwalimu Nyerere Scholarship students at the University of Nairobi in Kenya, September 2016

NYERERE SCHOLARSHIP AND ACADEMIC MOBILITY PROGRAMME

The AU Nyerere Programme is an umbrella for implementing scholarship and mobility initiatives including the Basic Nyerere Scholarship as well as other initiatives, such as the Intra-ACP academic mobility scheme (or Extended Nyerere) within the Africa-Europe collaboration framework and the Africa-India Fellowship Programme under the Africa-India strategic partnership.

The Mwalimu Nyerere African Union Scholarship Scheme was launched in 2007 to contribute to the production and retention of high level African human capital in critical areas for sustainable development of the continent, while promoting regional integration through the intra-African mobility of students. The Scholarship Scheme is intended to enable young Africans to study in leading African Universities preferably outside of their own countries, with a binding agreement that beneficiaries will work in any African country for two to four years after graduation. An expanded Nyerere programme (also called Intra-ACP Academic Mobility Scheme) was developed in 2009 with support from the European Commission. The scheme involves mobility of students and exchange of academic staff among selected Networks of African Universities to strengthen cooperation between higher education institutions across the continent.

To contribute in the production and retention of high caliber young African professionals who will promote innovative and progressive pedagogies, education planning and strategic management of education systems in Africa, the 2017 Call for Nyerere Scholarship applications was made specifically for PhD programmes in Education Science. Fifty-seven (57) applications from nineteen (19) Member States were received and the Scholarship Selection Panel short-listed twenty-one (21) candidates to receive the 2017 award for the Mwalimu Nyerere African Union Scholarship. Additionally, for the call for the 2017/2018 Chinese/AU Master's Scholarship Program, fifty-seven (57) applications were received and eighteen (18) candidates were short-listed for the Masters scholarship award to study in China.

HAQAA: 3rd Advisory Board Meeting

To implement the Executive Council Decision on establishing a Continental Accreditation Agency for Higher Education, the AUC initiated the development of a Pan-African Quality Assurance and Accreditation Framework (PAQAF), in collaboration with the European Commission and the Association of African Universities.

The Harmonization of African Higher Education, Quality Assurance and Accreditation (HAQAA) initiative has been established and will be implemented from 2016-2019 to support the implementation of PAQAF. The AUC is the lead partner of the initiative and a member of the Advisory Board.

The 3rd HAQAA Advisory Board meeting was held from 17th – 18th January, 2017, in Accra, Ghana. The Board members discussed the 2017 calendar of events and put special emphasis on the development of the African Standards Guidelines for Quality Assurance in Africa (ASG-QA) – one of the major outputs of the HAQAA Initiative. It was agreed that standards and guidelines should be stated in flexible terms to allow countries to adapt it in their own context. All the delegates agreed that there is need to disseminate information and sensitize the African Higher Education community and that the ASG-QA should reflect the diverse standards already used in African countries and regions.

Prevention of Violent Extremism

UNESCO IICBA, together with the AUC, UNESCO HQ and the UNESCO Asia-Pacific Center for International Understanding (APCEIU), co-organized a training and capacity building workshop on the UNESCO Guidelines for the *Prevention of Violent Extremism through Education for Policy Makers and Teachers* from 21st - 23rd February, 2017. Participating countries included Ethiopia, Kenya, Nigeria, Somalia, South Sudan, Uganda, Tanzania and Djibouti.

Over forty (40) participants, including, teachers, teacher trainers, policy makers and young people, attended the active training workshop which was held at the AU HQ in Addis Ababa. The workshop was the first in Africa with theory and practice. The content including: understanding violent extremism and the role of education in prevention efforts, key measures for effective engagement and implementation tools and approaches. This innovative workshop was interactive and hands-on and the participants learned from each other and developed action plans for their respective countries. The second workshop for the West African countries took place in Dakar, Senegal in May 2017.

IPED Strategic Planning Meeting

The Pan-African Institute for Education Development (IPED), is a specialized institute of the AU, tasked with the responsibility to function as Africa's Education Observatory. The 1st IPED Strategic Planning Meeting was held in Kinshasa, Congo, from 26th - 29th October, 2016.

It was recommended that a clearly articulated strategic plan be developed to ensure that IPED's programmes, resource mobilization activities, partnerships and other needs of the institution are coherent and in line with CESA 16-25 and Agenda 2063.

The process was carried out with the contribution of the African Observatory for Science, Technology and Innovation (AOSTI), ADEA, CIEFFA and Uganda's Ministry of Education, which has been recognized for its innovative and highly efficient mechanisms for education data collection and dissemination. The officers from AOSTI and CIEFFA shared their experiences on the successes achieved and challenges encountered when collecting Science, Technology and Gender-related data from Member States and how these experienced shaped their intervention strategies at all levels.

AQRM Institutional Evaluations

AAU and the HAQAA consortium organized a Technical meeting to prepare African Quality Rating Mechanisms (AQRM) Institutional Evaluations from 28th - 29th March, 2017, in Accra, Ghana. The AQRM is a tool to facilitate continuous quality improvement in African higher education institutions through self-evaluation exercises and external experts' validation. Fifteen (15) higher education institutions (10 public, 4 private and 1 ODL) were selected from the five (5) regions of the continent to undertake institutional evaluations by employing the AQRM with experts' site visits.

The AUC provided the perspectives of AQRM including its purpose and methodology for institutional evaluation. Collective sessions and group discussions were held involving selected university representatives, quality experts and the HAQAA Secretariat. During the meeting, the participants discussed the following: organization of site visits for evaluation teams, the role of experts in verifying institutional survey questionnaires and the modalities for report writing.

CESA's twelve (12) Strategic Objectives:

SO 1:	Revitalize the teaching profession to ensure quality and relevance at all levels of education
SO 2:	Build, rehabilitate, preserve education infrastructure and develop policies that ensure a permanent, healthy and conducive learning environment in all sub-sectors and for all, so as to expand access to quality education
SO 3:	Harness the capacity of ICT to improve access, quality and management of education and training systems
SO 4:	Ensure acquisition of requisite knowledge and skills as well as improved completion rates at all levels and groups through harmonization processes across all levels for national and regional integration
SO 5:	Accelerate processes leading to gender parity and equity
SO 6:	Launch comprehensive and effective literacy programmes across the continent to eradicate the scourge of illiteracy
SO 7:	Strengthen the science and math curricula in youth training and disseminate scientific knowledge and culture in society
SO 8:	Expand TVET opportunities at both secondary and tertiary levels and strengthen linkages between the world of work and education and training systems
SO 9:	Revitalize and expand tertiary education, research and innovation to address continental challenges and promote global competitiveness
SO 10:	Promote peace education and conflict prevention and resolution at all levels of education and for all age groups
SO 11:	Improve management of education system as well as build and enhance capacity for data collection, management, analysis, communication, and use
SO 12:	Set up a coalition of stakeholders to facilitate and support activities resulting from the implementation of CESA 16-25

CESA 16-25 CLUSTER INFORMATION

Thematic Clusters	Active/Not Active	Launched/Not Launched	Date	Lead Partner
1. STEM Education	Active	Launched	30 th September 2016	AIMS
2. ICT in Education	Active	Launched	11 th November 2016	GESCI
3. Teacher Development	Active	Launched	9 th December 2016	UNESCO-IICBA
4. Women & Girls Education	Active	Launched	December 2016	CIEFFA
5. Higher Education	Active	Launched	8 th June 2017	AAU/INHEA
6. School Feeding	Active	Launched	31 st May 2017	WFP
7. Education Planning	Active	Not Launched	October 2017	ADEA
8. Peace in Education	Active in 'safe schools' and 'education for peace'	Not Launched *Technical Advisory Committee exists	November 2017	Save the Children/UNESCO
9. TVET	Active	Not Launched	November 2017	NEPAD
10. Early Education	Not Active	Not Launched	December 2017	UNICEF
11. Life Skills Education	Not Active	Not Launched	December 2017	IPPF/UNFPA
12. Parents Association	Not Active	Not Launched	TBD 2018	TBD
13. Students Association	Not Active	Not Launched	TBD 2018	TBD
14. Others	Not Active	Not Launched	TBD	TBD

Open call: stakeholders are invited to become members of existing clusters

Open call: stakeholders are invited to establish new clusters

A few of the upcoming CESA Cluster Activities:

	DATE (2017)	TITLE OF ACTIVITY	LOCATION
1.	20 th – 21 st July	International Conference on the “role of research and development in African universities in achieving sustainable development goals”	Bujumbura, Burundi
2.	23 rd – 25 th August	FAWE Conference on Women and Girls in Education	Lusaka, Zambia
3.	28 th – 30 th August	UNESCO International Symposium and Policy Forum “Cracking the Code: Girls’ Education in STEM”	Thailand, Bangkok
4.	7 th – 8 th September	Launch of the Education Planning Cluster	Kinshasa, Congo
5.	18 th – 21 st September	International Teachers Task Force meeting	Lome, Togo
6.	18 th – 22 nd September	International Conference of Higher Education Quality Assurance in Africa	Accra, Ghana
7.	20 th – 21 st September	ICT Integration and Sustainable Education in Africa (session during the UN General Assembly)	New York City, U.S.A
8.	13 th – 17 th November	15 th Regional Conference for Mathematics, Science and Technology in Africa (COMSTEDA 15) & SMASE-Africa Delegates Meeting	Lusaka, Zambia
9.	15 th – 16 th November	African Ministerial Forum on Youth, Skills and Enterprise in the Digital Age	Rabat, Morocco
10.	TBD November	Launch of the CESA TVET Cluster	Addis Ababa, Ethiopia
11.	TBD November	Launch of the CESA Peace Education Cluster	TBD
12.	TBD December	Launch of the CESA Education Planning Cluster	TBD
13.	TBD December	Launch of the CESA Life Skills Cluster	TBD

Contact us through e-mail or our various social media platforms ([Facebook](#) & [Twitter](#)) for more information and to participate in the activities.

Official contact: njengab@africa-union.org

Agenda 2063

The Africa We Want



Second Edition, August 2014

Popular version

STISA-2024



SCIENCE, TECHNOLOGY AND INNOVATION
STRATEGY FOR AFRICA 2024



CONTINENTAL EDUCATION STRATEGY FOR AFRICA

2016 – 2025

CESA 16-25

Human Development

Education

Science, Technology and Innovation

Youth

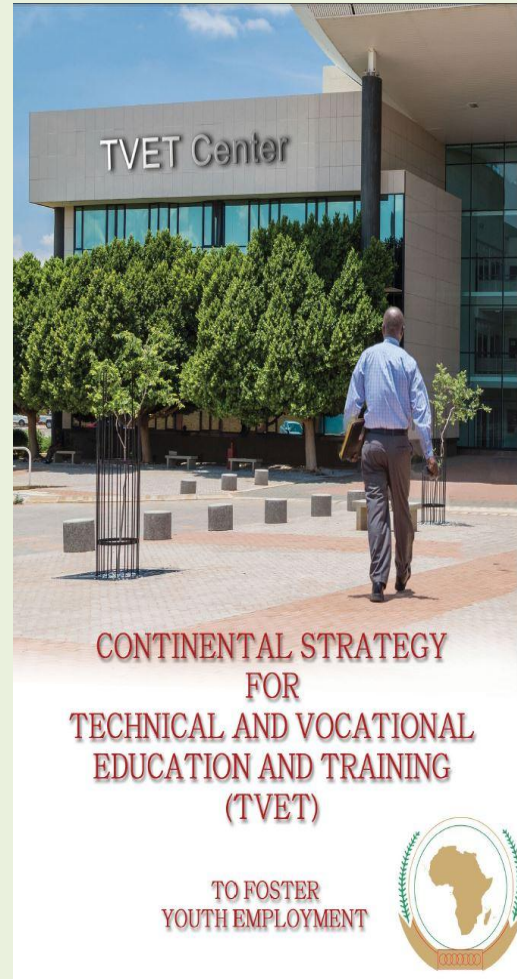
RACA

Report of Annual
Continental Activities

- 2016 -



African Union Commission
Department of Human Resources,
Science and Technology



CONTINENTAL STRATEGY FOR TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (TVET)

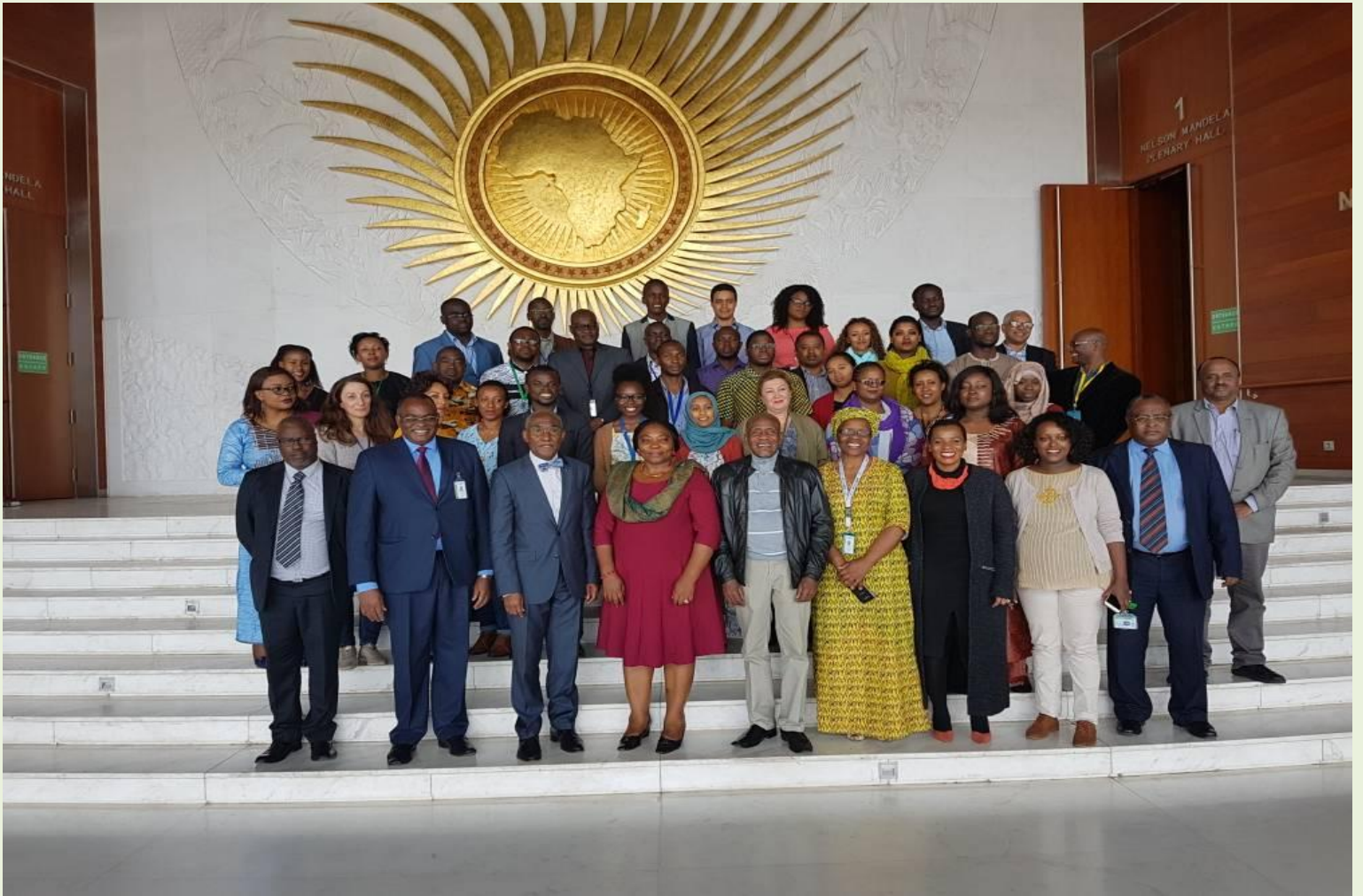
TO FOSTER
YOUTH EMPLOYMENT



AU ROADMAP
ON

HARNESSING THE DEMOGRAPHIC DIVIDEND THROUGH INVESTMENTS IN YOUTH

In response to AU Assembly Decision
(Assembly/AU/Dec.601 (XXVI))
on the 2017 theme of the year



EDITORIAL TEAM

Nyokabi Muhu (2016-2017 Fulbright-Clinton Public Policy Fellow) and
Dr. Beatrice Njenga (Head, Education Division, HRST)

AFRICAN UNION COMMISSION

Department of Human Resources, Science & Technology (HRST)

Education Division

P.O. Box 3243 Roosevelt Street

(251) 11 551 7700

(251) 11 551 7844

njengab@africa-union.org

Find us on the Web:

<https://www.au.int/>

