

CE SA JOURNAL

Implementation Progress of the Continental Education Strategy for Africa



05

INNOVATING EDUCATION IN AFRICA EXPO 2018 4-6 OCT

13

QUALITY ASSURANCE AGENCY

Higher Education in Africa to benefit from the establishment of the Continental Quality Assurance and Accreditation Agency.

07

EARLY CHILDHOOD CLUSTER

Early Childhood Education and Development Cluster launched. To be coordinated by Africa Early Childhood Network (AfECN)

LEADERSHIP FOR REALISING THE CONTINENTAL EDUCATION STRATEGY FOR AFRICA



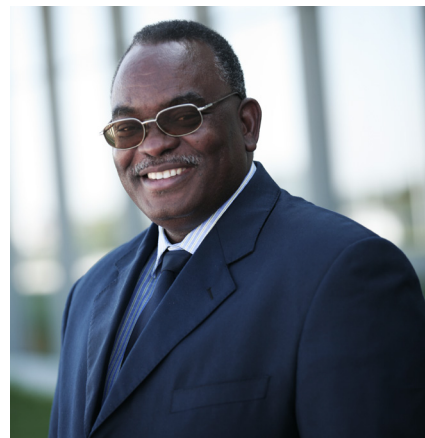
H.E. Mr. Moussa Faki Mahamat
Chairperson, AUC



H.E. Mr. Thomas Kwesi Quartey
Deputy Chairperson, AUC



H.E. Prof. Sarah Anyang Agbor
Commissioner for Human Resources,
Science and Technology, AUC



Dr. Mahama Ouedraogo
Director, Department of Human Resources,
Science and Technology, AUC



Dr. Beatrice Njenga
Head of Education Division, Department of Human
Resources, Science and Technology, AUC

CONTENT

CESA LEADERSHIP 1

FOREWARD 2

GENERAL ACTIVITIES 3-4

ICT IN EDUCATION 5-6

EARLY CHILDHOOD 7-8

EDUCATION PLANNING 9-10

HIGHER EDUCATION 11-16

TEACHER DEV'T 17-18

STEM EDUCATION 19-20

WOMEN & GIRLS 21-22

SAFE SCHOOLS 23

SCHOOL FEEDING 24

CURRICULUM 24

UPCOMING ACTIVITIES 25

CESA CLUSTERS BRIEF 26



MESSAGE FROM THE COMMISSIONER, HRST

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, as called for in Agenda 2063. Since then, much has been done by stakeholders to popularize CESA and develop implementable plans, through the CESA Thematic Clusters.

This bi-annual CESA Journal provides the platform to engage all stakeholders and highlight reflections, debates, activities and innovative interventions for strengthening education and training towards the "Africa We Want".

The second half of 2018 was particularly fruitful with many exciting events and developments. The Innovating Education in Africa Expo made its debut with important outcomes. Young Innovators have been recognised and Education Innovation is gaining ascendancy in the discourse on education development in Africa. The Committee of Ten Heads of States Championing Education, Science and Technology (C10) held its first Extraordinary Summit in Lilongwe, and many other events chronicled in this fourth edition of the CESA Journal. It is therefore my expectation that the groundwork has been laid for taking education to the next level in 2019. This year's theme of the Af-

rican union is "The Year of Refugees, Returnees and Internally Displaced Persons: Towards durable solutions to forced displacement in Africa". In late 2018, Save the Children International as the coordinating agency for the CESA peace and education cluster, worked in partnership with my department and ADEA to commission a study on the implementation of the Safe Schools Declaration and Peace Education in Member States. I expect very useful information that will enable us to strengthen commitment to protecting education and ensuring that all children, including refugees have access to uninterrupted quality education.

It gives me much pleasure to express appreciation to the Member States, RECs and Education Development Agencies who have taken up ownership of this collective agenda - CESA 16-25. Finally, I extend a bouquet of gratitude to the Chairperson of the Commission H.E. Mr. Moussa Faki Mahamat for his indefatigable commitment to the realization of Agenda 2063.

H.E. Prof. Sarah Anyang Agbor

Commissioner for Human Resources,
Science and Technology

First Extraordinary Summit of the C10 Heads of States in Lilongwe



The key recommendations for strengthening education, science and technology and innovation were adopted by the Head of States as the Lilongwe Declaration.

The Committee of Ten Heads of State and Government (C10) Championing Education, Science, and Technology convened their First Extra-Ordinary Summit in Lilongwe, Malawi on 3rd November 2018 under the theme "Strengthening Education, Science, Technology and Innovation for



Commissioner for HRST and Heads of State and Ministers standing to the recitation of the AU anthem at the C10 Summit

Africa's Development".

The meeting focused on the following objectives: Investments in Education, Science, Technology and Innovation in Africa; Promoting Education in Africa; Engaging the Private Sector and funding partners in mobilizing resources for education, science, technology and innovation.

High-level officials who attended the meeting included: H.E. Prof. Arthur Mutharika, President of the

Republic of Malawi; H.E. Hage G. Geingob, President of the Republic of Namibia; H.E. Mr. Mahammed Boun Abdallah Dionne, Prime Minister of Senegal; H.E. Prof Sarah Anyang Agbor, Commissioner for Human Resources, Science and Technology of the African Union Commission; H.E. Hon Bright Msaka, the Minister of Education, Science and Technology of Malawi.

It was recommended to Develop ICT capacity and the use of technology

platforms at all levels of the education system to promote access to quality education, research, knowledge creation and innovation to exploit digital technology. Also to Provide financial support for girls and women to pursue studies in STEM, and ensure implementation of accompanying measures that can provide girls and women with quality training in ICT, coaching, leadership and entrepreneurship. The key recommendations were adopted as the Lilongwe Declaration.



Cluster Coordinators group photo

Coordination Plan for CESA Clusters

Coordinating agencies for the Thematic Clusters under the Continental Education Strategy for Africa (CESA 16-25) have met from 11-12 December 2018 to share experiences on the best practices for coordination of clusters towards realisation of CESA 16-25. It was agreed that an platform will be developed to provide a central point for collecting information on cluster activities.



Head of Education makes presentation © UNESCO

2018 Global Education 2030 Meeting

The Global Education Meeting was held in Brussels, Belgium from 3 to 5 December 2018. The Global Meeting was convened by UNESCO in its mandated role as lead agency and coordinator of the Education 2030 Agenda, with the kind support of the Government of Belgium. The Meeting reviewed progress towards the global education targets and commitments in the 2030 Agenda for Sustainable Development. It brought the global community together to take stock of progress and identify strategic priority areas requiring political guidance and intervention for the effective achievement of the global Education 2030 Agenda.

Key issues that were discussed at the meeting included: Assessment of current progress towards the implementation of SDG4-Education 2030 targets and commitments at global, regional and national levels, and identification of bottlenecks impeding progress; Identification of recommendations for strategic areas requiring political guidance and/or intervention for the effective achievement of the global Education 2030 Agenda.

The key recommendation of the meeting were adopted as the “Brussels Declaration”.



SDG Education 2030 Steering Committee © UNESCO

SDG Education 2030 Steering Committee Meeting at UNESCO, Paris

The SDG Education 2030 Steering Committee meeting was held from 12-13 September 2018 in UNESCO HQ Paris, France. As the main global multi-stakeholder mechanism for consultation and coordination for SDG4, the multi-stakeholder SDG-Education 2030 Steering Committee is mandated to play a key role in the global review of progress on education in the 2030 Agenda for Sustainable Development.² Since its establishment

inputs into the annual HLPF review of SDGs providing an assessment of progress on SDG4 and examining the interlinkages between education and the goals reviewed each year.

Out of the meeting came recommendations for Governments to undertake Voluntary National Reviews (VNRs) and to strengthen the analysis of educational progress within these reviews and to ensure an inclusive process of national review and reporting, providing space for engagement of civil society and women organisations. Countries are urged to use and build on global/thematic SDG4 indicators and benchmarks, as relevant, as reference frameworks to gauge educational progress within VNRs, taking into consideration agreed regional frameworks.

Countries are encouraged to use data more effectively, particularly sex-disaggregated data, and to communicate data more transparently, especially from the national to more local levels (particularly in the context of data on refugees, displaced children and youth).



AU and ADEA at SC Meeting © UNESCO
In May 2016, the SDG-Education 2030 Steering Committee has contributed to the global review, monitoring and reporting on global education through various processes, including through submissions to the annual HLPF review. The SDG-Education 2030 Steering Committee has submitted



Commissioner for HRST handing award to Mr. Dodzi Aglago, 2nd Prize Winner for Education Innovation Prize

Innovating Education in Africa Expo 2018 Dakar, Senegal

Innovating Education in Africa is at the centre of CESA's implementation, as education must remain relevant in the face of rapid societal changes, to which it needs to adapt, and yet at the same time influence change. –Dr. Beatrice Njenga, Head of Education

The first ever Innovating Education in Africa Expo was organised by the African Union Commission in partnership with AU Member States and several development partners across the continent. The groundbreaking event was aimed at showcasing technical and social innovations in education and training across Africa in order to establish a multisectoral platform for experience sharing on relevant innovations that provide solutions to education problems in Africa.

The Innovating Education in Africa Expo was organised by the African Union Commission in collaboration with the Government of the Republic of Senegal from 4th – 6th October 2018 in Dakar,

Senegal. The event was aimed at raising the visibility of education innovators and innovative practices so that they can be supported, upscaled, replicated and further developed for the benefit of the continent.

About 40 innovators presented at the event and ten top innovators were awarded for their exceptional innovations in education. The first prize of 100,000USD was awarded to Dext Technologies in Ghana, makers of "The Science Set": A portable, affordable toolkit for students to perform over 25 science experiments.

The Republic of Botswana offered to host the next Innovating Education in Africa Expo in 2019.

AUC-GeSCI Partner on CESA 16-25

The African Union Commission and GESCI (Global E-Schools and Communities Initiative) have agreed a programme of collaboration in relation



HRST Commissioner and CEO of GeSCI

to the role and incorporation of digital technologies in education and training. At their headquarters in Addis Ababa, the AU signed an MoU with GESCI on Thursday 26th July, 2018. It provides an overall framework for GESCI and the AUC to collaborate on the ongoing implementation of AU's Continental Education Strategy for Africa (CESA), particularly, the school-wide integration of ICT to enhance teaching and enrich learning. The MoU was signed by HE Professor Sarah Anyang Agbor, Commissioner for Human Resources, Science and Technology and the CEO of GESCI, Mr. Jerome Morrissey.

The parties have agreed to collaborate in building the technical and institutional capacity for ICT Integration in education and Knowledge Society development of Member State Ministries, regional economic communities, and public and civil society institutions.

INNOVATING EDUCATION IN AFRICA EXPO OUTCOMES

Africa Education Innovators Platform: An online platform has been developed to connect Education Innovators on the continent for purposes of experience sharing and learning. The Africa Education Innovations Handbook catalogues over 60 outstanding Innovations across the continent which are changing the face of Education for the better with highly promising outlooks for sustainability and replication.



Participants at the leadership training and award ceremony in Kenya © GESCI

School Heads' Leadership Training in Kenya

Global e-Schools and Communities Initiative is the Coordinator of the ICT In Education Thematic Cluster under the Continental Education Strategy for Africa (CESA 16-25).

GESCI, in partnership with The Ministry of Education, Science and Technology (MoEST) and the Teachers Service Commission, met with the heads of 80 secondary schools implementing the African Digital Schools Initiative (ADSI) in Kenya. ADSI is a flagship programme under CESA.

Main activities of the 2 day event included taking stock of progress made on transforming the 80 schools to become Digital Schools of Distinction (DSD). The heads mastered a new digital school self-evaluation tool which allows them to track their schools' progress towards digital school status. The principals discussed some of the key drivers of the programme such as (a) teacher professional development and design and development of open educational resources (OERs) (b) ICT integration in STEM subjects and across the curriculum (c) ICT planning and equipment resourcing.

In addition, there will be a renewed focus by teachers on incorporating both project-based learning and the acquisition of 21st century skills within their lesson plans. During this month the 800 participating teachers from the 80 schools reached another milestone in their ICT-based professional development when they will be awarded a certificate for successfully achieving the "knowledge Deepening" level of their ICT-based training. It should be noted that, as an ADSI teacher, Maxwell Kayesi, holder of the ICT teacher of the year award (ITOYA) 2018 attended the event.



Participants at the leadership training and award ceremony in Kenya © GESCI



ICT Integration Training for Head Teachers, Abidjan

GESCI, in partnership with the Ministry of Education of Cote d'Ivoire, invited 20 secondary schools heads to training on whole-school ICT Integration as part of implementation of the African Digital Schools Initiative (ADSI) Programme French version pilot. The school heads come from the regions of Abidjan and Yamoussoukro. During the training, GESCI issued a set of ICT Integration roadmaps and guidelines to each of the 20 secondary headteachers.



Mr. Maxwell Kayesi iTOYA award winner © GESCI

ADSI Beneficiary Teacher Blazing New Trails

Maxwell Vincent Kayesi, one of the teachers undergoing training through the African Digital Schools Initiative (ADSI) Programme at Karuri High School, Kiambu County, Kenya takes The Presidential Jamhuri Day Award. Mr. Kayesi has been very instrumental in his teaching incorporating various ICT and Non ICT resources.

In June 2018, Mr Kayesi received the ICT Teacher of the Year (iTOYA) award. The President honors personalities in recognition of distinguished and outstanding services rendered to the nation in various capacities and responsibilities.

Early Childhood Education and Development Cluster Launched



The key recommendations for strengthening education, science and technology and innovation were adopted by the Head of States as the Lilongwe Declaration.

Launch of the ECED Cluster, Addis Ababa Ethiopia, 3-4 September 2018. At the meeting, participating AU Member States, RECs and ECED partners presented ECED progress and the contributions they would like to make to ensure successful cluster engagement. During the meeting, the terms of reference, work plan and



Participating AU Member States, RECs and Partners in ECED during the launch of the CESA Early Childhood Education and Development (ECED) Cluster Launch

the team of coordinating agencies were also discussed and agreed upon. The Cluster is chaired by the African Union Commission, co-chaired by the Ministry of Education; Mauritius that is also co-ordinating the ADEA Inter Country Quality Node for ECD (ICQN-ECED) and The African Early Childhood Network (AfECN) is the co-ordinating agency.

Members of the cluster elaborated and agreed on a work plan composed of six outcomes with accompanying objectives and activities. The outcomes are:

Enhanced policy, advocacy and communication; Intensified action to improve equitable access to quality ECED programmes and services; Improved quality of ECED systems, programmes and services; Enhanced governance and accountability; Enhanced research generation, documentation and dissemination; Strengthened partnership and collaboration across all key stakeholders including state and non-state actors.

Key recommendations made for the

development of ECED included: Promote comprehensive programming as the first 1000 days of life are critical in laying a strong foundation for successful lifelong learning; Maintain a focus on the holistic view of development; strengthen multisectoral collaboration at regional level and advocate for enhanced national multi-sectoral coordination; Emphasize the important role played by parents and other caregivers as the first teachers in the life of the child; Intensify action for better working conditions for the ECED workforce.



Participants of the G20 Leaders' Summit in Buenos Aires © Bloomberg

G20 Prioritizes Early Childhood Dev't

Buenos Aires, Argentina: Building upon the regional and global efforts geared towards building political visibility for the Early Childhood agenda, the G20 leaders in December 2018, signed a declaration signalling prioritization for the ECD. These efforts are in line with CESA 16-25 and Agenda 2063.



Commissioner for HRST and Ministers during AfECN hosted lunch at the C10 Summit in Lilongwe

ECED Promoted at the C10 Summit in Lilongwe

The Africa Early Childhood Network (AfECN), the Ministry of Education - Mauritius collaborated with the AUC Commission of HSRT under the auspices of the ECED Cluster to host an advocacy event during the 2018 African Union's C10 Summit of the Committee of Ten Heads of State and Government, officiated by His Excellency Prof. Arthur Peter Mutharika, President of Malawi themed "Strengthening Education, Science, Technology and Innovation for Africa's Development". During this event, the Commissioner of HSRT, H.E. Prof Sarah Anyang Agbor noted that early childhood development is key in ensuring Africa's transformation.

The session was presided over by H.E. Leela Devi Dookhun, Minister of Education and Human Resources, Mauritius who in her opening remarks, noted the importance of partnership and lauded the AUC for launching the ECED Cluster.

Government ministers, in presenting their recommendations to the C10, also presented key messages on the importance of the early years. The Ministers called for inclusive and equitable access to education at all levels and emphasized the importance of laying a strong foundation for learning and increased resource allocation.



AfECN regional fraternity regional with H.E. President Uhuru Kenyatta who officiated the First International Conference on ECD in Nairobi © AfECN

International Conference on ECD organised by CESA ECED Cluster Coordinator

Following the launch of the CESA ECED Cluster, Cluster members led by AfECN in collaboration with CIFF, UNICEF and other stakeholders cooperated in organizing the First International Conference on ECD - Nairobi, Kenya held on October 16 - 19, 2018: This conference attracted the largest number of ECED advocates, policy makers and practitioners across the region and is the first ECED meeting to be presided over by a sitting Head

Future Now', the conference was an important platform for sensitization on key continental and global commitments and for deliberation on concrete action and progress to support the achievement of the ECED Cluster objectives, African Union's Agenda 2063 and global Sustainable Development Goals (SDGs). The conference also provided an opportunity to raise awareness on the Nurturing Care Framework (NCF) that was launched during the World Health Assembly in May 2018 by WHO, UNICEF, the World Bank and Partnership for Maternal, Newborn and Child Health.



Head of Education (center) presenting on CESA of State. During his opening remarks, His Excellency Hon. Uhuru Kenyatta, C.G.H., President of The Republic of Kenya, called upon Member States and other delegates to invest in the early years as a foundation for successful and sustainable economies. Themed 'The Africa We Want: A Better

Key recommendations of the meeting which were captured in the Conference Communique and Call to Action included: Prioritisation of ECD expenditure in national budgets is critical; Need to develop policies to drive the ECD Agenda; We must empower the workforce to accelerate the ECD efforts; Must commit to work together and promote national coordination mechanisms; and Need to continue to participate in regional conversations and review developments made.



AUC Staff and Ministry Officials who participated in the pilot exercise

Pilot of IPED Data Collection Platform in Malawi, Uganda and Chad

Innovating Education in Africa is at the centre of CESA's implementation, as education must remain relevant in the face of rapid societal changes, to which it needs to adapt, and yet at the same time influence change. –Dr. Beatrice Njenga, Head of Education

IPED is mandated to establish a continental Education Management Information System. This system will house both granular and composite education data culled from the national EMIS systems of member states. In order for IPED to establish a functional continental EMIS system, national systems must be strengthened and functional. As a way of strengthening capacities of member states, IPED developed a system that assists in data transportation from different sources into National EMIS systems.

The objective of this pilot exercises were to test the workability of the IPED system and how seamless it can integrate with

existing national EMIS systems. It was also to assess the capacity of the existing national EMIS system to respond to the CESA 16-25 Indicators data collection.

Countries have a semi functional national EMIS system which can be greatly improved by the IPED System; It takes a minimum of 1 month to receive data at the ministry as all data collection processes is done on an A4 sheet, and then entered into excel; There is adequate human resource at ministries but not adequate systems; Some countries do not utilize any EMIS system at the moment as all processes are done manually; The platform was easy to use by all enumerators recruited.

CESA-SDG MONITORING WORKSHOP

Addis Ababa, Ethiopia 29th – 31st October, 2018: The objective of the workshop was to support different countries in the Eastern Economic



Participants of the workshop in Addis Ababa

Commission Block with establishment of their respective national M&E mechanisms for the CESA 16 - 25 and the SDG4 which would then culminate into Education 2030 and ultimately the African Union Agenda 2063. Key outputs from the meeting included:

Draft framework for different countries within different regional blocks. FAWE participated in the EAC block and supported the development of the Kenyan M&E Framework for Monitoring national CESA and SDG4 targets; Clear framework on the composition of the Technical Working groups in the Respective countries; The respective AU countries with support from the different partners, work around finalizing Results matrix, Risk matrix and M&E matrix; Countries developed an operational work plan to achieve the recommendation laid out.

PAN AFRICAN INSTITUTE FOR EDUCATION FOR DEVELOPMENT

The Pan African Institute for Development of Education (IPED) is mandated to establish a continental Education Management Information System. This system will house both granular and composite education data culled from the national EMIS systems of member states. IPED's mandate responds to the need for Africa to generate and manage its own Education data and statistics.



Consultation on IPED Refugee EMIS Program

Stakeholders agreed that the country reports on the progress made on AU agenda 2063 and SDG 4, should provide evidence and instrumental inputs to the overall CESA and SDG 4 reports on Education in Africa.

The African Union Commission through the observatory (the Pan-African Institute for Education for Development- IPED), organized a consultative meeting with partner organizations that have on-going projects and activities, as well as experience in refugee education. The meeting took place in Kampala, from 22nd - 24th October 2018.

The overall goal of the meeting was to bring together organizations and experts working in the area of refugee education, to inform the development of an appropriate and inclusive continental Refugee and IDPs EMIS that is integrated with respective national Education Management Information Systems.

Based on the presentations and discussions the key outcomes of the consultation included the following: The selected stakeholders took stock of the progress and lessons learned in establishing their refugee education programmes within the global and continental frameworks; The meeting provided an opportunity for the stakeholders to establish a coalition of partners, who will now focus on Refugee education systems development and management; Stakeholders agreed that the country reports on the progress made on AU agenda 2063 and SDG 4, should provide evidence and instrumental inputs to the overall CESA and SDG 4 reports on Education in Africa.



Previous IPED Data Collection Platform pilots in Namibia and Nairobi



EMIS Norms and Standards for North Africa, Tunisia

In 2018, a workshop on the Development and Technical Validation of EMIS Norms and Standards for North Africa was held in the Republic of Tunisia from 18th to 22nd June 2018. The existing EMIS Norms and Standards Assessment Framework has been adapted to the context of Morocco and Egypt and modified to respond to SDG4 and CESA 16-25. ADEA also successfully conducted EMIS peer reviews in Angola and The Gambia in May 2018.



Participants of the workshop in Tunisia © ADEA

Workshop on Tertiary Education Statistics, Nairobi

A Regional Workshop on Tertiary education statistics took place from 19 to 21 November 2018 in Nairobi, Kenya.

The workshop involved fifty participants from the Eastern African countries, including the quality assurance officers, statisticians and those in charge of students' registration at the university levels.

As a way forward among others, the representatives from the higher education councils and equivalent committed to cascade the training to universities as from 2019 and improve the quality of data collected through implementation of the agreed international norms and standards, and the submission to the UNESCO Institute for Statistics.

PAUSTI Graduation 2018: Masters and PhD Awards, Juja



The key recommendations for strengthening education, science and technology and innovation were adopted by the Head of States as the Lilongwe Declaration.

Juja, Kenya: On 30 November 2018, the Pan African University, Institute for Basic Sciences, Technology and Innovation (PAUSTI) organized the graduation ceremony of its 4th batch of Master of Science and 2nd batch of PhD students at the Graduation Square of the Jomo Kenyatta University of Agriculture and



Master's and PhD graduands of the Pan African University, Institute for Basic Sciences, Technology and Innovation (PAUSTI) in Juja

Technology, Main Campus, Juja.

The ceremony was organized within the framework of the thirty second Congregation for the Award of Diplomas and Conferment of Degrees themed "Commercialization of Research Outputs and Innovations for Sustainable Development".

The graduating class consisted of 5 PhD students and 46 MSc. Students all drawn from 18 African countries including Benin, Botswana, Burundi, Cameroon, Chad, Comoros, Congo, Eritrea, Ethiopia, Ghana,

Kenya, Malawi, Nigeria, Rwanda, Tanzania, Uganda, Zambia and Zimbabwe.

The students crowned by PAUSTI have been exposed to practical industry conditions and relevant continental projects after following tailored training courses in the various areas of expertise taught in PAUSTI.

The ceremony which started at 8:00 a.m., was graced by the presence of august guests including AU Commissioner for Human Resources, Science and

Technology, Prof. Sarah Anyang Agbor, Director for HRST Dr. Mahama Ouedraogo, The President of PAU Council, Prof. Pierre Dominique Nzinzi, Vice president of PAU Council, Prof. Nthabiseng Audrey Ogude, PAU Acting Vice Rector, Prof. Kassa Belay, Officers of the JKUAT University including the Chairman of Council, Chancellor and Vice Chancellor of JKUAT University, Deans of schools and Faculties and Directors, the Cabinet Secretary of Education, Directors of PAU institutes, administrative and religious authorities, students and guests.

IMPROVING STUDENTS SERVICES IN HIGHER EDUCATION

The Association of African Universities organised a workshop held from 18-21 December, 2018 at Kigali-Rwanda equipped participants with the comprehensive and current trends of student support services relevant to the psycho-social and academic development of students in higher education. The target audience included Deans of Students, Universities Counsellors and Psychologist. Countries Represented included Ghana, Nigeria, Malawi, and Rwanda.



Participants at the HAQAA workshop in Dakar

HAQAA Conference and Advisory Board Meeting

HAQAA Conference and Advisory Board Meeting was held from 3rd – 4th December 2018 in Dakar, Senegal to assess achievements of the first phase of the Harmonisation of African Higher Education, Quality Assurance and Accreditation (HAQAA) initiative with regards to the implementation of the Pan-African Quality Assurance and Accreditation Framework (PAQAF) and to discuss the prospects of the next HAQAA phase.

Participants were informed that HAQAA initiative provided four major outcomes: The development of African Standards and Guidelines for Quality Assurance; Provision of Training Course in QA for experts from 42 African countries; Institutional evaluations of 15 African higher education institutions, using the African Quality Rating Mechanism (AQRM); Consultancy visits and agency reviews to 8 countries in Africa to domesticate the African Standards and Guidelines for QA; It was agreed that first phase of HAQAA initiative is successfully implemented. The second phase is envisaged to be implemented from 2019 – 2022.



Participants of the PAU Research Validation Workshop in Addis Ababa

Validation of PAU Research Policy, Addis Ababa, Ethiopia

September 3-4 2018 AUC, Addis Ababa, Ethiopia : On 3rd September 2018, the Pan African University Rectorate began its workshop for the validation of the Pan African University Research and Publication Policy.

This workshop aimed to, among other things, provide a platform for deliberations on the draft Research and Publication Policy, critically review and validate the draft policy, provide inputs and enrich the policy for the guide and management of research and publication within the University. This two-day event was chaired by Prof. Kassa Belay, PAU Rector, who delivered a welcome address and opening speech and later on made an extensive presentation on three key issues including: the agenda and

modality of review, the need for the Research and publication policy and validation process. Taking the floor after Prof. Kassa, various consultants made presentations on topics closely linked to the Research and Publication Policy, which were followed by discussions. Group discussions were also organized in order to provide more inputs and enrich the Pan African University Research and Publication Policy.

On the 4th September 2018, at the end of the workshop, the document entitled Pan African University Research and Publication Policy was unanimously approved, subject to some paragraphs and articles to be amended. It shall be submitted to the Senate, PAU Management Organ in charge of academic affairs, research and innovation activities, which will meet this Friday, 07 September 2018, for review and adoption.

The Pan African University aspires to be a leading research-intensive university in Africa recognized internationally for its graduate program trainings and quality, relevant and impactful research, endeavours.





National and regional quality assurance and accreditation agency participants of the workshop

Consultation on Pan African Quality Assurance Agency Establishment

The AU Agenda 2063 First Ten-Year Implementation Plan envisages the creation of a Continental Quality Assurance and Accreditation Agency to promote harmonised quality assurance systems in Africa.

The Education Division of the Department of Human Resources, Science and Technology (HRST) of African Union Commission held a Technical Consultation Workshop on establishment of Pan-African Quality Assurance and Accreditation Agency from 13 – 14 December 2018 at the Headquarters of the African Union Commission in Addis Ababa. The main objective of the workshop was to propose modalities of establishment and operationalization of the Pan African Accreditation Agency.

The participants of the Workshop acknowledged that the creation of a continent-wide accreditation body will strengthen cooperation in quality

monitoring of higher education institutions; development of comparable methodologies and harmonization of accreditation procedures. It was proposed to establish a Technical Working Group that will work on the development of a Statute that specifies the legal framework and the organizational set-up of the Pan African Quality Assurance and Accreditation Agency.

Participants recommended that the agency needs to promote and facilitate information exchange and experience sharing on quality assurance mechanisms and accreditation practices in Africa and also reinforce cooperation among national and regional quality assurance agencies.

ASSESSMENT IN HIGHER EDUCATION

The workshop was held on 27-30th November, 2018 at the AAU Secretariat in Accra, Ghana.

The target audience included professors, senior lectures, quality assurance experts, vice principals, college secretaries and tutors.

This workshop aimed at equipping teaching staff and assessment officers in higher education with the requisite skills and knowledge they need in students' assessment, which yield a significant improvement in teaching and learning. Countries Represented included Ghana and Nigeria.

Workshop Facilitation Topics were Goals and learning targets of instruction; Internal and external rationales for assessment in Higher Education; Cognitive Abilities and Assessment; Collecting Assessment Information; Assessment Criteria and Feedback Mechanisms; Using Performance-based Measures; Preparation of Marking Schemes and Rubrics

Participant expressed satisfaction about knowledge they received. Most of the participants said the content of the workshop was relevance to their work activities. However, others have requested for support from the AAU since their institutions have failed to support them with their needed equipment.

QUALITY ASSURANCE AND SKILLS FOR THE 21ST CENTURY

The Association of African Universities organised a workshop from on 3-6 July, 2018 at Liutebm University, Lusaka-Zambia. The target participants for the workshop included quality assurance officers and assessment officers in higher education institutions. The participants were sensitised on the important endowments and characteristics of a robust Higher Education Quality Assurance system.



HRST Commissioner (center), PAU Interim Rector (left from center), senior officials with graduands

PAUGHSS Graduates 4th Batch Masters Students

Graduands urged to always remember the ideals of excellence, tolerance, inclusion and be steadfast in their Pan Africanism. - H.E. Prof Sarah Anyang Agbor, Commissioner for Human Resources, Science and Technology

Yaounde, Cameroon: on Friday 21 December 2018, the Institute of the Pan African University for Governance, Humanities and Social Sciences held the graduation ceremony of its 4th batch of students who have completed two years of intensive training in Governance, Humanities and Social sciences, as well as Translation and Conference interpretation.

The graduating class consisted of 50 students including 15 female students all from 34 nationalities. The graduation ceremony was held at the Conference Hall of Yaounde, on the green hills of Yaounde.

Graced by the presence of august personalities including Government officials of Cameroon such as the Minister of External Relations and the Minister of Higher Education, the Rector of the University of Yaounde-II Soa and the Vice-chancellor of the University of Buea, the ceremony was also attended by a delegation from the African Union Commission headed by the Commissioner for Human Resources Science and Technology, H.E. Prof. Sarah Anyang Agbor accompanied by the President of PAU Council, the acting Rector of PAU, Prof; Kassa Belay and PAU administrative staff. Also present were family members and PAUGHSS students.

The second highlight of the ceremony was the presentation of laureates and award of certificates in alphabetical order. The ceremony ended with a group photograph and rejoicing.

The Evolving Role of Finance in Higher Education

The Association of African Universities organised this workshop from 27-30th November, 2018 at the AAU Secretariat in Accra, Ghana. This workshop equipped participants with broader base knowledge both in technology and non-financial business areas. In addition, this workshop exposed participants to the theory of constraints to help identify better ways to manage expansions and capital expenditures.

Strengthening Research Outputs: Higher Education

The Association of African Universities (AAU) organised a workshop from 13-16th November, 2018 in Lilongwe, Malawi. The target audience included researchers, University faculty, Masters and PhD students, program coordinators and managers, statisticians and data analysts. Participants were engaged in a capacity building process on the following.

Applying the principles of writing a scientific paper in a step by step manner; Learning how to deal with online submission and peer review; Choosing titles and Abstracts and the different types of manuscripts; Describing the different methods of manuscripts writing and how to present the results of the study to be published. Countries that participated included Kenya, Nigeria, Zimbabwe, Mozambique



Commissioner for HRST, Prof. Sarah Anyang Agbor making opening remarks

International Conference on Quality Assurance in HE, Yaoundé



The conference provided a platform for discussing the role of synergies among Science & Technology and Humanities and quality assurance in higher education in attaining CESA 16-25 and Agenda 2063 of the African Union.

The 10th in the series of International Conferences on Quality Assurance in Higher Education in Africa (ICQAHEA) was organised in Yaoundé, Cameroon on September 17-22, 2018. Four professionally-enriching events were bundled into the conference package. These are (a) the main conference; (b)



Participants of the 10th International Conferences on Quality Assurance in Higher Education in Africa (ICQAHEA) in Yaounde © ICQAHEA

six hands-on workshops; (c) symposium of Rectors and Vice-Chancellors; and (d) Annual Meeting of AfriQAN. The quad events were organised by the consortium of the Global University Network for Innovation (GUNi-Africa), Association of African Universities (AAU), African Quality Assurance Network (AfriQAN), Conseil Africain et Malgache pour l'enseignement Supérieur (CAMES), University of Yaoundé 1 and the Okebukola Science Foundation with funding support from the European Union Commission and Peregrine Academic Services. Gillette,

WY, USA.

The theme of the conference was "Higher education quality assurance and the promotion of synergies among science, technology and humanities: Towards the attainment of the SDGs in Africa". The conference will provide a rare opportunity for the higher education community in Africa and partners to reflect on the modalities for promoting synergies between science and technology and the humanities and for enhancing quality in their delivery in

the quest to achieve the SDGs.

The conference followed-up the conclusions of the 5th Africa-EU Summit held in November 2017 in Abidjan, Côte d'Ivoire under the overarching theme: "Investing in Youth for Accelerated Inclusive Growth and Sustainable Development". The conference took stock of the progress made in implementing these initiatives and discuss the links that should be established between the results achieved and the activities foreseen for the period of 2018-2020.

ENHANCING HE LIBRARY MANAGEMENT

A workshop was held from 6th-9th November, 2018 at Mozambique by the Association of African Universities. This workshop series aimed at building the capacity of the African HEI libraries to move to the use of KOHA, a Free Open Source Software (FOSS) that offers an enterprise level Integrated Library Management System with the capacity to manage large collections.



Participants of the workshop © UNESCO

Regional Consultation on Quality Assurance

UNESCO in collaboration with the South African Qualification Authority organized a Regional Consultation Meeting on Quality Assurance in Higher Education as part of preparations for the World Conference, from 20 – 21 November 2018 in Johannesburg, South Africa. The Forum provided opportunity for engaging Quality Assurance bodies and other stakeholders. Participants noted that there is need for effective networking of quality assurance and accreditation agencies at national, regional, and continental levels. The need to establish database of accredited higher education institutions and their programmes was stressed. The AUC-HRST representative provided the AU perspectives in promoting harmonisation of quality assurance mechanisms and practices at continental levels. It was suggested to convene a meeting on higher education involving ministries of education and national quality assurance agencies. The need to establish database of accredited higher education institutions and their programmes was stressed.



PAULESI Academic staff and graduating Master's and PhD students

PAULESI Graduation for Masters and PhD Students 2018 in Ibadan

Ibadan, Nigeria: On Thursday, 15 November and Saturday 17 November 2018, the Pan African University Institute of Life and Earth Sciences (PAULESI) held the graduation ceremony for its fifth cohort of Masters Students and second batch of Ph.D students who successfully completed years of intensive training in the areas of Plant Breeding, Environmental Management, Petroleum Geology, Petroleum Geoscience, Petroleum

in 1948 before Nigeria became independent in 1960, and Convocation ceremonies on 12, 13, 14, 15 and 17 November 2018.

The Masters graduating class consisted of 41 students of which 11 female students, all coming from 17 African countries (Kenya, Sudan, Ghana, Uganda, Rwanda, Somalia, Nigeria, Chad, Zimbabwe, Togo, Liberia, Cameroon, Tanzania, Benin, Ethiopia, Guinea and Botswana).



Engineering, Forestry, Mineral Exploration and Reproductive Health.

The second highlight of this ceremony was the award of diplomas and prizes to students.

This graduation ceremony marked the fourth day of celebrations at the University of Ibadan.

The graduating class consisted of 11 students of which 9 male and 2 female students, from four African countries (Nigeria, Ethiopia, Benin and Cameroon).

The Masters Graduation ceremony was held at the University of Ibadan, within the framework of the celebration of the Seventieth Foundation Day Anniversary of the University of Ibadan established



Participants of the Technical Consultation Workshop in Addis Ababa

Continental Teacher Mobility Protocol Consultation, Addis Ababa

In educating towards our common AU vision – The Africa We Want, the teacher assumes a pivotal role. The skilling, training, values and attitudes of the teachers as well as working and living conditions, determine the outcome of the learning process.

The Technical Consultation On AU Continental Teacher Qualification Framework, Continental Teacher Standards, Mobility Protocol and Teacher Prize was organised in Addis Ababa, Ethiopia from 5-6 September 2019. Teacher Mobility, Qualification and incentivizing Teachers are indispensable as called for by Agenda 2063 and the Continental Education Strategy for Africa (CESA 16-25).

For Africa to make better use of available qualified teachers, the AU Teacher Study recommends establishment of an African Teachers without Borders Corps. This will require fair and improved recruitment and working conditions for migrant teachers,

and mechanism to ensure appropriate compatible qualifications and standards across Africa.

Participants recommended the following: The role of AU Member States and relevant ministries in the implementation of the protocol should be clearly stipulated; A mapping needs to be conducted to determine the underlying factors of teacher mobility; Advocacy for the Teacher Mobility Protocol needs to be closely linked with Agenda 2063 and CESA 16-25; Establish a monitoring and evaluation framework that informs the effective implementation of the protocol; Engage with Teachers Union's across the continent to gain their ownership and support for the protocol.

Teacher Prize, Qualification Framework

At the Technical Consultation held from 5-6 September, the following recommendations were made for the Teacher Prize and Continental Teacher The African Union Commission and GESCI (Global E-Schools and Communities Initiative) have agreed a programme of collaboration in relation Teacher Qualification Framework.

AU Teacher Prize:

Motivation for teachers needs to be considered in a holistic approach; Advocate support for the teacher award through the AU 10 Champions of Education; The continental selection of teachers needs to be informed by the national mechanisms; It is important to consider various categories and levels of teacher; Encouraging AU Member States to contribute to the budget for the Teacher Prize.

Teacher Qualification Framework:

Mapping and profiling of teacher qualification in Africa; Incorporating continuous professional development into the qualification framework; Align curriculum frameworks as a basis for the development of the teacher qualification framework; Framework should embody a broad spectrum of areas at all levels.

INTERNATIONAL TEACHERS TASK FORCE MEETING, JAMAICA

The teachers Task Force on Education 2030 Meeting and the 11th Policy Dialogue Forum were held on 5-9 November, 2018 in Montego Bay, Kingdom of Jamaica. The Forum recommended that International partners should intensify efforts to develop robust definitions and classifications of qualified and trained teachers. Governments should also ensure adequate financing for all public goods, including the teacher workforce.



AFTRA speaks at Nigerian Academy of Education Conference on CESA © AFTRA

NAE West African Conference, Abuja

AFTRA will work with the Academies at the national and regional African levels to effectively contribute to the attainment of CESA goals.

AFTRA as member of the Coordinating Team for the CESA Teacher Development Cluster is employing all channels of communication and most of its public presentations to project and promote the aims and programmes of the CESA Teacher Development Cluster.

Thus, the AFTRA Executive Director who was a Guest Speaker at the West African Conference of the Nigerian Academy of Education dedicated his presentation to CESA and the AU Agenda 2063: The Africa We Want. The Conference was hosted by the Economic Community of West African States (ECOWAS) and Officiated by the past President of ECOWAS and Nigeria's Minister of State for Education. There was also a diverse range of scholars from across West Africa. The presentation captured interest of the Academy which has now entered into official relationship with AFTRA. While the idea of a West African Academy of Education is now being discussed, it is believed that AFTRA will work with the Academies at the national and regional African levels to effectively contribute to the attainment of CESA goals.



Participants at the conference in Abuja © AFTRA

CESA Teacher Development Cluster Meeting, Abuja

AFTRA hosted a CESA Teacher Development Cluster Meeting as part of its 7th Annual Conference and 9th Roundtable held in Abuja, Nigeria. The CESA meeting was chaired by Professor Tony Gozie Anwuka, Nigeria's Minister of State for Education. Dr. Beatrice Njenga, Head of Education, African Union Commission and Dr Yumiko Yokozeki, Director, UNESCO-IICBA coordinated the meeting. The meeting provided the Cluster opportunity to take stock of its activities, enhance its joint operational strategies and endorsed action plan. AFTRA shall be hosting a another meeting of the Cluster in May 2019 in Lesotho during which the Head of Education, African Union Commission is expected to make important presentation on CESA to a SPECIAL SESSION OF AFRICAN MINISTERS OF EDUCATION to be convoked by AFTRA.



Ministers and AU Head of Education

Study on Motivation of Secondary School Teachers, ADEA

ADEA conducted a study on motivation of secondary school teachers in Kenya, Rwanda and Senegal through the ICQN on Teaching and Learning. The study explored teacher motivation factors and the associated socio-economic and cultural realities in the target countries and developed a framework for interrogating selected non-monetary incentives for teacher motivation.

CEMASTEА Teacher Professional Development (TPD) Programs



School-based Teacher Professional Development (TPD) is key in strengthening class-room level practices and related learning achievement. In 2018, over 6,680 teachers of mathematics and science were trained in school-based TPD.

The Ministry of Education first launched the STEM education project in Kenya on 2nd September, 2016. CEMASTEА was mandated to implement STEM Model school Program in 102 selected secondary schools spread across the country. The aim of the program is to motivate and inspire students to excel



Robotics training, ICT integration and Lesson study exercises organised by CEMASTEА © CEMASTEА

in STEM subjects and pursue STEM-based careers. Under this program, the selected schools are supplied with high-valued STEM resources, training of school management to prioritize STEM in its projects, and train teachers of mathematics and science in specific related courses such as robotics, appropriate teaching and learning approaches and innovations. Training in Robotics: CEMASTEА organized training for 317 teachers from STEM model secondary schools on Robotics between 13th and 17th August, 2018 drawn from

47 counties countrywide. The objective of the training was to enhance the capacity of teachers on design thinking, use the EV3 kit for teaching and learning and project execution. In addition, the training was to help the teachers prepare for the 2019 CEMASTEА robotics competition.

ICT integration training is one of the teacher professional development programs of CEMASTEА conducted annually in all the 47 counties of Kenya. 998 teachers drawn from twelve (12)

counties were trained between 1st July and 20th December, 2018. The courses targeted teachers of all school subject areas. The objective of the program is to train teachers to integrate ICT and related tools in teaching and learning. The topics include; Introduction to ICT Integration in Teaching and Learning; ICT Productivity Tools; and Collaboration Tools for Learning.

CEMASTEА in partnership with MwalimuPlus implemented 'Ignite the learning' technological learning tool project in teaching primary mathematics.



Participants of the training © CEMASTEА

GENDER-RESPONSIVE STEM EDUCATION

69 educators from 12 Francophone countries participated in the cascaded Quality Gender-Responsive STEM education training in Dakar, Senegal from 12th to 16th on November, 2018. The objectives of the training were to: understand the factors that influence girls' participation, learning achievement and retention in STEM studies; strengthen the capacity of Education Ministry staff in this area.



Teachers learning at the OPEM SSST © OPEM

OPEM Summer Science Teacher Training 2018

From September 27th to August 3rd at OPEM Head Quarters at Lomé -Togo, the second edition of OPEM SSTT, the pan-African practice STEM teacher training. Teachers from different schools attended by 6 modules.

Module1: the practice of Lab to improve science understanding for students. 2 days to realize 12 sciences manipulation and make reports for each lab. Teachers in workshop groups follow OPEM Procedures for Practice Lab in Physics, Chemistry and Life Sciences according to GSS and SSS; Module 2: Pedagogy and Methodology of Science Teaching in 21st Century. How to make science lesson attractive, dynamic and practice for numerical pupils? How to create science culture and innovation; Module 3: The use of ICT to enhance science teaching. Simulation program, Virtual Lab, Computing, Technical understanding to enhance the competences, easy understanding and implementation of Sciences are the main topics of this module; Module 4: How to create Lab equipments. Teachers are trained to create Lab equipments themselves.

Module 5: Computer skills to perform modern teaching in Africa. Microsoft office tools easy for teachers; Module 6: Implementation of Sciences and Technology - Coding and automation.



High level officials at the COMSTEDA 16 in Maun © CEMASTE A

Conference on Mathematics, Science and Technology Education in Africa

SMASE Africa in partnership with the Ministry of Basic Education, Botswana hosted the annual COMSTEDA 16 between 5th and 9th November, 2018 in Maun, Botswana. The theme of COMSTEDA 16 was; "Teacher Professional Development in Africa: Competencies and Skills in STEM Learning Environment". The forum registered 298 participants drawn from various partners, educators, practitioners and teachers representing various countries and organizations. During the

conference, the Minister of Basic Education (MOBE), Botswana signed a Memorandum of Understanding (MOU) with SMASE-Africa to enhance further collaborations in mathematics and science education. COMSTEDA 17 will be held in November, 2019 in Mozambique.

Developing Interest of Children in STEM Subjects



OPEM Facilitator engaging children in practicing science experiments © OPEM

Observatoire Panafricain pour l'Ecole et les Métiers (OPEM) is helping children to become creators and innovators towards industrial development of Africa as aspired in the AU Agenda 2063 - The Africa We Want. Since December 2018, OPEM is setting up Physics, Chemistry and ICT practice labs for children.



African Girls in School

AU/CIEFFA Policy Paper on impact of Corruption on Girls Education

Corruption has negative impact on girls and women's education in Africa and therefore addressing it, is a priority for all people with good will. –impact of Corruption on Girls Education

This paper responds to one of the inquiries formulated in the Breakfast meeting, by participants. It is obvious that corruption has negative impact on girls and women's education in Africa and therefore addressing it, is a priority for all people with good will. In responding to this need AU/CIEFFA appointed a consultant to undertake a study and develop a position policy paper on corruption and its link with girls and women's education to shed light on the issue and also to enlighten the stakeholders on the same.

This research paper highlighted the impact

of corruption on girl child education in Africa. The paper outlines a few provisions of selected international conventions and/or instruments germane to the subject; clarifies the impacts of corruption in education, links the impacts of corruption with the reaping of demographic dividend and return on investment; makes recommendations on way forward and mechanisms to combat corruption in education, including ways that AU/CIEFFA could adopt in addressing the problem, to bring change in teaching and learning environments.

Building Girls' Capacity

The 2nd Youth capacity building on Girls Education: Entrepreneurship, Coding and STIM took place from 20th to 23rd November 2018 and was attended



Capacity building exercise for girls

by more Sixty-five (65) African youths with various backgrounds from 39 African countries. This workshop built capacity of girls through (i) improved knowledge and skills of participants in coding, ICT, Entrepreneurship with a focus on STEM and TVET, (ii) Created spaces for mutual learning opportunities, interactions between participants and trainers, all within a sharing experience between peers and (iii) Strengthened existing networks and created new opportunities among participants through social media and other means to exchange on individual and communities experience.

The workshop provided an opportunity to young participants to gain genuine knowledge and related exercises to acquire the appropriate skills in STEM, Coding and Entrepreneurship.

GENDER RESPONSIVE EDUCATION SECTOR PLANNING

AU/CIEFFA co-organised with UNGEI and GPE, a capacity-building workshop on Gender Responsive Education Sector Planning from 5th to 8th November 2018, held in Nairobi, Kenya. Participants included delegates from Ministries of Education Sector Planning; gender equality experts, representatives from Ministry of Health, Ministry of Women, Children & Social Welfare, Ministry of Finance; and delegates from Civil Society Organization. The meeting recommended among others a multi sectoral sensitization in the different Member States on gender-responsive in education sector planning and the development of a 3 year gender-sensitive Education Sector implementation plan.



**Forum for African Women
Educationalists**

Forum des éducatrices africaines

FAWE Strategic Plan 2019 -2023

Some countries are ready to move on to addressing second generation issues, such as girls' safety in and out of school, transforming school environments to account for the needs of both sexes, girls' transition rates and their learning achievement, especially in Science, Technology, Engineering, Art and Mathematics (STEAM).

The Strategic Plan has been developed with input from the diverse partners that FAWE has who form part of the cluster. Working within the ambit of the global Sustainable Development goal (SDD) 4 – education quality and inclusion, and 5 – Gender equality, and the vision of AU Agenda 2063 and the tenets of CESA 16-25 FAWE will continue to push for the gender equity and equality agenda in SSA, which is well articulated in the Strategic Plan.

In the next five years, FAWE will be guided by the goal; empowering girls and women in Africa with skills, values & competencies they need to achieve their potential, will adopt a development approach that mitigates both the cause and effect of girls' and women's education, promotes the rights and welfare of girls and women and empowers them to be self-reliant. Consequently, the organization will blend the needs-based approach with a rights based approach to programming in order to address the complexity of girls and women's needs in education.

The organization's strategic approach will be pillared on four (4) strategic objectives (SOs):

Girls and young women across Africa, especially those in extreme adversity, have access to quality education and training opportunities to develop relevant skills for world of work; Education systems in Africa integrate gender responsive approaches and policies to nurture skills and competencies for girls and women to contribute to their societies; The institutional capacity (networking, leadership, technical & financial) strong to deliver its mandate;

Research and knowledge management systems to inform policies, new approaches and set pace for girls' agenda in Africa.

CIEFFA, FAWE Call for Operationalisation of CESA Gender Strategy

The call for action serves to introduce the Gender Equality Strategy for CESA 16-25 to African member states and to appeal to them to direct the local education community charged with the responsibility of education planning, programme design, implementation and monitoring to make use of the GES4CESA in the process of integrating gender in education.

FAWE and AU/CIEFFA are already working with strategic partners, including the Global Partnership for Education (GPE) and the United Nations Girls Initiative (UNGEI) to provide country teams with the necessary technical capacity, in terms of knowledge and skills to undertake education sector gender analysis, policy development and planning.

A number of Gender-Responsive Education Sector Planning (GRESPE) capacity building workshops in Africa have already commenced to provide this critical capacity to Local Education Groups (LEGs). The "UNGEI-GPE Guidance for Developing Gender-Responsive Education Sector Plans" capacity building handbook was designed to support countries in preparing gender-responsive Education Sector Plans.

While the GES4CESA points to what needs to be done to make education systems gender responsive, the Guidance for Developing Gender-Responsive Education Sector Plans handbook gives the "how" the process of integrating gender in ESP can practically be done. FAWE and AU/CIEFFA are committed to accompanying the specific governments through the process of integrating gender in Education Sector Planning, implementation and monitoring.

Education Policy Forum on Safe Schools, Addis Ababa



Children need to be sensitised at an early age about the effects of conflict so that they would not want to be used as instruments of war. The CESA Peace and Education Cluster is bringing together stakeholders this and related purposes.

Delegates from eleven (11) African countries attended the Continental Education Strategy for Africa (CESA) Peace and Education Cluster workshop on Ensuring Safe Schools, which was held at the Ambassador Hotel Addis Ababa on 16th November, 2018. This workshop was co-hosted by the African Union



Ministry designates at the Education Policy Forum on Safe Schools in Addis Ababa

Commission (AUC), Save the Children International and the Africa Network Campaign on Education for All (ANCEFA).

The participants agreed that all relevant stakeholders including state and non-state actors should be involved in the implementation of the following:

Enhance awareness of the imperative to protect education and ensure safe schools as articulated in the Safe Schools Declaration and other continental and global instruments on the matter; Establish inter-ministerial committees at

national level to lead the implementation of safe schools guidelines and related provisions; Explore mechanisms for ensuring access of refugee children to quality inclusive and timely education, taking into consideration the range of challenges such as language, differing education systems, adequacy of infrastructure and financing; Develop platforms for community engagement in the identification of school safety needs and policy review to deal with education in emergency situations; Develop mechanisms for building

resilience in coping with emergencies affecting education, including robust early warning systems; Explore the use of modern technologies for building safe schools and sustainable campuses; Develop and implement capacity building interventions based on expressed needs of Member States and their implementing agencies; Invite all key stakeholders to participate in the Peace and education Cluster and the promotion of Safe schools, including Member State institutions, RECs, Regional Organisations and CSOs.

AFRICAN EDUCATION FUND FEASIBILITY STUDY

ADEA and AfDB jointly presented the outcome of the feasibility study on setting up the African Education Fund (AEF) at the First Extra-Ordinary AU Summit of the Committee of Ten African Heads of State Champions of Education, Science and Technology (Committee of 10) in Lilongwe, Malawi on 2-3 November 2018. The Summit endorsed operationalization of AEF in its Final Declaration, and included AEF in the Action Plan.



Participants at GCNF in Tunis

2018 Global Child Nutrition Forum, Tunis

The 20th Global Child Nutrition Forum was organised by the Global Child Nutrition Foundation in partnership with the World Food Programme Centre of Excellence against Hunger and the Ministry of Education of the Republic of Tunisia, with support from WFP country office in Tunisia. The forum brought together 363 participants (197 women), from 59 countries, including 30 high-level government officials, different governments, donors, private sector, NGOs and media institutions.

Key recommendations of the meeting included:

Governments take ownership of national school feeding programmes and gradually provide sufficient and regular funds, from national budgets or other sources to reach all children and adolescents; Government and partners make deliberate efforts to promote local procurement to ensure school feeding serves as a market for smallholder farmers and for small food enterprises, benefiting local economies; Country-specific legal frameworks and comprehensive strategies for school feeding programmes are created and enabled; School feeding programmes have robust nation-led Monitoring & Evaluation (M&E) systems.



Participants of the CESA Curriculum Cluster Launch in Addis Ababa

Launch of the CESA Thematic Cluster on Curriculum, Addis Ababa

A Workshop to launch the CESA Thematic Cluster on Curriculum was held in Addis Ababa from 10th to 11th December 2018. The Meeting Adopted Africa Curriculum Association as the Coordinator of the Cluster, with AUC as the Chair and South Africa as the Co-Chair.

The Curriculum cluster will provide opportunity for all relevant stakeholders to align their education interventions towards the common African vision to ensure a more Afri-centric, quality, inclusive, relevant, responsive and transformative curriculum.

The following key recommendations were made regarding the work of the cluster:

Take stock of existing regional and continental curriculum harmonization frameworks and build on them; Ensure that curriculum instills entrepreneurship and employability skills in youth to address the issue of unemployment in Africa; Establish the minimum standards for curriculum development, including mainstreaming gender in curriculum development and

implementation; Emphasise learner centered teaching and learning in order to unearth the creative and problem solving skills of children; Ensure reflection and consideration of the African society and context; Ensure inclusive curriculum, tailored to special needs learners and persons with disabilities; The Afri-centric curriculum is essentially curriculum that is guided by the Africa vision and aspirations, while incorporating African knowledge systems and cultures; The Cluster should help to establish a guiding framework for curriculum processes and products that will be domesticated by Member States; The need for a harmonized curriculum in Africa should be treated with the necessary sense of urgency it requires.



Cluster Coordinators meeting after Launch of Curriculum Cluster

UPCOMING ACTIVITIES

JAN-JUL. 2019

<p>24 January 2019 Celebration on International Day of Education Addis Ababa, Ethiopia</p>	<p>5 February 2019 High Level Dialogue on Gender, Education and Protection of Schools in Humanitarian Settings Addis Ababa, Ethiopia</p>	<p>February 2019 Call for Applications AU Teacher Prize Online</p>
<p>4-7 February 2019 Pilot of IPED Data Collection Platform Banjul, Gambia</p>	<p>8-10 February 2019 Hands on the Future Skills Show and TVET Conference Nairobi, Kenya</p>	<p>18 – 22 February 2019 Pilot of IPED Data Collection Platform Mahe Islands, Seychelles</p>
<p>19-22 February 2019 Regional Vice Chancellors Conference Lake Victoria, Zambia</p>	<p>27 February - 1 March 2019 4th Africa Day of School Feeding Abidjan, Cote d'Ivoire</p>	<p>March 2019 Call for Applications for Innovating Education in Africa Expo Online</p>
<p>6-8 March 2019 2nd International Leadership Conference for Women in Higher Education Addis Ababa, Ethiopia</p>	<p>7 March 2019 Planning Meeting for Innovating Education in Africa Expo Addis Ababa, Ethiopia</p>	<p>21-22 March 2018 CESA Early Childhood Education Cluster Technical Committee Meeting Port Louis, Mauritius</p>
<p>25-26 April 2019 CESA Cluster Coordinators Meeting and unveil CESA-MERP Platform Addis Ababa, Ethiopia</p>	<p>6-9 March 2019 Early Childhood Education and Development Workforce Meeting Port Louis, Mauritius</p>	<p>13-18 May 2019 8th Africa Federation of Teaching and Regulatory Authorities Conference and 10th Roundtable Maseru, Lesotho</p>
<p>27-30 May 2019 International Curriculum Conference Accra, Ghana</p>	<p>15 - 24 July 2019 OPEM Summer Science Teacher Training Lome, Togo</p>	<p>28 - 31 July 2019 Africa Students and Youth Summit Rabat, Morocco</p>

CLUSTERS BRIEF

There are 12 launched Thematic Clusters under the Continental Education Strategy for Africa (CESA 16-25):

Education Planning

Coordinator: Association for the Development of Education in Africa (ADEA)

Peace and Education

Coordinator: Save the Children International

STEM Education

Coordinator: African Institute for Mathematical Sciences (AIMS)

Teacher Development

Coordinator: UNESCO International Institute for Capacity Building in Africa (UNESCO-IICBA)

Higher Education

Coordinator: Association of African Universities (AAU)

ICT In Education

Coordinator: Global e-Schools and Communities Initiative (GeSCI)

Women and Girls Education

Coordinator: AU International Centre for the Education of Girls and Women in Africa

School Feeding

Coordinator: World Food Programme (WFP)

TVET

Coordinator: AU NEPAD

Curriculum

Coordinator: Africa Curriculum Association (ACA)

Early Childhood Education & Development

Coordinator: Africa Early Childhood Network (AfECN)

Life Skills & Career Guidance

Coordinator: International Planned Parenthood Federation (IPPF)

Member States, Regional Economic Communities (RECs) and relevant Development Organisations are welcome to join the launched CESA Thematic Clusters.

Send an official request detailing your organisations work to join@cesa.africa



African Union

African Union Commission

Roosevelt Street (Old Airport Area)
W21K19, Addis Ababa
Ethiopia

Editorial Team

Education Division of the
Department of Human Resources
Science and Technology

