

HUMAN RESOURCES, SCIENCE AND TECHNOLOGY

RACA

Report of Annual Continental
Activities

2020

Department of Human Resources,
Science and Technology



Education, Science, Technology, Innovation and Youth

Department of Human Resources, Science and Technology

Annual Activity Report of HRST Department

- Year 2020 -



African Union Commission



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GUIDANCE NOTE

Report of Annual Continental Activities (RACA)

On the occasion of the first meeting of the Specialized Technical Committee Education Science, Technology and Innovation and in the framework of monitoring and evaluating SCE 16-25, it is hereby recognized that the Report of Annual Continental Activities (RACA) serves the purpose of reporting on consolidated basis at the continental level in the evolution of education in relation to the continental strategies of education, STISA-2024 and TVET strategy.

Each country will be responsible of consolidating information related to the school population and the budgetary effort in favor of the ESTI and Youth.

The RACA Features Five Chapters

- HRST Report (AUC)
- Reports of member countries
- Reports of RECs
- Reports of partners and other stakeholders
- Continental Synthesis and Orientations

Elements from all member countries of the AU and stakeholders must reach the AUC (HRST) by 20 October of each year to allow the HRST Department of the AUC to submit the report to the team of ten (10) Heads of State and Government of the ESTI defenders in Africa at the AU summit in January.

At the Assembly meeting, a team of 10 Heads of State and Government will then disclose to their peers, the state of the ESTI and the progress of the implementation of continental strategies STISA -2024, SC-TVET and SCE: 16-25.

Therefore, all member states and all stakeholders are requested to prepare for the 2020 edition of this report. The information will be collected during the session of the CTS-I / ST.

HRST Report (AUC)

FOREWORD



***H.E Professor Sarah Anyang Agbor Commissioner,
Human Resources, Science and Technology.***

The year 2020 was ushered in against the backdrop of a raging global pandemic – COVID 19 – which entire world, including the scientific community and policy-makers, have never experienced before. For Africa, this necessitated agility and quick action to provide a rapid research and innovation response and implement Afrocentric programmes for the co-creation of knowledge and development of vaccines, new treatments, diagnostic tests and COVID-19 containment and preventive systems. The Department was therefore heavily engrossed with discussions aimed at moulding initiatives and programs that ensure social stability, resilience, economic recovery as well as security for the African people.

In order to achieve the mandate of developing and harmonizing policies and programs in Education, Science, Technology, and Innovation (ESTI), and Youth Development to promote inclusive growth and sustainable development, several activities were implemented.

This report showcases the programs undertaken during the year; and to highlight a few: the facilitation of a joint and concerted action for a continental ESTI Response to the COVID-19 pandemic through African Ministers in charge of ESTI; the contributions of Women in Science; the implementation of Africa's Space Policy and Strategy through partnerships with national and international space institutions; and the development and endorsement of the DOTSS framework and agenda for innovation, acceleration and transformation of Africa's education systems. In addition, a multi-sectoral and interdisciplinary working group on Youth Development was strengthened through the implementation of the Youth Mainstreaming Guidelines, and the development of synergies towards youth-centric development planning.

The Youth sector's response to the global pandemic amplified the Africa CDC messages targeting young people with information around the COVID pandemic and prevention measures.

Considering the ongoing reform process within the AU and the regional integration agenda, ESTI is placed at such a compelling position to forge more continental and international partnerships to advance the development agenda of the continent.

In the year ahead, it is my belief and vision that the magnitude of challenges Africa continues to face including literacy, infectious disease outbreaks, inhibitions about innovation and impacts of climate change can be tackled through the implementation of the core strategies and policy frameworks entrusted to the Department by the Member States contributing towards the realization of the Africa we want.

I.

**EDUCATION DIVISION
REPORT**

Our mandate and Priorities

Why we exist:

- To transform Africa's Education Systems from ECD to tertiary education, to deliver the human capital requirements for Agenda 2063.

How we deliver value:

- Set the **continental policy and strategic direction** for education
- **Galvanize political, technical, and financial support and coordinate actions** of Member States, clusters, partners, and key stakeholders in education.
- Provide **policy and technical support to Member States** to among others, harmonize and implement education frameworks.
- Provide **training and scholarship opportunities** to African Citizenry.
- **Generate evidence, knowledge, and promising practices** to support policy, advocacy, investments, programming, and accountability in the education sector.

Our priorities



1. Introduction

The African Union's Continental Education Strategy for Africa (CESA 16-25) adopted in 2015, to respond to the education crises and thereby transform Africa's education systems. This is through implementation of twelve (12) strategic objectives that articulate high-level results aimed at reorienting and improving African education and training systems. CESA also serves as a platform for bringing together Education actors across the continent behind a transformative Pan African agenda for education. It is in this regard that the thematic cluster approach was adopted to bring together various stakeholders in specific fields of education to contribute to the achievement of CESA's strategic objectives. In this regard, in 2020, a lot could not be achieved due to the Covid-19 Pandemic. The following highlights few things that were done in 2020, under the Acting Head of Education Division, Ms. Prudence Ngwenya.

2. Operationalizing the Continental Education Strategy for Africa (CESA)

As part of the operationalization of CESA, a virtual workshop of the cluster on Early Childhood Education and Development took place on 6th May 2020. The objectives of the meeting were to agree on the TOR for the study on ECED; assist in mobilizing member States for validation of the study when finalized; and disseminate findings to Member States. The African Early Childhood Network (AfECN) offered the possibility to fully sponsor the consultancy to conduct the study as there is no available budget line on the side of AUC for such activity.

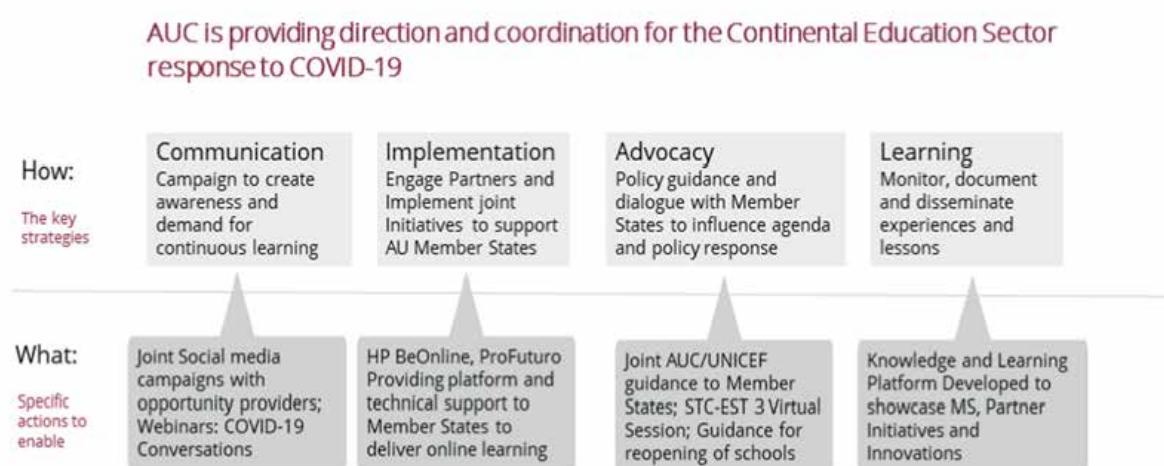
The meeting agreed to achieve the followings: 1. Develop a draft concept note for meeting with technical committee to align proposed plan for activities during COVID-19 and to hold a conference in October 2020; 2. AfECN to think of possible ways of taking actions to respond to COVID-19 as part of education response to COVID-19.

There was also the 3rd Technical Meeting of the Early Childhood Education Development Cluster was held on 29th May, 2020, to review the CESA ECED Cluster workplan in view of the COVID- 19 Pandemic; review the draft engagement strategy on the ECED Clusters' response to COVID 19; and a clear plan of action to guide ECED Cluster response to the COVID 19 pandemic was established, with an adopted workplan for the year 2020/2021; and policy and advocacy briefs for wide distribution to the ECED community in Africa and beyond.

2.1. Knowledge Management Portal

The New Africa's Education Transformational Agenda – DOTSS was established. All ministers present at the Virtual Extraordinary session of STC-EST 3, on 30 April, 2020 endorsed the DOTSS as the foundation for which interventions by all member states, the African Union Commission, development partners and all stakeholders is built. In this regard, a Policy Guideline on Digitalizing Learning and Teaching in Africa was also developed, to outline a series of guidelines to digitization and adoption of ODeL using the earlier stated AU DOTSS approach as a long-term cushion to the effects caused by the COVID-19 pandemic. In addition, the guideline will attempt to present processes and procedures to ensuring that the right eLearning and digitization products are adopted.

A survey was undertaken on the impact of COVID19 on the education system in Africa. The results of the survey are showcased on the Knowledge Portal (edu-au.org/covid). The portal will facilitate learning through documentation and dissemination from the best practices of Member States, initiatives and innovations of development partners, including initiatives and innovations of CESA Cluster coordinators, towards the implementation of CESA.



A joint Communication Campaign with HP and ProFuturo Foundation, on Digital Skills – Online Learning, as part of advocacy for the Operationalization of CESA, through ICT in Education. A free of charge Learning Management System and Technical Support was offered to the AU Member States, to provide Virtual Learning while schools are either closed or opened.

Get the best out of the SIFA NEWSLETTER, which shares rich content about: Covid-19 and its implications on skills development, Facilitating learning and skills acquisition for young people during the pandemic and much more.

The CESA Clusters Coordination meeting was held from 19th to 21st August, 2020, virtually to revitalize and reinforce the role of clusters in CESA implementation. Its purpose was to take stock of how the clusters are responding to and contributing to CESA implementation, and agree on 2020-2021 priorities, deliverables, and ways of working. The meeting was also used to discuss the AU's framework for transforming Education in Africa based on the DOTSS approach and explore possible contribution of clusters to its implementation. The establishment of DOTSS Framework, the New Transformative Education Agenda of the African Union, which was called for by AUC Education, and was adopted by Member States, during the STC-EST 3 Virtual Meeting, to ensure continuity of learning during COVID19 and post COVID19.



The DOTSS Framework



The COVID-19 pandemic exposed the weaknesses in Africa's education system and reinforces the need for innovative solutions in addressing these challenges. The DOTSS framework provides an approach for reorienting 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 the national, sub-regional and continental levels as espoused in CESA. Thereby, allowing Member States to reach every child to learn – whether in a crisis situation such as COVID-19, or in reaching the most marginalized children with quality and relevant education. DOTSS involves

**Leveraging
DOTSS**



There were peer reviews and Plenary discussion on Clusters alignment, cluster functionality, and performance and collective impact during the said CESA Cluster Coordination meeting, and it was concluded that the CESA Implementation should function based on the Cluster Key performance Indicators (KPIs), which are functionality, performance, and Impact.

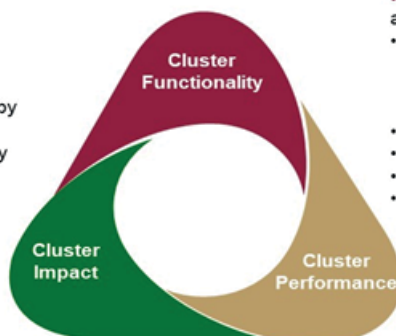
It was concluded that the functionality of a cluster will be measure against the diversity of representation, having the availability of have at least 5 Organizations within the cluster comprising 2 Member States, One REC, One UN and one NGO; at least 2 cluster meetings per annum; a joint workplan; an annual reporting mechanism and a clear cluster financing architecture. The performance of the cluster should be measured around the level of implementation, availability of public goods (Tools, guideline, evidence), advocacy initiatives, and Support to countries; while the impact

should be measured by the agenda of the cluster landing on the AU agenda, and the agenda of the cluster being adopted and implemented by Member States in Africa, which should also form the basis of reporting for the 12 Launched Thematic Clusters.

Cluster Key Performance Indicators

Impact of a cluster will be measured by the following:

- The agenda of the cluster eventually landing on the AU agenda
- The agenda of the cluster being adopted and implemented by Member States in Africa.



Functionality of a cluster will be measured against the availability of have at least:

- Diversity of representation:
 - 5 Organizations within the cluster comprising 2 Member States, One REC, One UN and one NGO
- At least 2 cluster meetings per annum
- A joint workplan
- An annual reporting mechanism
- A clear cluster financing architecture

Performance of the cluster is measured around the following items:

- Level of implementation
- Availability of public goods (Tools, guideline, evidence).
- Advocacy initiatives
- Support to countries

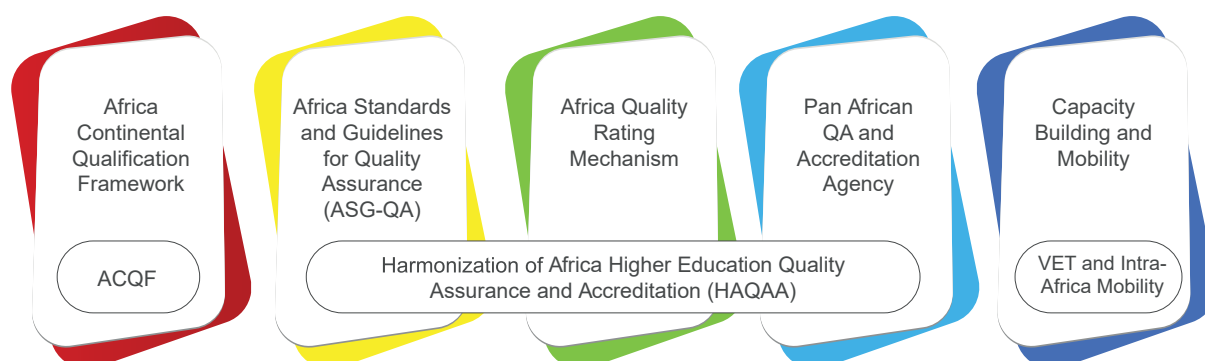
Education

www.au.int

2.2. Higher Education

A joint AU-EU Webinars on African Continental Qualification Framework (ACQF) dedicated to discussion of the first results of the ACQF mapping study, took place on 11, 12 and 13 May. This phase of ACQF development is focused on creation of a baseline comparative overview of the state-of-play, dynamics, and challenges of qualifications frameworks on the continent. The next phase will focus on feasibility study and the elaboration of the ACQF policy and technical document, and the Action Plan. The latter will support the AUC in operationalising the ACQF as a sustainable policy instrument.

Pan-African Quality Assurance Framework



On Straightening the support for policies and programmes of the Pan-African Quality Assurance and Accreditation Agency, there was a Coordination Workshop of all AE-EU education partnerships. The workshop provided opportunity for participants to initiate discussions around different initiatives of the AU-EU Partnership. The workshop was designed to strengthen synergies and enhance the delivery of results as envisaged in respective initiatives under the AU-EU Partnership in Education and Skills Development. It was also aimed at identifying priorities and development of a joint work plan.

There was the development of the African Continental Qualification Framework (ACQF), with technical support from ETF, with the Mapping Study undertaken on the state of play of NQF across Member States, to produce various countries report. The second phase of the HAQAA 2 Contract started with the aim of promoting PAQAF to empower the Task Force for the further implementation of the ASG-QA 2, Training/Capacity building for QAAs, AQRM promotion campaign and HAQAA support for CESA.

The first Advisory Board meeting was held between to further advance the implementation of PAQAF instruments amongst stakeholders and to ensure buy-in. In addition, the discussion on the Technical Working Group for the set-up of the Pan-African Accreditation agency was advanced. With a mandate to conduct a feasibility study on the organizational set-up for the Continental Agency.

Mwalimu Nyerere Scholarship Scheme

The Mwalimu Nyerere African Union Scholarship Scheme (MNAUSS) aims to nurture African excellence, by enhancing the effectiveness of Africa's higher education, increasing intra-African academic mobility and encouraging young Africans to remain and work in Africa after graduation.

The African Union Commission/HRST manages and covers all necessary costs for students to complete eligible degree programmes, including tuition, examination fees and living allowances.

To be eligible, candidates must: Be citizens of the African Union Member States; Be top performers in their fields of study; Have secured admission to a leading university or higher education institution in any Africa Union Member State to undertake a full time Master's or PhD programme; Be willing to commit to work in an African country after completion of studies.

Status of current students



2.3. Organise Innovation in Education Expo

IEA is a platform to identify sustainable education solutions to address the challenges of Africa's education system

The AU Innovation in Education programme involves:

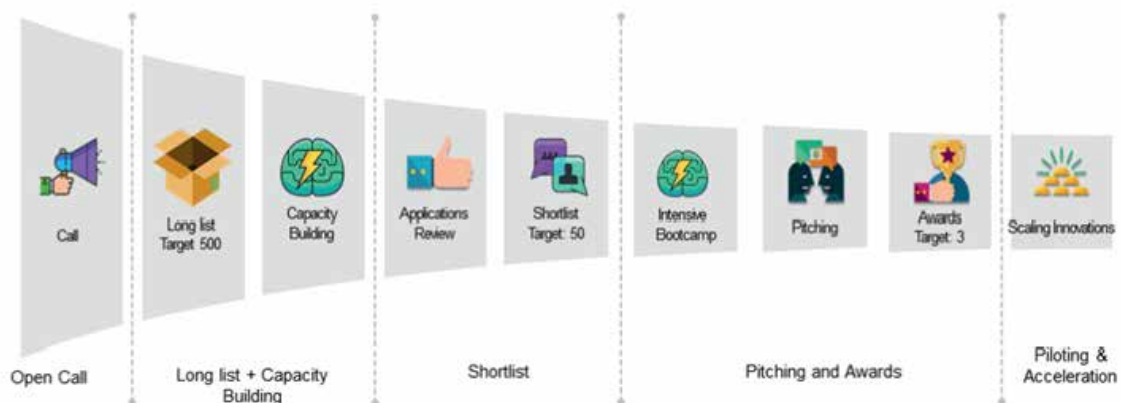


IEA Innovators Contest + Funnel

Awards

Selected entrepreneurs and innovators will receive cash prizes, training and mentorship, and exposure to Ministries of Education of AU Member States to catalyse upscaling in AU Member States.

The competition is open to organisations led by Africans and licenced to operate in Africa. Eligible innovation should already be in existence and has been operational for at least 1 year.



The Third Edition of the Africa Education Innovations Handbook was published to document 40 innovations, as submitted by Innovators from over 30 African Countries who were selected and prompted during the Innovating Education in Africa Expo 2019, held in Gaborone. The presented ideas have the potential, to enhance and even revolutionize education in Africa.

In the current crises of the COVID-19 pandemic, the annually held Innovating Education in Africa Expo is being held as a series of virtual events, in addition to activities from August 2020 through June 2021, including call for applications, capacity building, dialogues, exhibition, pitching and pilot projects of the selected innovations. An Evaluation Expert Group (EEG) constituted of African Union and Partner Organisations including ADEA, Ashoka, GeSCI, GIZ, Mastercard Foundation, UNESCO, UNICEF and UNDP have selected 10 out of 339 innovations received from 31 African countries. These innovations have been selected based on their ability to respond to challenges that are characteristic of the African context, clearly meet needs in the education and training system which are not currently been met and demonstrate a strong foundation that enables them to be scaled sustainably. Fifty of the most promising innovations will be published in the Africa Education Innovations Handbook 2020 edition as a reference material for AU Member States and Partners in designing innovative education and training programmes.

A virtual Dialogue was held on 24 November 2020, under the theme: “Building Innovative Education and Training Systems to create Impact at Scale”. The panellists were drawn from previous first prize winners in 2018 and 2019 – Dext Technologies and Goldyouth, and representatives of Safaricom, Cisco, Coursera, Wikimedia, African Union Development Agency, and the Technical and Vocational Education and Training Authority of Kenya; joined by over 400 attendees from Africa and outside Africa.

The conversations focused on the need for education and training system to engage Private Sector, especially in curriculum to create more industry-relevant skills and increase employability. Furthermore, there was a focus on strengthening entrepreneurship education as a critical element for empowering young Africans to start their own enterprises. The role of government was highlighted in enabling the adoption of education innovations to create impact at scale.

In addition to these events, pilot projects are planned to provide innovators with opportunities to partner with governments through testing of innovations in national education and training systems towards providing a reference point for adoption and replication at scale. The projects will be supported with up to 120,000 USD grants through the Africa-EU Partnership, with support from the African Development Bank (AfDB). Under the SIFA programme, technical support will be provided to support this initiative.

2.4. Home Grown School feeding

The 5th edition of the African Day of School Feeding was conducted in compliance with Decision Assembly/AU/Dec.589 (XXVI), despite the inability to assemble in an event as a result of Covid-19 pandemic, two live Videos of the HRST Commissioner regarding the event were produced and broadcasted. There was joint strategy with the Department of Social Affairs on 'enhancing the resilience of most vulnerable persons towards Covid19 was prepared. Also, the development of online platform, began, but did not receive the promised supports from agency called the WFP Centre of Excellency. A proposal was prepared for resource mobilization to ensure effective monitoring and providing regular feedback to national and regional platforms on domestic financing (of member states) for Home Grown School Feeding; Questionnaire was developed, on how effectively monitoring regular feedback can be done, other processes will be executed; brief on state of school feeding 2020 was prepared and finally, questionnaire was developed and sent to Member States on how best School feeding can be implemented and modes of submitting reports, other processes like analysis of the data and report publication, to be executed in the next quarters. Continental Teacher Qualification Framework, Standards, Award and Continental Teacher Mobility

2.5. Continental Teacher Qualification Framework, Standards, Award and Continental Teacher Mobility

A Call was made on 20th March, 2020, for Ministries of Education to submit applications, two names (one male, one female) of outstanding teachers to be selected for the AU Teacher Award 2020, which the closing date was extended from 30th September to 30th October, 2020, with focus on those teaching at the secondary school level only. Only 8 Member State responded to the call, with several follow-ups with Note Verbale to remind the AU Member States to complete the submission. Total of 31 applications were received from West Africa Region - Nigeria and Ghana; East Africa Region - Kenya, Madagascar, and Mauritius; South Africa Region - South Africa and Namibia; North Africa Region - None; and Central Africa Region - Chad. Only 15 applications passed the eligibility checks and six outstanding teachers, from South Africa, Nigeria, Ghana, Kenya, Namibia, and Mauritius, out of the 15 were awarded with \$10,000.00 each, which has led to increased Number of Member States recognizing teachers through Teacher Awards leading.

A platform was developed for the draft mobility protocol and the developed documents for the African Framework of Standards and Competences for The Teaching Profession; African Teacher Qualification Framework for Teacher Quality, Comparability, and International Mobility; And African Continental Guidelines for the Teaching Profession to be shared with the Member States, for implementation, since the documents were bulky.

PAN AFRICAN INSTITUTE FOR EDUCATION FOR DEVELOPMENT (IPED) ACTIVITIES

Establishing the Continental Education Management

In the area of reporting and capacity building towards monitoring and evaluation and strengthening the continental agenda on EMIS, a consortium made up of the AUC/IPED, UNESCO-IICBA and UNICEF was formed, and a 2.5 million dollars funding support was secured. This funding was received through the GPE Knowledge and Information Exchange support. A country needs mapping on EMIS has been conducted, within 19 AU Member States, to ascertain the EMIS capacity gaps and modalities for support to these Member States.

In addition, as part of the AU response measure to support member states to work around the effect of COVID-19, a policy guideline on digitizing teaching, learning and research systems, including national EMIS systems has been developed. This guide stipulates in clear terms the action points to be taken by education administrators, including data handlers, teachers, and students. This guide in addition ensures that education data collection, transportation, storage and usage during COVID-19 and post COVID-19 scenarios are hindered.

AFRICAN UNION INTERNATIONAL CENTRE FOR GIRLS AND WOMEN EDUCATION IN AFRICA (AU/CIEFFA)

Introduction

The African Union/International Centre for Girls' and Women's Education in Africa (AU/CIEFFA) has undertaken the following activities during the year 2020 in line with its Strategic Plan 2018-2020, comprising of the following axis:

- i. Legal and Institutional framework for girls' and women's rights to education
- ii. Gender sensitive teaching and learning environments
- iii. STEM focused TVET
- iv. Advocacy and communication

Despite the covid-19 pandemic, the AU/CIEFFA implemented the following activities in collaboration with African Union Member States, Strategic and Development partners, Youth and CSOs, and other relevant stakeholders.

1. 4th High Level Dialogue on “Silencing the guns to ensure safe schools and learning outcomes for girls and women for Africa’s development”

In collaboration with the government of Norway, Save the Children, UNESCO-IICBA and UNICEF, AU/CIEFFA organized its 4th High Level Dialogue (HLD) on “Silencing the Guns to ensure safe schools and learning outcomes for girls and women for Africa’s development”. The event was held on 5th February 2020 on the margins of the 33rd AU Summit of Heads of States and Government, at the African Union Commission Headquarters in Addis Ababa, Ethiopia.



Group photo at the 4th HLD with the presence of the President of Ethiopia

The participants were composed of Ministries of Education/Scientific Research/Gender and social development, AUC departments, Development partners, RECs, NGOs, CSOs, education advocates. The event was honoured by the presence of the President of the Federal Republic of Ethiopia, H.E. Mrs. Sahle Work Zewde as the keynote Speaker.

The objectives of this HLD were to (i) Strengthen stakeholders' commitments on specific measures to protect girls, women and boys in education systems in conflict and post-conflict situations ; (ii) Mainstream gender-responsive education sector planning in humanitarian and emergency situations to end the phenomenon of out-of-school children; (iii) Advocate for all Member States to implement the safe school declaration; (iv) Create a platform to share and learn on existing reporting mechanisms among stakeholders to protect education for girls and women in Africa.

The discussions led to the adoption of the outcome document recommending the endorsement and implementation of the Safe Schools Declaration (SSD), the Safe to Learn Initiative and the Gender Strategy for the CESA16-25 (GES4CESA) by AU Member States in order to build peace and ensure equitable opportunities for Africans regardless of their gender and social status.

2. Setting up the 1st AU/CIEFFA's Steering Committee

The AU/CIEFFA convened its 1st Steering Committee meeting on the margins of the 33rd AU Summit of Heads of States and governments, at the African Union Commission Headquarters, on 6th February 2020, in Addis Ababa, Ethiopia. This Steering committee serves as an advisory board to the center. The meeting gathered ministries in charge of education/gender from Senegal, Burkina Faso, Libya, Namibia, Uganda, Central African Republic (CAR), development partners and HRST Department of AUC.

The main objectives of this first meeting were to (i) Present AU/CIEFFA's mission, vision and Strategic Plans; (ii) Outline activities undertaken as to date and activities planned for 2020 and (iii) elect the bureau of the Steering Committee.



AU/CIEFFA Steering committee members

The meeting led to the election of the bureau composed of 5 AU Member States representing also the 5 members of the STC/-EST's Bureau namely Central African Republic (CAR) as President of the Bureau of the Steering Committee, Uganda as the Vice-President and Senegal, Libya and Namibia as members. In line with the provision of the AU/CIEFFA' Statutes, the host country of the AU/CIEFFA (Burkina Faso) as well as development partners such as UNICEF, UNESCO, Save the Children and the AU Commission (AU/CIEFFA and HRST are also part of the Steering Committee.

Following the recommendation of the new elected bureau, the AU/CIEFFA has developed a roadmap for the elaboration of the new AU/CIEFFA strategic plan 2021-2025 and submitted for the Bureau's consideration. The meeting also highlighted the need to leverage more partners such as the African Committee of Experts on the Rights and Welfare of the Child (ACERWC), the Pan-African Institute for Education for Development (IPED) as well as public and private partners to support AU/CIEFFA's activities.

3. 3rd AU/CIEFFA Annual Retreat



Working session at the validation workshop

The AU/CIEFFA held its third annual retreat with AU/CIEFFA staff from 26th to 28th February 2020 in Assinie, Cote d'Ivoire. The main objectives of the retreat were to:

- i. Take stock of activities undertaken during 2019 as well as the challenges faced;
 - ii. validate 2020 workplan together with its implementation matrix; and
 - iii. Brainstorm on the roadmap for the elaboration of the strategic plan 2021-2025.
- It was also an opportunity to build capacity of team members.

The retreat adopted the AU/CIEFFA 2020 Workplan and its implementation matrix as well as the adoption of the roadmap for the elaboration of the Center 'strategic plan 2021-2025. The following recommendations came up: (i) elaborate a scorecard of level of girls' participation in STEM, (ii) increase partnerships to diversify the Centre's funding sources, (iii) collaborate with AfDB on the implementation of communication campaigns and recruit external expertise to edit, and (iv) publish the final Compendium and the Monitoring Framework before their launch.

4. Commemoration of the International Women's Day (IWD)

The AU/CIEFFA has marked the celebration of the International Women's Day on 8th March with an advocacy message from its coordinator, Dr Rita Bissoonauth. This message was massively shared on social media and was in line with the theme of the IWD 2020 "I am Generation Equality: Realizing Women's Rights".

The main objective of this activity was to raise awareness on the multiple obstacles that still remain unchanged despite the progress made for women's rights since the adoption of Beijing platform for action and call for a general mobilization of men, women and youth to positively change the status and the role of women and girls in all sectors of life. The message was shared widely by AU/CIEFFA's followers on the different social media where it was posted.

5. Webinars on "Addressing impacts of COVID-19 Pandemic on girls' and women's education"

Concerned by the increasing vulnerability of girls in Africa due to school closures in response to COVID-19 pandemic, the AU/CIEFFA organized a series of 2 webinars under the theme "Addressing impacts of COVID-19 Pandemic on girls' and women's education". The first Webinar was held on 7th May 2020 for anglophone AU Member states, while the second held on the 20th May 2020 was for the francophone countries. The Webinars gathered experts from African Union (AU) Ministries of Education and Gender, representatives of RECs, CSOs, Traditional and Religious Leaders, Youth/AU/CIEFFA's Alumni, Researchers and Development partners.

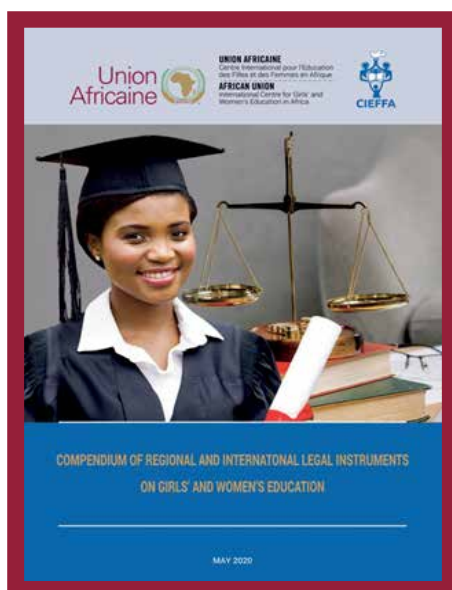
The objectives of these webinars were to (i) Share best practices of continuous learning including both online and offline tools; (ii) Discuss the social and psychological impact of school closure on girls and young women; (iii) elaborate relevant strategies to reduce teenage pregnancy and gender-based violence; (iv) Discuss on catch up strategies when schools will re-open.



AU/CIEFFA 1st webinar on addressing COVID19 impact on Girls' education

Member States and other stakeholders underlined different national strategies to ensure continued learning processes as well as the challenges faced while implementing them. Among the recommendations formulated were: (i) the need to set up logistical and technical structures to reach children in rural areas to ensure distance learning; (ii) promote gender sensitive education response plans and (iii) catch up strategies for girls in anticipation of school re-opening. Participants emphasized on a rapid multi-stakeholders collaboration and synergy of actions for a campaign advocating for every girl to return to school.

6. Online Launching of the Compendium of Regional and International Legal Instruments on Girls' and Women's Education and its Monitoring Report



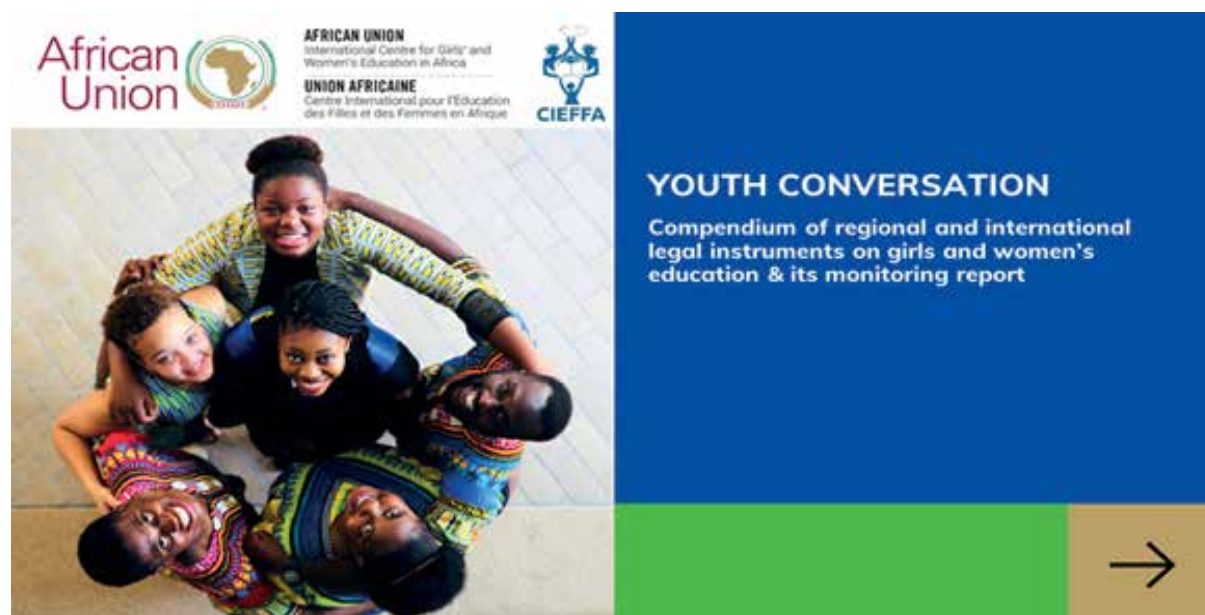
On the 16th June 2020, the AU/CIEFFA organized an online meeting jointly with the Pan African Parliament (PAP) to launch its Compendium on regional and international legal instruments on Girls' and Women's education in Africa as well as its Monitoring Report. Participants comprised of Parliamentarians from PAP, representatives of AU Member States, experts from Ministries of Education and Gender, Representatives of AUC Departments, experts from RECs, development partners, Traditional and Religious Leaders, AU/CIEFFA focal points and Youth Network as well as representatives from International organizations. The objectives of the meeting, were to (i) Present the compendium of regional and international legal instruments on girls' and women's education and its monitoring report; (ii) Sensitize Member States and particularly members of the Pan African Parliament On

the existing international and regional legal instruments on girls and women's education with the view of engaging their respective governments to promote them further; (iii) Provide platform for Member States to discuss national strategies on monitoring and evaluation/reporting mechanism to measure the impact of adopted policies and how to address barriers related to out-of-school girls and women on the continent.

The key recommendation of this meeting was to popularize and share widely both documents in order to enable every Member State to refer to them for an effective domestication of all the instruments adopted and ensure that girls and young women fully enjoy their right to access quality education.

7. Online conversation with the African youth on the Compendium of regional and international legal instruments on girls and women's education and its Monitoring Report

On July 7, 2020 the AU/CIEFFA convened an online conversation with the African youth on the Compendium and its Monitoring Report. They committed to advocate & lobby their governments to ratify, domesticate and implement legal instruments that safeguard girls & women's right to education. The online conversation was a follow up to the launch of the compendium held on 16th June 2020.



A brief outline of the implications of ratification, domestication and implementation was shared with AU/CIEFFA alumni from North, East, West, Central and Southern Africa. They were encouraged to go through the Compendium and take time to understand the legal instruments making provisions on gender equality and education, as well related articles in line with girls' rights. During the panel discussion, the participants discussed on how their countries and communities can help to domesticate and implement these legal instruments. The panellists committed to hold their countries accountable for the implementation of the instruments signed at the highest level.

8. AU/CIEFFA Launches #AfricaEducatesHer Campaign, a rallying Call to Get Girls Back to School

Educational systems across the AU Member States have seen significant disruption due to the coronavirus (Covid-19) pandemic and this situation has affected the most vulnerable groups of learners, girls and young women and person with disabilities. Following the recommendations from our series of webinars on addressing the impact of school closures' measures on girl's education, the African Union International Centre for Girls' and Women's Education in Africa (AU/CIEFFA) officially launched, on the 11th of September 2020, the AfricaEducates Her campaign to bring awareness around issues that hinder girls and women from accessing education during the COVID-19. This campaign also aims to call for AU Member States, educators, civil society organisations, youth and Communities to take positive actions that ensures girls returns to school as learning institutions are slowly re-opening around the continent.



Africa Educates Her campaign

During the launch, the AU/CIEFFA called for creative contents showcasing their learning and teaching experiences during the COVID-19 related school closures and also invited Member States, educators, development partners and youth to join the campaign and pledge to take actions promoting girls re-entry to school as schools start re-opening in different countries. In December 2020, a documentary film will be produced in collaboration with partners to capture girls' experiences during Covid-19 as well as successful policies and catch up strategies for girls in different AU member States.

9. Celebration of the International Day of the Girl Child 2020



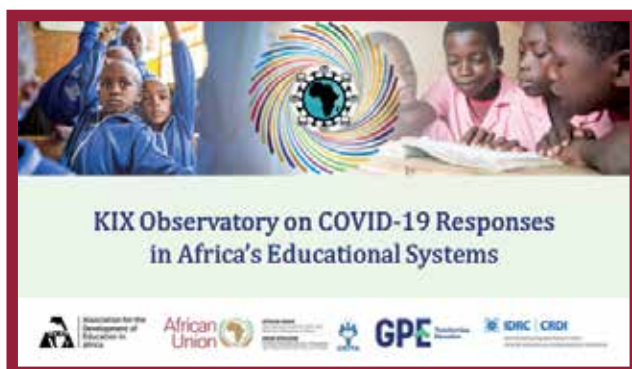
One of the billboards in Ouagadougou

To mark the Celebration of the International Day of the Girl Child (11th October every year) which had as theme: "My voice, our equal future" this year, the AU/CIEFFA

posted advocacy messages on Girls' Education on big billboards in the cities of Ouagadougou and Bobo Dioulasso in Burkina Faso, as well as on social media.

10. KIX (Knowledge Information Sharing) Observatory on COVID-19 Responses in Africa's Educational Responses

The Knowledge Innovation Exchange (KIX) Observatory of Responses to COVID-19 in Educational Systems in Africa is a joint project under the Consortium partnership of AU/CIEFFA and the Association for the Development of Education in Africa (ADEA) with technical support from UNESCO-UIS, following a call for proposals launched by Global Partnership for Education. The KIX Observatory comes at a time where

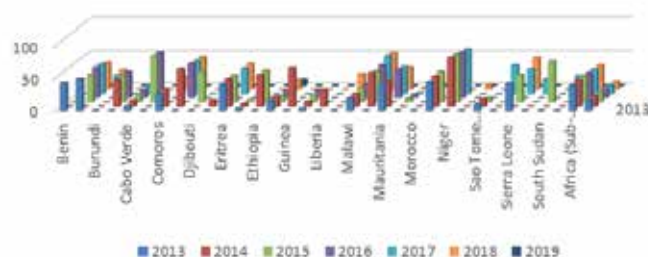


Covid-19 related school closures have had unexpected negative repercussions on educational systems particularly in Sub-Saharan Africa. The situation has contributed to increase of inequalities and disparities amongst learners especially, affecting young women' and girls' vulnerability within marginalized and emergency contexts.

The project's priority areas target the (1) quality and equity of learning and (2) the well-being of children arising from the negative consequences of school closures due to COVID-19, at the levels of primary and secondary education in the 40 GPE countries in Africa, with special emphasis on gender equality. In this regard, the KIX Project will pay careful attention to gender, inclusion and equity dimensions in the collection, synthesis and mobilization of evidence about gender sensitive policy and practice responses (re-integration of girls in schools as well as catching up strategies for learners after school re-opening) in primary and secondary schools in Africa educational systems in Africa. The evidence will be tailored to meet the needs of policymakers and other educational stakeholders for relevant practices and policies to help build more resilient educational systems to future crises.

11. Status update of statistical evidence on Girls' Education in Africa

An analysis of statistical evidence pertaining to young women' and girls' education in Africa has been part of AU/CIEFFA's key undertakings since the COVID-19 related lockdown. The main objective of this activity is to provide decision-makers' with a compilation of key indicators and their performance across different African countries, hand in hand with an analysis of how practices and challenges affects their trends.



The key indicators inform critical Education related areas in terms of access, retention and achievement in favor of young girls, adolescent girls and young women at primary, secondary and tertiary level educational systems in Africa.

The statistical and numerical data collected was from the well recognizable and reputable UIS's Database. Ultimately, this activity will strengthen ongoing discourse, whilst informing the relevant policy and decision makers, on what obstacles to pay attention to and which initiatives work best in the status of girls' and women's education and training in Africa. AU/CIEFFA intends to produce the final document as an analysis report for publishing by the end of 2020.

12. 2nd Training for the AU/CIEFFA Alumni

AU/CIEFFA convened its 2nd Alumni's capacity-building workshop from 4th- 6th November 2020, which was virtual this year. 25 AU/CIEFFA Alumni from the past capacity building Workshops participated. . The training contributed to equip the young women and men with the necessary soft skills in Financial literacy, Digital Advocacy, Community engagement and Resource mobilization.



Modules focused on digital advocacy/storytelling in line with their support of the #AfricaEducatesHer Campaign. This workshop offered an opportunity to strengthen the existing network of young advocates and to update the AU/CIEFFA alumni on ongoing key programs.

13. AU/CIEFFA virtual Pop up Concert

Within the context of the “Africa Educates Her” campaign launched on 11th September 2020, AU/CIEFFA organized on 18th December 2020, the 1st edition of its Pop-Up Concert to showcase the creative contents received and the talents of young African people standing up for girls' and women's education on the continent. Young African poets and musicians were given an opportunity to display their art and mastery of words. They also shed light on their lived and learning experiences during the Covid-19 related school closures.

Statistics show that 5.3 million learners comprised mostly of girls are at risk of not returning back to school because of the covid19 pandemic, which require that we all join hands and stay tuned-in with the campaign, by making their own pledges and taking positive action for girls' and women's education in Africa.



The Concert was streamed on AU/CIEFFA's YouTube and Facebook pages with a combined reach of more than 3500 people. YouTube link to view concert: <https://bit.ly/3nvW8GD>

CONCLUSION

The pandemic of COVID-19 has affected the implementation of the planned AU/CIEFFA's annual workplan. However, through its online platform, AU/CIEFFA and its partners have continued to advocate for adoption/ratification of policies and their effective implementation in favor of mainstreaming gender within educational systems.

As this year marks the end of AU/CIEFFA's second Strategic Plan, an on-going evaluation of the current Strategic Plan (2018-2020) is on-going and the development of the 3rd Strategic Plan 2021-2025 in line with CESA 16-25, is currently been developed.

II.

SCIENCE AND TECHNOLOGY DIVISION

The African Union Research Grant Programme

The African Union Research Grant (AURG) is funded by the European Union under the financing agreement (CRIS number: DCI/PANAF/037-621) to the tune of 17.5 million euro. This agreement was signed in December 2015 to launch calls for proposals under the phase II of the programme on the theme: Food and Nutrition Security and sustainable Agriculture. The African Union Research Grant seeks to promote research collaboration between African regions and beyond, builds African Research capacity and encourages the participation and involvement of African scientists, researchers and institutions in implementing the Africa's Science Technology and Innovation Strategy-2024 which addresses the aspirations identified under Agenda 2063 and Priority 3 on Human development of the AU-EU STI partnership.

For the reporting year 2020, results that were supposed to be achieved were achieved even amid COVID19 that halted activities. With COVID19, travels were halted hence physical monitoring of project fields were impossible, however, whataspp group was created to enable online discussions, queries, sharing of information, with beneficiaries. Going further on this, the programme management developed a set of questions which was shared with beneficiaries to enable the PMU monitor progress of each project, access their contribution and impact pathway towards ensuring that they contribute to the general objective of the programme. These questions also provided opportunity for both the beneficiary and the AUC to understand the likely impact of COVID19 on the projects and the mitigation plan to avert the unprecedented risk posed by COVID19.

The other major result that was achieved during this reporting period was the review of technical and financial reports plus the disbursement of instalment payments to institutions, processing of addendums, approval for extension of project cycle and participation in the overall LEAP4FNSSA project oversight study.

Cooperation on STI: AU-EU High Level Policy Dialogue (HLPD) on STI

Several online meetings took place in 2020, The usual monthly meetings and the first ever EU - AU Research & Innovation Ministers' online Meeting, under the framework of the EU-AU High-Level Policy Dialogue (HLPD) on Science, Technology and Innovation. The meeting focused on the public health and socio-economic effects of the COVID-19 crisis and discussed short-, medium-, and long-term R&I activities to alleviate the consequences of the crisis. The meeting was attended by 21 Ministers of the AU and 10 (deputy) Ministers of the EU, and delegations from 53 EU-AU Member States, and two African regional economic communities (CEEAC and UMA).

Although EU and AU Member States launched many individual activities addressing COVID-19, all countries underlined the importance of more international R&I cooperation between the EU and the AU, mainly for three reasons: firstly to accelerate information gathering and exchange; secondly, to initiate target-oriented research activities; and thirdly to reduce time to market of research and innovation activities.

Both Commissioners concluded on a common vision and objectives, fully in line with the African Agenda 2063 and the EU comprehensive strategy with Africa. Both valued the strong and clear messages from the attending Delegations, which should be brought to the attention of the EU-AU Summit in October 2020 through a strong deliverable.

In 2020, three additional expert working groups on Innovation, Climate Change and sustainable energy were created from Europe and Africa to support the AU-EU High-Level Policy Dialogue on Science, Technology and Innovation (HLPD) by providing regular information on activities and data regarding the Innovation, Climate change and sustainable energy

A Kwame Nkrumah Science Awards

The prestigious Award programme was launched by the AU in 2009 aimed at promoting scientific development in Africa through recognition of excellence among African scientists, women, men and younger researchers, to encourage them to persevere their research or academic careers, and nurture their ambitions. The award is also aimed at popularizing and promoting public understanding and participation in the implementation of the Agenda 2063, through Science, Technology and Innovation Strategy for Africa.

In 2020, on the margin of the 33rd AU Summit held in Addis Ababa, Ethiopia from 9-10 February 2020 in recognition of the outstanding achievements and discoveries in science, technology and innovation, the African Union awarded six (6) top scientists the prestigious African Union Kwame Nkrumah Awards for Scientific Excellence (AUKNASE).

The Awards were presented at continental level to Prof Chedly Addelly from Tunisia and Professor Al-Shabagh Ahmed Mohammed from Egypt, while at regional the following were awarded to Professors Chinedum Peace Babalola, from Nigeria representing the Western Region, Aly Maha Nasr SAYED from Egypt representing northern region, Professor Lizette Leonie Koekemoer, from South Africa representing the southern region, Professor Altaf H. Basta Sabagh from Egypt representing northern region.

From December 17 to 21, 2020, a five jury members was put in place to select awardees for the 2020 edition of the programme. The team was made up of highly esteemed professors from universities across the continent.



2020 Edition Jury session

Women in Science Webinar

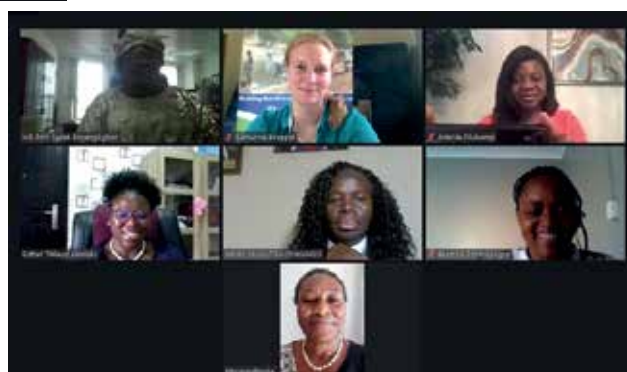
The Department of Human Resources, Science and Technology of the African Union Commission on 26th August and 28th October 2020 held Webinars focusing on promoting a holistic view of the contribution of women scientists in the fight against the COVID-19 pandemic and the impact of COVID-19 on various sectors of the economy. The virtual meeting was attended by over 100 participants from all works of life. Speakers were drawn from across the 5 regions of Africa and the diaspora.

The first webinar highlighted ways that have been deployed by women to mitigate covid-19 across the African continent while the second webinar underscored regional contributions from Women Scientist on Economic, Social, Psychological and environmental impacts of COVID19, while also addressing the research and innovation needs for Africa.

The virtual meetings noted the issues of heterogeneity of COVID-19 across Africa and the need to leverage data aligned to local contexts. It advocates for Africa to take a deeper look at the relevance of medicinal plants in fighting the impact of COVID-19 and what is available in terms of biomedical devices and additive manufacturing to cob with COVID19.

Key recommendations put forward by the speakers for winning the fight against COVID-19 in Africa includes:

1. Countries in Africa should implement temporary basic income interventions to shield poor and near poor households from external shocks.
2. Implement measures to curb teenage pregnancies and violence against children during the pandemic.
3. Community based learning approaches should be adopted to engage learners in productive activities during the pandemic.
4. Need for context specific measures to combat stereotypes, especially in rural contexts, which could lead to a worsening of the pandemic, amongst other recommendations



BIODIVERSITY PROGRAM

Biodiversity, Biosafety and Access and Benefit sharing of Genetic Resources

The last semester of 2019 reignited the momentum on issues of biodiversity, biosafety and ABS through the decisions of the AU Policy Organs at the 17th regular session of the African Ministerial Conference on Environment (AMCEN) and the 3rd STC on Education Science and Technology which collectively reaffirmed the need to revitalize the biodiversity coordination mechanism adopted by the AU Executive Council in 2013 to facilitate African countries to better manage its biodiversity and speak in one voice on priorities of the continent.

1. Coordination of international support to Member States

Based on the guidance of the Policy Organs and the need to coordinate and collaborate with all stakeholders on issues of biodiversity in the region the Department joined a network of international biodiversity support organizations. This informal partnership is among development organisations in Africa with the current members being the African Wildlife Fund (AWF), WWF, IUCN, African Union Commission (AUC), AU Development Agency-NEPAD, African Development Bank, UN FAO, and UNEP. The partnership is currently focused on building the capacity of the African Group of Negotiators (African Group) to proactively engage in the development of the Post-2020 Global Biodiversity Framework from an informed point of view. This support also involves strengthening the linkage between biodiversity and climate change as well as other sectors and emerging issues such as COVID-19 that have a direct impact upon biodiversity. The group had steadily been holding virtual meetings on a monthly basis thorough out the year.

2. Capacity Development Webinar Series

The Department and the ABS Capacity Development Initiative have continued supporting the implementation of the Nagoya Protocol on ABS in Africa thereby also contributing to a constructive elaboration in particular with respect to benefit-sharing mechanisms that can deliver on conservation and sustainable use objectives of the Convention on Biological Diversity (CBD) in the Post 2020 global biodiversity framework (GBF) negotiation process.

Several clusters of remote support and virtual capacity building / coordination were organized that include: (1) mapping and fostering the implementation of the Nagoya Protocol in Africa; (2) knowledge generation on Mutually Agreed Terms (MAT) and benefit sharing; (3) contribution of ABS to conservation and sustainable use; and (4) outreach and capacity development on Digital Sequence Information (DSI) in Africa. Targeted webinars under these clusters were conducted in a way that Member States and respective stakeholders are better informed and prepared on key elements of the Post-2020 Global Biodiversity Framework and on specific issues of the Nagoya Protocol that need further capacity strengthening from an African perspective. The list of webinars organized are as follows:

1. Webinar on 'Options to implement ABS' vis-a-vis the AU Guidelines for the coordinated implementation of the Nagoya Protocol on ABS in Africa

2. Webinar on 'the multi-stakeholder process' for elaborating a new ABS system or for updating an existing ABS system
3. Webinar on 'Choice of the suitable legal instruments' to implement ABS nationally
4. Webinar on 'Special Considerations and permit requirements' for accessing genetic resources and benefit sharing
5. Webinar on 'Expeditious access to genetic resources in case of emergencies (with focus on COVID 19) and benefit sharing issues concerned
6. Webinar on the 'Roadmap to COP 15: Key milestones, topics and African coordination'
7. Final webinar on 'ABS then and now and into the future' focused on how it has been implemented under the Nagoya Protocol, options for integrating it into the Post-2020 GBF

3. Coordination and support to RECs

The ECOWAS convened a regional meeting on August 10th 2020 with the support of the Department on the draft Post 2020 Global Biodiversity framework. The department provided inputs from the African Group positions on each of the thematic areas of the draft framework which lead to a consolidated regional position on the document.

4. Establishment of the interim Core Group of the African Group of Negotiators

The African Group of Negotiators (AGN) on biodiversity is a coordinated group of AU Member States' national focal points of to the CBD and its two Protocols; the Cartagena Protocol on Biosafety and the Nagoya Protocol on ABS. Unlike other multilateral international treaty groups, the AGN on biodiversity is a unique composition of negotiators as it covers three legal instruments with specific mandates whilst taking into account the need to enhance integration of the CBD and its Protocols. The Secretariat of the African Group had been the AUC alongside its implementing arm the African Union Development Agency (AUDA/NEPAD).

In December 2019 AMCEN reiterated the mandate to the AGN to articulate African perspectives, priorities and common positions during all the negotiations of the open-ended working group on the post-2020 Global Biodiversity Framework (GBF) and the Conference of the Parties (COP) and further endorsed the establishment of a Core Group to facilitate the coordination of the AGN in developing a common regional positions to strengthen Africa's voice in the interim session between the COPs.

Based on this call the Department called on some of the countries that lead the African region in the thematic negotiations of the COP and the MOPs to form an interim Core Group pending the endorsement of the Group by the full members of the AGN at COP 15. A draft terms of reference for the Core Group has been developed and is expected to be endorsed by the AGN at COP 15 in May 2021.

The Department had hence undertaken the following:

- **Capacity building and support in the preparedness for negotiations (the African Group at the CBD-COP¹ has been influential in the international negotiations promoting the African common positions)**: virtual preparatory workshops have been organized to ensure strong African common positions during the interim period between COP 14 and the upcoming COP 15 in 2021.
- **Awareness raising and information exchange**: through the provision of support on key technical and legal issues pertaining to international obligations of Member States and the development of the Post 2020 global biodiversity framework as well as emerging scientific issues pertaining to biodiversity, ABS and biosafety
- **Establishment and strengthening of institutional frameworks**: capacity development activities have been given to member states in order to support their national frameworks
- **Support in the development of policy and legal frameworks**: this was done through the provision of regional guidelines and model laws and facilitating discussion on best practices within the African region.
- **Facilitation of global negotiations**: though the strategic organization of Bi-lateral meetings of the African Group with negotiating partners such as the European Union and China on upcoming global biodiversity framework
- **Sustainability Mechanism**: undertaking preparations to ensure sustainable positioning within the structures of the Commission and the regional bodies on matters of biodiversity.

Outcome documents of the African Group are shared and posted on the Department's online coordination system <https://www.coordination.africa/> for further reflections and reference by all Member States.



¹ Conference of the Parties (COP) and Conference of the Parties

Unlocking the potential of Intellectual Property: The Pan African Intellectual Property Organization

The Department organized a meeting of experts in the various sectors of Intellectual Property Rights (IPRs) to dialogue, identify and prioritize regional actions to unlocking the potential of intellectual property for Africa's socio-economic and cultural development, competitiveness and enhanced trade on 30th October 2020.

The meeting took stock of key IPRs that require regional action considering the coming into force of the African continental Free Trade Area (AfCFTA); the trade integration agenda and international IP negotiations, the AU instruments related to IP were popularized, the institutional, financial, organizational and human capacity needs for IPR in Africa and the relevant IP regimes in the face of the digital revolution and artificial intelligence to foster innovation and creativity as well as the regulation of digital innovation and creativity in Africa were and discussed. The outcome of the meeting was the identification of a set of priorities for regional action on issues of IP the creation of momentum for ratification and early entry into force of the PAIPO. Participants of the meeting were international experts and IP institutions from Member States including the host country of the PAIPO (Tunisia), the RECs, the existing regional IP organizations; ARIPO and OAPI, the WIPO and stakeholder departments such as DREA and Department of Trade and Industry (implementing the AfCFTA).

The Global Monitoring for Environment and Security, and Africa (GMES and Africa) Program

The Global Monitoring for the Environment and Security, and Africa (GMES and Africa), is a joint AU-EU initiative designed to build indigenous capacities and skills required for self-sufficiency and sustained progress in the continent by responding to African needs related to water, natural resources, marine and coastal areas. It is also meant to enable the implementation of the African Space Policy and Strategy, formulated as an important pillar of Agenda 2063, to harness the continent's capabilities in utilizing space science and technology for economic growth and sustainable development.



he programme is implemented through grants awarded to 12 consortia representing over 122 African institutions selected through open, competitive bidding. The first phase of GMES and Africa (2016 – 2020) is about to end and preparations are in high gear for the second phase. During the course of the year 2020, GMES and Africa mobilized actors and stakeholders in Space and natural resource management towards harnessing the benefits of Earth Observation in improving living conditions in the continent. Activities included the development of products and services, generation of data and information, and provision of training and awareness raising for capacity building and decision making across the continent. These results were catalyzed by the active involvement and participation of academia, the private sector and young people in Africa.



Following the advent of the COVID-19 pandemic with attendant travel bans, confinement measures and closure of borders in many African countries, the GMES and Africa PMU made an assessment of the impact of the restrictions on the implementation of the programme's activities. A mitigation plan based on close monitoring and quarterly reporting was made in concert with the Consortia. New tools, namely "the Road Map" and "the Financial Returns Template" were introduced to enable the implementation of the mitigation plan. Monitoring missions were embarked upon to five Consortia, with the aim of assessing the progress of their activities and studying the feasibility of their proposed work plans and budgets. This was followed by several bilateral online meetings with each of the 12 Consortia to appraise progress against the updated planning. Special attention was paid to the required Grant proportions related to the private sector, training and communication.

Collaborative engagement and consultation with the European Commission were held through weekly group meetings that provided updates on technical implementation progress and on the second phase of GMES and Africa. Discussions with the EC also touched on evaluation criteria and processes leading to the second phase. The year 2020 also witnessed the independent assessment of GMES and Africa



independent assessment of GMES and Africa through the Mid-Term Review (MTR) commissioned by the European Union Delegation (EUD) and with inputs from all stakeholders. The MTR report was adopted during the virtual extraordinary PCAC meeting held on 17 September 2020.

The framework for the installation of the 12 new e-stations for consortia was forged through bilateral exchanges with consortia, JRC and EUMETSAT, whilst preparing and monitoring the level of readiness of the consortia to receive the e-stations. To boost the technical infrastructure of the programme, Consortia developed geo-portals aimed at disseminating data and EO products collected and produced during service implementation.



GMES and Africa has created a Digital Learning Platform (DLP) <http://gmestraining.africa-union.org/>: with the objective of fostering skills development and expertise in Earth Observation applications in Africa. The platform, which currently has a total of 103 courses, is divided into four categories: Data & Infrastructure; Service Design; Development and Delivery; Earth Observation Services Communication and Management. Consortia have also developed independent Learning Management Systems to deliver training in alignment with the continental DLP. During the course of year, efforts were concentrated on populating and updating the DLP, online training of trainers on the use of the platform, supporting various consortia to upload online courses, standardization of online courses uploaded for the purpose of quality control, and monitoring of the training activities delivered by Consortia. The DLP supports the strengthening of knowledge and information sharing among African experts, users and stakeholders, whilst enabling easy access to open data and processing tools to facilitate capacity development in the use and dissemination of geospatial data and information. It represents a primary knowledge asset of the GMES and Africa Support Programme and will be instrumental in facilitating both continuity between phases 1 and 2, as well as enabling the success of the programme's second phase.



In February 2020, GMES and Africa organized a joint regional workshop with ECOWAS and UNECA for the West Africa Region, which was aimed at engaging policy and decision-makers. In view of the constraints imposed by COVID-19 on physical events, the programme intensified awareness raising and stakeholder engagement using digital communications channels and tools. In addition to continuously publicizing the programme's achievements on its web platforms and social media, webinars and promotional forums were organized, including one with MERCATOR and La Tribune Afrique magazine. Continental media outlets were used to publicize news and information about GMES and Africa, whilst audio-visual clips on various GMES and Africa themes were produced and disseminated by consortia. At the regional and national levels, consortia embarked on dedicated outreach activities targeting specific end users and beneficiaries. Messaging on GMES and Africa communication has been underpinned by African priorities in Earth Observation and Pan African aspirations espoused in the Agenda 2063 and the African Space Policy and Strategy.

African Outer Space Flagship

On the occasion of COVID, the Commission was preparing for the inaugural Africa Space Week, conceived as the main platform for all space actors, the decision makers and end-users to convene with a view to streamline space technologies and programmes that will serve the user needs. The event is meant to further strengthen the intra-African and international collaboration in space activities, and particularly achieve the following objectives

1. To build a community of actors in space that is continuously engaged and raise awareness on the importance of space;
2. Providing a platform for strengthening intra-African and international collaborations in space activities;
3. Providing capacity development opportunities for nurturing competencies of African space managers, experts, researchers, professionals and students from public and private sectors as well as civil society including youth and women in space domains;
4. Introducing a dialogue for resource mobilization to support Africa Space sector.

The event was postponed, but an international planning committee and a local organizing committee were put in place to ensure the event holds in 2021.

On international collaboration, AUC participated in two global events organized by UN and promoted the African view on space: (1) "Emerging Issues in Space Law and Policy: Perspectives for African Nations" and (2) 'Capacity Building and technical advisory services to African Countries'. These events addressed policy makers at the level of Ambassadors, and heads of technical missions. AUC contributed to the conference 'Reducing Space Threats through Responsible Behaviors' Organized by Secure World Foundation and British Embassy, and voiced the African concern about fairness of space resources. The outcomes are shared with UN and contribute to considerations of UNGA. The AU-EU joint Declaration on Space was prepared.

On the other hand, data access and mobility is one in several constraints hindering space agencies and institutions from collaborating in programs. AUC identified a list of National Space Agencies and Institutions that will act as regional hubs for accessing and distributing satellite data from the Copernicus International Data Hub. The selected institutions have

tested the hub and provided feedback for improvement. Technical Operating Agreement (TOA) is to be finalized between AUC, the institutions and the European Space Agency-ESA. Additionally, AUC is working with ESA to develop a joint Partnership Roadmap to synergize the Earth Observation African Framework for Research, Innovation, Communities and Applications (EO-AFRICA) and GMES & Africa and facilitate an operational African and European R&D hub in EO to mutually benefit African network of institutions.

On establishment and operationalization of the African Space Agency, the Republic of Egypt has prepared and readied interim premises for the African Space Agency staff in Cairo. Meanwhile, AUC and Egypt exchanged on the design of the permanent office of the Agency. An internal team consisting of all relevant corporate support and technical departments has been set up to review all the proposals and work closely with Egypt to finalize the design.

AUC prepared documents for Baseline Studies on the four Space Segments and the Space Socioeconomic Benefits for the Establishment and Operationalization of the African Space Agency. Additionally, the study on Gap Analysis on Navigation and Positioning is being updated to include Timing. The two databases will be generated in 2021.

AUC further held focused discussions with the Space Foundation on possible partnership through the Center for Innovation and Education to drive workforce development and opportunities that enable all people to actively participate in the space economy. Held discussions with Secure World Foundation to develop capacity building programs on space awareness for diplomats. Initiated discussions with MAXAR group regarding potential collaborations on emerging space technologies such as robotics, artificial intelligence and advanced computing.

Regarding Consolidation of the next chapters and commissioning of GMES & Africa, the budget and deliverables for the next phase have been finalized. The agreed timeline for beginning of phase 2 is October 2021.

III.

YOUTH DIVISION



1. Accelerated implementation of the African Youth Charter

The Commission continued to design and promote innovative policies and programs across the AUC, RECs and Member States towards empowerment of the African youth. This is achieved at member states level with the accelerated implementation of the African youth charter and other policy frameworks and strategies such as the African Decade Plan of Action, the Roadmap for Harnessing the Demographic Dividend through Investments in Youth and the African Plan of Action for Youth Empowerment (APAYE). Also developed during the period is the Plan of Action for the African Decade for Technical, Professional Entrepreneurial Training and Youth Employment (2019 -2028). These instruments underscore a renewed commitment by the AUC to improve the Youth Development Landscape in Africa.

1.1. Implementation of the Theme of the Year 2017 on Harnessing the Demographic Dividend through Investments in Youth.

Young people from all over Africa played an important role in the implementation of the AU Demographic Dividend Roadmap which continues to be an instrumental strategy in addressing the youth bulge faced by AU Member States. The roadmap is guided by strategic AU policy instruments and frameworks including Agenda 2063 and anchored on four thematic pillars namely; Employment and Entrepreneurship, Education and Skills Development, Health and Well-being and Lastly Rights, Governance and Youth Empowerment. Key achievements included commitments to action by Member States on key policies, programs and investments interventions as per the roadmap. Additionally, Member States through support of partners committed to sustaining an effective model of resource engagement towards positive youth development agenda and strengthening youth contribution in advocacy initiatives at regional and continental level as reported in Country Demographic Dividend Profiles.

1.2. African Union Youth Development Mainstreaming

The Department undertook youth development mainstreaming at the African Union Commission and some of the AU organs on a pilot basis before finally rolling it out to the RECs and Member States. This was with an aim of taking stock of AUC's efforts to develop and implement youth development policies; and assessing the overall performance of the commission and the identified organs in the promotion of youth development. This has led to the institutionalization of a multi-sectoral and interdisciplinary working group on Youth Development at the AUC. Through implementation of the Youth Mainstreaming Guidelines, synergies towards a holistic youth-centric development planning across these institutions have been developed with an added value of mobilizing consensus around visions and strategies for youth development and empowerment in Africa.

1.3. Youth Empowerment in Africa

Youth empowerment, participation and meaningful engagement are key tenets of the African Youth Charter and Agenda 2063 that envisions Africa's youth playing an important role as drivers of change, embracing inter-generational dialogue to ensure that Africa is a continent that adapts to social and cultural change. The department has provided a continental platform for young people to express their own views freely and impact on developmental policies and

decision-making spaces. These youth forums and platforms included the 4th Africa-Europe Youth Summit, held from the 9th and the 11th of October 2017 in Abidjan, Cote d'Ivoire that led to the Youth Plug-in Initiative that involved young people as agenda setters. Others were the youth consultations on "Harnessing the Demographic Dividend through Investments in Youth;" the Pan African Youth Forum organized under the patronage of H.E. Idriss Deby Itno, President of Chad and Leader of the AU Theme of the Year 2017; Youth Connekt Africa Hosted by H.E. President Paul Kagame of Rwanda; and the Pan African Youth Forum in 2019 where the 1 Million by 2021 initiative was launched.

1.4. One Million by 2021 Initiative

The Department spearheaded the Launch of the Chairperson's One Million by 2021 Initiative aimed at reaching one million young Africans with concrete opportunities in the areas of Education, Employment, Entrepreneurship and Engagement (4E's) by the year 2021. This initiative has bolstered youth development in these critical areas and set the continent on a path of accelerating interventions towards improving the lives of youth in Africa.

1.5. Selection of the African Youth Envoy and Youth Advisory Council

On 1st November 2018, the AUC Chairperson, acting on the guidance provided by Ministers of Youth, Culture and Sport during their Specialized Technical Committee on Youth Culture and Sports (STC-YCS 2), appointed the First African Union Commission's Envoy on Youth and with a mandate of bolstering the youth voice towards harnessing the demographic dividend of the African continent by investing in its youth. Also inaugurated was the Youth Advisory Council to support the work of the AU Envoy in the key areas of participation, advocacy, partnerships and coordination of youth voice in development and policy dialogue. The department organized and led the selection process for both the youth envoy and the advisory council.

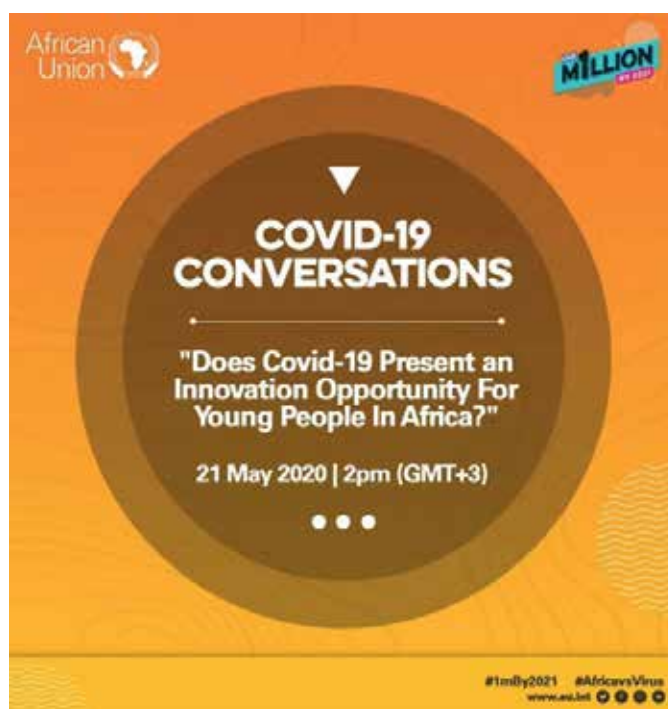
The Youth Envoy, Ms. Aya Chebbi has been instrumental in galvanizing sustained political commitment towards making youth issues a priority, advocacy on the implementation of key continental instruments, policies and strategies pertinent to African Youth Development, particularly the African Youth Charter and its implementation framework; and promoting good practices on youth development and empowerment among youth.

2. Five Year Plan of Action on Youth Empowerment in Africa 2019-2024(APAYE)

The Department developed the African Plan of Action for Youth Empowerment 2019-2023 (APAYE) - a five year continental framework and plan of action for implementing the African Youth Charter, the African Union (AU) decision on harnessing the demographic dividend through investment in youth, and the targets on youth as articulated in the Agenda 2063 Ten Year Implementation Plan. In line with the Agenda 2063 commitment, the third Specialized Technical Committee meeting on Youth, Culture and Sports (STC-YCS 3) called for development of the APAYE. It serves as the AU's overarching programmatic document to guide and influence the efforts and contributions of key partners and stakeholders engaged in youth empowerment on the continent. It builds on the achievements and lessons of the Decade Plan of Action (DPoA) and serves as an implementation mechanism for youth programming in Africa.

2.1. Campaign on youth wellbeing and mental health

Following the health crisis that erupted due to the Corona Virus Disease 2019, the Youth Division has developed a youth sector response including a safety campaign dubbed #BeSafe Campaign. The campaign was run through social media platforms to amplify Africa CDC messages and design youth friendly messages targeting young people with information around the COVID pandemic, prevention measures and correct use of personal protective equipment. The messaging campaign reached more than 20.000 young people with relevant information and is expanding to provide mental health support to young people and help them navigate the complexities of life during and post COVID 19.



2.2. Country Acceleration Strategy (CAS)

The Department in 2019 coordinated the development of pilot phase for Country Acceleration Strategies (CAS) for 7 member states namely Algeria, Eswatini, Ghana, Kenya, Nigeria, South Africa and Zambia. Through the identification of national initiatives that will be scaled up with the support of the African Union Commission, CAS is a commitment by Member States to take forward a set of priorities that contribute to youth empowerment on the continent. It is also a strategic partnership with the Member States and key stakeholders to accelerate change through implementation of identified priorities and create value for the country and its youth.

CAS is aimed at strengthening partnership with Member States to advance their national youth development agendas with high impact and scalable interventions and models in the areas of Education, Employment, Entrepreneurship and Engagement and also Mental Health. The ultimate goal is to have greater investments in these areas to enhance youth development outcomes and propel economic growth in the respective countries.

3. Developing Continental Youth Capacity, Skills, Employment and Entrepreneurship

3.1. The Skills Initiative for Africa (SIFA)

This is an initiative of the African Union Commission (AUC) supported by the German Government to strengthen occupational prospects of young people in Africa. The centrepiece of the project is a Financing Facility for Skills Development being implemented in partnership with AUDA-NEPAD and supported by KfW. In addition to the Financing Facility, GIZ is supporting AUC/HRST and the NEPAD Agency to provide services in the area of employment oriented TVET and opportunities for knowledge exchange to AU Member States. Pilot countries in the initiative are Nigeria, Cameroon, Tunisia, South Africa, Kenya, Ghana, Togo and Ethiopia. The facility provides funding for large investment projects for skills development promoted by international entities, cooperating with a national partner in the pilot countries. The innovation window of the initiative is open to all African Union Member States.

3.2. Continental Dialogue on Education and Skills Development for Employment



The poster features the African Union logo in the top left corner. In the top right, there is a 'ONE MILLION BY 2021' badge. The main title 'AFRICA YOUTH MONTH' is in large orange letters, with 'NOVEMBER 2020' in a blue and pink box below it. Underneath, 'WEBINAR' is written in orange, followed by the topic 'FOSTERING YOUTH EMPLOYMENT, ENTREPRENEURSHIP, AND RESILIENCE' in black. A portrait of H. E. Prof. Sarah Anyang Agbor is shown on the left. To her right, her name and title are listed. At the bottom, a calendar icon shows 'MONDAY 30 NOVEMBER 2020' and a clock icon shows '10AM (GMT+3)'. Below this, a link is provided: 'bit.ly/FosteringYouthEmploymentEntrepreneurshipandResilience'. The footer contains hashtags #AYM2020, #1mBy2021, #BuildingABetterAfrica, and #MyPower, along with the website www.au.int and social media icons.

African Union

ONE MILLION BY 2021

AFRICA YOUTH MONTH
NOVEMBER 2020

WEBINAR
FOSTERING YOUTH EMPLOYMENT, ENTREPRENEURSHIP, AND RESILIENCE

H. E. PROF. SARAH ANYANG AGBOR
Commissioner, Human Resources, Science & Technology, AUC

WHEN
MONDAY **30** **NOVEMBER 2020**
10AM (GMT+3)

Interactive conversations with thought leaders on durable solutions

Link bit.ly/FosteringYouthEmploymentEntrepreneurshipandResilience

#AYM2020 #1mBy2021
#BuildingABetterAfrica #MyPower

www.au.int

The HRST Department in partnership with AUDA-NEPAD and the continental umbrella organization for the private sector – Business Africa institutionalized a continental dialogue aimed at improving job perspectives of the African Youth through employment-oriented education and skills development. The annual platform has over the years offered representatives of youth, business, education practitioners and policy-makers from African Union Member States to share experiences on fostering Education and Skills Development for Youth Employment. The highlight of the platform is the commitment over 120 African companies and business associations, under the auspices of Business Africa, to investing in skills development that will enhance employability prospects and address the skills mismatch.

3.3. Promoting Youth Skills and Enterprises in the Digital Age

The Department has facilitated several key initiatives aimed at promoting youth skills and enterprise in the digital age. Launch of the initiative was at a forum hosted by the Government of Tunisia in 2018 and brought together senior policy makers, government administration senior officials, development partners, private sector, representatives of African youth, young entrepreneurs, civil society, and experts to showcase, share, and discuss comprehensive innovative TVET models and programmes that aim at developing the leadership and digital skills of young people. Promotion of digital skills for youth is a key focus area of the African Plan of Action for Youth Empowerment (APAYE) and the one Million by 2021 initiative.

3.4. Assessment of TVET Ecosystems in Africa

Assessment of TVET ecosystems is critical in order to address skills mismatch and in identifying effective practices, strategic opportunities as well as gaps in capacity that could be addressed through technical assistance and spur transition from school to work. The assessment has been undertaken in Tunisia in partnership with FHI360 and served as a model for future TVET assessments in AU Member States Africa.

Currently, and in partnership with ILO and under the Skills Initiative for Africa, Plans are underway to Build capacities of key stakeholders in 20 AU Member States in Skills Anticipation and Matching to facilitate understanding the central importance and the main instruments for identifying current and future skill needs and labour market imbalances is a central issue of countries all around the world.

3.5. African Decade of Technical Professional Entrepreneurial Training and Youth Employment

The Department finalized the development of the African Decade Plan of Action for TVET as called for by The African Union Assembly of Heads of States and Governments meeting in July 2017 that declared 2018-2027 period, as the African Decade for Technical, Professional and Entrepreneurial Training and Youth Employment. Assembly/AU/Dec.652 (XXIX). The plan of Action is a response to the new demands for transformation of TVET Systems to address mismatch between education and training and labour market needs and foster Youth Employment and Entrepreneurship in Africa. Advocacy for its implementation is currently underway. It articulates nine strategic actions that will guide and influence reforms and development of Technical and Vocational Education and Training (TVET) in Africa as well as addressing the inherent sector challenges and meeting existing and future labour demands over the next ten years.

3.6. AUC – RECs TVET Dialogue Forums

In partnership with the East African Community (EAC) the Youth Division hosted the Regional Economic Communities (RECs) TVET Dialogue Forum in Nairobi, Kenya. The inaugural forum aimed at strengthening and harnessing the potential of TVET for socioeconomic development of partner states. Under the theme, "Harmonization and Harnessing TVET for Regional Integration and socio-economic development", the forum underlined the importance of strengthening TVET and youth employment ecosystems in Member States. Focus was also on transforming TVET provision into higher quality, demand driven and relevant learning opportunities that is required for national development. Partner States are urged to closely

align their TVET policies and strategies with the continental and regional strategies and policies, to incorporate the much-needed reforms that will respond to aspirations of the youth by providing the relevant skills for gainful employment and job creation.

3.7. World Skills Africa

In partnership with World Skills International the Youth Division hosted the inaugural World Skills Africa competition in Kigali – Rwanda in 2018. This was with the objective of raising awareness about skills development and excellence in current and emerging trades and technology careers. The competition that has since been institutionalized is also aimed at involving the private sector and industry in evaluating student performance and keep training programmes relevant to employers' needs. It is anticipated that through such skills competitions, avenues are provided for developing dynamic partnerships with agencies and organizations involved in promoting skills development in Africa and thus identifying, promoting and using best global practices for skills excellence.

4. African Union Youth Volunteer Corps (AU-YVC)

The African Union Youth Volunteers Corps (AU-YVC) is a flagship program of the African Union which recruits, trains and deploys young African professionals to serve as professional volunteers for a period of 12 months across the continent. AU-YVC promotes volunteerism to deepen the status of young people in Africa as key actors in Africa's development targets and goals, enhancing their participation in policy development as well as design and implementation of relevant interventions towards the AU Agenda2063 – 'The Africa We Want'. In 2017, 137 volunteers (87F and 50M) were deployed to serve while 44 volunteers completed their service. This number increased in 2018 where a record of three volunteer pre-deployment trainings for 225 aspiring Youth Volunteers was undertaken. In 2018 a total of 208 (116 (56%) female and 92 (44%) male) AU Youth Volunteers served across various organs and departments of the African Union Commission, Member States and partner organizations. In 2019 a total of 231 (121 (52%) female and 110 (48%) male) AU Youth Volunteers served.

4.1. Continental Volunteer Linkage Platform

In 2018 the African Union launched a continental 'Volunteerism Linkage Platform' which aims to mobilize stakeholders from across the continent engaged in volunteerism to maximize the benefits and potential of volunteerism and exchange programs in Africa. The 2nd Continental Volunteer Linkage Forum took place 23 – 25 October 2019 in Kigali, Rwanda in partnership between AUC, IFRC, AGYI and UNV with a wide range of stakeholders, including governments, volunteer involving organizations, Red Cross and Red Crescent National Societies, regional and sub-regional institutions, civil society, the private sector and academia as well as volunteers and young people, to facilitate thematic dialogue on volunteering for sustainable development through evidence, data and innovative approaches. The platform is currently instrumental in enhancing synergies.

4.2. Continental Volunteer Mapping Platform

The Youth Division also developed The Continental Volunteer Mapping Platform (VLP) - an online one stop gateway for volunteerism in Africa. The Online Platform facilitates information-sharing and linkage among the different levels (continental, regional and national) but also among the different actors (state, civil society organizations in general and Volunteer Involving Organizations (VIOs) private sector and financial and development partners. The online platform generates real time data and statistics, which will serve as input for the annual 'State of Volunteerism in Africa Report.'

4.3. Africa CDC – AU-YVC Collaboration

The Departments of Social Affairs and Human Resource, Science and Technology (HRST) have collaborated through the African Union Youth Volunteer Corps to train and deploy young African Professionals to be deployed to the five Regional Collaborating Centres (RCC) of the Africa Centers for Disease Control and Prevention (Africa CDC).

5. The African Youth Fund


The Assembly endorsed the establishment of the African Union Fund Youth Fund during the Twenty-Ninth Ordinary Session 3 - 4 July 2017 in Addis Ababa, Ethiopia. (Assembly/AU/Dec.661 (XXIX)). The decision requested the Commission to present all the instruments for the management of the Fund. It also authorized, pending the presentation of the said instrument, the allocation to the African Youth Fund of an amount at least equal to 1% of the Programme Budget of the African Union Commission. Following the decision, the Commission conducted a study of related funds and engaged private sector actors and development stakeholders to define additionality of the fund and identify challenges with similar funds. The Commission further engaged a consultancy to support the work on defining the architecture and instrument for the fund. Together, with the AUDA-NEPAD, and following guidance from PRC, the Commission is working to present the draft architecture, institutional arrangement and instruments for the management of the fund to the relevant AU organs for endorsement. For coordination purposes, the draft arrangement will ensure all youth funding vehicles within the AU, are structured within the fund governance. It is expected that the fund will become operational in 2021.

Summary of Country Activities



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

The information published here remains the responsibility of the respective governments.


| | | | |
|---|-------------------|---|---------------------------------------|
|  | BENIN | West Africa ECOWAS, CENSAD | area 114.763 km² |
| | Porto-Novo | population 12,123,200 inhabitants | Annual Budget |

AU MEMBER STATE EXPERIENCES: LEARNING DURING CLOSURE OF EDUCATIONAL INSTITUTIONS

| Ministry | Ministère de l'enseignement supérieur et de la recherche scientifique |
|--|---|
| Education level handled by the Ministry | Tertiary Education |
| Number of Schools in Tertiary | 4 |
| Does the Ministry have a COVID-19 response plan? | Yes |
| Objectives and Priorities of the COVID-19 response plan | <p>Sensibiliser les acteurs du système éducatif aux comportements barrières pour enrayer la propagation de l'infection Covid-19.</p> <p>Assurer la continuité éducative de l'apprentissage pendant et après le congé prolongé du deuxième trimestre en raison de la propagation de l'infection à COVID-19</p> <p>Préparer les acteurs à tous les niveaux des structures du système éducatif à la réouverture des classes tout en respectant les mesures d'hygiène et de distanciation sociale après les vacances prolongées du deuxième trimestre en raison de la propagation de l'infection COVID-19.</p> <p>Renforcer les capacités des acteurs du système éducatif aux niveaux central, déconcentré et décentralisé pour assurer le retour progressif à la normale du secteur après la pandémie.</p> |
| Percentage estimate of Schools Closed | 90 -100 |
| Percentage estimate of Schools Offering Distance/Virtual Education | 30 - 49 |
| Percentage estimate of Students who are currently receiving Virtual/Distance Education | 30 - 49 |

| | |
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| Methods for the provision of Distance/Virtual Education | Online lessons via government owned e-learning portal |
| Partners which are supporting the Ministry of Education to | GIZ, UNESCO, UNICEF, World Bank |
| Is there a plan for reopening schools? | Yes |
| Does the reopening plan include a back to School campaign? | Yes |
| Does the reopening plan include catch-up strategies for the school calendar and or curriculum? | Yes |
| Objectives and priorities of the plan to reopen Schools | <p>D'ici à 2021, les acteurs du système éducatif disposent des informations sur les comportements barrières pour freiner l'expansion de l'infection du Covid-19 :</p> <p>D'ici à 2021, les acteurs du système éducatif ont des capacités pour assurer la continuité des apprentissages pendant et après la période des congés de pâques prolongés en raison de l'expansion de l'infection du COVID-19 au Bénin.</p> <p>D'ici fin mai 2020, les structures du système éducatif à tous les niveaux disposent des capacités pour assurer la réouverture des classes dans le respect des mesures d'hygiène et de distanciation sociale après les congés de pâques prolongés du fait de la pandémie COVID 19.</p> <p>D'ici 2021, les acteurs du système éducatif aux niveaux central, déconcentré et décentralisé disposent des capacités renforcées pour assurer le retour progressif à la normale du secteur après la pandémie</p> <p>D'ici à 2021, les acteurs du système éducatif ont des capacités renforcées pour assurer la planification, le suivi et le knowledge management liées à la préparation et la mise en œuvre d'un Plan de réponse aux situations d'urgence dans le secteur de l'éducation.</p> |
| Is there a separate strategy/strategies for girls to catch up on their education due to the impact of COVID-19? | No |
| Challenges that have been encountered by the Ministry while responding to COVID-19 | |

| Ministry | Ministère des Enseignements Secondaire, Technique et de la Formation Professionnelle |
|--|---|
| Education level handled by the Ministry | Secondary, TVET |
| Number of Schools in Secondary | 875 |
| Number of Schools in TVET | 39 |
| Does the Ministry have a COVID-19 response plan? | No |
| Percentage estimate of Schools Closed | 0 - 9 |
| Methods for the provision of Distance/Virtual Education | None |
| Partners which are supporting the Ministry of Education to respond to COVID-19 | GPE, Plan International, UNICEF, Aide et Action, Educo, Amnesty International |
| Is there a plan for reopening schools? | No |
| Is there a separate strategy/strategies for girls to catch up on their education due to the impact of COVID-19? | No |
| Challenges that have been encountered by the Ministry while responding to COVID-19 | |

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|---|-----------------|--|--|
|  | BOTSWANA | Southern Africa SADC | area 581.730 km ² |
| | Gaborone | population 2,351,627 inhabitants | Annual Budget |

AU MEMBER STATE EXPERIENCES: LEARNING DURING CLOSURE OF EDUCATIONAL INSTITUTIONS

| Ministry | Ministry of Basic Education |
|---|--|
| Education level handled by the Ministry | Pre-School, Primary, Secondary |
| Number of Schools in Pre-School | 832 |
| Number of Schools in Primary | 842 |
| Number of Schools in Secondary | 299 |
| Does the Ministry have a COVID-19 response plan? | Yes |
| Objectives and Priorities of the COVID-19 response plan | <p>Objectives of the Plan</p> <ol style="list-style-type: none"> 1. To sensetise and educate staff and learners on COVID-19. 2. To make workplaces and schools safer for both staff and learners. 3. To comply with the Ministry of Health and Wellness precautionary measures on COVID-19. 4. To promote behavior change towards prevention of COVID-19. <p>Priorities of the Pan</p> <ol style="list-style-type: none"> 1. Towards prevention measures under which there is promotion of social distancing, use of masks, hand hygiene, respiratory hygiene and temperature screening. 2. Information Education and Communication (IEC). 3. Provision of psychosocial support. <p>Renforcer les capacités des acteurs du système éducatif aux niveaux central, déconcentré et décentralisé pour assurer le retour progressif à la normale du secteur après la pandémie.</p> |

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| Percentage estimate of Schools Closed | 90 - 100 |
| Percentage estimate of Schools Offering Distance/Virtual Education | 0 - 9 |
| Methods for the provision of Distance/Virtual Education | Lessons are scanned and sent through email for students to complete., Interaction through WhatsApp/Telegram or other social messaging applications between students and teachers, Online lessons via public-private partnership led e-learning portal, TV, Radio |
| Specific Innovations which are being implemented | <p>Specific innovations, which the country is implementing if any.</p> <ol style="list-style-type: none"> 1. During social distancing, the ministry opened a provision of telephone counselling targeting learners who had psychosocial problems. 2. The ministry used social media platforms to reach out to the learners and share information on COVID-19 and provision of educational material. 3. The ministry used mass media (radio and television) to provide educational lessons over an extended period. 4. Mobile operators offered educational platforms at zero Pula rate during lockdown in support of the educational sector. |
| Partners which are supporting the Ministry of Education to respond to COVID-19 | UNESCO, UNICEF, WFP, Masdcom Botswana, Teacher Unions, Sir Ketumile Medical Hospital |
| Is there a plan for reopening schools? | Yes |
| Does the reopening plan include a back to School campaign? | Yes |
| Does the reopening plan include catch-up strategies for the school calendar and or curriculum? | Yes |

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| <p>Objectives and priorities of the plan to reopen Schools</p> | <p>Objectives of Re-opening schools</p> <ol style="list-style-type: none"> 1. To implement the Health and Wellness guidelines 2. To continue with the teaching and learning process 3. Prioritise funding to ensure that schools are ready to adapt to the demands of COVID 19 4. To emphasis behavior change in line with COVID 19 prevention measures 5. Ensure that social distancing is observed at all times 6. To provide adequate essential materials and resources 7. Intensify cleaning and disinfection as well as improve on waste management practices 8. Share conscience, and accurate information about COVID 19 9. To provide psychosocial support to all within the learning environment 10. Ensure monitoring and evaluation is implemented throughout re-opening process <p>Priorities of the plan</p> <ol style="list-style-type: none"> 1. Health and wellness issues 2. Budget for schools 3. Staffing norms for schools 4. Orientation of staff 5. Learner orientation 6. School Programme and preparedness 7. Screening of visitors to schools 8. Monitoring of activities within the academic environment 9. Cleaning and disinfection of boarding facilities 10. Provision of psychosocial support 11. School feeding |
| <p>Is there a separate strategy/strategies for girls to catch up on their education due to the impact of COVID-19?</p> | <p>Yes</p> |
| <p>Challenges that have been encountered by the Ministry while responding to COVID-19</p> | <p>Availability of Virtual Learning Technology Hardware and Infrastructure, Availability of Virtual Learning Software and learning platform, Internet Connectivity to support deployment Virtual Learning platforms, Technical capacity gaps for Virtual/Distance Education Support Personnel, Financing gaps, Others (to be provided).</p> |

| Ministry | Ministry of Tertiary Education Research Science and Technology |
|--|--|
| Education level handled by the Ministry | Tertiary Education |
| Number of Schools in Tertiary | 42 |
| Does the Ministry have a COVID-19 response plan? | No |
| Percentage estimate of Schools Closed | 90 - 100 |
| Percentage estimate of Schools Offering Distance/Virtual Education | 10 - 29 |
| Percentage estimate of Students who are currently receiving Virtual/Distance Education | 10 - 29 |
| Methods for the provision of Distance/Virtual Education | Interaction through WhatsApp/Telegram or other social messaging applications between students and teachers |
| Number of Technical and Vocational Education and Training (TVET) Institutions offering Distance-Virtual Education | 0 |
| Is there a plan for reopening schools? | Yes |
| Does the reopening plan include a back to School campaign? | No |
| Does the reopening plan include catch-up strategies for the school calendar and or curriculum? | Yes |
| Objectives and priorities of the plan to reopen Schools | <ul style="list-style-type: none"> - extend semester - introduce e learning - have extra classes over the weekend |

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| <p>Is there a separate strategy/strategies for girls to catch up on their education due to the impact of COVID-19?</p> | <p>No</p> |
| <p>Challenges that have been encountered by the Ministry while responding to COVID-19</p> | <p>Availability of Virtual Learning Technology Hardware and Infrastructure, Availability of Virtual Learning Software and learning platform, Internet Connectivity to support deployment Virtual Learning platforms, Technical capacity gaps for Virtual/Distance Education Support Personnel, Financing gaps.</p> |

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|---|---------------------|---|--|
|  | BURKINA FASO | West Africa ECOWAS, CENSAD | area 274.200 km ² |
| | Ouagadougou | population 20,903,273 inhabitants | Annual Budget |

AU MEMBER STATE EXPERIENCES: LEARNING DURING CLOSURE OF EDUCATIONAL INSTITUTIONS

| Ministry | Ministère de l'Education nationale, de l'Alphabétisation et de la Promotion des Langues nationales |
|---|--|
| Education level handled by the Ministry | Pre-School, Primary, Secondary, Tertiary |
| Number of Schools in Pre-School | 1,348 |
| Number of Schools in Primary | 15,345 |
| Number of Schools in Secondary | 4,071 |
| Number of Schools in Tertiary | 143 |
| Number of Schools in TVET | 325 |
| Does the Ministry have a COVID-19 response plan? | Yes |
| Objectives and Priorities of the COVID-19 response plan | <p>Objectifs</p> <ul style="list-style-type: none"> -produire des ressources pédagogiques numériques pour toutes les classes du préscolaire, du primaire, du post-primaire, du secondaire et de l'éducation non formelle -diffuser des ressources pédagogiques numériques par le canal de la radio, la télévision, la presse en ligne, des applications androides, des fichiers téléchargeables et des supports amovibles ; -doter les établissements scolaires et les structures d'éducation non formelle de matériel de protection et d'hygiène pour l'application des mesures barrières contre la COVID-19 ; |

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| | <p>-prendre des mesures administratives et pédagogiques pour une reprise effective des cours et l'achèvement de l'année scolaire 2019-2020 ;</p> <p>-sensibiliser les élèves/apprenants, les enseignants/formateurs et les personnels administratifs des établissements scolaires et des structures d'éducation non formelle et les communautés à la lutte contre la COVID-19 ;</p> <p>-assurer la coordination et le suivi-évaluation de la mise en œuvre du plan de riposte</p> <p>Priorités</p> <p>-la diffusion des ressources pédagogiques numériques</p> <p>-la réouverture des classes dans des conditions de sécurité sanitaire</p> |
| Percentage estimate of Schools Closed | 90 - 100 |
| Methods for the provision of Distance/Virtual Education | Online lessons via government owned e-learning portal, TV, Radio |
| Specific Innovations which are being implemented | La distribution des polycopies et d'annales contenant les ressources pédagogiques aux enfants qui n'ont pas accès aux technologies de l'information et de la communication pour l'enseignement |
| Partners which are supporting the Ministry of Education to respond to COVID-19 | GPE, Plan International, Save the Children, UNESCO, UNICEF, World Bank, Fondation Educo, UNHCR |
| Is there a plan for reopening schools? | Yes |
| Does the reopening plan include a back to School campaign? | Yes |
| Does the reopening plan include catch-up strategies for the school calendar and or curriculum? | Yes |
| Objectives and priorities of the plan to reopen Schools | <p>Objectifs :</p> <p>-doter les établissements scolaires et les structures d'éducation non formelle de matériel de protection et d'hygiène pour l'application des mesures barrières contre la COVID-19 ;</p> |

| | |
|--|--|
| | <p>-prendre des mesures administratives et pédagogiques pour une reprise effective des cours et l'achèvement de l'année scolaire 2019-2020 ;</p> <p>-sensibiliser les élèves/apprenants, les enseignants/formateurs et les personnels administratifs des établissements scolaires et des structures d'éducation non formelle et les communautés à la lutte contre la COVID-19.</p> <p>Priorités</p> <p>-la reprise des activités pédagogiques des classes d'examens dans des conditions de sécurité sanitaire pour l'achèvement des programmes d'enseignement</p> <p>-l'organisations des examens et concours scolaires de la session de 2020.</p> |
| Is there a separate strategy/strategies for girls to catch up on their education due to the impact of COVID-19? | No |
| Challenges that have been encountered by the Ministry while responding to COVID-19 | <p>Availability of Virtual Learning Technology</p> <p>Hardware and Infrastructure, Internet Connectivity to support deployment Virtual Learning platforms, Technical capacity gaps for Virtual/Distance Education Support Personnel, Financing gaps.</p> <p>GPE, Plan International, Save the Children, UNESCO, UNICEF, World Bank, Fondation Educo, UNHCR</p> |



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|------------------|---|---------------------------------------|
| BURUNDI | Central Africa ECCAS, CEA, COMESA | area 27.834 km ² |
| Bujumbura | population 11,890,784 inhabitants | Annual Budget |

AU MEMBER STATE EXPERIENCES: LEARNING DURING CLOSURE OF EDUCATIONAL INSTITUTIONS

| Ministry | Ministère de l'Education, de la Formation Technique et Professionnelle |
|---|---|
| Education level handled by the Ministry | Pre-School, Primary, Secondary, TVET |
| Number of Schools in Pre-School | 1661 |
| Number of Schools in Primary | 4377 |
| Number of Schools in Secondary | 1210 |
| Number of Schools in TVET | 235 |
| Does the Ministry have a COVID-19 response plan? | Yes |
| Objectives and Priorities of the COVID-19 response plan | <p>Objectif général: Réduire au maximum l'impact du coronavirus sur l'apprentissage des enfants et assurer la continuité de leur scolarisation peu importe les situations.</p> <p>Objectifs spécifiques:</p> <p>A. En cas de non pandémie(les écoles restent ouvertes)</p> <ul style="list-style-type: none"> - Appuyer l'analyse rapide de la situation, y inclus l'identification des plus vulnérables, la génération des données, la planification et la budgétisation des interventions , -Les élèves et leurs familles disposent des informations adéquates sur les mesures de prévention de la pandémie et de l'hygiène, -Traduire en langue locale (le Kirundi) les messages officiels émanant du Gouvernement, des organisations internationales telles que l'OMS, l'UNICEF surtout ceux qui relèvent du secteur de l'éducation, |

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| | <p>-Envoyer et partager les messages traduits en Kirundi dans les canaux de communication officiels du Ministère de l'Education, de la Formation Technique et Professionnelle dans les 18 Directions Provinciales de l'Education et dans les 119 Directions Communales de de l'Education</p> <p>B. En cas de pandémie et d'urgence (les écoles sont fermées)</p> <p>-Les élèves et leurs familles disposent des informations adéquates sur les mesures de prévention de la pandémie ede l'hygiène,</p> <p>-Les élèves et leurs parents ont accès et peuvent suivre des cours à distance gratuits et adaptés à leur niveau d'étude pour assurer la continuité de l'apprentissage et de la scolarisation des élèves,</p> <p>-Améliorer toutes les installations WASH dans les écoles, y compris les latrines, les points d'eau potable et la distribution des kits de nettoyage et d'hygiène, afin de mieux contrôler la propagation de la pandémie,</p> <p>C. Après la pandémie (réouverture des écoles)</p> <p>-Toutes les écoles sont nettoyées et désinfectées avant leur ouverture,</p> <p>-Les écoles disposent des kits d'hygiène adéquats et appliquent les mesures de contrôle des infections régulièrement,</p> <p>-Une transition en douceur vers une éducation normale sera assurée par l'organisation des cours de rattrapage , un appui psychosocial et des activités récréatives et ludiques dans les écoles,</p> <p>-Mesures spéciales mises en place pour éviter de stigmatiser les enfants et le personnel éducatif qui ont été exposés au virus directement ou indirectement.</p> |
| Methods for the provision of Distance/Virtual Education | None |
| Specific Innovations which are being implemented | Le Ministère de l'Education, de la Formation Technique et Professionnelle est en train de préparer des leçons sur supports numérisés qui seront diffusés par radios pour assurer l'éducation à distance en cas de fermeture des écoles. |
| Partners which are supporting the Ministry of Education to respond to COVID-19 | GPE, UNESCO, UNICEF |

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| Is there a plan for reopening schools? | No |
| Is there a separate strategy/strategies for girls to catch up on their education due to the impact of COVID-19? | No |
| Challenges that have been encountered by the Ministry while responding to COVID-19 | Availability of Virtual Learning Technology Hardware and Infrastructure, Availability of Virtual Learning Software and learning platform, Financing gaps |



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|-------------------|--|--------------------------------------|
| CAPE VERDE | West Africa | area 4.033 km ² |
| | ECOWAS , CENSAD | |
| Praia | population 555,987 inhabitants | Annual Budget |

AU MEMBER STATE EXPERIENCES: LEARNING DURING CLOSURE OF EDUCATIONAL INSTITUTIONS

| Ministry | Ministério da Educação |
|---|---|
| Education level handled by the Ministry | Pre-School, Primary, Secondary, TVET |
| Number of Schools in Pre-School | 570 |
| Number of Schools in Primary | 394 |
| Number of Schools in Secondary | 41 |
| Does the Ministry have a COVID-19 response plan? | Yes |
| Objectives and Priorities of the COVID-19 response plan | <ul style="list-style-type: none"> • presente Plano de resposta da Educação a curto e médio prazo dos efeitos da COVID-19, tem como principal objetivo apresentar orientações estratégicas e ações para reduzir, minimizar os efeitos da COVID-19 no sentido de garantir a aprendizagem durante o período de crise e ter bases para continuar o processo educativo pós-crise, tirando proveito das inovações introduzidas, de forma sustentável. para reduzir os impactos do COVID-19 no sistema educativo Caboverdiano através da promoção de oportunidade de de aprendizagem durante este período. <p>4.2.1 Objetivo geral:</p> <ul style="list-style-type: none"> • objectivo geral do plano é Assegurar que o processo educativo tem continuidade com recurso a formas alternativas de ensino e aprendizagem, mediadas pelas Tecnologias, |

no contexto nacional da epidemia COVID-19; assegurar que haja uma transição adequada e retoma do ensino presencial, capitalizando e perenizando as inovações experimentadas em larga escala no país.

4.2.2 Objetivos Específicos:

- Garantir o acesso de forma equitativa ao ensino e minimizar o risco de fracasso escolar;
- Melhorar a Qualidade e Relevância do processo de ensino pela modalidade de EaD;
- Desenvolver a Capacidade Institucional do ME na implementação da modalidade de Educação à Distância;
- Reforçar a comunicação como forma de garantir o sucesso do plano de mitigação dos efeitos da COVID-19 no sector educativo.

4.2.3 Grupo Alvo

- Alunos dos ensinos básico e secundários (120 mil alunos),
- os docentes, os gestores, coordenadores (7000 funcionários)
- As famílias
- bem como instituições do Governo, Parceiros, Sector Privado e Sociedade Civil em geral.

4.3. Pilares da Estratégia

4.3.1 Primeiro Pilar: garantir o Acesso e Retenção dos alunos no sistema de ensino com vista reduzir o fracasso escolar no ano letivo 2019/20

- pilar de Acesso e Retenção se configura como sendo o conjunto de elementos fundamentais para o sucesso da conclusão do ano letivo são condições primaciais para que os alunos continuem as atividades escolares, possibilitando-lhes, por um lado, progredir nas suas aprendizagens, manter as aquisições já desenvolvidas desde o início do ano letivo (consolidação, enriquecimento, exercícios etc.). Por outro, adquirir novas competências através das diferentes modalidades de EaD. As atividades propostas se inscrevem naturalmente no prolongamento do que foi realizado em sala de aula e/ou numa possível preparação para o que será feito após o regresso às aulas.

As ações principais a serem desenvolvidas de modo a responder a este pilar são:

- Expansão o acesso ao ensino usando as TICs...
- Diversificação da oferta de Educação à distância que atendam às várias necessidades educativas;
- implementação de programas de formação de docentes;
- reforço do acesso e a conectividade para os alunos e docentes;
- Criação parcerias com os provedores de serviços de TIC's para custos bonificados;
- Reforço da comunicação das ações de EaD voltadas para alunos, docentes pais e encarregados de educação.

4.3.2 Segundo Pilar: Melhoria da Qualidade e Relevância do processo de ensino pela modalidade de EaD

A qualidade do ensino, em geral, e em particular da Educação à Distância, pressupõe um julgamento de mérito que se atribui tanto para o processo quanto para os produtos decorrentes das ações desenvolvidas, que, de certa maneira, implica uma avaliação. A qualidade do Ensino à Distância exige um olhar multifacetado tendo em conta a interação dos seus vários componentes. As principais ações que serão desenvolvidas de modo a operacionalizar o segundo pilar são:

- Fazer o Levantamento do cumprimento programa por agrupamento no final de cada trimestre;
- Criação de um base comum de conteúdos a ser ministrado pela via que vier a ser adotado (Rádio, TV; Internet, etc.) e partilhar com a comunidade educativa para a recolha de subsidio a medida que se vai implementado o programa de emergência.
- Criação Elaboração de um protocolo de intervenção das equipas de gestão pedagógica nos diferentes níveis, com instrumentos uniformizados de recolha de informação pertinentes para a avaliação do processo.
- Implementação de Criar espaços de apoios através de plataformas online que facilitam a interação entre os membros destas equipas nos diferentes níveis, e como os docentes igualmente.
- Criação de uma equipa que avalia os conteúdos produzidos antes da sua colocação/transmissão aos alunos (validação); (Isso estava previsto a ser feito pelos coordenadores de disciplina ou pela equipa concelhia disciplinar).
- Criação de capacidade para medição do nível de penetração e de aceitação do processo de

ensino/aprendizagem e saber junto das famílias (em forma de amostra), em termos de nível de motivação dos alunos face aos novos métodos, bem como conhecer dificuldades e dos apoios necessários

- Promoção do uso de recursos virtuais como meio como formas de motivar, e melhor o processo de ensino aprendizagem.

- Estabelecimento de um plano de gestão e seguimento da EaD e um sistema de prestação de contas, em situação de emergência, que seja orientado para os resultados intermédios e finais a alcançar;

- Criação de fóruns de debate e intercâmbio entre os docentes, tendo em vista a partilha das melhores práticas.

- Criação Adoção de programas alternativos para apoiar as escolas com maiores dificuldades e que apresentam baixos resultados de aprendizagem.

4.3.3 Terceiro Pilar: Desenvolvimento da Capacidade Institucional

- pilar de Desenvolvimento da Capacidade Institucional na EAD será concretizado com base nas seguintes ações fundamentais:

- Produção os conteúdos de acordo com programa de ensino formulado para os diferentes anos de estudos (via áudio e Voz e através de ;

- Incremento Continuar a investir no reforço do programa EGOV, possibilitando a conetividade a todas as escolas do país.

- Reforço das capacidades da UTIC, com vista para no futuro a garantir, em parceria conjunto com o NOSI, a monitorização da rede e de todas as plataformas do sector educativo;

- Fortalecimento Reforçar das capacidades do Serviço Multimédia em Educação, tendo em vista para o acompanhamento das plataformas de gestão de EaD, formação de docentes no domínio das TICs, assim como a produção de conteúdos em educação.

- Diversificação das parcerias técnicas na gestão da EaD, formação docentes, produção de conteúdos, estimulando e estimular maior envolvimento das universidades no domínio da EaD.

- Reforço das competências dos docentes na organização e preparação pedagógica, com enfoque nas metodologias que premeiam a diferenciação pedagógica, tendo como foco

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| | <p>principal o processo de aprendizagem do aluno.</p> <ul style="list-style-type: none"> - Fortalecimento Reforçar dos serviços centrais de competências em matéria de EaD, provendo-os com mais de quadros altamente qualificados com vista a aumentar a capacidade de acompanhamento, avaliação e reorientação do sistema de ensino; em função dos resultados dos processos e propor medidas corretivas - Realização de intercâmbios a nível nacional, regional e internacional, tendo a partilha de experiências de EaD; - Criação de dispositivos alternativos (ex linha verde), com vista a apoiar as escolas com maiores dificuldades na implementação de estratégias de ensino/aprendizagem com através da EaD; e que apresentam baixos resultados de aprendizagem. <p>4.3.4 Quarto Pilar: reforçar a Comunicação e Sensibilização da comunidade educativa e da sociedade. Por se tratar da primeira experiência massiva de utilização da EaD no sistema de ensino, é fundamental a adoção de uma estratégia de comunicação clara e assertiva, com a vista a mobilizar os diferentes intervenientes deste programa.</p> <p>Este pilar se matéria através das seguintes ações:</p> <ul style="list-style-type: none"> - Divulgação dos objetivos e das estratégias da educação a distância no seio dos serviços centrais e descentrados do ME e direções das escolas (EBO/ES); - Sensibilização do corpo docente sobre o recurso a EaD no processo de ensino/aprendizagem; - Sensibilização dos alunos, pais e encarregados de educação, tendo em vista o seu engajamento na implementação da EaD; - Esclarecimento da sociedade civil sobre os objetivos da EaD e sua importância na melhoria do processo de ensino/aprendizagem; - Reforço da comunicação com os media com o propósito de explicitar os objetivos, as estratégias e os resultados preconizados com a EaD; - Elaboração e divulgação de spots publicitários na TV, Rádio, Jornais e Rede Social; - Reforço da comunicação e articulação com as operadoras das telecomunicações parceiras e com outras instituições do Estado cujas atividades estão ligadas à educação (MFIS, MSSS, MJ, etc) |
| Percentage estimate of Schools Closed | 90 - 100 |

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| Percentage estimate of Schools Offering Distance/Virtual Education | 90 - 100 |
| Percentage estimate of Students who are currently receiving Virtual/Distance Education | 90 - 100 |
| Methods for the provision of Distance/Virtual Education | Lessons are scanned and sent through email for students to complete., Interaction through WhatsApp/Telegram or other social messaging applications between students and teachers, Online lessons via government owned e-learning portal, TV, Radio |
| Specific Innovations which are being implemented | Tele-aulas, uso de plataformas e interação dos docentes com os alunos via redes sociais. |
| Number of Technical and Vocational Education and Training (TVET) Institutions offering Distance-Virtual Education | 4 |
| Partners which are supporting the Ministry of Education to respond to COVID-19 | Global Partnership for Education (GPE), United Nations Educational, Scientific and Cultural Organization (UNESCO) , United Nations International Children's Emergency Fund (UNICEF) , Others (to be provided), Banco Mundial |
| Is there a plan for reopening schools? | Yes |
| Does the reopening plan include a back to School campaign? | Yes |
| Does the reopening plan include catch-up strategies for the school calendar and or curriculum? | Yes |

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| Objectives and priorities of the plan to reopen Schools | <p>De acordo com as últimas orientações do Governo as aulas presenciais apenas terão lugar no próximo ano letivo, ao seja a partir de 1 de Setembro de 2020. As prioridades é garantir uma maior segurança na preparação do retorno as escolas, entretanto durante este período de interregno as aulas serão pela via de EaD, Tele e áudio aula, e nos casos de zonas sem acesso recorre-se as fichas, sabentas e em caso de possibilidade será feito acompanhamento do aluno em regime presencial, desde que seja cumprido as normas de distanciamento e de higienização dos espaços escolas.</p> |
| Is there a separate strategy/strategies for girls to catch up on their education due to the impact of COVID-19? | <p>No</p> |
| Challenges that have been encountered by the Ministry while responding to COVID-19 | <p>Availability of Virtual Learning Technology Hardware and Infrastructure, Internet Connectivity to support deployment Virtual Learning platforms, Technical capacity gaps for Virtual/Distance Education Support Personnel, Financing gaps.</p> |



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| CENTRAL AFRICAN REPUBLIC | Central Africa ECCAS | area 622,984km² |
| Bangui | population 4.9 million inhabitants | Annual Budget |

AU MEMBER STATE EXPERIENCES: LEARNING DURING CLOSURE OF EDUCATIONAL INSTITUTIONS

| Ministry | Ministère de la Recherche Scientifique et de l'Innovation |
|---|--|
| Education level handled by the Ministry | Tertiary Education, TVET |
| Number of Schools in Tertiary | 1 |
| Number of Schools in TVET | 2 |
| Does the Ministry have a COVID-19 response plan? | Yes |
| Objectives and Priorities of the COVID-19 response plan | <p>1/ Minimiser l'impact de la pandémie de Covid 19 sur la vie des élèves , des étudiants des enseignants et chercheurs pour faciliter l'accès à l'éducation des élèves et étudiants les plus démunis , marginalisés et éloignés des écoles et universités (la sensibilisation sur les gestes barrières , l'invention et les transferts des technologies adaptées au contexte, promotion des plantes médicinales locales) 2/ Maintenir un niveau minimum de connaissances aux élèves et étudiants pour éviter l'Analphabétisme de retour par l'utilisation des Technologies de l'Information et de la Communication pendant la fermeture des écoles et universités (Enseignements par la Radio et télévision scolaire, vidéoconférence, internet); 3/ envisager une réforme institutionnelle du système éducatif et de la recherche pour permettre la résilience de la vie scolaire et universitaire à la pandémie du covid 19 (révision des calendriers des examens , concours et soutenances de thèses et mémoires; révsion et création des textes réglementaires du système éducatif et des curriculas en incluant les langues locales et les NTIC).</p> |

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| Percentage estimate of Schools Closed | 90 - 100 |
| Percentage estimate of Schools Offering Distance/Virtual Education | 0 - 9 |
| Percentage estimate of Students who are currently receiving Virtual/Distance Education | 0 - 9 |
| Methods for the provision of Distance/Virtual Education | Lessons are scanned and sent through email for students to complete, TV, Radio |
| Specific Innovations which are being implemented | <p>Port obligatoire de masques , Mise en place devant les salles de classes des outils de lavage des mains avec désinfectants et distanciation dans les relations humaines</p> <p>Confection locale des masques et d'hydrogels par les établissements techniques et féminins et les laboratoires de recherche, expérimentation de l'utilisation des tisanes à base des plantes médicinales locales, dédoublement des classes pour réduire les effectifs et la promiscuité des élèves, utilisation d'outils informatiques : internet, vidéoprojecteur; instauration des heures supplémentaires des enseignements par rotation.</p> |
| Partners which are supporting the Ministry of Education to respond to COVID-19 | AfDB, EU, Plan International, Save the Children, UNICEF, World Bank |
| Is there a plan for reopening schools? | Yes |
| Does the reopening plan include a back to School campaign? | Yes |
| Does the reopening plan include catch-up strategies for the school calendar and or curriculum? | Yes |

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| Objectives and priorities of the plan to reopen Schools | <ul style="list-style-type: none"> - réforme institutionnelle et des curriculas des enseignements - révision des calendriers des activités pédagogiques avec système de rotation et instauration des heures supplémentaires - Appui logistique aux établissements scolaires , universitaires et de recherche par la dotation des équipements de protection et des équipements de NTIC - Formation à l'utilisation des équipements de protection et des équipements de NTIC |
| Is there a separate strategy/strategies for girls to catch up on their education due to the impact of COVID-19? | <p>No</p> |
| Challenges that have been encountered by the Ministry while responding to COVID-19 | <p>Availability of Virtual Learning Technology Hardware and Infrastructure, Internet Connectivity to support deployment Virtual Learning platforms, Technical capacity gaps for Virtual/Distance Education Support Personnel, Financing gaps.</p> |




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| ETHIOPIA | East Africa COMESA, IGAD, CENSAD | area 1.104.300km² |
| Addis Ababa | population 114,963,588 inhabitants | Annual Budget |

AU MEMBER STATE EXPERIENCES: LEARNING DURING CLOSURE OF EDUCATIONAL INSTITUTIONS

| Ministry | FDRE, Ministry of Science and Higher Education |
|--|--|
| Education level handled by the Ministry | Tertiary Education, TVET |
| Number of Schools in Tertiary | 232 |
| Number of Schools in TVET | 1681 |
| Does the Ministry have a COVID-19 response plan? | Yes |
| Objectives and Priorities of the COVID-19 response plan | <p>To continue education delivery and engagement using technology</p> <ul style="list-style-type: none"> • To promote e-learning-based training for TVET and higher education institutions so as to ensure the continuity of teaching and learning during the crisis. • Capacity building and Communicating with faculty, and others, providing comfort and guidance and mentoring, and student outreach. • To provide mentor assisted training online for small and medium enterprise in market-oriented short term training linked to TVET institutes via webcasts and /or live and recorded webinars. • To set up a one-stop-shop of digital resources and a 24/7 helpdesk for administration, faculty, and students at the existing Ethernet |
| Percentage estimate of Schools Closed | 90 - 100 |
| Percentage estimate of Schools Offering Distance/Virtual Education | 0 - 9 |

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| Percentage estimate of Students who are currently receiving Virtual/Distance Education | 0 - 9 |
| Methods for the provision of Distance/Virtual Education | Interaction through WhatsApp/Telegram or other social messaging applications between students and teachers, Online lessons via government owned e-learning portal |
| Specific Innovations which are being implemented | Implementation of LMS for the use of the education sector |
| Number of Technical and Vocational Education and Training (TVET) Institutions offering Distance-Virtual Education | 0 |
| Partners which are supporting the Ministry of Education to respond to COVID-19 | GIZ |
| Is there a plan for reopening schools? | No |
| Is there a separate strategy/strategies for girls to catch up on their education due to the impact of COVID-19? | Yes |
| Challenges that have been encountered by the Ministry while responding to COVID-19 | Availability of Virtual Learning Technology Hardware and Infrastructure, Availability of Virtual Learning Software and learning platform, Internet Connectivity to support deployment Virtual Learning platforms, Technical capacity gaps for Virtual/Distance Education Support Personnel, Financing gaps. |

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|---|---------------|--|---------------------------------------|
|  | GAMBIA | West Africa ECOWAS, CENSAD | area 10.689 km ² |
| | Banjul | population 2,416,668 inhabitants | Annual Budget |


AU MEMBER STATE EXPERIENCES: LEARNING DURING CLOSURE OF EDUCATIONAL INSTITUTIONS

| Ministry | Ministry of Basic and Secondary Education (MoBSE) |
|--|--|
| Education level handled by the Ministry | Pre-School, Primary, Secondary |
| Number of Schools in Pre-School | 1432 |
| Number of Schools in Primary | 1376 |
| Number of Schools in Secondary | 201 |
| Does the Ministry have a COVID-19 response plan? | Yes |
| Objectives and Priorities of the COVID-19 response plan | <ol style="list-style-type: none"> 1. To ensure that children and their families have access to relevant and timely information on COVID-19 to protect themselves from infection and to reduce the transmission rate within communities. 2. To ensure continuity of learning on a minimal curriculum delivery during the school closure and progressively expand the curriculum coverage using multiple curriculum delivery platforms in the medium to long terms. 3. To enhance recovery from the impact of COVID-19 on the education sector and improve the resilience of the sector to guarantee continuity of learning under any circumstance. 4. To ensure that students living in underprivileged family households are supported with basic food items. |
| Percentage estimate of Schools Closed | 90 - 100 |
| Percentage estimate of Schools Offering Distance/Virtual Education | 0 - 9 |

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| Percentage estimate of Students who are currently receiving Virtual/Distance Education | 90 - 100 |
| Methods for the provision of Distance/Virtual Education | Interaction through WhatsApp/Telegram or other social messaging applications between students and teachers, Online lessons via government owned e-learning portal, Online lessons via public-private partnership led e-learning portal, TV, Radio |
| Specific Innovations which are being implemented | We have constituted a large stakeholder Education COVID 19 rapid response team to design strategies meant to meaningfully contained children at home but also help mitigate the impact of loss of contact time as a result of school closure |
| Partners which are supporting the Ministry of Education to respond to COVID-19 | Global Partnership for Education (GPE), United Nations Educational, Scientific and Cultural Organization (UNESCO) , United Nations International Children's Emergency Fund (UNICEF) , World Food Program (WFP). |
| Is there a plan for reopening schools? | Yes |
| Does the reopening plan include a back to School campaign? | Yes |
| Does the reopening plan include catch-up strategies for the school calendar and or curriculum? | Yes |
| Objectives and priorities of the plan to reopen Schools | Schools are fumigated and given all health related treatment before reopening to prevent the risk of contamination. Public engagement campaign to gain parents, teachers and students confidence and willingness to return to school. Ensure that learners are provided with accelerated engagement strategies to help cover the curriculum. |
| Does the reopening plan include catch-up strategies for the school calendar and or curriculum? | Yes |
| Challenges that have been encountered by the Ministry while responding to COVID-19 | Internet Connectivity to support deployment Virtual Learning platforms, Financing gaps |

| Ministry | Ministry of Higher Education Research Science and Technology |
|---|---|
| Education level handled by the Ministry | Tertiary Education, TVET |
| Number of Schools in Tertiary | 26 |
| Number of Schools in TVET | 88 |
| Does the Ministry have a COVID-19 response plan? | Yes |
| Objectives and Priorities of the COVID-19 response plan | Online classes is presently conducted by the University of The Gambia and few other Institutions. |
| Percentage estimate of Schools Closed | 90 - 100 |
| Percentage estimate of Schools Offering Distance/Virtual Education | 30 - 49 |
| Percentage estimate of Students who are currently receiving | 50 - 69 |
| Methods for the provision of Distance/Virtual Education | Interaction through WhatsApp/Telegram or other social messaging applications between students and teachers, Online lessons via public-private partnership led e-learning portal |
| Specific Innovations which are being implemented | Only the The University of the Gambia is offering distance learning at the moment, however, there are plans to extend this practice to other tertiary Institutions. |
| Partners which are supporting the Ministry of Education to respond to COVID-19 | ADEA, UNESCO, World Bank |
| Is there a plan for reopening schools? | Yes |
| Does the reopening plan include a back to School campaign? | Yes |
| Does the reopening plan include a back to School campaign? | Yes |

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| Does the reopening plan include catch-up strategies for the school calendar and or curriculum? | Yes |
| Objectives and priorities of the plan to reopen Schools | In the short term online classes are implemented, later face to face examinations to be strategies for University students, and then final year students in other Institutions will be assisted to graduate, before a final opening of all Institutions, hopefully, in September 2020. |
| Is there a separate strategy/strategies for girls to catch up on their education due to the impact of COVID-19? | No |
| Challenges that have been encountered by the Ministry while responding to COVID-19 | Availability of Virtual Learning Technology Hardware and Infrastructure, Availability of Virtual Learning Software and learning platform, Internet Connectivity to support deployment Virtual Learning platforms |

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|  | MAURITIUS | East Africa SADC, COMESA | area 2.040 km² |
| | Ile Maurice | population 1,271,768 inhabitants | Annual Budget |

AU MEMBER STATE EXPERIENCES: LEARNING DURING CLOSURE OF EDUCATIONAL INSTITUTIONS

| Ministry | Ministry of Education, Tertiary Education, Science and Technology |
|--|---|
| Education level handled by the Ministry | Pre-School, Primary, Secondary, Tertiary Education |
| Number of Schools in Pre-School | 827 |
| Number of Schools in Primary | 257 |
| Number of Schools in Secondary | 171 |
| Does the Ministry have a COVID-19 response plan? | Yes |
| Objectives and Priorities of the COVID-19 response plan | <p>(i) to ensure continuity in learning through the dispensing of distance education and on-line learning for all students along with promoting of students' well-being during the period of school closure.</p> <p>(ii) to ensure teachers are sufficiently skilled to deliver distance education lessons.</p> <p>(iii) to plan the safe re-opening of schools in compliance with the national COVID-19 health response.</p> <p>(iv) to make up for the lost period of learning through the reorganisation of the curriculum and rescheduling of national assessments.</p> |
| Percentage estimate of Schools Closed | 90 - 100 |
| Percentage estimate of Schools Offering Distance/Virtual Education | 90 - 100 |

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|--|--|
| Percentage estimate of Students who are currently receiving Virtual/Distance Education | 90 - 100 |
| Methods for the provision of Distance/Virtual Education | Interaction through WhatsApp/Telegram or other social messaging applications between students and teachers, Online lessons via public-private partnership led e-learning portal, TV |
| Specific Innovations which are being implemented | Creation of virtual classrooms with learning materials accessible on-line. Use of open resources and e-learning platforms. |
| Number of Technical and Vocational Education and Training (TVET) Institutions | 7 |
| Partners which are supporting the Ministry of Education to respond to COVID-19 | UNESCO |
| Is there a plan for reopening schools? | Yes |
| Does the reopening plan include a back to School campaign? | Yes |
| Does the reopening plan include catch-up strategies for the school calendar and or curriculum? | Yes |
| Objectives and priorities of the plan to reopen Schools | The objective is for safe reopening of schools in line with health and safety protocol, fully minimizing the risk of a resurgence of infection among students, staff and larger community. |
| Is there a separate strategy/strategies for girls to catch up on their education due to the impact of COVID-19? | No |
| Challenges that have been encountered by the Ministry while responding to COVID-19 | Challenges that have been encountered by the Ministry while responding to COVID-19 Availability of Virtual Learning Technology Hardware and Infrastructure, Availability of Virtual Learning Software and learning platform, Internet Connectivity to support deployment Virtual Learning platforms, Technical capacity gaps for Virtual/Distance Education Support Personnel. |

AU MEMBER STATE EXPERIENCES: REOPENING OF EDUCATIONAL INSTITUTIONS

| Education level handled by the Ministry | Pre-School, Primary, Secondary, Tertiary Education |
|---|---|
| What estimated percentage of Preschool have reopened for in-person learning? | 90 - 100 |
| What estimated percentage of Primary Schools have reopened for in-person learning? | 90 - 100 |
| What estimated percentage of Secondary Schools have reopened for in-person learning? | 90 - 100 |
| What estimated percentage of Universities have reopened for in-person learning? | 90 - 100 |
| What estimated percentage of Technical and Vocational Education and Training Institutions have reopened for in-person learning? | |
| Challenges which have been faced in the reopening of educational institutions for in-person learning | Getting back on track with the school curriculum; |
| Is there a system to trace, treat and contain the spread of COVID-19 in educational institutions? | {Is there a system to trace treat and contain the spread of COVID-19 when schools are reopened:value} |
| Description of the system for tracing, treating and containing the spread of COVID-19 in educational institutions. | <p>A Protocol was established with strict measures regarding treating the spread of CIVID-19 namely:</p> <ul style="list-style-type: none"> (i) regular cleaning and disinfection of schools, classrooms and high-touch places (ii) regular hand sanistisation, contactless temperature checks, the mandatory wear of masks for students and personnel, regular hand washing practices (iii) social distancing, staggered breaks, cancellation of morning assemblies and other school activities that require crowd gathering (iv) designation of an isolation room for suspected cases |

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| Has there been an increase or decrease in the national budget allocation for education as a result of the COVID-19 | {Has there been an adjustment in the national budget for education as a result of the COVID 19 pandemic:value} |
| Please indicate the extent of increase or decrease in the national budget allocation for education budget as a result of COVID-19? | No significant change |
| Has there been an assessment of the impact of COVID-19 on students while educational institutions were closed? | No |
| Summary of the findings of the assessment of impact of COVID-19 on students while educational institutions were closed | |
| Adjustments that have been made in operations of educational institutions upon reopening | Regular handwashing by students and teachers, Students and teachers wear masks, Suspension of field events and excursions, Regular disinfection of frequently touched areas in educational institutions (at least once a day) |



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| MAURITANIA | North Africa UMA, CENSAD | area 1.030.700 km² |
| Nouakchott | population 4,649,658 inhabitants | Annual Budget |

AU MEMBER STATE EXPERIENCES: LEARNING DURING CLOSURE OF EDUCATIONAL INSTITUTIONS

| Ministry | Ministère de l'Enseignement Supérieur, de la Recherche Scientifique et des Techniques de l'Information et de la Communication |
|---|--|
| Education level handled by the Ministry | Tertiary Education |
| Number of Schools in Tertiary | 25 |
| Does the Ministry have a COVID-19 response plan? | Yes |
| Objectives and Priorities of the COVID-19 response plan | <p>La réponse d'urgence pour la poursuite des activités de recherche vise à permettre aux étudiants et enseignants, durant cette période où ils ne peuvent pas de venir au laboratoire, de poursuivre une activité de recherche qui pourrait se faire à distance, pour cela il faut qu'ils puissent avoir accès à bouquets d'accès aux grandes revues internationales et qu'ils puissent échanger avec leurs collègues en visio- ou call conférences. Ceci nécessite d'avoir un accès internet de qualité et l'accès aux bibliothèques numériques.</p> <p>La réponse préventive consiste à développer une culture du travail à distance, mais dans certaines disciplines, il est difficile de ne pas réaliser des expérimentations réelles donc de venir au laboratoire pour travailler sur des équipements. Dans ce contexte, il semble que des mesures préventives de réaménagement des locaux afin d'éviter les inter-contaminations.</p> <p>Pour la gestion de la recherche au niveau du MESRSTIC et de l'ANRSI, il est important de développer une plateforme qui permet de gérer les concours et les appels à projet afin que l'ensemble des démarches administratives de dépôt de suivi et d'évaluation puisse être complètement dématérialisé.</p> |

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| Percentage estimate of Schools Closed | 90 - 100 |
| Percentage estimate of Schools Offering Distance/Virtual Education | 90 - 100 |
| Methods for the provision of Distance/Virtual Education | Online lessons via government owned e-learning portal |
| Partners which are supporting the Ministry of Education to respond to COVID-19 | Others, AFD |
| Is there a plan for reopening schools? | Yes |
| Does the reopening plan include a back to School campaign? | No |
| Does the reopening plan include catch-up strategies for the school calendar and or curriculum? | Yes |
| Objectives and priorities of the plan to reopen Schools | Minimiser les pertes en termes de dépenses et de temps (éviter au maximum une année blanche) tout en évitant le retour de l'épidémie et en arrivant au meilleur résultat possible de formation qualitativement et quantitativement. Avec une période accordée aux classes terminales(L3, M2 ..) |
| Is there a separate strategy/strategies for girls to catch up on their education due to the impact of COVID-19? | No |
| Challenges that have been encountered by the Ministry while responding to COVID-19 | Availability of Virtual Learning Technology Hardware and Infrastructure, Availability of Virtual Learning Software and learning platform, Internet Connectivity to support deployment Virtual Learning platforms. |



| | | |
|----------------|---|--|
| MOROCCO | North Africa UMA, CENSAD | area 446,550 km ² |
| Rabat | population 36,910,560 inhabitants | Annual Budget |

AU MEMBER STATE EXPERIENCES: LEARNING DURING CLOSURE OF EDUCATIONAL INSTITUTIONS

| Ministry | Ministry of Vocational Training |
|---|--|
| Education level handled by the Ministry | TVET |
| Number of Schools in TVET | 3307 |
| Does the Ministry have a COVID-19 response plan? | Yes |
| Objectives and Priorities of the COVID-19 response plan | <ul style="list-style-type: none"> - Adoption of e-learning solutions to provide distance learning: <ul style="list-style-type: none"> • Microsoft Teams - Google Classroom - zoom and moodle - zoom meeting - Gmail from google Yahoo - Facebook -Whatsapp - Instragram - Skype - OFPPT site (OFPPT) - ISPITS E learning platform (D. Health) - Almaalem site (D. Crafts)... • These adopted solutions are used in a way: <ul style="list-style-type: none"> o interactive synchronization between trainers and trainees o asynchronous for sending and sharing documents and media. - Training and supervision of trainers of training operators on the use of remote IT solutions adopted by each OF in order to ensure the continuity of pedagogical training for trainees in Professional Training. Regarding the OFPPT, the main operator of the FP, its trainers have been trained on the Microsoft Teams tool through skills development centers (CDC) under the OFPPT. 75% of the trainers have joined the distance learning operation, including 3,868 permanent trainers and 354 temporary trainers. |
| Percentage estimate of Schools Closed | 90 - 100 |

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| Percentage estimate of Schools Offering Distance/Virtual Education | 90 - 100 |
| Percentage estimate of Students who are currently receiving Virtual/Distance Education | 90 - 100 |
| Methods for the provision of Distance/Virtual Education | Lessons are scanned and sent through email for students to complete., Interaction through WhatsApp/Telegram or other social messaging applications between students and teachers, Online lessons via government owned e-learning portal, Online lessons via public-private partnership led e-learning portal |
| Number of Technical and Vocational Education and Training (TVET) Institutions offering Distance-Virtual Education | 3307 |
| Partners which are supporting the Ministry of Education to respond to COVID-19 | GIZ, Others, Switzerland |
| Is there a plan for reopening schools? | Yes |
| Does the reopening plan include a back to School campaign? | Yes |
| Does the reopening plan include catch-up strategies for the school calendar and or curriculum? | Yes |
| Objectives and priorities of the plan to reopen Schools | <p>Resumption of the trainings in compliance with the instructions and sanitary measures is as follows:</p> <ul style="list-style-type: none"> - Reopening of establishments from September 2020; - Catch-up of practical courses / revision of theoretical courses provided by distance learning; - Programming of internships; - Assessment of learning as follows: <ul style="list-style-type: none"> • The exit exam is postponed to September 2020 for the technician, specialized technician and qualification levels |

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| | <ul style="list-style-type: none"> • The final exam for the qualification and specialization levels will be organized before November 2020 after having completed the usual practical training; • For the transition from the 1st year to the 2nd year, all specialties combined, only the notes of the continuous controls will be considered and the results will be published at the end of July 2020; <p>The subjects of the exit exams will relate exclusively to the courses given in person before the suspension of studies following the coronavirus pandemic COVID-19.</p> <p>- Competitions for access to vocational training establishments are postponed until September 2020 for the technician and qualification levels ".</p> |
| Is there a separate strategy/strategies for girls to catch up on their education due to the impact of COVID-19? | No |
| Challenges that have been encountered by the Ministry while responding to COVID-19 | <p>Availability of Virtual Learning Technology Hardware and Infrastructure, Availability of Virtual Learning Software and learning platform, Internet Connectivity to support deployment Virtual Learning platforms, Technical capacity gaps for Virtual/Distance Education Support Personnel, Financing gaps, Others (to be provided), - Difficulties in providing practical work from a distance.</p> <p>- Difficulty in assessing trainees' distance learning (reliability, etc.).</p> |

| Ministry | Ministry of Higher Education and Scientific Research |
|---|---|
| Education level handled by the Ministry | Tertiary Education |
| Number of Schools in Tertiary | 187 |
| Does the Ministry have a COVID-19 response plan? | Yes |
| Objectives and Priorities of the COVID-19 response plan | <p>Faced with the COVID-19 pandemic, the Department implemented an intervention plan with the main objectives:</p> <ul style="list-style-type: none"> • Operationalization of the provisions of the Circular of the Ministry of Economy, Finance and Reform of the Administration, N 1/2020 of March 16, 2020, relating to the plan of continuity of the public service to fight against the spread of CORONAVIRUS on the national territory, whether it be the precautionary and preventive measures taken at the level of administrative areas or linked to their operation, in particular: • Establishment of a permanence system, based on the development of a work plan to be executed daily while adopting the necessary flexibility; • Postponement of the organization of events (meetings, seminars, and demonstrations) and suspension of missions; • Replacement of face-to-face meetings with videoconferences; • Disinfection and cleaning of public spaces, workplaces, and sanitary spaces. • Educational continuity : • Suspension of courses in all public and private higher education establishments and replacement of face-to-face courses with distance courses, from Monday, March 16, 2020, until further notice. Also, educational and administrative managers were asked to invest effectively and intensively in order to guarantee educational continuity through the provision of digital and audiovisual resources and necessary teaching kits. • Making courses and conferences of teacher-researchers available to students, through platforms available to universities |

- Television transmission of courses and conferences to the national television channel "Arryadia", from March 25, 2020.
- Broadcasting of courses and conferences for the benefit of students through national and regional radio channels and the SNRT LIVE application, as well as a live broadcast through platforms on social media sites and the production of several audio courses - visuals downloadable from university websites.
- Postponement of all selection competitions for access to university higher education institutions, higher education institutions not belonging to universities, higher education institutions created within the framework of the partnership and private higher education institutions, and this until after deconfinement and passing of the baccalaureate exams.

- Development of Scientific Research in fields related to COVID-19:

Aware of its role in the promotion of scientific research, in particular, that related to the health field, the Ministry through its Department of Higher Education and Scientific Research (DESRS) as well as the National Center for Scientific and Technical Research (CNRST), has set up a multidisciplinary research support program in areas related to the current "Covid-19" pandemic.

This program aims to produce new original scientific knowledge, with multidisciplinary approaches capable of treating all levels and all aspects of this pandemic. Three themes were selected:

- How to analyze and understand the penetration and spread of the Coronavirus epidemic in Morocco?
- What scientific recommendations to manage the transition period and allow a return to the normal situation in our country instead?
- What lessons can be learned from this pandemic and what preventive measures can be put in place for the future?
- Strengthening of international cooperation to achieve educational continuity:

In order to diversify the means of success of pedagogical continuity on the one hand and to develop and institutionalize distance education at

the Moroccan university, on the other hand, several meetings and workshops were organized with international partners including the European Union, the World Bank, British Council, the French Development Agency, the Embassy of the United States of America in Morocco, USAID and the Embassy of the United Kingdom in Morocco:

- A digital library in the United Kingdom, aimed particularly at young Moroccan students, was launched on Tuesday, June 9, 2020, in Rabat, at the initiative of the Ministry in partnership with British Council Morocco. This digital library aims to consolidate and promote the distinguished relations between the Ministry and the British Council through the online availability and free of charge of a large number of educational cultural and scientific resources and distance education programs, in English, for the benefit of students, teachers, and researchers.

- The Ministry (Department of Higher Education and Scientific Research) and the British Council signed, Friday, April 24, 2020, in Rabat, a cooperation agreement, relating to distance education of the English language and culture. It also aims to develop students' skills in learning the English language as the third language studied at university after Arabic and French, through the television programs "Word on the Street" and radio "Obla Air", co-produced by British Broadcasting Corporation (BBC) and the British Council.

- The Ministry (Department of Higher Education and Scientific Research) signed a cooperation agreement with the EBSCO international digital library, to allow professors and students free access to digital resources (electronic books, magazines, etc.) in several languages (Arabic, French, English, Spanish, etc.), for a period of 3 months.

- The Ministry is contributing nearly 3 million euros to the global initiative "Coronavirus Global Response", following the call for donations launched on May 4, 2020, by the President of the European Commission, Ursula von der Leyen, to develop solutions related to the development of effective means to fight the Covid-19 pandemic.

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| | <ul style="list-style-type: none"> • 41 MOOCs from the Ecole Polytechnique Fédérale de Lausanne were made freely available to engineering schools in Morocco, through a platform produced in 10 days. The initiative is part of the Excellence in Africa collaboration project with the Mohammed VI Polytechnic University (UM6P). • Organization of forums, seminars and conferences, in order to share experiences and good practices in the use of new technologies in higher education (the United States of America, the World Bank, the Agency French Development) |
| Percentage estimate of Schools Closed | 90 - 100 |
| Percentage estimate of Schools Offering Distance/Virtual Education | 90 - 100 |
| Percentage estimate of Students who are currently receiving Virtual/Distance Education | 70 - 89 |
| Methods for the provision of Distance/Virtual Education | Lessons are scanned and sent through email for students to complete., Interaction through WhatsApp/Telegram or other social messaging applications between students and teachers, Online lessons via government owned e-learning portal, TV, Radio |
| Specific Innovations which are being implemented | <p>Morocco is one of the countries on the African continent that are the most innovative in the fight against Covid-19. Teams of scientists, doctors, engineers, students, and specialists have developed several innovative solutions to support the general effort to fight Covid-19 in Africa. In this context, several scientific medical inventions have been made (protective masks, medical devices for respiratory assistance, remote-controlled drones to contribute to awareness campaigns, development of mathematical models for monitoring the epidemic,).</p> <p>It should also be noted that a group of Moroccan researchers were able to publish their research on Covid-19 in journals classified at the international level, which allowed Morocco a very good ranking at the Arab and African levels.</p> |

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| Number of Technical and Vocational Education and Training (TVET) Institutions offering Distance-Virtual Education | 38 |
| Partners which are supporting the Ministry of Education to respond to COVID-19 | EU, USAID, Others, the World Bank, British Council, the French Development Agency, the Embassy of the United States of America in Morocco, the Embassy of the United Kingdom in Morocco |
| Is there a plan for reopening schools? | No |
| Is there a separate strategy/strategies for girls to catch up on their education due to the impact of COVID-19? | No |
| Challenges that have been encountered by the Ministry while responding to COVID-19 | Availability of Virtual Learning Technology Hardware and Infrastructure, Availability of Virtual Learning Software and learning platform, Internet Connectivity to support deployment Virtual Learning platforms |

| Ministry | Ministry of National Education, Vocational Training, Higher Education and Scientific Research |
|---|---|
| Education level handled by the Ministry | Pre-School, Primary, Secondary, TVET |
| Number of Schools in Pre-School | 28721 |
| Number of Schools in Primary | 24253 |
| Number of Schools in Secondary | 5740 |
| Number of Schools in TVET | 755 |
| Does the Ministry have a COVID-19 response plan? | Yes |
| Objectives and Priorities of the COVID-19 response plan | <p>The educational continuity plan aims to offer lessons to students confined to their homes during the covid-19 epidemic, this period corresponds to the 3rd quarter of the 2019-2020 school year.</p> <p>The three cycles and all disciplines are concerned with the production and dissemination of courses. Production takes place at the central level for certification classes and at the regional and provincial levels for other school levels. The programming on the broadcasting channels is done at the level of the central watch committee, through the school television courses broadcast on SNRT channels and by GENIE program teams for telmidtice resources available via the web. The educational offer therefore passes through several dissemination channels:</p> <ul style="list-style-type: none"> • The school television courses broadcast on the three channels Taqafia, Laayoune and Tamazight of the SNRT, 3400 courses were broadcasted between March 16 and June 2, 2020 • Telmidtice videos via the Internet https://telmidtice.men.gov.ma/ , the videos are downloaded for free on all media (phones, computers, tablets), a free streaming viewing solution is being finalized. As of June 2, 7,000 free educational resources are available, divided into 6,200 courses, 800 exercises and 450 exams. |

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| | <ul style="list-style-type: none"> • Virtual classes created through www.taalim.ma , a Massar service, which allows teachers to be in contact with their students in a digital workspace, 779,836 virtual classes have been created. • The distribution of educational support booklets for Arabic, mathematics and French for the six primary school grades to one million rural students. These activity booklets are accessible to all students in digital format on the ministry portal https://www.men.gov.ma/Ar/Pages/EnsPrim_soutien0520.aspx • Note that the 8 million pupils have textbooks, which are their first learning aids. It should be recalled that, thanks to the royal initiative 1 million schoolbags, which concerns the donation of textbooks to 4 million pupils, access to textbooks is widespread. |
| Percentage estimate of Schools Closed | 90 - 100 |
| Percentage estimate of Schools Offering Distance/Virtual Education | 90 - 100 |
| Percentage estimate of Students who are currently receiving Virtual/Distance Education | 90 - 100 |
| Methods for the provision of Distance/Virtual Education | Lessons are scanned and sent through email for students to complete., Interaction through WhatsApp/Telegram or other social messaging applications between students and teachers, Online lessons via government owned e-learning portal, TV |
| Specific Innovations which are being implemented | <p>Thanks to the partnership with institutions and foundations:</p> <ul style="list-style-type: none"> • Access to resource platforms free of charge for students who can download OER for free. • Donation of tablets and connection to pupils in rural areas |
| Partners which are supporting the Ministry of Education to respond to COVID-19 | EU, GIZ, UNICEF, USAID, The Mohammed VI Foundation for the protection of the environment, Moroccan Foundation for the Promotion of Preschool Education, ISESCO |

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| Is there a plan for reopening schools? | Yes |
| Does the reopening plan include a back to School campaign? | Yes |
| Does the reopening plan include catch-up strategies for the school calendar and or curriculum? | Yes |
| Objectives and priorities of the plan to reopen Schools | <p>In light of these elements, the following decisions were made:</p> <ul style="list-style-type: none"> • Students do not join schools before September; • Face-to-face school activities will be limited to the organization of the final Baccalaureate exam: • The regional exam for the first year of the baccalaureate will be postponed to September 2020. In the interests of equal opportunities, the subjects of the Bac 2020 exams will relate exclusively to courses given in person before the suspension of studies following the coronavirus pandemic "COVID-19", that is until March 14, 2020. Intensive support courses will be scheduled remotely to help learners to review and prepare for their exams. • The ordinary session of the national exam of Bac 2020 in Morocco will take place in two poles: July 03 and 04, 2020 for the humanities and human sciences and original education branches and from July 06 to 08, 2020 July for the scientific and technical branches and the vocational baccalaureate. The national exam for free candidates will be organized according to the same schedule for the other school pupils. • For the other school levels of the 1st primary year (grade 1) in the common core of the qualified secondary (grade 10), quizzes grades and continuous assessments, carried out face to face, will be considered. • The studies will continue through pedagogical continuity, until the end of the school year for the benefit of all levels. <p>Several necessary preventive measures will be implemented:</p> <ul style="list-style-type: none"> • Sterilization of establishments, • Supply of masks, hydro alcoholic gels and means to measure the temperature, • Respect social distancing, • Use of very large rooms or spaces, such as sports complexes. |

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| <p>Is there a separate strategy/strategies for girls to catch up on their education due to the impact of COVID-19?</p> | <p>Yes</p> |
| <p>Challenges that have been encountered by the Ministry while responding to COVID-19</p> | <p>Availability of Virtual Learning Technology Hardware and Infrastructure, Availability of Virtual Learning Software and learning platform, Internet Connectivity to support deployment Virtual Learning platforms</p> |



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|-----------------|---|---------------------------------------|
| NAMIBIA | Southern Africa SADC | area 825.615 km² |
| Windhoek | population 2,540,90 inhabitants | Annual Budget |

AU MEMBER STATE EXPERIENCES: LEARNING DURING CLOSURE OF EDUCATIONAL INSTITUTIONS

| Ministry | Ministry of Education Arts and Culture |
|--|---|
| Education level handled by the Ministry | Pre-School, Primary, Secondary |
| Number of Schools in Pre-School | 340 |
| Number of Schools in Primary | 1379 |
| Number of Schools in Secondary | 201 |
| Does the Ministry have a COVID-19 response plan? | Yes |
| Objectives and Priorities of the COVID-19 response plan | <ol style="list-style-type: none"> 1. To provide alternative and distance learning modes using blended approach i.e. on-line and off-line as well as printed materials such as booklets and their distribution thereof 2. To identify best practices in the use of eLearning for schools being applied elsewhere in the world as a mitigation against the effect of COVID-19 on learning 3. To plan for re-opening of schools with appropriate strategies to compensate on the lost period of learning |
| Percentage estimate of Schools Closed | 90 - 100 |
| Percentage estimate of Schools Offering Distance/Virtual Education | 50 - 69 |
| Percentage estimate of Students who are currently receiving Virtual/Distance Education | 70 - 89 |

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|--|--|
| Methods for the provision of Distance/Virtual Education | <p>Interaction through WhatsApp/Telegram or other social messaging applications between students and teachers, Online lessons via government owned e-learning portal, Online lessons via public-private partnership led e-learning portal, TV, Radio</p> |
| Specific Innovations which are being implemented | <p>1. Firstly, the Ministry of Education Arts and Culture had conducted a survey to assess the E-learning readiness for all teachers countrywide. The survey had found that 94.7% of teachers have access to mobile phones, 63.6% to television, 60.8% to radio, 41.9% to laptops, while 34.8% of teachers have access to internet. The ministry therefore encouraged teachers to embrace technology and make efforts to reach out to learners by providing on-line and off-line teaching. This saw quite a number of learners being reached by their teachers via platforms such as WhatsApp, Zoom video calls and e-mails in both public and private schools.</p> <p>2. The Ministry formed a smart partnership with Namibia Media Holding, a local organisation, to produce and distribute booklets with activities for learners from Pre-Primary up to grade 7 for four weeks. Up to 1.6 million booklets were to date for various subjects in English and 8 local languages and were distributed to learners for them complete at home. Parents have the responsibility to collect these booklets from schools on the learners' behalves, of course following WHO guidelines on social distancing, handwashing and wearing of masks. Parents are then expected to return the completed booklets at the end of each week and collect the new booklets. In addition, some of the booklets are printed and distributed through daily local newspapers.</p> <p>3. The Ministry has partnered with UNICEF to supplement funding for the printing and duplication of activity booklets for learners for another four weeks of learning for pre-primary to grade 7.</p> <p>4. The Ministry has also strengthened its partnership with the Namibia College of Open Learning (NAMCOL) to produce learning materials such video lessons covering syllabi content for all subjects in grade 8-10. These are posted on the E-learning portal for learners and teachers to access as they are delivered.</p> |

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| | <p>5. NAMCOL and the Ministry provide teaching through the radio through a program called 'Special Broadcast to Support Learners Amid COVID-19 Pandemic'. This is part of a broader strategy aimed at addressing diverse challenges pertaining to the performance of learners during the end of year examinations and to educate the public on national issues.</p> <p>6. Since the outbreak of the COVID-19 pandemic, the ministry has embarked upon advocacy campaigns through the media to educate learners, parents and all stakeholders about the effect of the pandemic on education and what strategies it has put in place to ensure not only the safety of learners but also the continuity of learning.</p> <p>7. Through the National COVID-19 Fund which was availed by the Government of the Republic of Namibia, the ministry is currently improving and constructing infrastructure such as ablution facilities, provision of clean water in schools that are in dire need to ensure strict and enhanced hygiene practices when schools re-open. This is done in a decentralized manner through Regional Councils to ensure efficiency, value for money and cost effectiveness.</p> |
| Number of Technical and Vocational Education and Training (TVET) Institutions offering Distance-Virtual Education | 67 |
| Partners which are supporting the Ministry of Education to respond to COVID-19 | AfDB, ADEA, EU, FAWE, GIZ, UNESCO, UNICEF, Others, Common Wealth of Learning |
| Is there a plan for reopening schools? | Yes |
| Does the reopening plan include a back to School campaign? | Yes |
| Does the reopening plan include catch-up strategies for the school calendar and or curriculum? | Yes |

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| Objectives and priorities of the plan to reopen Schools | <ul style="list-style-type: none"> - To ensure safety of learners and teachers by following WHO guidelines such as social distancing, mandatory wearing of masks as well as hand washing - To device appropriate strategies to compensate for the lost period of learning |
| Is there a separate strategy/strategies for girls to catch up on their education due to the impact of COVID-19? | <p>Yes</p> |
| Challenges that have been encountered by the Ministry while responding to COVID-19 | <ul style="list-style-type: none"> - About 32% of schools do not have telecommunication infrastructure. A national strategy for connectivity and availability of resources to roll out e-learning remain a challenge. - According to the teachers' E-learning readiness survey conducted by the ministry, about 37.8% of the 24 628 teachers who responded indicated that they are ICT illiterate. This indicates the need for capacity building on ICT, including computer literacy among teachers. - Time constraints for renovation and construction of required infrastructure at schools and hostels could delay the return of learners to specific schools or call for alternative modes of teaching such as platoon systems to be followed. , - About 32% of schools do not have telecommunication infrastructure. A national strategy for connectivity and availability of resources to roll out e-learning remain a challenge. - According to the teachers' E-learning readiness survey conducted by the ministry, about 37.8% of the 24 628 teachers who responded indicated that they are ICT illiterate. This indicates the need for capacity building on ICT, including computer literacy among teachers. - Time constraints for renovation and construction of required infrastructure at schools and hostels could delay the return of learners to specific schools or call for alternative modes of teaching such as platoon systems to be followed. |

| Ministry | Ministry of Higher Education, Technology & Innovation |
|--|---|
| Education level handled by the Ministry | Tertiary Education, TVET |
| Number of Schools in Tertiary | 2 |
| Number of Schools in TVET | 7 |
| Does the Ministry have a COVID-19 response plan? | Yes |
| Objectives and Priorities of the COVID-19 response plan | <p>Objectives</p> <ol style="list-style-type: none"> 1) Ensure social distancing, hand sanitizers and face-mask regulations are adhered to. 2) Adjust academic calendars, research and development contribution to mitigate pandemic. <p>Priorities</p> <ol style="list-style-type: none"> 1) Administered measures to safeguard the operations of higher education institutions. 2) Guarantee continuation of teaching activities through distance education. 3) Ensure financial resources and other resources to continue learning. |
| Percentage estimate of Schools Closed | 90 -1 00 |
| Percentage estimate of Students who are currently receiving Virtual/Distance Education | 50 - 69 |
| Methods for the provision of Distance/Virtual Education | Interaction through WhatsApp/Telegram or other social messaging applications between students and teachers, Online lessons via government owned e-learning portal, Online lessons via public-private partnership led e-learning portal |
| Specific Innovations which are being implemented | Ministry instituted university multi-sectoral teams to develop sanitizers and face-masks. |
| Number of Technical and Vocational Education and Training (TVET) Institutions offering Distance-Virtual Education | 67 |

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| Partners which are supporting the Ministry of Education to respond to COVID-19 | EU, UNESCO, UNICEF |
| Is there a plan for reopening schools? | Yes |
| Does the reopening plan include a back to School campaign? | Yes |
| Does the reopening plan include catch-up strategies for the school calendar and or curriculum? | Yes |
| Objectives and priorities of the plan to reopen Schools | All questions dealing with General/Basic Education will be answered by the Ministry of Education, Arts and Culture |
| Is there a separate strategy/strategies for girls to catch up on their education due to the impact of COVID-19? | No |
| Challenges that have been encountered by the Ministry while responding to COVID-19 | Availability of Virtual Learning Technology Hardware and Infrastructure, Availability of Virtual Learning Software and learning platform, Internet Connectivity to support deployment Virtual Learning platforms, Technical capacity gaps for Virtual/Distance Education Support Personnel, Financing gaps. |



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| NIGER | West Africa ECOWAS, CENSAD | area 1.267.000 km ² |
| Niamey | population 24,206,644 inhabitants | Annual Budget |

AU MEMBER STATE EXPERIENCES: LEARNING DURING CLOSURE OF EDUCATIONAL INSTITUTIONS

| Ministry | Ministère des Enseignements Secondaires |
|--|--|
| Education level handled by the Ministry | Secondary |
| Number of Schools in Secondary | 1251 |
| Does the Ministry have a COVID-19 response plan? | Yes |
| Objectives and Priorities of the COVID-19 response plan | Maintenir le niveau des élèves Assurer la continuité pédagogique Elaborer des supports didactiques sur les chapitres non traités |
| Percentage estimate of Schools Closed | 90 - 100 |
| Percentage estimate of Schools Offering Distance/Virtual Education | 0 - 9 |
| Percentage estimate of Students who are currently receiving Virtual/Distance Education | 0 - 9 |
| Methods for the provision of Distance/Virtual Education | Interaction through WhatsApp/Telegram or other social messaging applications between students and teachers |
| Specific Innovations which are being implemented | L'éducation par le numérique à travers l'introduction des TIC dans les méthodes pédagogiques |
| Partners which are supporting the Ministry of Education to respond to COVID-19 | AfDB, ADEA, Association of African Universities (AAU), EU, GPE, Plan International, UNESCO, UNICEF, USAID, World Bank, WFP |

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| Is there a plan for reopening schools? | Yes |
| Does the reopening plan include a back to School campaign? | Yes |
| Does the reopening plan include catch-up strategies for the school calendar and or curriculum? | Yes |
| Objectives and priorities of the plan to reopen Schools | Prolongation du temps scolaire Gestion rationnelle du temps scolaire Appui en supports didactiques pour les enseignants et les élèves sur la partie restante du programme |
| Is there a separate strategy/strategies for girls to catch up on their education due to the impact of COVID-19? | Yes |
| Challenges that have been encountered by the Ministry while responding to COVID-19 | Financing gaps |

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|--|--|----------------|--|--|
| | | NIGERIA | West Africa ECOWAS, CENSAD | area 923.768 km ² |
| | | Abuja | population 206,139,589 inhabitants | Annual Budget |

AU MEMBER STATE EXPERIENCES: LEARNING DURING CLOSURE OF EDUCATIONAL INSTITUTIONS

| Ministry | Federal Ministry of Education |
|--|--|
| Education level handled by the Ministry | Secondary, Tertiary Education, TVET |
| Number of Schools in Secondary | 104 |
| Number of Schools in Tertiary | 78 |
| Number of Schools in TVET | 66 |
| Does the Ministry have a COVID-19 response plan? | Yes |
| Objectives and Priorities of the COVID-19 response plan | <ol style="list-style-type: none"> 1. To mitigate the immediate effect and impact of the Pandemic on the Education Sector. 2. To enhance the sector's responsiveness and resilience in providing inclusive quality education at all levels. |
| Percentage estimate of Schools Closed | 90 - 100 |
| Percentage estimate of Schools Offering Distance/Virtual Education | 30 - 49 |
| Percentage estimate of Students who are currently receiving Virtual/Distance Education | 30 - 49 |
| Methods for the provision of Distance/Virtual Education | <p>Lessons are scanned and sent through email for students to complete., Interaction through WhatsApp/Telegram or other social messaging applications between students and teachers, Online lessons via government owned e-learning portal, Online lessons via public-private partnership led e-learning portal, TV, Radio</p> |

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| Specific Innovations which are being implemented | Creativity Innovations Thinking outside-the-box Deployment of smart solutions |
| Partners which are supporting the Ministry of Education to respond to COVID-19 | GPE, Mastercard Foundation, Save the Children, DFID, UNESCO, UNICEF, USAID, World Bank |
| Is there a plan for reopening schools? | Yes |
| Does the reopening plan include a back to School campaign? | Yes |
| Does the reopening plan include catch-up strategies for the school calendar and or curriculum? | Yes |
| Objectives and priorities of the plan to reopen Schools | <ol style="list-style-type: none"> 1. To ensure a systemic phased reopening of schools that factors resources availability to meet requirements and differentials in COVID-19 effect, impact and vulnerabilities across schools and communities. 2. To ensure continued safe and quality teaching and learning activities by learners, teachers and education managers. 3. To ensure adequate preparedness and readiness of schools for safe reopening and resumption of academic and other ancillary activities without placing the health, safety and security of learners, teachers and education managers at risk. |
| Is there a separate strategy/strategies for girls to catch up on their education due to the impact of COVID-19? | Yes |
| Challenges that have been encountered by the Ministry while responding to COVID-19 | Availability of Virtual Learning Technology Hardware and Infrastructure, Internet Connectivity to support deployment Virtual Learning platforms, Technical capacity gaps for Virtual/Distance Education Support Personnel, Financing gaps. |



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|----------------|---|--------------------------------------|
| UGANDA | East Africa COMESA, EAC, IGAD | area 241.038km² |
| Kampala | population 45,741,007 inhabitants | Annual Budget |

AU MEMBER STATE EXPERIENCES: LEARNING DURING CLOSURE OF EDUCATIONAL INSTITUTIONS

| Ministry | Ministry of Education and Sports |
|--|---|
| Education level handled by the Ministry | Pre-School, Primary, Secondary, Tertiary |
| Number of Schools in Pre-School | 28,208 |
| Number of Schools in Primary | 36,314 |
| Number of Schools in Secondary | 5,705 |
| Number of Schools in TVET | 3,013 |
| Does the Ministry have a COVID-19 response plan? | Yes |
| Objectives and Priorities of the COVID-19 response plan | 1. To minimize the adverse effects COVID-19 on learners, teachers and the education system at large. 2. To promote coordination and collaboration among education stakeholders and other agencies for a more effective response 3. To enhance the capacity of, DLGs and stakeholders to promote protection of learners and teachers and ensure continuity of learning and transition to normal school programme |
| Percentage estimate of Schools Closed | 0 - 9 |
| Percentage estimate of Schools Offering Distance/Virtual Education | 0 - 9 |
| Percentage estimate of Students who are currently receiving Virtual/Distance Education | 0 - 9 |

| | |
|---|--|
| Methods for the provision of Distance/Virtual Education | TV, Radio |
| Specific Innovations which are being implemented | |
| Partners which are supporting the Ministry of Education to respond to COVID-19 | GPE, DFID, UNESCO, UNICEF, USAID, World Bank |
| Is there a plan for reopening schools? | Yes |
| Does the reopening plan include a back to School campaign? | Yes |
| Does the reopening plan include catch-up strategies for the school calendar and or curriculum? | Yes |
| Objectives and priorities of the plan to reopen Schools | <p>1. To minimize the adverse effects COVID-19 on learners, teachers and the education system at large.</p> <p>2. To promote coordination and collaboration among education stakeholders and other agencies for a more effective response</p> <p>3. To enhance the capacity of, local governments and stakeholders to promote protection of learners and teachers and ensure continuity of learning and transition to normal school programme.</p> <p>Priorities</p> <p>1. Education Sector Risk analysis</p> <p>2. Mitigation and control of the spread of COVID 19</p> <p>3. Develop materials and distribute materials for continuity of learning and media teaching</p> <p>4. Community engagement for learners , parents and other stakeholders to observe COVID19 guidelines and prepare them for reopening of education institutions</p> <p>5. Provision of Standard operation procedures for all education institutions</p> <p>6. Mobilization of resources to meet basic requirements for reopening of schools and continuity of learning</p> |

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| Is there a separate strategy/strategies for girls to catch up on their education due to the impact of COVID-19? | No |
| Challenges that have been encountered by the Ministry while responding to COVID-19 | Availability of Virtual Learning Technology Hardware and Infrastructure, Availability of Virtual Learning Software and learning platform, Internet Connectivity to support deployment Virtual Learning platforms, Financing gaps. |


AU MEMBER STATE EXPERIENCES: REOPENING OF EDUCATIONAL INSTITUTIONS

| Education level handled by the Ministry | Primary, Secondary, Tertiary Education, TVET |
|---|--|
| What estimated percentage of Preschool have reopened for in-person learning? | |
| What estimated percentage of Primary Schools have reopened for in-person learning? | 10 - 29 |
| What estimated percentage of Secondary Schools have reopened for in-person learning? | 10 - 29 |
| What estimated percentage of Universities have reopened for in-person learning? | 70 - 89 |
| What estimated percentage of Technical and Vocational Education and Training Institutions have reopened for in-person learning? | 10 - 29 |
| Challenges which have been faced in the reopening of educational institutions for in-person learning | Logistical requirements, Financial burden, Getting students back to school, Other (to be specified); 1.The government resolved that all school girls who became pregnant during COVID-19 and were in candidate classes who be allowed to register for national examinations (especially at primary and secondary level), However, this was not easily accepted by some faith-based schools and institutions and headteachers. |
| Is there a system to trace, treat and contain the spread of COVID-19 in educational institutions? | {Is there a system to trace treat and contain the spread of COVID-19 when schools are reopened:value} |
| Description of the system for tracing, treating and containing the spread of COVID-19 in educational institutions. | The Ministry of Education and Sports and Ministry of Health developed the Standard Operating Procedures (SOPs) that were distributed to all schools and institutions. Prior to reopening of schools and institutions Inspectors of Schools inspected all schools and institutions to ensure |

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| | <p>compliance with SOPs. Only schools and institutions that met basic requirements were issued with the certificate of Compliance and allowed to reopen.</p> <p>Learners who are diagnosed with COVID-19 are removed from the school and taken to a health facilities for treatment. Those with mild symptoms are taken to the isolation room within the school and monitored, If their condition improves they continue learning , and if it does not improve they are taken to the health facility for further management. All learners and staff are checked daily using a temperature gun and record of temperature kept; and must wear masks at all times in addition to regular washing of hands.</p> <p>All learners are either in day or boarding facilities. Contacts of learners in boarding facilities are easily traceable but this is a big challenge for day learners. Uganda has been lucky to registered few isolated cases of learners with COVID-19.</p> |
| Has there been an increase or decrease in the national budget allocation for education as a result of the COVID-19 pandemic? | {Has there been an adjustment in the national budget for education as a result of the COVID 19 pandemic:value} |
| Please indicate the extent of increase or decrease in the national budget allocation for education budget as a result of COVID-19? | Increase by 10-29 percent, Decrease by 10-29 percent |
| Has there been an assessment of the impact of COVID-19 on students while educational institutions were closed? | No |
| Summary of the findings of the assessment of impact of COVID-19 on students while educational institutions were closed | |

Adjustments that have been made in operations of educational institutions upon reopening

Regular handwashing by students and teachers,
Reduced number of students per classroom,
Students and teachers wear masks, Suspension
of field events and excursions, Regular
disinfection of frequently touched areas in
educational institutions (at least once a day),
Additional adjustments (to be specified);
All Universities are offering online teaching and
students come to the university to sit for exams
only using a timetable that ensures social
distancing
All schools and institutions opened for only
candidate classes.
Daily reports from the school to the District
Taskforce and finally to Ministry of Health


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|  | RWANDA | East Africa COMESA, CEA | area 26.338 km² |
| | Kigali | population 12,952,218 inhabitants | Annual Budget |

AU MEMBER STATE EXPERIENCES: LEARNING DURING CLOSURE OF EDUCATIONAL INSTITUTIONS

| Ministry | Ministry of Education and Sports |
|--|--|
| Education level handled by the Ministry | Pre-School, Primary, Secondary, Tertiary |
| Number of Schools in Pre-School | 3401 |
| Number of Schools in Primary | 2961 |
| Number of Schools in Secondary | 1452 |
| Number of Schools in Tertiary | 40 |
| Number of Schools in TVET | 331 |
| Does the Ministry have a COVID-19 response plan? | Yes |
| Objectives and Priorities of the COVID-19 response plan | (1) Ensure continuity of learning for all students in Rwanda, (2) Ensure that schools reopen with appropriate services and measures in place and that students re-enter the formal Education system, (3) Ensure the health and safety of students, teachers, and other education personnel, (4) Protect vulnerable populations including children with disabilities, girls and Children from lower wealth-quintiles, (5) Prepare the resilience of the education system against future shocks. |
| Percentage estimate of Schools Closed | 90 - 100 |
| Percentage estimate of Schools Offering Distance/Virtual Education | 10 - 29 |

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|--|---|
| Percentage estimate of Students who are currently receiving Virtual/Distance Education | 30 - 49 |
| Methods for the provision of Distance/Virtual Education | Lessons are scanned and sent through email for students to complete., Interaction through WhatsApp/Telegram or other social messaging applications between students and teachers, Online lessons via government owned e-learning portal, Online lessons via public-private partnership led e-learning portal, TV, Radio. |
| Specific Innovations which are being implemented | Consideration of low-tech mass broadcasting tools (like radio and television). Mass broadcasting is relevant for (a) engaging learners in some form of daily learning activity relevant to their age and grade to minimise disruption to learning and education outcomes; (b) educating children and their families on disease prevention and control at home and outside; (c) alleviating fears and trauma associated with the emergency; (d) Motivating students to return upon school-reopening; and (e) strengthening prevention. measures against Gender based violence (GBV). |
| Number of Technical and Vocational Education and Training (TVET) Institutions offering Distance-Virtual Education | 8 |
| Partners which are supporting the Ministry of Education to respond to COVID-19 | ADEA, GPE, Save the Children, DFID, UNESCO, UNICEF, USAID, WFP |
| Is there a plan for reopening schools? | Yes |
| Does the reopening plan include a back to School campaign? | Yes |
| Does the reopening plan include catch-up strategies for the school calendar and or curriculum? | Yes |
| Objectives and priorities of the plan to reopen Schools | To support the continuation of quality learning while protecting the health and well-being of approximately 3.6 million students and 96,000 teachers |

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| Is there a separate strategy/strategies for girls to catch up on their education due to the impact of COVID-19? | Yes |
| Challenges that have been encountered by the Ministry while responding to COVID-19 | Availability of Virtual Learning Technology Hardware and Infrastructure, Internet Connectivity to support deployment Virtual Learning platforms, Financing gaps. |

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|---|----------------|---|---------------------------------------|
|  | SENEGAL | West Africa ECOWAS, CENSAD | area 196.712 km² |
| | Dakar | population 16,743,927 inhabitants | Annual Budget |

AU MEMBER STATE EXPERIENCES: LEARNING DURING CLOSURE OF EDUCATIONAL INSTITUTIONS

| Ministry | Ministère de l'Education nationale |
|--|---|
| Education level handled by the Ministry | Pre-School, Primary, Secondary |
| Number of Schools in Pre-School | 3,581 |
| Number of Schools in Primary | 10,343 |
| Number of Schools in Secondary | 1,329 |
| Does the Ministry have a COVID-19 response plan? | No |
| Percentage estimate of Schools Closed | 90 - 100 |
| Percentage estimate of Schools Offering Distance/Virtual Education | 70 - 89 |
| Percentage estimate of Students who are currently receiving Virtual/Distance Education | 50 - 69 |
| Methods for the provision of Distance/Virtual Education | Lessons are scanned and sent through email for students to complete., Interaction through WhatsApp/Telegram or other social messaging applications between students and teachers, Online lessons via government owned e-learning portal, Online lessons via public-private partnership led e-learning portal, TV, Radio |
| Specific Innovations which are being implemented | <ul style="list-style-type: none"> - La mise en place de duplicopieurs pour la fourniture de fascicules et guide dans les localités non couvertes par les stratégies numériques -documents physiques); - La création d'un canal TNT dédié au télé-enseignement. |

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| Partners which are supporting the Ministry of Education to respond to COVID-19 | GPE, Plan International, UNESCO, UNICEF, World Bank, WFP |
| Is there a plan for reopening schools? | Yes |
| Does the reopening plan include a back to School campaign? | Yes |
| Does the reopening plan include catch-up strategies for the school calendar and or curriculum? | Yes |
| Objectives and priorities of the plan to reopen Schools | <p>Les objectifs visés par le plan de réouverture sont:</p> <ul style="list-style-type: none"> - étudier les scénarii de réouverture en fonction de l'évolution de la pandémie; - assurer une réouverture progressive des classes (une feuille de route du scénario adopté); - coordonner en rapport avec les Ministères concernés, les actions nécessaires pour assurer une ouverture sécurisé des établissements; - définir un protocole sanitaire en rapport avec le Ministère de la santé pour orienter la réouverture des écoles et les condition de séjours des élèves dans les établissements. |
| Is there a separate strategy/strategies for girls to catch up on their education due to the impact of COVID-19? | Yes |
| Challenges that have been encountered by the Ministry while responding to COVID-19 | Availability of Virtual Learning Technology Hardware and Infrastructure, Internet Connectivity to support deployment Virtual Learning platforms, Financing gaps |



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| SEYCHELLES | East Africa COMESA, SADC | area 459 km ² |
| Victoria | population 98,347 inhabitants | Annual Budget |

AU MEMBER STATE EXPERIENCES: LEARNING DURING CLOSURE OF EDUCATIONAL INSTITUTIONS

| Ministry | Ministry of Education and Human Resource Development |
|--|---|
| Education level handled by the Ministry | Pre-School, Primary, Secondary |
| Number of Schools in Pre-School | 30 |
| Number of Schools in Primary | 25 |
| Number of Schools in Secondary | 12 |
| Does the Ministry have a COVID-19 response plan? | Yes |
| Objectives and Priorities of the COVID-19 response plan | To ensure the proper readiness of all educational institutions for their safe operations To ensure the safety and well being of students and staff in the daily operations of schools Plans will be sent as attachments to AUC. |
| Percentage estimate of Schools Closed | 90 - 100 |
| Percentage estimate of Schools Offering Distance/Virtual Education | 0 - 9 |
| Percentage estimate of Students who are currently receiving Virtual/Distance Education | 70 - 89 |
| Methods for the provision of Distance/Virtual Education | Lessons are scanned and sent through email for students to complete., Interaction through WhatsApp/Telegram or other social messaging applications between students and teachers, Online lessons via government owned e-learning portal, TV |

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| Specific Innovations which are being implemented | Introduction of TV School Lessons delivered by teachers |
| Partners which are supporting the Ministry of Education to respond to COVID-19 | UNESCO |
| Is there a plan for reopening schools? | Yes |
| Does the reopening plan include a back to School campaign? | Yes |
| Does the reopening plan include catch-up strategies for the school calendar and or curriculum? | Yes |
| Objectives and priorities of the plan to reopen Schools | Refer to attachments |
| Is there a separate strategy/strategies for girls to catch up on their education due to the impact of COVID-19? | No |
| Challenges that have been encountered by the Ministry while responding to COVID-19 | Internet Connectivity to support deployment Virtual Learning platforms. |

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|--|---------------------|--|---------------------------------------|
| | SIERRA LEONE | West Africa ECOWAS, CENSAD | area 71.740 km ² |
| | Freetown | population 7,976,983 inhabitants | Annual Budget |

AU MEMBER STATE EXPERIENCES: LEARNING DURING CLOSURE OF EDUCATIONAL INSTITUTIONS

| Ministry | Ministry of Technical and Higher Education |
|---|--|
| Education level handled by the Ministry | Tertiary Education, TVET |
| Number of Schools in Tertiary | 7 |
| Number of Schools in TVET | 194 |
| Does the Ministry have a COVID-19 response plan? | Yes |
| Objectives and Priorities of the COVID-19 response plan | <p>The purpose of our Plan is to prepare, respond and utilize critical resources to address the COVID-19 outbreak. In line with the global health approach and as indicated in our national approach, the MTHE has developed this preparedness and response framework, which would:</p> <ol style="list-style-type: none"> 1. Train our staff, students as communication for behavioural change 2. Conduct rapid assessment to respond to the changing situation across the country, especially our colleges and TVET institutes 3. Generate resources to implement key actions in this plan 4. Adopt a peer support approach at the TVET and higher educational levels 5. Collaborate with other ministries and agencies <p>Additionally, we will:</p> <ol style="list-style-type: none"> 1. Repetitive wash of hands with soap and water 2. Avoid hand shake and touching 3. Avoid touching one's face 4. Avoid coughing or sneezing on the palms of your hands |

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| Percentage estimate of Schools Closed | 90 - 100 |
| Percentage estimate of Schools Offering Distance/Virtual Education | 0 - 9 |
| Percentage estimate of Students who are currently receiving Virtual/Distance Education | 10 - 29 |
| Methods for the provision of Distance/Virtual Education | Lessons are scanned and sent through email for students to complete., Interaction through WhatsApp/Telegram or other social messaging applications between students and teachers, Online lessons via government owned e-learning portal |
| Specific Innovations which are being implemented | <p>Since students are home, our colleges and TVET centers are getting assignments from the list above, however, our innovative way to transmit learning is by:</p> <ol style="list-style-type: none"> 1. select core and some hard courses, especially in TVET, develop lesson notes, film instructors while teaching, edit and burn the items in a fflash drive and share to TVET centers for onward distribution to students with computes or device with ubs port. For those without, the TVET administrators are negotiating the possibilities to have 10 students at a time in a well spaced room, and following all the health protocols to access the materials |
| Number of Technical and Vocational Education and Training (TVET) Institutions offering Distance-Virtual Education | 13 |
| Partners which are supporting the Ministry of Education to respond to COVID-19 | World Bank |
| Is there a plan for reopening schools? | Yes |
| Does the reopening plan include a back to School campaign? | Yes |

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| Does the reopening plan include catch-up strategies for the school calendar and or curriculum? | Yes |
| Objectives and priorities of the plan to reopen Schools | <p>Part of our recovery strategy is to reopen school when the covid19 would have been brought under control. The objective is to limit the damage done by EBOLA and now COVID19 to catchup with other West African countries.</p> <p>We are planning to start reopening with the TVET centers, they have smaller number and later the universities and colleges</p> |
| Is there a separate strategy/strategies for girls to catch up on their education due to the impact of COVID-19? | No |
| Challenges that have been encountered by the Ministry while responding to COVID-19 | <p>Availability of Virtual Learning Technology Hardware and Infrastructure, Internet Connectivity to support deployment Virtual Learning platforms, Technical capacity gaps for Virtual/Distance Education Support Personnel, Financing gaps.</p> |



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| SOUTH AFRICA | Southern Africa SADC | area 1.221.037 km² |
| Pretoria | population 59,308,690 inhabitants | Annual Budget |

AU MEMBER STATE EXPERIENCES: LEARNING DURING CLOSURE OF EDUCATIONAL INSTITUTIONS

| Ministry | Ministry of Technical and Higher Education |
|--|---|
| Education level handled by the Ministry | Tertiary Education, TVET |
| Number of Schools in Tertiary | 26 |
| Number of Schools in TVET | 50 |
| Does the Ministry have a COVID-19 response plan? | Yes |
| Objectives and Priorities of the COVID-19 response plan | There are different plans (1) for the university sector which has been negotiated with the vice chancellors of universities; (2) for the TVET colleges sector which has been discussed with the college principals; and (3) Higher Health Guide to Post-School Education and Training sector for the institution's compliance with COVID-19 health protocols. |
| Percentage estimate of Schools Closed | 90 - 100 |
| Methods for the provision of Distance/Virtual Education | Interaction through WhatsApp/Telegram or other social messaging applications between students and teachers, Online lessons via public-private partnership led e-learning portal |
| Partners which are supporting the Ministry of Education to respond to COVID-19 | Others, Several local businesses and network service providers |

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| Is there a plan for reopening schools? | Yes |
| Does the reopening plan include a back to School campaign? | No |
| Does the reopening plan include catch-up strategies for the school calendar and or curriculum? | No |
| Objectives and priorities of the plan to reopen Schools | Save lives and save the academic year. The plan is to return to face-to-face teaching and learning only when it is safe to do so. |
| Is there a separate strategy/strategies for girls to catch up on their education due to the impact of COVID-19? | No |
| Challenges that have been encountered by the Ministry while responding to COVID-19 | Availability of Virtual Learning Technology Hardware and Infrastructure, Availability of Virtual Learning Software and learning platform, Internet Connectivity to support deployment Virtual Learning platforms, Technical capacity gaps for Virtual/Distance Education Support Personnel, Financing gaps. |




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|--------------------|---|--------------------------------------|
| SOUTH SUDAN | East Africa IGAD | area 619.745km² |
| Juba | population 11,193,725 inhabitants | Annual Budget |

AU MEMBER STATE EXPERIENCES: LEARNING DURING CLOSURE OF EDUCATIONAL INSTITUTIONS

| Ministry | Ministry of General Education and Instruction |
|--|--|
| Education level handled by the Ministry | Pre-School, Primary, Secondary, TVET |
| Number of Schools in Pre-School | 591 |
| Number of Schools in Primary | 3848 |
| Number of Schools in Secondary | 297 |
| Number of Schools in TVET | 13 |
| Does the Ministry have a COVID-19 response plan? | Yes |
| Objectives and Priorities of the COVID-19 response plan | The responsive objectives is continuity of lessons on distance learning. Prioritizing online on Radio, TV and on Mobiles/Computers. |
| Percentage estimate of Schools Closed | 90 - 100 |
| Percentage estimate of Schools Offering Distance/Virtual Education | 0 - 9 |
| Percentage estimate of Students who are currently receiving Virtual/Distance Education | 30 - 49 |
| Methods for the provision of Distance/Virtual Education | TV, Radio |
| Specific Innovations which are being implemented | Country Girls Incentives payment for catch up strategies to boost girl educations. Planning on the strategy to deliver e-learning education and training of teachers on e-learning education. training on Technical and vocational Education and Training. |

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| Partners which are supporting the Ministry of Education to respond to COVID-19 | AfDB, EU, GPE, Plan International, Save the Children, DFID, UNESCO, UNICEF, USAID, World Bank, WFP |
| Is there a plan for reopening schools? | Yes |
| Does the reopening plan include a back to School campaign? | Yes |
| Does the reopening plan include catch-up strategies for the school calendar and or curriculum? | Yes |
| Objectives and priorities of the plan to reopen Schools | The strategic objectives to catch up on academic year interrupted due to COVID 19 was to prioritize condense and repackage curriculum to fit academic calendar for the year 2020/2021. Re-spacing the sitting arrangement of the class-rooms. Re-training the teachers on accelerated and multi-grade education -systems. Continue to improve delivery on e-learning and distance education. |
| Is there a separate strategy/strategies for girls to catch up on their education due to the impact of COVID-19? | No |
| Challenges that have been encountered by the Ministry while responding to COVID-19 | Availability of Virtual Learning Technology Hardware and Infrastructure, Availability of Virtual Learning Software and learning platform, Internet Connectivity to support deployment Virtual Learning platforms, Technical capacity gaps for Virtual/Distance Education Support Personnel, Financing gaps. |

| Ministry | Ministry of Higher Education, Science and Technology |
|--|---|
| Education level handled by the Ministry | Tertiary Education |
| Number of Schools in Tertiary | 5 |
| Does the Ministry have a COVID-19 response plan? | No |
| Percentage estimate of Schools Closed | 90 - 100 |
| Methods for the provision of Distance/Virtual Education | None |
| Partners which are supporting the Ministry of Education to respond to COVID-19 | UNESCO |
| Is there a plan for reopening schools? | No |
| Is there a separate strategy/strategies for girls to catch up on their education due to the impact of COVID-19? | No |
| Challenges that have been encountered by the Ministry while responding to COVID-19 | Availability of Virtual Learning Technology Hardware and Infrastructure, Availability of Virtual Learning Software and learning platform, Internet Connectivity to support deployment Virtual Learning platforms, Technical capacity gaps for Virtual/Distance Education Support Personnel, Financing gaps |

| | | | |
|---|------------------|--|---|
|  | CHAD | Central Africa ECCAS, IGAD, CENSAD | area 1.284.000 km² |
| | N'Djamena | population 16,425,864 inhabitants | Annual Budget |

AU MEMBER STATE EXPERIENCES: LEARNING DURING CLOSURE OF EDUCATIONAL INSTITUTIONS

| Ministry | Ministere de l'Education Nationale et de la Promotion Civique |
|---|---|
| Education level handled by the Ministry | Primary, Secondary |
| Number of Schools in Primary | 11702 |
| Number of Schools in Secondary | 197 |
| Does the Ministry have a COVID-19 response plan? | Yes |
| Objectives and Priorities of the COVID-19 response plan | <p>1. Objectif général</p> <p>Assurer la continuité de l'éducation et dans un environnement sûr et protecteur sur l'ensemble du territoire tchadien, pour l'éducation formelle et non formelle, en associant enseignement, apprentissage et mesures de prévention contre le virus Covid-19, et préserver le système de l'Education au Tchad des chocs de la crise sanitaire actuelle.</p> <p>2. Objectifs spécifiques</p> <ul style="list-style-type: none"> - Renforcer les capacités de fonctionnement de l'équipe sectorielle de gestion de crise : <ul style="list-style-type: none"> o Assurer la coordination de la réponse sectorielle avec la réponse nationale. o Doter l'équipe des matériels informatiques et de communication nécessaires pour travailler dans le contexte pandémique. o Renforcer la coordination nationale, provinciale et départementale avec la mise en place de réseaux de communication et de collecte de données en temps réel. o Assurer une mobilisation continue et une gestion efficiente des fonds. o Evaluer continuellement les solutions alternatives d'enseignement et ajuster en fonction des constats. |

- Assurer la continuité des apprentissages en mettant en place un/des programme(s) d'enseignement bilingue à distance d'urgence, évitant le risque de décrochage scolaire ou d'interruption de trajectoire éducative, et permettant aussi la protection des enfants et des enseignants contre l'épidémie :

- o Identifier et/ou concevoir des situations d'apprentissage en adéquation avec le programme scolaire et ne nécessitant pas le regroupement des apprenants.

- o Planifier et mettre en place des mécanismes de diffusion des apprentissages à distance (radio, tv, internet, sms, supports imprimables) en priorisant si besoin les classes de fin de cycle devant passer un examen.

- o Intégrer dans les situations d'apprentissage des séquences d'information sur la nécessité d'étudier, les comportements à éviter et les gestes barrières contre la pandémie à l'attention des enfants et des parents.

- o Mettre à disposition des enseignants et des apprenants du matériel et des outils pédagogiques nécessaires à ces approches alternatives (radio, lecteurs de mp3, matériel pédagogique), et étudier comment les enseignants pourraient être mobilisés dans le cadre de ces nouvelles approches (plateforme d'enseignants référents joignables par téléphone par exemple, etc.).

Préserver le système des impacts de la crise et s'assurer que les conditions de vie des enfants les plus vulnérables soient maintenues, pour leur permettre de suivre les opportunités d'enseignement alternatives à distance :

- o Développer une offre alternative à l'alimentation scolaire dans les communautés dont l'établissement scolaire avait une cantine scolaire avant la crise.

- o Porter une attention particulière aux enfants réfugiés, retournés et déplacés et autres enfants les plus vulnérables pour s'assurer que leurs conditions de vie sont maintenues.

- o Concevoir et diffuser des messages d'information et de prévention à l'attention des parents, des Associations de Parents d'Elèves et des communautés et de leur rôle et responsabilité vis-à-vis de la continuité de la scolarisation de leurs enfants dans une telle situation.

- o Renforcer les mécanismes communautaires de protection – en associant les équipes pédagogiques
- pour limiter la détresse psychologique et l'impact de la présence forcée de tous au domicile et des risques de violences familiales.
- Préparer la réouverture des écoles :
 - o Réévaluer le calendrier scolaire pour les années 2019/20 et 2020/21 en envisageant plusieurs scénarii possibles en termes de durée de fermeture des établissements scolaires et universitaires, et envisager les aménagements pédagogiques nécessaires (organisation curriculaire pour le rattrapage, organisation des examens, nouvelle rentrée scolaire et calendrier).
 - o Assurer un appui financier pour les enseignants communautaires et contractuels pendant la période de fermeture des établissements scolaires et universitaires.
 - o Assurer un suivi des enseignants dans leurs zones d'affectation.
 - o Former les enseignants sur la prévention au Covid-19 et à la détection des signes de détresse psychologique, et les initier à l'appui psychosocial et à travailler conjointement avec les mécanismes de protection communautaire.
 - o Former les Associations de Parents d'Elèves et de Mères d'Enfants sur la prévention au Covid-19 et à la détection des signes de détresse psychologique chez les enfants, en favorisant les parents déjà investis dans les mécanismes de protection communautaire
 - o Mettre à disposition et assurer la bonne utilisation des différents matériels et supports de prévention face au Covid-19.
 - o S'assurer d'un minimum d'installations d'accès à l'eau, d'assainissement et d'hygiène dans les établissements scolaires.
 - o Mener des Campagnes de communication et de mobilisation sociale pour le retour à l'école.
 - o Préparer la réouverture des écoles (préparation des établissements, désinfection, installation des dispositifs de lavage des mains dans les écoles non équipées, kits de produits incluant savon et eau de javel).
- Renforcer la résilience du système éducatif pour mieux appréhender les éventuelles crises futures :
 - o Faire un bilan de la crise et des premières évaluations en termes de conséquences positives et négatives, et en particulier les opportunités de l'enseignement à distance.

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| | <ul style="list-style-type: none"> o Faire un bilan de la crise et des premières évaluations en termes de conséquences positives et négatives, et en particulier les opportunités de l'enseignement à distance. o Faire le plaidoyer pour des allocations de ressources plus importantes pour le secteur. o Mettre à jour le plan de contingence en intégrant ce type de scénario exceptionnel en s'appuyant sur les succès et les échecs rencontrés lors de la réponse Covid-19. |
| Percentage estimate of Schools Closed | 90 - 100 |
| Percentage estimate of Schools Offering Distance/Virtual Education | 90 - 100 |
| Percentage estimate of Students who are currently receiving Virtual/Distance Education | 10 - 29 |
| Methods for the provision of Distance/Virtual Education | Online lessons via government owned e-learning portal, Online lessons via public-private partnership led e-learning portal, TV, Radio |
| Partners which are supporting the Ministry of Education to respond to COVID-19 | Global Partnership for Education (GPE), United Nations Educational, Scientific and Cultural Organization (UNESCO), United Nations International Children's Emergency Fund (UNICEF), World Food Program (WFP), Others (to be provided), Agence de Développement; ICESCO; Coopération Suisse |
| Is there a plan for reopening schools? | Yes |
| Does the reopening plan include a back to School campaign? | Yes |
| Does the reopening plan include catch-up strategies for the school calendar and or curriculum? | Yes |
| Objectives and priorities of the plan to reopen Schools | <p>Les actions envisagées dans les préparatifs de la réouverture des écoles sont de nature à :</p> <ul style="list-style-type: none"> o Réévaluer le calendrier scolaire pour les années 2019/20 et 2020/21 en envisageant plusieurs scénarii possibles en termes de durée |

de fermeture des établissements scolaires, et envisager les aménagements pédagogiques nécessaires (organisation circulaire pour le rattrapage, organisation des examens, nouvelle rentrée scolaire et calendrier).

- o Assurer un appui financier pour les enseignants communautaires et contractuels pendant la période de fermeture des établissements scolaires et universitaires.
- o Assurer un suivi des enseignants dans leurs zones d'affectation.
- o Former les enseignants sur la prévention au Covid-19 et à la détection des signes de détresse psychologique, et les initier à l'appui psychosocial et à travailler conjointement avec les mécanismes de protection communautaire.
- o Former les Associations de Parents d'Elèves et de Mères d'Enfants sur la prévention au Covid-19 et à la détection des signes de détresse psychologique chez les enfants, en favorisant les parents déjà investis dans les mécanismes de protection communautaire.
- o Mettre à disposition et assurer la bonne utilisation des différents matériels et supports de prévention face au Covid-19.
- o S'assurer d'un minimum d'installations d'accès à l'eau, d'assainissement et d'hygiène dans les établissements scolaires.
- o Mener des Campagnes de communication et de mobilisation sociale pour le retour à l'école.
- o Préparer la réouverture des écoles (préparation des établissements, désinfection, installation des dispositifs de lavage des mains dans les écoles non équipées, kits de produits incluant savon et eau de javel).

Afin de pouvoir travailler sur plusieurs hypothèses, à titre d'exemple, les élèves du niveau primaire avaient déjà bénéficié de 675h sur 900h de cours depuis le début de l'année, correspondant à 75% des objectifs à atteindre. Sur cette base, les hypothèses sont les suivantes :

- Hypothèse A : réouverture des écoles le 2 mai avec une fin des cours le 23 juin, permettant de couvrir 100% du programme scolaire du primaire. Déjà dépassée ;
- Hypothèse B : réouverture des écoles le 11 mai avec une fin des cours le 30 juin, permettant de couvrir 99% du programme scolaire du primaire. Hypothèse peu concluante ;

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| | <p>- Hypothèse C : réouverture des écoles le 1er juin avec une fin des cours le 16 juillet, permettant de couvrir 97% du programme scolaire du primaire. Probable mais pas rassurante ;</p> <p>- Hypothèse D : réouverture des écoles le 1er octobre avec une fin des cours le 31 octobre, permettant de couvrir 90% du programme scolaire du primaire. Beaucoup plus réaliste. Des hypothèses et scénarios doivent encore être développés pour les autres cycles d'enseignement.</p> |
| Is there a separate strategy/strategies for girls to catch up on their education due to the impact of COVID-19? | Yes |
| Challenges that have been encountered by the Ministry while responding to COVID-19 | <p>Internet Connectivity to support deployment</p> <p>Virtual Learning platforms, Technical capacity gaps for Virtual/Distance Education Support Personnel, Financing gaps.</p> |



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| TOGO | West Africa ECOWAS, CENSAD | area 56.785 km² |
| Lome | population 8,278,724 inhabitants | Annual Budget |

AU MEMBER STATE EXPERIENCES: LEARNING DURING CLOSURE OF EDUCATIONAL INSTITUTIONS

| Ministry | Ministry of High Education and Research |
|--|---|
| Education level handled by the Ministry | Tertiary Education, TVET |
| Number of Schools in Tertiary | 3 |
| Number of Schools in TVET | 69 |
| Does the Ministry have a COVID-19 response plan? | Yes |
| Objectives and Priorities of the COVID-19 response plan | <p>The competences of the Ministry of Higher Education and Research are the linchpins of the inter-ministerial commission for response to COVID-19. This commission is responsible for :</p> <ul style="list-style-type: none"> - Ensuring interministerial coordination of the implementation of government decisions for the response to VIDOC-19 - Preparing and implementing government decisions ; - Centralize and analyze all information related to the pandemic, - Design anticipation and response scenarios, and - planning, programming and monitoring and evaluation of response interventions. |
| Percentage estimate of Schools Closed | 10 - 29 |
| Percentage estimate of Schools Offering Distance/Virtual Education | 30 - 49 |
| Percentage estimate of Students who are currently receiving Virtual/Distance Education | 50 - 69 |
| Methods for the provision of Distance/Virtual Education | Interaction through WhatsApp/Telegram or other social messaging applications between students and teachers, TV, Radio |

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| Specific Innovations which are being implemented | 1. RESCOUL as specific option for student e-learning 2. Zoom meeting and Moodle meeting |
| Partners which are supporting the Ministry of Education to respond to COVID-19 | EU, GIZ, UNESCO, UNICEF, World Bank, World Health Organization (WHO), UNDP, Local Partners (Brasserie du Bénin, SCAN - Togo) |
| Is there a plan for reopening schools? | Yes |
| Does the reopening plan include a back to School campaign? | Yes |
| Does the reopening plan include catch-up strategies for the school calendar and or curriculum? | Yes |
| Objectives and priorities of the plan to reopen Schools | <ul style="list-style-type: none"> - School calendar rearrangement - Maintenance of exams - Systematic screening of university students and staff - Protective measures devices |
| Is there a separate strategy/strategies for girls to catch up on their education due to the impact of COVID-19? | No |
| Challenges that have been encountered by the Ministry while responding to COVID-19 | Availability of Virtual Learning Technology Hardware and Infrastructure, Availability of Virtual Learning Software and learning platform, Internet Connectivity to support deployment Virtual Learning platforms, Technical capacity gaps for Virtual/Distance Education Support Personnel, Financing gaps. |

| Ministry | Ministère des Enseignements Primaire et Secondaire |
|---|--|
| Education level handled by the Ministry | Pre-School, Primary, Secondary, Tertiary |
| Number of Schools in Pre-School | 3412 |
| Number of Schools in Primary | 7750 |
| Number of Schools in Secondary | 1913 |
| Number of Schools in TVET | 554 |
| Does the Ministry have a COVID-19 response plan? | Yes |
| Objectives and Priorities of the COVID-19 response plan | <p>i. Objectif général Assurer la continuité des apprentissages dans un environnement sûr et protecteur sur l'ensemble du territoire national en associant enseignement, apprentissage et mesures de prévention contre le Covid-19.</p> <p>ii. Objectifs spécifiques Renforcer les capacités de fonctionnement de l'équipe sectorielle de gestion de crise; Assurer la continuité des apprentissages en mettant en place des programmes d'enseignement à distance d'urgence; Promouvoir un environnement de vie protecteur pour les enfants surtout les plus vulnérables; Préparer la réouverture des écoles; Renforcer la résilience du système.</p> <p>iii. Priorités du plan: Trois niveaux d'actions sont envisagés : 1) Actions pour assurer la continuité des apprentissages au travers de moyens de communication à distance. Les apprenants pourront aussi bénéficier d'informations utiles sur les mesures de prévention et de protection. 2) Actions de relèvement pour préparer la réouverture des établissements scolaires, universitaires et centres de formation professionnelle, et préparer les examens nationaux. 3) Actions à moyen terme pour une meilleure résilience du système éducatif. La collaboration avec les autres ministères des secteurs sociaux visera une réponse concertée autour des différentes questions.</p> |

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|---|---|
| Percentage estimate of Schools Closed | 90 - 100 |
| Percentage estimate of Schools Offering Distance/Virtual Education | 30 - 49 |
| Percentage estimate of Students who are currently receiving Virtual/Distance Education | 50 - 69 |
| Methods for the provision of Distance/Virtual Education | Online lessons via government owned e-learning portal, Online lessons via public-private partnership led e-learning portal, TV, Radio |
| Specific Innovations which are being implemented | |
| Partners which are supporting the Ministry of Education to respond to COVID-19 | AfDB, GPE, UNESCO, UNICEF, World Bank |
| Is there a plan for reopening schools? | Yes |
| Does the reopening plan include a back to School campaign? | Yes |
| Does the reopening plan include catch-up strategies for the school calendar and or curriculum? | Yes |
| Objectives and priorities of the plan to reopen Schools | <p>Stratégie de reprise des cours et d'organisation des examens</p> <p>Hormis les classes d'examen de fin de cycles, les apprenants des autres niveaux ne reprendront plus les classes étant donné les mesures de distanciation à respecter. Il est donc envisagé que seuls les apprenants des classes de CM2, de 3ème, de 1ère et de Tle reprennent les cours. Pour la formation professionnelle, seuls les apprenants de la 3ème année en certificat d'aptitude professionnel (CAP) et en brevet de technicien (BT) reprendront les cours.</p> <p>La reprise des cours est envisagée pour le 08 juin 2020. Avant cette date, il est impératif que les</p> |

- Hypothèse C : réouverture des écoles le 1er juin avec une fin des cours le 16 juillet, permettant de couvrir 97% du programme scolaire du primaire. Probable mais pas rassurante ;
- Hypothèse D : réouverture des écoles le 1er octobre avec une fin des cours le 31 octobre, permettant de couvrir 90% du programme scolaire du primaire. Beaucoup plus réaliste. Des hypothèses et scénarios doivent encore être développés pour les autres cycles d'enseignement. actions de prévention sanitaire soient menées notamment la mise à disposition des bavettes et des gels hydro-alcooliques le 05 juin au plus tard.

Vu le niveau d'avancement dans le programme, les cours se dérouleront du 08 juin au 31 juillet 2020 pour achever les programmes avant les évaluations. Ces cours en présentiel seront appuyés par des cours à distance.

Pour les autres niveaux d'enseignement, il est prévu une remise à niveau à la prochaine rentrée scolaire prévue pour le 26 octobre 2020.

- Organisation des examens scolaires nationaux
Le calendrier des examens scolaires nationaux a été réaménagé en prenant en compte tous les examens initialement programmés. Ces examens se dérouleront du 04 août au 25 septembre 2020 conformément au tableau 2 ci-dessous, en respect des mesures barrières. A cet effet il est prévu de :

- multiplier les centres d'écrit pour les différents examens ;
- renforcer les effectifs des acteurs impliqués dans l'organisation des examens ;
- équiper les centres d'écrit de gels hydro alcooliques ;
- fournir les bavettes aux candidats et aux examinateurs.

Cette nouvelle programmation engendre des coûts supplémentaires présentés dans les tableaux 4 à 14.

- Organisation des examens de passages
Etant donné que les programmes ont été couverts à 80% en moyenne pour les deux

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| | <p>sous-secteurs (Enseignement général et Enseignement technique et formation professionnelle), la décision de passage en classe supérieure sera définie sur la base des résultats des compositions des deux premiers trimestres et des notes d'évaluation continue. Pour les classes de 2nde, de 1ère et 2ème année de formation professionnelle, les résultats de la composition du 1er semestre et les notes d'évaluation continue, détermineront la décision de passage en classe supérieure.</p> |
| <p>Is there a separate strategy/strategies for girls to catch up on their education due to the impact of COVID-19?</p> | <p>No</p> |
| <p>Challenges that have been encountered by the Ministry while responding to COVID-19</p> | <p>Internet Connectivity to support deployment Virtual Learning platforms, Technical capacity gaps for Virtual/Distance Education Support Personnel, Financing gaps</p> |



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| TUNISIA | North Africa UMA, CENSAD | area 163.610 km ² |
| Tunis | population 11,818,619 inhabitants | Annual Budget |

AU MEMBER STATE EXPERIENCES: REOPENING OF EDUCATIONAL INSTITUTIONS

| Ministry | Ministry Of Women Family and Childhood |
|---|---|
| Education level handled by the Ministry | Pre-School |
| What estimated percentage of Preschool have reopened for in-person learning? | 50 - 69 |
| What estimated percentage of Primary Schools have reopened for in-person learning? | |
| What estimated percentage of Secondary Schools have reopened for in-person learning? | |
| What estimated percentage of Universities have reopened for in-person learning? | |
| What estimated percentage of Technical and Vocational Education and Training Institutions have reopened for in-person learning? | |
| Challenges which have been faced in the reopening of educational institutions for in-person learning | Logistical requirements, Financial burden, Inadequate information about the COVID-19 pandemic, Getting students back to school; |
| Is there a system to trace, treat and contain the spread of COVID-19 in educational institutions? | {Is there a system to trace treat and contain the spread of COVID-19 when schools are reopened:value} |
| Description of the system for tracing, treating and containing the spread of COVID-19 in educational institutions. | -Notify health officials, staff and families immediately, maintaining confidentiality -Create a list of close contacts of the sick student. -Ensure close contacts are notified and advised to stay home for 14 days, |

| | |
|---|--|
| | <ul style="list-style-type: none"> - Until disinfected, areas should be closed to the public -Decision on short-term closures should be taken together with local health authorities - conduct monitoring in close collaboration with schools and ,communities |
| Has there been an increase or decrease in the national budget allocation for education as a result of the COVID-19 pandemic? | {Has there been an adjustment in the national budget for education as a result of the COVID 19 pandemic:value} |
| Please indicate the extent of increase or decrease in the national budget allocation for education budget as a result of COVID-19? | Increase by 1-9 percent |
| Has there been an assessment of the impact of COVID-19 on students while educational institutions were closed? | Yes |
| Summary of the findings of the assessment of impact of COVID-19 on students while educational institutions were closed | <p>The Covid-19 pandemic had a major psychosocial impact on the mental health of children and adolescents, especially when the child has mental health problems. During containment, the healthcare structures were subject to a significant restriction of their activities. The child and adolescent psychiatry department of the Mongi Slim Hospital in Tunis has set up telephone follow-up for patients deemed to be at risk. This follow-up involved 166 cases, the majority of them were suffering from neurodevelopmental disorders, followed by depressive disorders and adjustment disorders. A third of the patients had reported a worsening of the symptoms during the containment and a third had reported clinical improvement. During this follow-up, recommendations were made to parents to limit the negative impact of Covid-19 pandemic.</p> <p>Maintaining follow-up of patients with mental disorders by telemedicine is a major challenge in order to prevent the repercussions of this pandemic in the long term.</p> |

Adjustments that have been made in operations of educational institutions upon reopening

Regular handwashing by students and teachers, Reduced number of students per classroom, Shorter time spent in educational institutions, Students and teachers wear masks, Suspension of field events and excursions, Regular disinfection of frequently touched areas in educational institutions (at least once a day);



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|---------------|---|-------------------------------------|
| ZAMBIA | Southern Africa SADC, COMESA | area 52.618km² |
| Lusaka | population 18,383,955 inhabitants | Annual Budget |

AU MEMBER STATE EXPERIENCES: REOPENING OF EDUCATIONAL INSTITUTIONS

| Ministry | Ministry Of Women Family and Childhood |
|---|--|
| Education level handled by the Ministry | Tertiary Education, TVET |
| What estimated percentage of Preschool have reopened for in-person learning? | |
| What estimated percentage of Primary Schools have reopened for in-person learning? | |
| What estimated percentage of Secondary Schools have reopened for in-person learning? | |
| What estimated percentage of Universities have reopened for in-person learning? | 90 - 100 |
| What estimated percentage of Technical and Vocational Education and Training Institutions have reopened for in-person learning? | 90 - 100 |
| Challenges which have been faced in the reopening of educational institutions for in-person learning | Logistical requirements, Financial burden, Getting students back to school, Other (to be specified); In Zambia, we are implementing blended learning with enhanced utilization of ICT infrastructure to offer E-Learning as a big component of delivering education to learners. Therefore, one of the biggest challenges has been capacity building for Universities, Colleges and TEVET Institutions to have sufficient resources to invest in requisite ICT infrastructure. |
| Is there a system to trace, treat and contain the spread of COVID-19 in educational institutions? | {Is there a system to trace treat and contain the spread of COVID-19 when schools are reopened:value} |

| | |
|---|--|
| Description of the system for tracing, treating and containing the spread of COVID-19 in educational institutions. | Regular checkups for students, staff and anyone entering the campus premises, contact details are kept for both students and anyone coming into the campus to facilitate contact tracing in an event of a suspected case. Universities and Colleges work closely with Local Authorities and Health Institutions designated to respond and deal with suspected cases. All students and staff on campus are required to wear masks at all times and carry hand sanitizers with them at all times. Universities and Colleges are required to place hand washing and temperature checking facilities at entrances to all buildings on campus. Sensitizations activities are regularly undertaken by COVID19 response teams that have been established at each of the Universities, Colleges and TEVET institutions around the Country. |
| Has there been an increase or decrease in the national budget allocation for education as a result of the COVID-19 pandemic? | {Has there been an adjustment in the national budget for education as a result of the COVID 19 pandemic:value} |
| Please indicate the extent of increase or decrease in the national budget allocation for education budget as a result of COVID-19? | No significant change |
| Has there been an assessment of the impact of COVID-19 on students while educational institutions were closed? | Yes |
| Summary of the findings of the assessment of impact of COVID-19 on students while educational institutions were closed | Preliminary findings have shown that Universities and Colleges were negatively impacted financially because they lost revenue from School fees, while they had to meet the fixed cost obligations. Switching to E-learning required emergency resources to acquire e-learning tools, training of some lecturers on how to develop content and utilize these platforms. Administering online exams was challenging especially with regard assuring the credibility of the exams. |
| Adjustments that have been made in operations of educational institutions upon reopening | Regular handwashing by students and teachers, Reduced number of students per classroom, Shorter time spent in educational institutions, Students and teachers wear masks, Suspension of field events and excursions, Regular disinfection of frequently touched areas in educational institutions (at least once a day); |

Summary of Partners' Activities

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

The information published here remains the responsibility of the Partners.



AAU

Accra, Ghana

Website: www.aau.org

Key objectives of the initiative/program?

1. To help universities and other higher education institutions transition to online teaching and learning.
2. To support African higher education institutions adapt to the current environment without major disruptions to their academic calendars.
3. To support African higher education institutions obtain affordable internet bandwidth for sustained connectivity for online teaching and learning.

Elements of the Initiative/Program

COVID-19 response planning, Provision of Open Online Course , Direct support to Ministries of Education, Direct support to grassroot organizations, Support to Innovators;

Sectors of Education targeted by the Initiative/Program

Tertiary Education, TVET;

Other Organisations/Institutions involved in implementing the program/initiative

1. UNESCO.
2. UNICEF.
3. eLearnAfrica
4. Wiley Educational Services

Regions in Africa benefiting from Program/Initiative

Eastern Africa, Western Africa, Northern Africa, Central Africa, Southern Africa

Challenges with the COVID-19 response

Lack of resources to implement key programmes for African higher education community.

Lessons learned from the COVID-19 response

1. It has made African higher education institutions to be innovative and creative in order to keep their doors of teaching and learning open.
2. It has revealed structural weaknesses in African educational environment especially in the areas of preparedness for natural disaster and emergencies.

Good practices with the COVID-19 response

1. Many higher education institutions are willing to support their colleague institutions in this difficult time by sharing information, ideas and providing support.
2. African higher education institutions are increasingly bonding together and realising that they are bound by a common destiny.

Innovations implemented during the COVID-19 response

The Association of African Universities (AAU) has taken immediate steps to help our member institutions adjust and adapt to the challenges posed by the pandemic so that their core functions are not adversely affected.

One of the initial activities of AAU as a result of the COVID-19 pandemic was to administer an online needs assessment survey to African HEIs with a view to finding out their preparedness or otherwise to face the disruptions associated with the COVID-19 pandemic. Some of the top challenges that they have reported as captured in the online survey administered by AAU on COVID-19 include (i) no preparedness for online courses; (ii) the 'digital divide' that is affecting students living in unconnected areas; (iii) broadband infrastructure challenges; (iv) lack of e-learning platforms; and (v) handling large numbers of students online.

Some of the interventions undertaken include:

- Issuing guidelines on adopting online and virtual education.
- Providing information on available resources for virtual education (including open and free platforms which can be used by institutions with budgetary constraints).
- Organizing virtual seminars for members to help them build capacity for virtual education.
- Collaborating with Regional Research and Education Networks to help extend affordable bandwidth to institutions.
- Providing a pool of experts to help individual institutions to transition to online education. platforms (assist in areas of course design, delivery and assessments, technical support).
- Negotiation with software vendors to provide affordable software to our member institutions
- Providing free software for members with serious budgetary constraints.

A consortium consisting of the AAU, UbuntuNet Alliance (UA), West and Central Africa Research and Education Network (WACREN), Arab States Research and Education Network (ASREN) and the National Research and Education Networks (NRENs) in Africa met virtually and subsequently issued a Communique on 6th April 2020 calling for investments to support the development and strengthening of campus networks & research and education networks infrastructure and provision of online/remote teaching and learning platforms/tools for African HEIs. The Communique noted that the campus networks, supported by the NRENs, are fundamental in transforming methods of teaching, learning and research as a response to the COVID-19 pandemic that has led to the closure of a large number of African HEIs. The consortium was of the opinion that this is the opportune time for all of us to come together to support our African HEIs keep their doors of learning, teaching and research open, and therefore appealed to African Governments, Development and Funding Partners and Private Sector to support (financially & in terms of human resources) the development of strong campus networks and the strengthening of NRENs so that African HEIs can effectively provide all types of digital services for remote teaching.

Subsequently, these partners (AAU; UA; WACREN; ASREN; and NRENs) have written a Concept Paper as a result of the COVID-19 requesting for uptake in digital transformation, network infrastructures and advanced services. The Concept Paper has been submitted to various development partners for possible support.

Furthermore, the AAU entered into partnership with eLearnAfrica and Wiley companies to quickly support African universities to migrate their teaching and learning activities online. This partnership among the AAU, eLearnAfrica and Wiley aims to respond to the challenges that AAU member universities have reported in coping with COVID-19 disruptions. The partnership is a quick response to support African HEIs so that they do not lose time in terms of their current academic calendar commitments. In the arrangement brokered by the AAU, African universities would be supported beginning May 2020 to resume online classes, while universities with student population of 10,000 or less would be required to pay to the service providers an amount of US\$500 per month. Similarly, institutions with student population of between 10,001 and 20,000 would pay US\$1,000 per month; universities with student population of between 20,001 and 50,000 would pay US\$1,500 per month; and universities with large student sizes of more than 50,000 would pay US\$2,000 per month.

On Tuesday, 14th April 2020, the AAU organized a webinar for all vice chancellors, presidents and rectors of African universities dubbed Vice Chancellors Dialogue: Keeping African Universities' Learning Doors Open. During the meeting, case studies and practical lessons on how institutions are handling the disruptions caused by the COVID-19 pandemic from Ashesi University of Ghana, Helwan University of Egypt, and International University of Grand-Bassam of Cote d'Ivoire were presented and discussed. Subsequently, the AAU has been supporting African HEIs in various ways with a view to moving their teaching, learning and research activities online.

A similar webinar is currently being planned for the CEOs of national and regional regulatory agencies of higher education in Africa on Thursday, 21 May 2020 on the theme: RESPONSE OF AFRICAN HIGHER EDUCATION REGULATORY BODIES TO COVID-19 PANDEMIC: OPPORTUNITIES AND CHALLENGES.

You are all invited to join us at this virtual meeting that begins by 11.00am GMT.

The goal is to share information on how the regulatory agencies are supporting the HEIs in coping with their teaching and learning during the virus crisis. The virtual meeting will further offer an opportunity to discuss best practices on how HEIs are offering uninterrupted educational services to their students by distance learning in order not to disrupt their academic calendars as a result of the COVID-19 pandemic and its related lockdowns.

A Solidarity Message in key official languages as a result of COVID-19 pandemic has been sent to all higher education stakeholders from the Office of the Secretary General, while our North Africa Regional Office (NARO) has been organizing training sessions on tools for remote teaching as a response to COVID-19 disruptions.

Website: www.adeanet.org

Key objectives of the initiative/program?

In order to obtain a clearer view of the status of learning during the COVID-19 pandemic and to better support countries in the immediate, short and long term, ADEA developed a questionnaire and sent it to 16 most affected African countries during the period of March 2020, as a pilot, to facilitate a mapping of the national situation in the education sector. The questionnaire covers, among other areas, the national strategies in place to ensure learning continues at home, available teaching and learning platforms as well as tools/applications, the effectiveness of the strategies in addressing inclusivity and equity, level of engagement of financial, technical and social actors as well as decentralized and deconcentrated units, some of the challenges and early-stage practices and lessons learned. The feedback from 12 of the countries (75% return rate) is enabling ADEA, together with other partners, to formulate an informed response support strategy and share some of the best country working practices with other African countries for peer learning and experience sharing.

More information is available here:

http://www.adeanet.org/sites/default/files/report_education_at_home_covid-19.pdf

Elements of the Initiative/Program

COVID-19 response planning, Direct support to Ministries of Education, Back to school campaigns;

Sectors of Education targeted by the Initiative/Program

Pre-School, Primary, Secondary, Tertiary Education, TVET.

Other Organisations/Institutions involved in implementing the program/initiative

Here is a list of other organizations/institutions involved in implementing our latest initiatives in light of COVID-19: African member countries, several African writers and publishers, African Storybook, African Union Commission, Apreli@, The Asia Foundation's Let's Read initiative, Creative Commons, The Global Book Alliance, The Global Digital Library, GPE, ICDE, INEE, Learning Equality, NORAD, Pratham Books' StoryWeaver, Smart Africa, UNESCO, UNHCR, and Verizon.

Regions in Africa benefiting from Program/Initiative

Eastern Africa, Western Africa, Northern Africa, Central Africa, Southern Africa

Countries in Africa benefiting from Program/Initiative

Algeria, Angola, Benin, Botswana, Burkina Faso, Burundi, Cameroon, Cape Verde, Central African Republic, Chad, Comoros, Congo, Côte d'Ivoire, Djibouti, Democratic Republic of the Congo, Egypt, Equatorial Guinea, Eritrea, Eswatini, Ethiopia, Gabon, Gambia, Ghana, Guinea, Guinea-Bissau, Kenya, Lesotho, Liberia, Libya, Madagascar, Malawi, Mali, Mauritania, Mauritius, Morocco, Mozambique, Namibia, Niger, Nigeria, Rwanda, São Tomé and Príncipe, Senegal, Seychelles, Sierra Leone, Somalia, South Africa, South Sudan, Sudan, Tanzania, Togo, Tunisia, Uganda, Western Sahara, Zambia, Zimbabwe

Challenges with the COVID-19 response

In reference to ADEA's initiative and despite the gallant efforts by countries to ensure the continuity of education, gaps and challenges are bound to exist due to the abrupt and necessarily urgent need to have a strategy and plan in place. Inclusion is a key gap area, not only in terms of coverage and 'all-level' sector-engagement, but also in ICT uptake and radio and TV coverage. But even these are limited in terms of learning new things. In some instances, the TV lessons are more of a revision of topics already covered, without introducing a new one. This could be due to the awareness of the fact that not everyone can access such platforms; and may have an impact on the completion or comprehensive coverage of the syllabus. Other critical challenge areas include the lack of time for adequate preparation of educators for online lesson delivery, inadequate funding, weak parental supervision in some households, weak quality assurance in assessments and little or ineffective monitoring and evaluation (M&E).

- The challenge of accessing ICT tools is recurrent in terms of adequate tools and low coverage of the internet, with only a few countries mentioning support from the government on a plan to provide free internet package to vulnerable households.
- On finance, Côte d'Ivoire, for example, mentioned the general amount that the government will provide to support the crisis, without specifying the percentage or amount dedicated to the education sector.
- Also, very few countries are referring to the use of mobile applications for educational content
- While the response is to ensure that learning continues, the conditions may not be ideal as teachers have not been trained to work from home as this requires a different pedagogical approach.
- There is a lack of clarity on how the countries will capacitate teachers in adopting and using ICT solutions, neither are there adequate guidelines to assess learners, beyond the homework/assignments. In Mauritius, the ministry is using its educators' database and liaising with teacher unions in the identification of staff for the preparation of educational resources for educational tv programs. The move is, however, silent on actual teacher preparation.
- On monitoring and evaluation (M&E), Kenya highlights that while head-teachers received the information regarding the closure of learning institutions, there is no format provided for them for monitoring the learners so there is no way of telling if the assignments are being done or not. For learners in private schools, however, things are different, and the teachers can get online feedback.

- The monopoly of radio and/or TV in some homes is a real challenge: there is only one TV in most households. Thus, if the head of the home is not keen on education, it will deny the learners the opportunity to learn as there will be a scramble for TV time. In some homes, the use of the radio is a preserve of the parents, especially for listening to the news; thus, unless there is deliberate advocacy and clear communication from governments for parents to allow their children to use the radio, learning will not be possible.

ADEA also received varied responses to the questionnaires, with some countries providing a general overview of the situation of education while others delved into greater detail in specific aspects. For instance, some countries do not specifically mention the specific radio and/or TV channels, or the specific tools they are using. Other countries did not provide a full list of tools and platforms. A similar situation obtained regarding the country-level collaboration with development partners where some countries mentioned the names of the partners while others did not but indicated a strong level of partner engagement. Finally, this kind of education largely benefits those who have access to ICT and smartphones; it hardly caters to those in informal settlements and low-income homes where electricity is not available. Also, learners will not be at par in terms of syllabus coverage since there are those who will not do the work because they are unsupervised, and others cannot access the online lessons and notes.

Lessons learned from the COVID-19 response

In reference to ADEA's initiative, as much as it is still early days to know the full impact of the measures that countries have instituted for the continuity of education during the COVID-19 period, a key strategic policy approach that ensures country ownership of the process is the establishment of state-led multi-stakeholder educational committees at national and sub-national levels. The foregoing are other practices that have emerged and are worth highlighting.

First is the use of diverse media and tools to provide distance and online education through interactive communication between teachers, learners, and the community

- Optimizing the use of dedicated national radio and TV channels with clear lesson schedules, working in collaboration with the private and media houses to provide dedicated channels, and undertaking actions such as re-broadcasting helps to reduce inequalities in the provision of distance learning.
- Providing online content on public and private portals and websites for teaching as well as self-directed learning and consultation by other education stakeholders.
- Seizing the opportunity of available virtual interactive communication platforms and tools/applications, with some customization in the case of higher levels of education and private education providers, to offer certified digital content for teaching, learning, and assessment/examination.
- Some countries have developed their own platform to provide educational content. Kenya, Senegal, Tunisia, and Morocco are a few examples

Secondly, due to the sudden and unplanned change in the mode of education delivery, a good number of countries prioritized their initial focus learners in examination classes.

A third good practice is on partnership. All the countries have indicated that they formally collaborated with a diverse number of stakeholders, both within the government and externally, in providing education from home. These include technical and financial development partners, the private sector (e.g. private radio and television media houses, telecommunication companies, and ICT and EdTech companies), civil society (e.g. NGOs and faith-based organizations).

The establishment of a system for validating education content offered by stakeholders by the relevant government institutions and successful agreements with telecommunication providers for access to online resources free of charge or at reduced rates using mobile telephony networks is also a good practice.

Good practices with the COVID-19 response

In reference to ADEA's initiative, below are some of the good practices and lessons that can be shared to inform future advance preparations for eventualities such as COVID-19.

1. In general, the present health crisis has highlighted the ability to pool the skills and resources of different players in the public and private sectors, both national and international. Specifically, it has made it possible to experiment with new learning approaches and new avenues for disseminating knowledge (e.g. online dissemination of filmed course modules, use of mobile and smartphones, televisions, and radios).
2. Optimizing the use of dedicated national radio and TV channels helps to reduce inequalities and enhances inclusion in the provision of digital learning. The expectation is that stations of the two media will recognize their key role in supporting national education goals and strive to improve the quality of their programming, as part of their social responsibility.
3. Commitment, general mobilization, and responsible civic involvement of all actors in the education and training sector and other sectors of socioeconomic development are necessary ingredients for the success of any national distance education project.
4. Prior development of great expertise in the field of distance education is of necessity. In Morocco and other African countries, for example, distance education does not date from the beginning of Covid-19; several functional portals have existed for a long time and cover all levels of education.
5. Intensive use of the Fourth Industrial Revolution (4IR) tools and the use of remote mechanisms to access education content are essential in times of crisis; they require significant investment.
6. The need for a strong collaboration is also critical because governments alone cannot manage the expansion of education provision through online platforms and other tools.

Other countries and education stakeholders can benefit from more lessons and good practices around the use of local languages, addressing inequality (inclusivity), and learning assessment practices.

Innovations implemented during the COVID-19 response

The example from Morocco where learners, teachers, and parents have access to a central forum where they can engage with the teachers and education experts by calling or sending questions and suggestions via a toll-free number and email address is worth sharing. Also, a few countries are reviewing the schedule for school holidays and planning compact tutoring and remedial lessons once normal learning resumes.

The other key innovation implemented is the creation and/or enhancement of several educational applications and platforms to help parents, teachers, schools and school systems facilitate student learning and provide social caring and interaction during periods of school closure.

To this end, we would like to examine Annex 2 of ADEA's questionnaire:

http://www.adeanet.org/sites/default/files/report_education_at_home_covid-19.pdf



**African Council for
Distance Education
(ACDE)**

Nairobi, Kenya

Website: www.acde-afri.org

Key objectives of the initiative/program?

- To broaden the understanding of practitioners on how to achieve effective on line teaching and learning in the higher Educations institutions during the Covid-19 pandemic era.
- To encourage quality on line teaching and learning in the higher Educations institutions during the Covid-19 pandemic era.
- To share information on availability of quality learning materials among the ACDE Member institutions
- Emphasis need to train the lecturers and other facilitators of learning To encourage effective and quality on line teaching and learning in the higher Educations institutions during the Covid-19 pandemic era.

Elements of the Initiative/Program

COVID-19 response planning;

Sectors of Education targeted by the Initiative/Program

Tertiary Education;

Other Organisations/Institutions involved in implementing the program/initiative

The Commonwealth of Learning
International Council for Open and Distance Education
Distance Education Association of Southern Africa
African Virtual University

Regions in Africa benefiting from Program/Initiative

Countries in Africa benefiting from Program/Initiative

Botswana, Cameroon, Ghana, Kenya, Mauritius, Mozambique, Nigeria, South Africa, Sudan, Tanzania, Zambia, Zimbabwe.

Challenges with the COVID-19 response

1. Unpreparedness of the learning service providers some of which do not understand the eLearning method of disseminating knowledge
2. No ready infrastructure in most conventional institutions to embark on eLearning
3. Lack of stable internet connectivity that would reach the students regardless of their location

4. Unavailability of learning materials that are of eLearning compliant model
5. New method of assessment would have to be introduced in line with eLearning principle and model
6. Need to quality assure the eLearning environment and its constituents before learners can access the learning materials
7. Funds for procuring eLearning infrastructure including training of the teachers and technical staff. Meanwhile many countries are in short of funds to fight the Covid-19 not to talk of providing funds to procure eLearning infrastructure
8. Erratic supply of electricity in most countries
9. Need for the students and teachers to acquire relevant adjustment skill in the migration from brick and wall environment to virtual learning
10. Concern of digitalizing the learning materials. Cost implication, need for physical presence of teachers and ICT personnel in the face of total lockdown in most African countries
11. Issue of introducing e-Learning in all the tiers of education; kindergarten, primary, secondary, high school and the university

Lessons learned from the COVID-19 response

- Method of disseminating knowledge has been for long the same whereas it should have been upscaled by including online mode
- Learning does not necessarily require the presence of teachers/lecturers
- Education industry need to be massively funded to provide learning infrastructure, materials and training purposes

Good practices with the COVID-19 response

- Awareness that people should be sensitive to promoting safety wherever they are
- Encouragement of self learning
- Awareness on the part of the government of each country that online learning must be funded and encouraged
- Lecturers and learners have accepted need to improve their digital skills
- Partnership between the institutions and IT company is being strengthened

Innovations implemented during the COVID-19 response

- Use of Virtual platform like ZOOM, Go ToMeeting, WhatsApp and facebook for teaching and learning
- Encouragement of self learning among the learners
- Putting and sending learning materials to learners through the cloud

Website: www.gesci.org

Key objectives of the initiative/program?

- Meet the needs of our education partners, according to our capacity.
- Make digital educational resources available to students to ensure school continuity according to the educational program of Côte d'Ivoire;
- Maintain contact and interaction between the students of each school and their respective teachers for adequate support from a distance;
- Raise and promote the awareness of the educational community on the on-going e-learning initiative;
- Creation of a collection of contextualized digital educational resources;

Elements of the Initiative/Program

COVID-19 response planning, Direct support to Ministries of Education, Support to Innovators;

Sectors of Education targeted by the Initiative/Program

Secondary;

Other Organisations/Institutions involved in implementing the program/initiative

Kenya Institute for Curriculum Development (KICD), Ministries of Education of Kenya, Tanzania and Cote d'Ivoire, participating schools, iEARN Kenya and Mastercard Foundation.

Regions in Africa benefiting from Program/Initiative

Eastern Africa, Western Africa

Countries in Africa benefiting from Program/Initiative

Côte d'Ivoire, Kenya, Tanzania

Challenges with the COVID-19 response

- Access to digital devices and internet connectivity remains a challenge to teachers while out of school.
- There is no uniformity of access to digitally-facilitated learning to many students. During covid19, students, located in wide geographical and rural areas, are without access to basic IT equipment or to the internet.
- Many teachers have inadequate ICT resources to execute effective digital learning while at home.
- Widespread and graduated ICT skills development is required for teachers to enable the educational use of technology in their teaching.

Lessons learned from the COVID-19 response

- Educators and students need to respond to the fact that digital learning will form a key tool to enable a new pedagogy of teaching as face to face teaching and learning will continue to be very restricted due to the COVID pandemic.
- Increasing quantities of quality e-learning content built on curricular needs will be required.
- We must pay more regard to self-paced, independent learning facilitated by technology such as in the GESCI students' platform.
- The whole school community must appreciate and be influenced by the “anytime –anywhere” mode of learning - especially in the event of disruption and limited access to the physical schools.
- Digital skills are paramount for teachers as they incorporate technological tools for teaching
- Students also need basic technology skills for learning and as a future skill for employment.
- Education stakeholders recognise and support initiatives such as the GESCI African Digital Schools Initiative Schools Initiative (ADSI) which is funded by the Mastercard Foundation. Its implementation has helped all participating schools to counter COVID virus problems and challenges in innovative and practical way.
- Teachers need to be trained on skills to develop quality online lessons and acquire new but relevant ICT-based pedagogical approaches in teaching and learning.
- Students are quite capable of self-directed learning but very many lack the critical resources such as tablet, internet access, computer skills and ICT learning resources.
- Well-constructed technology-enabled lessons, developed by capable teachers, elicit very positive responses from other teachers and from their students.
- Technology integration in teaching and learning has benefited literate learners much more than others.
- The teaching and learning content, developed during the Knowledge Creation cycle training of the African Digital Schools Initiative (ADSI), become immediately useful during the closure of schools in the wake of COVID19.
- Going forward, virtual centres for digital content development should be established and supported as in GESCI's ADSI model.
- Teachers have realized that offline and online Interactive e-learning resources facilitate greater learning in or out of school.

Good practices with the COVID-19 response

- Despite school being closed, school-based professional development for teachers should progress through online tutoring in STEM and other subjects to minimise interruption to learning.
- Through a Community of Practice, ICT-trained teachers should support and encourage non-ICT trained teachers to prepare ICT-based lessons, collaborate on online and offline interactive self-directed e-learning content to enhance students' independent learning
- ADSI collaboration with Universities and Teachers' Colleges in Tanzania, Kenya and in Côte d'Ivoire mandated to provide Teacher Professional Development to enhance sustainability of COVID 19 response. GESCI believes that institutionalization of ADSI models, frameworks and tools can be adapted and adopted to improve ICT-based pre-service and in-service teacher training.

Innovations implemented during the COVID-19 response

Innovations

1. Students resources created and made available through a new online learning platform
2. Development and use of a teacher Community of Practice platform is used innovatively to share new approaches and experiences in remote teaching and learning practices
3. Online Tutoring through webinars
4. Open Education Resources Platform for teachers

A case example of a COVID-19 response in Côte d'Ivoire

Within the context of ÉcoleNumérique d'Excellence Africaine (ENEA)/African Digital Schools Initiative (ADSI) –as implemented by GESCI and funded by the Mastercard Foundation the following response to COVID-19 was implemented.

This mini project was initiated in response to the closing of schools. Using the Digital Schools of Distinction (DSD) road map and a whole school approach to integrate ICTs in learning, an e-learning platform was developed by using Google Classroom. Lycée Sainte Marie of Cocody and Lycée Garçons de Bingerville, schools in the “ENEA Digital Schools of Distinction” programme in Côte d'Ivoire exemplify participation in the initiative.

A steering group included the Direction des Transmissions et des Systemes D'information (DTSI), Ministry of Basic Education (MoE) School Principals, the Deputy Country Manager of GESCI and school based ICT coordinators operationalised and deployed Google Classroom e-learning platform and moved on to G-Suite.

Objectives

- Meet the needs of our education partners, according to our capacity.
- Make digital educational resources available to students to ensure school continuity according to the educational program of Côte d'Ivoire;
- Maintain contact and interaction between the students of each school and their respective teachers for adequate support from a distance;
- Raise and promote the awareness of the educational community on the on-going e-learning initiative;
- Creation of a collection of contextualized digital educational resources;

Good practice

- Set up a lean and agile project team made up of members from DTSI, GESCI and the school;
- Willingness to make a real difference in the midst of a global health crisis;
- Successful implementation of some contextualized key elements of the Digital Schools of Distinction (DSD) Roadmap. Most meetings conducted via video-conference
- Set up of a ICT team in the schools with clearly defined roles and responsibilities in terms of e-learning
- The steering committee oversight of resources produced;
- Quality control process led by the ENEA School Based Coordinator, making sure agreed teaching schedule is followed; resources produced are in conformity with Côte d'Ivoire curriculum.
- Teachers-Students interactivity monitored;
- Signed an agreement with the school on the scope of work, roles and responsibilities;
- Weekly report from the administration to the steering committee
- Implication of the teaching board (by subject matter & grade level (6eme, 5eme, 4eme, 3eme, 2nd, 1ere, Tle)

Lessons learnt

*The leadership of the school principal is a determining factor in the success of initiatives to be deployed within the school

*So far, lessons emerging indicate that it is difficult to monitor student progress in learning. Consequently, it has been suggested to migrate to Google suite in order to access learner analytics though this comes with a cost (financial, adequately trained human resources, etc)

* The skills acquired throughout the ENEA project has enabled some schools to have an appropriate response to this health crisis

Challenges

- Acquiring and implementing an adequate interactive e-learning platform that will work in the context of Cote d'Ivoire educational environment (large number of students: in some instances, up to 120 students per class, and up to 7,000 students in one single school. *Cost of the solution and associated trainings

- Capacity of teachers to develop high quality digital educational contents

- Getting more stakeholders (Cabinet officials) involved in this endeavour and convincing the initiative is not as a competition to the government initiative

- Design an appropriate tool to manage and record (achievements and challenges, how challenges were dealt with, way forward)

- *Unreliable Internet connectivity



Website: www.iicba.unesco.org

Key objectives of the initiative/program?

The objective is to support to teachers during the COVID-19 school closure in Africa. We are running weekly webinars for teachers, teacher educators and policy makers. The theme of these webinars are demand driven, such as ICT and e-learning, learning assessment, e-learning in higher education, etc. We are also working on partnership building in teacher support.

We are also running a programme for peace/resilience building and PVE through teacher development. A series of webinars are planned in both French and English. We have materials in English, French and Arabic languages.

Elements of the Initiative/Program

Provision of Open Online Course , Direct support to Ministries of Education, Support to Innovators, Other (to be specified); support to teachers and teacher educators.

Sectors of Education targeted by the Initiative/Program

Pre-School, Primary, Secondary, Tertiary Education, Others (to be specified); teacher training

Other Organisations/Institutions involved in implementing the program/initiative

AU HRST, UNESCO, UNICEF, Education International, AFTRA, CEMASTEIA, ADEA, RECs (IGAD, ECOWAS, EAC, SADC),

Regions in Africa benefiting from Program/Initiative

Eastern Africa, Western Africa, Northern Africa, Central Africa, Southern Africa

Countries in Africa benefiting from Program/Initiative

Algeria, Benin, Burkina Faso, Burundi, Cameroon, Central African Republic, Chad, Comoros, Côte d'Ivoire, Djibouti, Democratic Republic of the Congo, Egypt, Eritrea, Ethiopia, Ghana, Guinea, Kenya, Liberia, Libya, Mali, Mauritania, Morocco, Mozambique, Niger, Nigeria, Rwanda, Senegal, Sierra Leone, Somalia, South Africa, South Sudan, Tanzania, Togo, Tunisia, Uganda, Zambia, Zimbabwe

Challenges with the COVID-19 response

Internet connectivity is a major challenge for us and also partner countries.

Existing inequality has been amplified with the COVID-19 school closure. While well-resourced urban (private) schools can use e-learning, majority of schools for the underserved population are not able to do so.

Funding is diminishing and industrialized countries seem to be more concerned on their own issues than international development.

Lessons learned from the COVID-19 response

In an emergency situation, partnership is important but the speed is vital. Some of the partners would not start until all discussion is carried out. Resilience is vital all the time and the COVID-19 made it very clear.

Good practices with the COVID-19 response

Weekly webinar we are running in French and English are well received and have participation of 80-200 practitioners every time. This makes teachers' voices heard. COVID-19 school closure made many of us how important education is and teachers are. I hope this will continue.

Innovations implemented during the COVID-19 response

We are working on resource platform and hub for teachers. This can be useful in post COVID-19.

We are also better connected virtually than before. This can continue after the crisis.



UNICEF

UNICEF-ESARO (Eastern and Southern Africa Regional Office): Initiatives/Programs on COVID-19 in Africa

Website: www.unicef.org

Key objectives of the initiative/program?

1- Respond, with the aim to ensure learning continuity, despite school closures due to COVID 19. This includes:

- a. Technical assistance to countries on planning and delivering learning continuity
- b. Building partnership and fundraising for regional online platform (Learning Passport, Regional Distance Learning Hub, etc.) and support to national platforms for learning delivery (Radio, TV, YouTube, Internet, etc.)
- c. Encouraging resources sharing (cross border sharing of continuity of learning content)
- d. Making available ready-to-deploy continuous learning resources, resources to monitor distance learning and school re-opening packages – with focus on the most marginalized learners
- e. Etc.

2- Building back better, with the aim to support countries to improve plans and preparedness for reopening up better schools, better serve out of school children, support parents/caregivers be more involved in supporting children's learning. This includes:

- a. Development and sharing schools reopening guidelines (How to reopen schools? When, where and which schools to reopen? Etc.)
- b. Building up Guidance for COVID-19 Prevention and Control in Schools, good practices to date and forthcoming evidence.
- c. Development of Catch-up and accelerated options, improving pedagogy and implementing hybrid approaches to learning, with focus on the most vulnerable: Promoting girls education, integrating children with disabilities and populations of concern (children on move, minorities, etc.)
- d. Supporting and Promoting well-being and protection services: MHPSS, combatting violence against children, WASH, Health & Nutrition
- e. Supporting the development of policies and financing to look at both the impact of COVID-19 on education as well as opportunities to strengthen systems

3- Develop and strengthen partnerships, the aim being to form a strong alliance to ensure that every child learn, and no one is left behind, despite the crisis.

Elements of the Initiative/Program

COVID-19 response planning, Provision of Open Online Course , Direct support to Ministries of Education, Direct support to grassroot organizations, Support to Innovators, Back to school campaigns;

Sectors of Education targeted by the Initiative/Program

Pre-School, Primary, Secondary;

Other Organisations/Institutions involved in implementing the program/initiative

UNESCO

Global coalition on education for COVID response

WHO/IFRC

Safe School Operations Guidance

WFP

School meals both during closure and reopen (16M)

UNESCO/WFP/WB/WHO?

Guidance on re-opening Schools

UNHCR - Blueprint

Joint statement and Joint Action Plan

MNOs

zero ratings for online and SMS modalities

AUC, UNESCO, EDC, Microsoft (learning platforms, learning passport, etc.)

GPE, ECW, Thematic (Fundraising)

Regions in Africa benefiting from Program/Initiative

Eastern Africa, Southern Africa

Countries in Africa benefiting from Program/Initiative

Angola, Botswana, Burundi, Comoros, Eritrea, Eswatini, Ethiopia, Kenya, Lesotho, Madagascar, Malawi, Mozambique, Namibia, Rwanda, Somalia, South Africa, South Sudan, Tanzania, Uganda, Zambia, Zimbabwe.

Challenges with the COVID-19 response

Challenges and Areas to focus include:

- Monitoring distance learning
- Activating teachers under lockdown
- Adequate focus on ECE
- Reaching the most vulnerable including CwD
- Lack of comprehensive distance learning model
- Lack of funding
- Issues around school re-opening

Lessons learned from the COVID-19 response

IAAs lessons learned,

1. Countries need ready-to-deploy distance learning materials, suggesting the importance of ICTs and other platforms (radio, TV, etc) use in education which is often left behind the priorities.
2. There is a need to improve education systems for all learners: This includes:
 - a. Improve preparedness for any crisis that leads to school closure
 - b. Better support the learning of out of school children
 - c. Better support caregivers to be involved in their children's learning.
 - d. Better financing and utilization of resources available

Good practices with the COVID-19 response

Kenya: Multiple approach

MoE has enhanced curriculum delivery through 4 different platforms (Radio, TV, Youtube and the Kenya Education cloud) including lifesaving messages for the vulnerable including refugees.

South Africa: Application and parental guide Digitalizing curriculum on the 2Enable App and online platform (national platform). Each video will be accompanied by a one-page guide for parents. Once done, will be uploaded onto the 2Enable app and online portal.

Tanzania: Testing low-tech platforms

Testing an online (parental education) and interactive low-tech system such as IOGT and SMS. Also, use of printed materials as an interim solution until radio programme is developed.

Innovations implemented during the COVID-19 response

Rwanda: Inclusive distance learning

For children with disabilities, UNICEF supported the Country on sign language interpretation of any video content developed and aired on television. Materials will also be developed and hosted on an e-learning platform hosted by Rwanda Education Board.

Website:

https://www.giz.de/projektdaten/projects.action;jsessionid=D026A893F76B61C03B4895A0089E1B68?pn=201022763&request_locale=en_GB

Key objectives of the initiative/program?

As technical implementation agency of the German Ministry for Economic Cooperation and Development, GIZ is supporting the African Union Commission in the establishment of the Pan African University (PAU), specifically its Rectorate in Cameroon and its institute for water and energy sciences, incl. Climate Change (PAUWES) in Algeria. Our key objectives are the promotion of excellence in higher education in Africa and the promotion of youth entrepreneurship activities on the continent, both directed towards equipping African youth with the tools to face and solve modern challenges.

Elements of the Initiative/Program

Support to Innovators, Other (to be specified); Online entrepreneurship pitching event for PAU students: development of webinars, online coaching and selection of participants and digital communication to promote the event.

E-learning (instead of physical training) and e-coaching to support staff development of PAUWES and e-modules on leadership, entrepreneurship and Career development for PAUWES students.

Sectors of Education targeted by the Initiative/Program

Tertiary Education;

Other Organisations/Institutions involved in implementing the program/initiative

African Union Commission; Pan African University and its different institutes; University of Tlemcen, Algeria; KfW Development Bank, African Development Bank;

Regions in Africa benefiting from Program/Initiative

Eastern Africa, Northern Africa, Central Africa

Countries in Africa benefiting from Program/Initiative

Algeria, Cameroon, Ethiopia

Challenges with the COVID-19 response

Fast-paced need for creative adaptation; general insecurity regarding COVID-19 developments in the upcoming months; slower pace of implementation; challenges in reaching partners due to connectivity problems

Lessons learned from the COVID-19 response

To be further determined at a later stage of evaluation;

Virtual formats for meetings and workshops which are likely to be continued this way in the future

Good practices with the COVID-19 response

To be determined at a later stage of evaluation

Innovations implemented during the COVID-19 response

Introduction of new digital formats to promote entrepreneurial mindsets of students and to support their career development.

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