Human Development
Education
Science, Technology and Innovation
Youth

RACA

Report of Annual Continental Activities
- 2016 -

African Union Commission
**Department of Human Resources,
Science and Technology**

Education
Science, Technology & Innovation
Youth

Department of Human Resources, Science and Technology

Annual Activity Report of HRST Department

- Year 2016 -

African Union Commission

In this issue

List of Acronymns

AAU- *Association of African Universities*

ACP- *African, Caribbean and Pacific Group States*

AfDB -*African Development Bank*

ALC -*African Leadership Conferences*

AMCEN -*African Ministerial Conference on the Environment*

AMCOST- *African Ministerial Conference on Science and Technology*

AOSTI -*African Observatory of Science, Technology and Innovation,*

AQRM -*Africa Quality Rating Mechanism*

ASRIC –*African Scientific Research and Innovation Council*

AUC -*African Union Commission*

AU-YVC -*African Union Youth Volunteer Corps*

AYC -*African Youth Charter*

BMZ- *Federal Ministry for Economic Cooperation and Development of the Federal Republic of Germany.*

CIEFFA - *International Centre for Girls' and Women's education in Africa*

COMEDAF -*Conference of Ministers of education of the African Union*

COMY- *Conference of the African Union Ministers in Charge of Youth*

CPA -*Consolidated Plan of Action*

EU-AU -*European Union mission to the African Union*

GMES - *Global Monitoring for Environment & Security*

GRC-*Global Research Council*

HLPs -*PAU High Level Panel*

HRST -*Human Resources, Science and Technology*

IPED -*Pan-African Centre of Education for Development*

JICA -*Japan International Cooperation Agency*

MNAUSS -*Mwalimu Nyerere African Union Scholarship Scheme*

NEPAD- *New Partnership for Africa's Development*

PACTED -*Pan African Conference on Teacher Development*

PAU - *Pan African University*

RECs -*Regional Economic Communities*

STISA -*Science, Technology and Innovation Strategy for Africa*

STRC -*Scientific Technical and Research Commission*

TVET -*Technical & Vocational Education and Training*

UNESCO -*United Nations Educational, Scientific and Cultural Organization*

# Building a people centered African Union

''Africa's young people must be radical and fearless in a constructive manner"

H.E. Dr. Nkosazana Dlamini Zuma
Chairperson of the African Union Commission

Chairperson of the African Union Commission, H.E. Dr. Nkosazana Dlamini Zuma address the 5th Intergenerational Dialogue along the margins of the 26th AU Summit in Addis Ababa, January 2016.
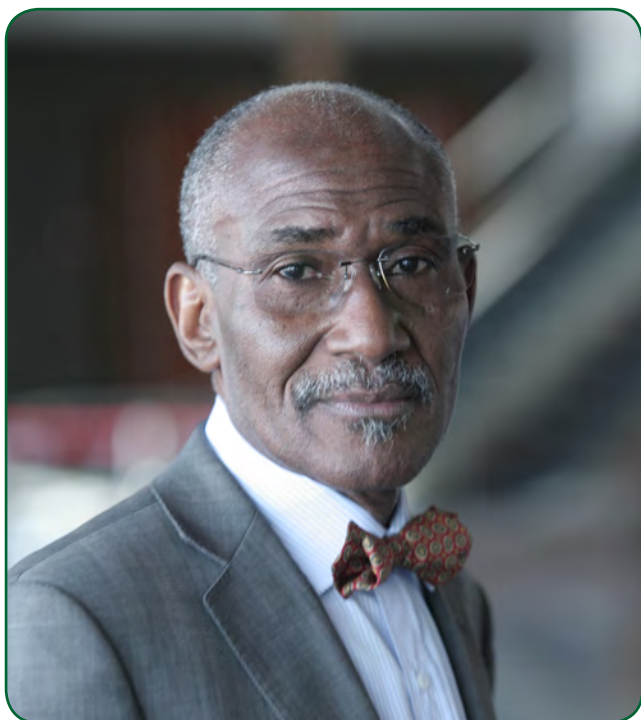
Je suis particulièrement heureux de présenter cette deuxième édition du RACA.

L'année 2016 aura été très intense, fructueuse et pleine d'enseignements utiles. Elle a enregistré des activités fortes décisives dans la construction de la structure institutionnelle dont nous avons besoin en tant que cadre général continental pour booster au mieux notre domaine d'activités qui est le développement des ressources humaines idoines et efficientes à travers une éducation pertinente à tous les niveaux en vue d'engager et de soutenir le développement et l'application de la science, la technologie et l'innovation capables d'assurer encore plus de potentialités aux jeunes africains dans la réalisation de l'Afrique que nous voulons.

L'année 2016 aura été entre autres l'année de

- l'adoption de la CESA 16-25 en tant que réponse globale de l'UA pour la mise en œuvre de l'Objectif 4 des ODD. Cette adoption a été suivie de l'organisation des premiers séminaires qui ont créé et lancé les premiers groupes thématiques de mise en œuvre ;
- le lancement de la première journée africaine de l'alimentation scolaire (1er mars 2016) ;
- la célébration de Banjul +10 dans le cadre du dixième anniversaire de la Charte africaine de la Jeunesse ;
- la modification des statuts de l'UPA afin de donner plus de souplesse à la gestion de cette institution ;
- l'adoption des statuts de l'OPAPI que nous appelons les pays membres à ratifier ;
- la finalisation de l'étude sur les conditions de formation, de vie et de travail des enseignants (de tous les niveaux) dans les pays membres de l'UA ;

- l'adoption de la stratégie et la politique spatiales suivi du lancement avec l'Union Européenne du programme GMES et Afrique ;
- la régularisation administrative de l'AOSTI ;
- la prise en charge du AU-CIEFFA à Ouagadougou par la CUA ;
- la relance de l'IPED à Kinshasa ;

Un cadre institutionnel efficient étant essentiel pour atteindre les objectifs que nous nous sommes fixés, je suis persuadé qu'autant d'avancées devraient désormais se traduire par une mise en œuvre de nos programmes sur le terrain. Il nous appartient donc de travailler plus ardemment ensemble avec les pays membres de l'UA et les CER pour une meilleure prise en compte des stratégies continentales dans les programmes et les stratégies des pays membres et des CER.

Quand nous prenons en compte les deux années 2015 et 2016, nous constatons que trente-six (2/3 deux tiers des membres de l'UA) ont présenté leur rapport d'activités annuelles. Malheureusement force est de dire qu'alors que treize nouveaux pays se sont inscrits sur la liste, dix présents en 2015 n'ont pas renouvelé leur expérience. C'est là une préoccupation qui nous tient à cœur vu que bon nombre de pays ont clairement posé la question de la disponibilité de statistiques scolaires fiables mais aussi celle de l'alignement en termes d'année du rapport pays avec le rapport continental. Cette question mérite d'être examinée par la prochaine session du CTS /EST afin que dans le RACA soient apportées les statistiques d'une même période afin de les rendre comparables. Cela nous donnera une plus grande cohérence dans nos actions communes et un meilleur outil d'émulation continental.

Notre espoir demeure celui de voir l'engagement des états membres s'accroître d'années en années dans la mise en œuvre des programmes communs intégrés.

L'année 2017 dont le thème est consacré à l'investissement dans la jeunesse pour tirer pleinement profit du dividende démographique est une opportunité à saisir dans ce sens. Une feuille de route accompagnée d'une matrice des actions à mener en 2017 et au-delà a été adopté au sommet de juillet 2016.

Dr Martial De-Paul Ikounga
Commissioner for Human Resources,
Science and Technology
African Union Commission

It is with great pleasure to present this second edition of the RACA.

The year 2016 has been very intense, fruitful and full of useful lessons. Decisive steps have been taken to build the institutional structure that we need as a general continental framework to enhance our domain activities, that is the development of appropriate and efficient human resources through education that is relevant to all levels to engage and support the development and application of science, technology and innovation capable of ensuring even greater potential for young Africans in achieving the Africa we want.

The year 2016 has been, among others, the year of:

- the adoption of CESA 16-25 as a global response by the AU to the implementation of Goal 4 of the SDGs. This was followed by the organization of the first seminars which created and launched the first thematic implementation groups;
- the launch of the first African day of school feeding (1st March 2016);
- the celebration of Banjul +10 outlining of the tenth anniversary of the African Charter on Youth;
- the amendment of the PAU statutes in order to give more flexibility to the management of this institution;
- the adoption of the statutes of the PAIPO which we call upon member countries to ratify;
- completion of the study on the Training, Working and Living Conditions of Teachers (at all levels) in the AU member countries;
- the adoption of the space policy and strategy followed by the launch of the GMES and Africa program in cooperation with the European Union;
- the administrative regularization of AOSTI;
- the assumption of responsibility for AU-CIEFFA in Ouagadougou by the AUC;
- the revitalization of IPED in Kinshasa;

Since an efficient institutional framework is essential to achieving the goals we have set for ourselves, I am confident that so many advances should now convert into implementation of our programs on the ground. It is therefore our task to work more closely together with the AU member countries and the RECs to take into account the continental strategies in the programs and strategies of the member countries and the RECs.

When we look at the two years 2015 and 2016, we find that thirty-six (2/3 two-thirds of the AU members) presented their annual activity report. Unfortunately, it has to be said that while thirteen new countries have registered on the list, ten present in 2015 have not renewed their experience. This is a concern that is important to us, as many countries have clearly raised the question of the availability of reliable school statistics, but also the alignment of the annual country's report with the continental report. This question deserves to be raised at the next session of the STC / EST in order to make the statistics of the same period available in the RACA in order to make them comparable. This will give us greater coherence in our common actions and a better tool for continental emulation.

Our hope remains that the commitment of member states will increase year after year in the implementation of integrated joint programs.

The year 2017, whose theme is devoted to invest in youth to take full advantage of the demographic dividend, is an opportunity to be seized in this direction. A roadmap, accompanied by a matrix of actions to be carried out in 2017 and beyond, was adopted at the July 2016 summit.

Dr Martial De-Paul Ikounga
Commissioner for Human Resources,
Science and Technology
African Union Commission

2015 AU Assembly and Executive Council Decisions

AU Assembly	Executive Council	Date	Sector
Assembly/AU/Dec.589 (XXVI): Decision on the Specialized Technical Committee on Education, Science and Technology (STC-EST 1)-Doc. EX.CL/934(XXVIII)	EX.CL/Dec.900(XXVIII) Decision on the Activities of the Specialised Technical Committees	January 2016	Education & STI
Assembly/AU/Dec.591 (XXVI) Decision on the Items Proposed by Member States - Docs. EX.CL/945(XXVIII)		January 2016	Youth
Assembly/AU/Dec.601(XXVI) Decision on the 2017 Theme "Harnessing Demographic Dividend through Investments in the Youth"		January 2016	Youth

Ministerial Conference - 2016

Conference	Date	Venue
2nd SPECIALIZED TECHNICAL COMMITTEE MEETING ON YOUTH, CULTURE AND SPORTS (STC – YCS 2)	13 – 17 June 2016	ADDIS ABABA, ETHIOPIA

Departmental Organogram

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Office of the Director

Prof. Belay Kassa
Interim Deputy Rector

Pan African
University
(PAU)

Ms Prudence Nonkululeko
Head , Human Resources and Youth

Human Resources & Youth
Development Division

Coordinator

Pan-African Institute for
Education for
Development (IPED)

Division Dr Beatrice Njenga
Head, Education Division

Education Division

Dr Rita Bissoonauth
Coordinator

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

Dr. Eng. Ahmed Hamdy
Executive Secretary

Scientific Technical and
Research
Commission (STRC)

Dr Mahama Ouedraogo
Head, Science and Technology Division

Science & Technology Division

Prof. Philippe
Kuhutama MAWOKO
Director

African Observatory for Science,
Technology and Innovation
(AOSTI)

Education Division

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

Continental Education Strategy for Africa (CESA 16-25)

The work of the Education Division had a great start in 2016, since the Continental Education Strategy for Africa (CESA 16-25) was adopted by the January 2016 Summit, to take over from the Plan of Action for the Second Decade of Education for Africa, which ended in 2015. CESA is informed by Agenda 2063, as well as by the outcome of an evaluation of the Second Decade of Education for Africa (2006-2015), evaluation of the UNESCO brokered Education For All, and pan African multi-stakeholder discussions. CESA 16-25 provides a common basis for national, regional and continental program design and implementation, and an overall framework for mobilization of all key stakeholders. It is a Strategy 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, regional and continental levels, towards Agenda 2063- the Africa We want.

Twelve Strategic Objectives are proposed as high level results to be achieved in implementing CESA 16-25. The document also includes suggested Action Areas to form the basis for operational plans, cutting across all levels and types of education and education provision. The issue of teachers and teaching remains core to education development. Also highlighted are Science and Technology; a demand for a paradigm shift in Technical and Vocational Education and Training; gender; value inculcation in education (e.g. peace and democracy); as well as ensuring access and inclusion for the remotely situated, the slower learners, the poor and the hungry and so on. An important area that must be strengthened is Education Management Information Systems.

CESA 16-25 comes at a time when the role of education and training in achieving the development goals is well recognized, including promoting the education and skills revolution required for Africa to harness its youth demographic dividend and build prosperity through building value chains for expanding productive sectors. The Summit of the African Union took a decision establishing a mechanism of Ten Heads of State Champions for Education, Science and Technology. This highest level of championship will ensure visibility of Education as a local and international priority.

Thematic clusters of partners and experts have been established, around the CESA Strategic Objectives and key issues. These include Teacher Development; Women and Girls Education; EMIS; Safe Schools; School Feeding; Higher Education; TVET- among others. Each Cluster has a coordinating Partner that will compile progress reports to be published in the RACA every year.

In a bid to educate the total human being, the Division has been working with the Department of Political Affairs to incorporate democracy and good governance into school curricula. Promotion of Peace Education and safe School is being undertaken in collaboration with ADEA, UNESCO, Save the Children International and the Peace and Security Department.

In partnership with Diaspora in Canada (AU6RC) the Division has embarked on a novel project to develop the first AU Model African International School in Ethiopia.

Implementation Mechanism for CESA 16-25

The Coalition of Stakeholders in education development in Africa will be a major implementation mechanism for implementing the Continental Education Strategy. Establishment of the implementation platform has involved bringing partners together to begin to get an idea of who is who and doing what in education around Africa; and who seems interested in partnering with the AUC. This stems from a summit decision in January 2015 which called for establishment of a coalition of stakeholders working in education in Africa for the purpose of development and implementation of the post 2015 education agenda. We are therefore interested in working with everybody doing education in Africa- whether they be state or non-state and civil society actors, private sector, donors, implementers, expert groups, and so on. Formal partnerships are through MOUs, with appended road maps for their implementation. The CESA implementation platform consists of thematic groupings of stakeholders/ actors referred to as CESA Thematic Clusters. Each cluster of stakeholders has a coordinating team and a coordinator; they develop TOR and a road map for 1 to 2 years consisting of what each is doing that is directly relevant to CESA objectives, so that we can get a joint report on the state of education in that area. Each cluster has to establish baselines, to form the basis for follow up, monitoring and reporting on progress. In this light it is clear that EMIS is of core importance to the whole of

CESA implementation mechanism, as it will be necessary to strengthen member states capacity in collecting, analysing and reporting.

So far we have launched Clusters in Teacher Development, STEM Education, ICT in Education, School Feeding, and in Women and Girls Education. In line for launching in early 2017 are Peace in Education; Higher Education; Education Planning (including governance and EMIS); and Early Childhood. There may be more coming up next year, and some clusters may have sub-clusters. It is noteworthy that the Teacher Development Cluster has already a Study on the Training, Working and Living Conditions in AU Member States which was validated in December 2016 and is being finalised for publication and use.

To contribute to the theme of 2017 on investing in youth to harness the demographic dividend, the importance of education cannot be over-emphasised. For this reason, the Mwalimu Nyerere scholarship for 2017 will be focused on helping to produce high level professionals in the education field, including pedagogy, Teacher Development and Professional Learning, Education Policy and Planning, Educational Learning Assessment, Education Management and Leadership, Education Technology, and Special Education.

Development and Harmonisation of African Higher Education

The Division developed the Strategy for Harmonisation of Higher Education in Africa in 2007. This was a seminal instrument that would span work towards creating an African higher education space through intra-African collaboration; requiring mutual recognition of certification and qualification as well as shared quality standards. An EU supported project for harmonising curriculum development using the Tuning Approach in Medicine, Teacher Education, Mechanical Engineering, Agriculture, Civil Engineering, Economics, Geology and Higher Education Management is ongoing, with 105 universities from 41 countries. A Project Advisory Group is established, where the Education Division is an active player.

Representatives of the 105 universities participating in Tuning project gathered in Addis Ababa between 29 February and 2 March to discuss progress and challenges, and good practices in implementing the initiative.

A General Meeting of the AU-EU project on harmonization and tuning of University curricula in Africa was held in Accra, Ghana in October 2016 to exchange experiences and discuss the use of Tuning Approach in advancing competence-based learning and student workload to facilitate African Credit Transfer System across countries.

Dr. Beatrice Njenga, Head of the Education Division participated in the General Meeting as well as in the management and technical consultations. The meeting agreed on definitions of key terminologies towards developing a common Credit System for African Universities.

Addis Convention for Recognition of Academic Qualifications is an instrument for the Harmonisation of Higher Education. The Education Division is working jointly with UNESCO to expedite the ratification and implementation of the Addis Convention for mutual recognition of qualifications in higher education. A Working Group has been established with designated country focal persons to expedite the ratification process.

Currently the following 17 States have signed but none has ratified.

Note Verbals are sent to all Member States urging Ministers in charge of Higher Education on the need to expedite ratification of the Addis Convention for mutual recognition of education qualifications and to make the necessary arrangements for expediting ratification process in line with national legislation.

The Addis Convention is an important instrument for achieving the African Union's vision of integration as articulated in Agenda 2063, where intra-Africa mobility and skills portability are necessary for integration, requiring that Member States mutually recognise qualifications from their various institutions of higher learning. The Convention provides a legal mechanism to strengthen cooperation between African countries in harmonisation of higher education that facilitate continental integration and mobility of students and academics across various regions of Africa. It is also instrumental for reinforcing effective quality assurance and accreditation mechanisms at the national, regional and continental levels. A publicity material and booklet is prepared to create awareness about the Addis Convention and its usefulness among all stakeholders including parliamentarians, experts' in ministries of education, quality assurance agencies professional associations, and higher education institutions.

EDUCATION DIVISION

Region	Country
EAST AFRICA	Comoros, Djibouti, Madagascar, South Sudan, Sudan, Uganda
WEST AFRICA	Mali, Nigeria, Senegal, Togo
CENTRAL AFRICA	Burundi, Central African Republic, Gabon
SOUTHERN AFRICA	Mozambique, Namibia
NORTH AFRICA	Egypt, Mauritania

The African Quality Rating Mechanism (AQRM) was developed by the Division in 2007 as a tool for harmonisation and facilitation of a culture of continuous quality improvement in African higher education institutions through self-evaluation and external validation. Following a pilot testing, the instrument was revised in 2014 and evaluation exercise was carried out by external reviewers in nine higher education institutions, selected from the five geographic regions.

The AQRM focuses on both programme and institution levels, with major criteria covering the following focus areas

For each focus area, the AQRM includes specific standards against which institutions can assess their own quality levels. The institutional level involves 49 specific indicators while the programme level rating mechanism comprises 35 indicators. The AQRM is not a ranking instrument and it does not promote the listing of institutions in a league table. It allows for classification of institutions and programmes into five categories: 'poor quality'; 'insufficient quality; 'satisfactory quality'; 'good quality'; and 'ex¬cellent quality'.

The AQRM is not only about attaining certain levels of quality but entrenching a culture of continuous quality assurance, with objectively determined criteria for quality assessment. As institutions rate themselves in different aspects, the results provide identification of areas of high performance and strength, as well as areas of weakness. This will help to direct capacity building strategically so that efforts are made in order to ensure overall improvement of quality. The AQRM is now available for implementation, and is well spoken of by the African higher education community. A consolidated report of the AQRM evaluation is published in English and French that will be disseminated to various African universities.

The Pan-African Quality Assurance and Accreditation Framework (PAQAF) has been developed since 2015, in the process towards establishing a Continental Accreditation Agency for higher education, in line with harmonisation of African higher education, in collaboration with the European Commission and the Association of African Universities. The PAQAF was developed through a highly consultative process, and validated at a continental workshop involving representatives of universities, national and regional quality assurance agencies, and ministries for higher education. The validated PAQAF was adopted by the AU Assembly at the 2016 January Summit.

The following instruments are key to effective implementation of PAQAF.

The Harmonisation of African Higher Education Quality Assurance and Accreditation (HAQAA) initiative has been established to support the development of a harmonised quality assurance and accreditation system at institutional, national, regional and Pan-African continental level. The HAQAA initiative aims to support PAQAF in the context of Africa-EU Strategic Partnership, and will be implemented from 2016 – 2019.

The HAQAA Initiative has an Advisory Board of African regional stakeholder organisations, which it consults regularly. The AU Education Division is a key management member.

The HAQAA initiative is formally launched at the International Conference on Quality Assurance in Higher Education in Africa that was held from 19 - 23 September 2016 in Windhoek, Namibia in the presence of more than 250 delegates representing from 45 countries around the world. A technical working group is established that would develop 'African Standards and Guidelines for Quality Assurance' The HAQAA Initiative consortium held a successful five-day training workshop in French as part of the implementation of its programmes. Similar training workshop "A COMMON UNDERSTANDING OF QUALITY ASSURANCE IN AFRICA" will be held in English from 28th November to 3rd December 2016.

AQRM Criteria	
Major Areas at Institutional Level	**Major Areas at Institutional Level**
i. Governance and Management	i. Programme Planning and Management
ii. Infrastructure	ii. Curriculum Development
iii. Finances	iii. Teaching and Learning
iv. Teaching and Learning	iv. Assessment
v. Research, Publication, & Innovation	v. Programme Results
vi. Societal Engagement	

Instruments for PAQAF

Necessary instruments for the appropriate functioning of PAQAF:

a. A Continental Qualifications Framework

b. Ratified Addis Convention for mutual recognition of academic qualifications

c. African Standards and Guidelines for Quality Assurance and Accreditation

d. African Quality Rating Mechanism (AQRM)

e. African Credit Accumulation and Transfer System

f. African QA Portal which includes:

- African Register of QA and Accreditation Agencies
- Register of Quality Assured Higher Education Institutions
- Database of peer reviewers

g. Any other instruments as appropriate.

The Mwalimu Nyerere African Union Scholarship Scheme was launched in 2007 for young Africans to study science based programmes at Masters and PhD levels in African countries outside of their own. Special Calls were made for only Female Applicants in 2013 and 2014. In 2015 and 2016 Special Calls were made for Applicants living with Physical Disabilities. So far, total of 146 students from 32 Member States have been offered Nyerere scholarships.
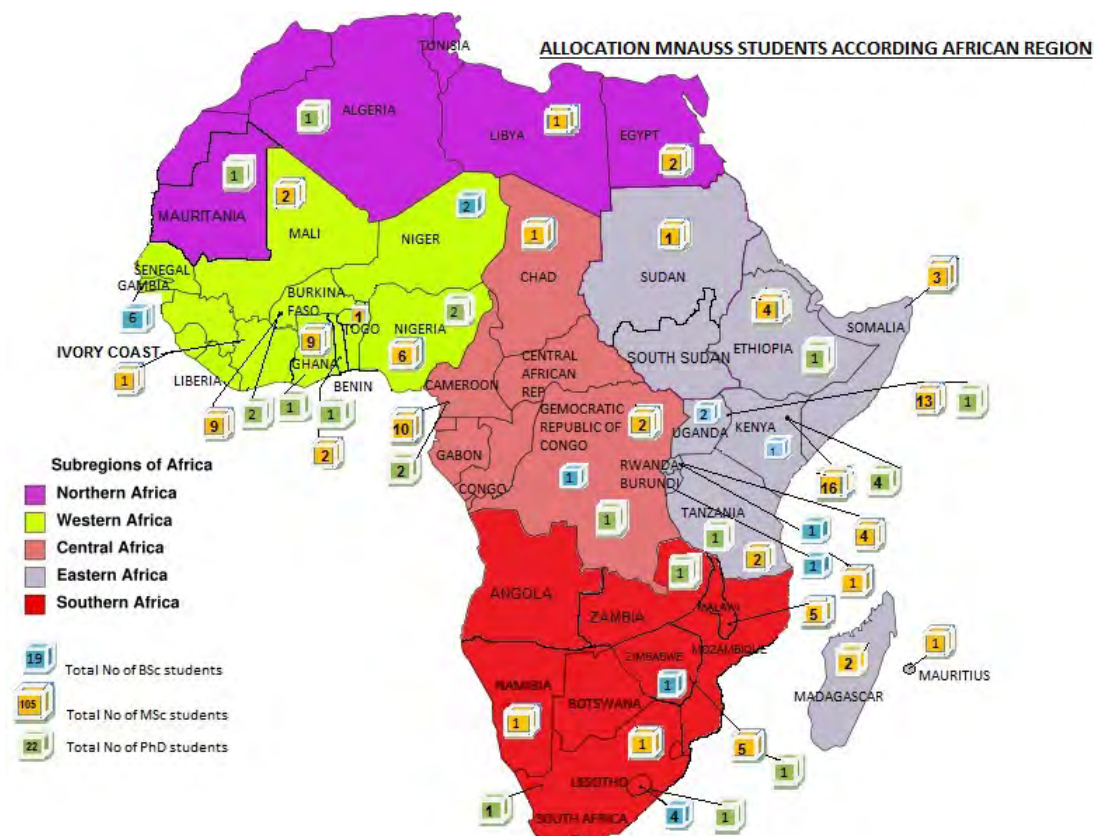

The intra-Africa mobility scheme was launched in 2010 as an extension of the Mwalimu Nyerere Scholarship. It involves mobility of students and exchange of academic staff among selected Networks of African Universities from different geographic regions. The Scheme is managed by the European Commission Executive Agency in collaboration with AU Commission. Currently, 15 partnerships involving 72 universities, facilitating mobility for 709 Masters Students, 346 PhD and 149 staff, are being implemented, with a fund of 35 million euro from the EU.

Type of mobility	Female	Male	Total
Master Students	219	490	709
Doctoral Candidates	69	277	346
Staff	46	103	149
TOTAL	**334**	**870**	**1204**

A new Call has been advertised in 2016 with a fund of 10 million Euro. Info session was organised in the African Union Commission Headquarters in May 2016 to provide detailed information on the call and explain the application process. Following the Call, 33 eligible applications of university partnerships were received and seven proposals were selected for funding. Consultation meeting would be held in Brussels, with all selected partner universities from 12 - 13 December 2016.

The Inter-Africa Academic Mobility Scheme reinforces partnership among universities in Africa
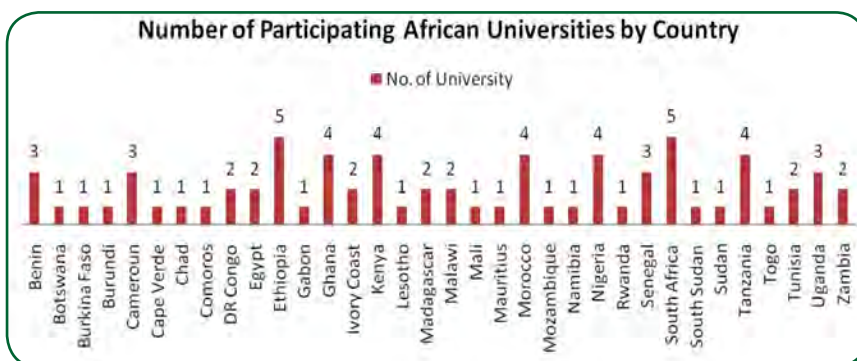
International Conference on Private Higher Education

An International Conference on Private Higher Education in Africa was hosted, co-organized by Saint Mary's University from 12 - 13 July 2016 at African Union Headquarters. The meeting aimed to strengthen multi-stakeholder partnership to facilitate best practices for enhancing access and quality of higher education in the context of Sustainable Development Goals.

The Conference was opened by the Ethiopian Minister for Education. About 300 participants attended the meeting. Over 25 research papers were presented at the two-day Conference.

LIST OF MEETINGS AND MISSIONS

February/March 2016: A general meeting of the AU-EU project on harmonization and tuning of University curricula in Africa was successfully held in Addis Ababa involving representatives of over 100 universities. The meeting discussed progress and challenges, and planned the options for the remaining years of the project.

April 2016: The Harmonisation of African Higher Education Quality Assurance and Accreditation (HAQAA) Advisory Board meeting was held in Brussels to ensure appropriately coordinated implementation of the Pan-African Quality Assurance and Accreditation Framework. Dr. Yohannes participated in the meeting, representing the AU Commission.

May 2016: The Intra-Africa academic mobility info session was organised in Addis Ababa to provide detailed information on the call and explain the application process for launching the 2016 Call, jointly with the Executive Agency of European Commission.

On 24-26 May 2016, Prof Callistus Ogol attended the 1th International Conference on ICT for Development, Education and Training held in Cairo Egypt. The meeting brought together decision makers and practitioners from across the education, business and public sectors to debate, share and take action on all themes surrounding access, openness, skills, pedagogy, sustainable development, best practice and more

June 2016: Prof Callistus Ogol represented the

1th International Conference on ICT for Development, Education and Training |held in Cairo Egypt

Commissioner HRST in the Second African Ministerial Forum on the integration of information and communication technology (ICT) in education and training held in Abidjan Cote d'Ivoire. Governments as well as education and training stakeholders were urged to accelerate ICT integration in education and training to develop 21st century skills, advance knowledge society and achieve Africa's Agenda 2063 and the SDGs

August 2016: The Intra-Africa Evaluation Committee technical meeting was held in Brussels, to discuss and endorse the results from the eligibility check and experts'

Second African Ministerial Forum on the integration of information and communication technology (ICT)

assessment, as well as to decide on a list of projects to be proposed for 2016 funding. Dr. Yohannes participated in the meeting, representing the AU Commission.

September 2016: Dr. Yohannes participated in Windhoek at the launch of HAQAA Initiative and International Conference on Quality Assurance in Higher Education in Africa. He made presentation on 'African Union Perspectives in Enhancing Quality and Accelerating Harmonisation' and facilitated a practicum workshop on African Quality Rating Mechanism.

Promoting Universal and Quality Education

Teacher Development

The teacher is essential in achieving the goals of literacy and the skills and education revolution called for under Agenda 2063 that is the key to unlocking Africa's potential for prosperity, and youth Demographic Dividend. Africa is short of over two million teachers in the education system; even as a significant number are under qualified and untrained, with disproportionate shortages in STEM subjects and certain geographic areas. Salaries for teachers take up over 80% of African education budgets, whereas the living and working conditions of teachers in Africa remain generally very poor, with little incentive to attract the best students into the profession. The Pan African Conference on Teacher Development was established in 2011, with a steering committee consisting of Kenya, Togo and Senegal; and with the International Task Force of Teachers for EFA acting as a key technical partner. In 2014 PACTED called for professionalization of the teaching profession; and the July 2014 Summit called for a Study on the Training, Working and Living Conditions of Teachers in Member States, in order to provide and information baseline to inform interventions.

Over the last four years, almost nothing has been assigned by the AUC to support the activity of Teacher Development. All work that has been done under this theme has been through strategic leveraging of technical support from partners including NGOs, and piggy-backing on other activities. In 2015 an NGO called the Open Society in Southern Africa provided 50,000 USD to support the Teacher Study, which could not be used until 2016 when the study was finally commissioned. A team of consultants has been recruited to carry out the study, whose outcomes and proposals for appropriate interventions were validated in a

stakeholders' workshop in December 2016. Implementation is bleak as Teacher Development has been deleted from 2017 programme since the AUC has again allocated zero budget to it.

Strengthening of Science and Mathematics Education

The scientific literacy needed for agenda 2063; the 21st century skills for employability, innovation and entrepreneurship; the life skills required for lifelong learning and responsible citizenship for sustainable development- all call for enhanced STEM education for all. However, the teaching and learning of STEM is undermined by inadequacies in teacher preparation and in the teaching and learning materials and pedagogies; as well as non- popularity of these subjects. A study was carried out in 2011 towards identifying teacher training centres that could be developed into regional centres for strengthening the teaching and learning of STEM in primary and secondary education, with the support of CEMASTEA and UNESCO IICBA. Capacity building activities planned include development of alternative processes for producing scientific teaching materials.

At the higher education level, partnership has been established with the African Institute for Mathematical Sciences and its Next Einstein Initiative to promote scientific education and research. Engagement was initiated with Diaspora in the USA through Michigan State University, Harvard University and AU6RC in Canada for leveraging on partnerships for African Universities to enhance STEM scholarship, including links with the productive sector for promoting innovation.

Not forgetting humanities and arts subjects, the Division has been participating in the UNESCO General History of Africa project, developing pedagogical materials for primary and secondary schools. In 2015 the project started addressing University curricula.

School Feeding Programme

Performance of children in school, and their retention and ability to complete school are affected by many factors related to poverty, including hunger. In 2015, the Department with the support of WFP undertook a mission to explore the very successful Brazilian experience in Home Grown School Feeding as a means for promoting children's access, retention and quality in education. This mode of school feeding has multiple other benefits for community development and employment creation, and will contribute to 'Zero Hunger Generation'. The AU Summit in January 2016 took a decision establishing African School Feeding Day to be observed on the 1st of March every year. The first observance was in Niger, with several Member States and partners participating.

A multi-agency and inter departmental Technical Committee has been established for supporting school feeding. A Study

has been commissioned to map out school feeding in Member States in a bid to draw lessons for strengthening the practice, with technical support from the WFP Centre for Zero Hunger in Brasilia. The outcome will form a basis for experience sharing, and monitoring the prevalence, progress and effect of school feeding on education access, retention and quality during the period of CESA 16-25.

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

The African Education Observatory that has the mandate to implement EMIS, has not been operational for a long time. However, significant work has been done by the Division, in partnership with ADEA and the Statistics Division of Economic Affairs Department. Between 2013 and 2016, achievements include convening the multi-agency Technical Committee, contributing to the project on Harmonisation of African Statistics, publishing of the statistics manual for education indicators for the second decade of education, two publications of AU Education Outlook and several policy briefs by ADEA.

The Pan African Institute for Education Development (IPED)

The Pan African Institute for Education for Development (IPED) (formerly African Bureau of Educational Sciences), is a specialized institution of the African Union under the HRST Department, charged with the responsibility to function as Africa's Education Observatory, for building robust EMIS for ensuring knowledge based education planning. IPED was handed over to the AUC in 2008 by the IPED Executive Council of Member States. Its mandate includes monitoring and evaluation of implementation of continental education programs; implementation of continental Education Management Information System; development and maintenance of a database of indicators for Education in Africa; capacity building of Member States specialists in EMIS; and periodic publications on the status of education in Africa and policy analyses. IPED has organised training sessions for EMIS specialists in collaboration with ADEA and other partners for Member States and RECs.

IPED has a debt of over 3 million owed to former staff and their families. The leases from the government for all IPED property are expired and need renewal. There is no host

agreement between IPED and DRC government.

The AUC has just recruited one Officer for IPED in August 2016, who has already been actively working and has developed new software for data collection and management. The instruments are being piloted by several partner agencies. The Commission should expedite finalization of staff recruitment, and find ways for payment of inherited debt. The Commission may consider selling IPED landed properties to offset the debts.

Pan African Virtual and E University

The Pan African Virtual University (PAVU), also called the African Virtual and E-University, is one of AU's flagship projects that have been proposed in addressing the human development needs of Agenda 2063. It aims at accelerating development of human capital, science and technology and innovation through increasing access to tertiary and continuing education in Africa by capitalizing on the digital revolution and global knowledge; reaching large numbers of students and professionals in multiple sites simultaneously-anywhere, any time; and by consolidating African initiatives and strategies on accelerated development.

A task force comprising of the African Virtual University (AVU), University of South Africa (UNISA), African Centre for Distance Education (ACDE), Department of HRST and Department of Infrastructure and Energy was established and produced the PAVU conceptual framework in 2015. Three business models were proposed for PAU, namely:

- OPTION 1: The Pan African Virtual University as an independent University
- OPTION 2: Pan African Virtual University as the Open and Distance-learning (ODL) arm of the PAU
- OPTION 3: Transforming the AVU into the Pan African Virtual University

Based on rigorous consideration of the merits and demerits for the three options, the HRST Department unanimously recommended the Option 2 as the one that will enable faster implementation and operationalization.

The PAVU Task force shall proceed with preparation of a comprehensive Project Document and a five year Business Plan. Modalities shall be sought to link PAVU with the Pan African E-Network and the Pan African University Network (PAUNET).

Pan African University

Introduction

The Summit of Heads of State and Government of the African Union made a decision to establish the Pan African University (PAU) in 2010, and the plan to implement PAU was based on utilizing existing universities of eminence and quality on the continent to create a network of institutions of excellence that will foster world class research and academic mobility. PAU operates under the direction of the African Union Commission (AUC) Department of Human Resources, Science and Technology, as one University managed by a single Rectorate and supervised by a Council.

PAU continues to deliver on its mandate of enrolling and graduating students, through teaching and research at its four operational Institutes in Algeria, Cameroon, Kenya and Nigeria. 2016 has been a busy year for the PAU, with the Rectorate and various Institutes embarking on series of activities pertaining to University governance, planning and coordination, curriculum development, as well as student admission and graduation.

Negotiations on the Relocation of the PAU Rectorate to Cameroon

Following the decision to designate of the Republic of Cameroon as Host of the Pan African University by the AU Assembly of Heads of State and Government in January 2015, the Commission and Cameroonian government officials have been working closely to implement the decision. Following up to official correspondence and consultation between the two sides, the Commission in March 2016 dispatched a four-member delegation led by the President of the PAU Council, Professor Tolly S. Mbwette, to Yaounde,

to meet officials of the Government of Cameroon and assess the state of readiness of the facilities and amenities required for the relocation of the PAU Rectorate.

During the mission, the delegation held meetings with the Cameroonian Ministers of Higher Education and External Relations. Having expressed gratitude for the Cameroonian Government's unparalleled collaboration and cooperation with the African Union Commission in finalizing the implementation of the PAU project, the delegation stressed the importance of finalizing and signing the hosting agreement as a pre-condition for the physical relocation of the PAU Rectorate to Yaounde.

PAN AFRICAN UNIVERSITY RECTORATE

The delegation was informed that on the part of the Government of Cameroon, the only outstanding issue in the hosting agreement related to the question of privileges and immunities for Cameroonian nationals who may be employed by the PAU Rectorate. The delegation visited and inspected a nine-story building located in the Bastos neighborhood of Yaounde, placed at the disposal of the Pan African University by the Government of Cameroon to serve as the temporary location of the Rectorate, pending the construction of a permanent Rectorate building. The delegation also visited and inspected the proposed residence of the Rector. Both buildings were being furnished, and according to officilas of the Ministry of Higher Education, a contractor had been engaged to install the necessary ICT infrastructure including video conferencing facilities, networking and communications infrastructure in the Rectorate building and at the residence of the Rector.

First PAUGHSS Graduation

The first batch of 51 students of the Pan African University Institute for Governance, Humanities and Social Sciences (PAUGHSS) graduated on 30 March 2016, with Master of Arts (MA) degrees at a ceremony held at the Palais des Congrès in Yaoundé, Cameroon. After three years of postgraduate

studies research and internships in their respective disciplines, 41 graduating students received MA degrees in governance and regional integration jointly conferred by the Pan African University (PAU) and the University of Yaoundé II, whilst the remaining 10 students received MA degrees in Conference Interpreting and Translation, jointly conferred by the PAU and the University of Buea. The graduating students, who come from 16 different African Union Member States, constitute the third batch of students graduating from the PAU, an African Union educational flagship programme seeking to expand the frontiers of higher education, research and innovation in the continent.

Top officials of the Government of Cameroon, the diplomatic and academic community in Yaoundé and Buea, as well as development partners, attended the graduation ceremony. The African Union Commission was represented by: Prof. Tolly S. A. Mbwette, President of the PAU Council; Dr. Jean Gérard Mezui M'ella, Director of the AU Inter-African Phytosanitary Council Office in Yaoundé; Dr. Mahama Ouedoraogo, Ag. Director, HRST; Prof. Belay Kassa, Interim Deputy Rector, PAU; and Dr. Yaw Nyampong, PAU Senior Legal Officer. It marked a significant milestone in the drive towards actualizing the foundational ideals of the PAU and generated enormous regional and international focus.

Speaking at the ceremony, Prof. Tolly S. A. Mbwette, President of the PAU Council, expressed gratitude on behalf of the African Union to the Government of Cameroon and the two host institutions of PAUGHSS, the University of Yaoundé II (Soa) and the University of Buea as well as other Cameroonian and African universities, for their unparalleled collaboration and cooperation with the African Union Commission in the implementation of the PAU project. He placed particular emphasis on the Government's continuing commitment and its numerous efforts in preparation to

receive the Rectorate of the PAU, which, by virtue of a 2015 Decision of the Assembly of Heads of State and Government of the AU, will be permanently headquartered in Yaoundé.

In his keynote address, Prof. Jacques Fame Ndongo, the Minister of Higher Education of the Republic of Cameroon and Chancellor of Academic Orders, charged the graduating students to go forth as ambassadors of Africa and serve as

agents of change, using the knowledge and training they have obtained. He thanked the African Union for the trust reposed in the Cameroonian higher education system as evidenced by the selection of Cameroon to host PAUGHSS and the PAU Rectorate. Professor Ndongo underlined the unflinching commitment of the Government of Cameroon to sharing its legacy in higher education with other Member States by supporting continental initiatives such as the Pan African University.

Hosted by the University of Yaoundé II and the University of Buea, PAUGHSS offers MA programmes in governance and regional integration, conference interpretation and translation, with plans to introduce many more programmes in the MA as well as PhD streams in the short and medium term.

PAU Curriculum Validation Workshop

The Department of HRST and PAU convened a curriculum validation workshop for the PAU Institute for Governance, Humanities and Social Sciences (PAUGHSS), on the 8th of April 2016, at the Commission Headquarters in Addis Ababa, Ethiopia. The workshop was attended by staff of the Commission and the PAU Rectorate, PAU Institute Directors, Program Coordinators at PAUGHSS, African experts in Governance, Humanities and Social Sciences, and African Union Youth Volunteers. It was the culmination of efforts to review existing curricula for the various Masters programs

being administered at PAUGHSS in Yaounde, Cameroon, and develop curricula for newly introduced PhD programs of the Institute.

The validation workshop, which was preceded by a two-day pre-validation session, covered Masters and PhD programs in Governance and Regional Integration, Translation and Interpreting, as well as Gender and Human Rights, and History of Africa – both mandatory courses for all PAU students. The curriculum exercise was underpinned by

the need to align PAU curricular with the highest standards of global practice and ensure congruence between learning outcomes of Masters and successive PhD courses. It was also inspired by the drive to infuse PAU curricula with the African perspective and embed the University's programs with relevant courses that reflect the continent's objective realities.

Lead experts of the various teams assigned to work on program and course curricula made presentations on the scope and details of their work, as well as the input generated from the pre-validation sessions. The team presentations covered Masters and PhD curricula in Governance and Regional Integration, Translation, Interpreting, as well as curricula for the PAU mandatory courses of Gender and Human Rights, and History of Africa. The presentations generally touched on introductory and background notes on the programs/courses, their aims and objectives, as well as expected learning outcomes. The experts also outlined course contents and structure, duration, admission requirements, credit components, research portfolio and learning references and resources for each of the programs and courses.
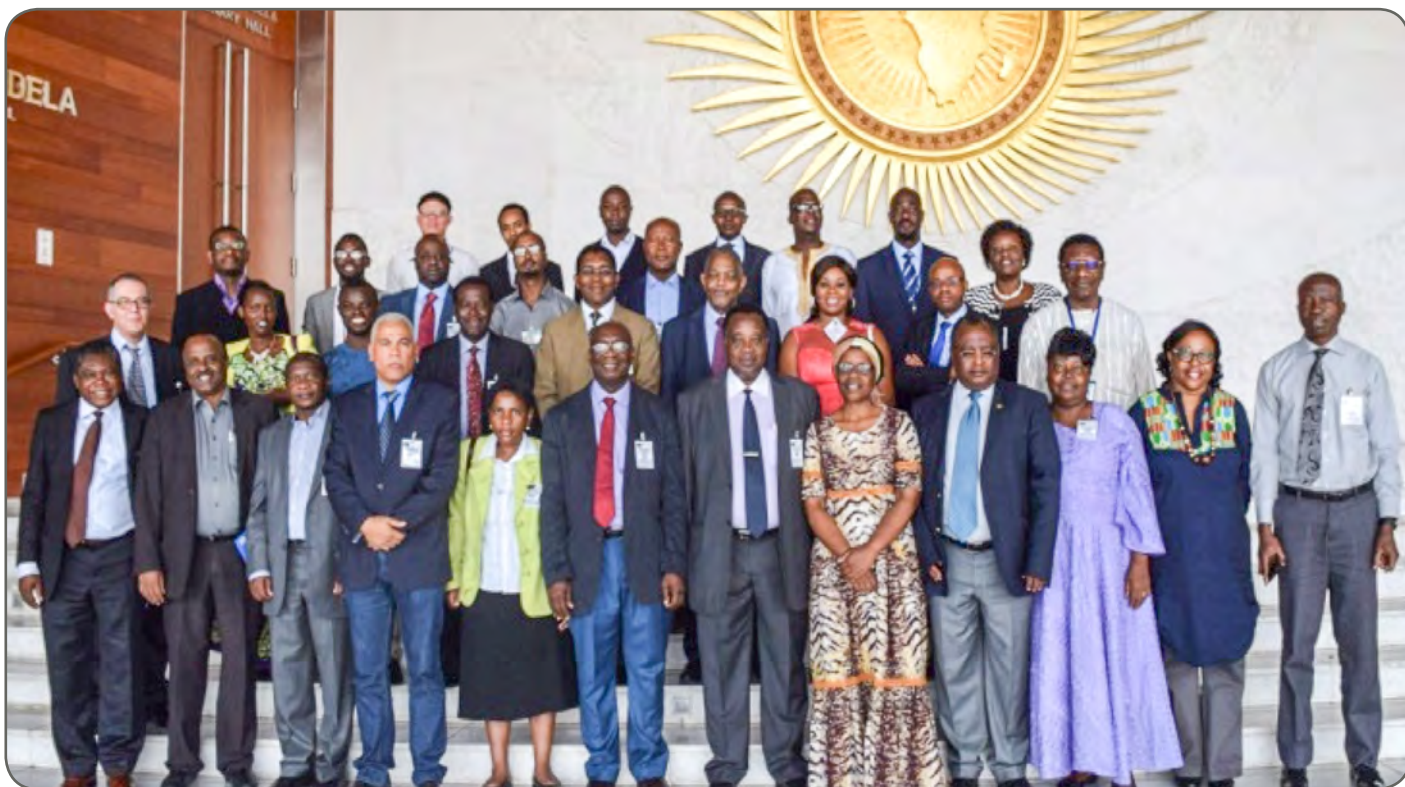
Key highlights of the presentations included the elaboration by the expert group for Gender and Human Rights of the background to AU Gender and Human Rights instruments and the engagement of the learners with these instruments. The team took cognizance of the need to raise student

awareness about Gender and Human Rights as cross-cutting issues, and to capture the conceptual foundations, African traditional systems and mechanisms of human rights in the Gender and Human Rights module. It also saw the need to expound the full spectrum of rights under Gender.

The expert group for the History of Africa clarified the ambiguity of the thematic titles and organized the canonical texts more systematically, in order of theme. The group repositioned Pan-Africanism as a core component of the course to project its relevance and uniqueness as an African Union agenda. The Governance and Regional Integration expert group expanded the practical and theoretical dimensions of the programs, both of which needed ample consideration. The team added research methodology as a key course in the GRI curriculum.

At the end of workshop proceedings, participants agreed on a broader context, that in order to create a more convenient academic, research and curricula framework, PAU should seek to accomplish the following:

- Adopt a standardized format for curriculum design;
- Prepare a handbook to guide postgraduate study, taking into account existing guidelines of the host universities ;
- Engage the RECs as pillars of the African Union, in admitting PAU students on internships ;
- Exploit the possibility of creating internship opportunities for PAU students within the AUC and at other AU institutions.

Planning and Coordination Meetings of PAU Institute Directors and Rectorate Staff

Officials of the PAU Rectorate and PAU institute Directors met on the 7th of April 2016 at the AUC Headquarters in Addis Ababa, as part of the regular consultative planning process to discuss academic, administrative and policy issues bordering on the operations of the Institutes as well as the Rectorate. The meeting agenda centered on key matters that form part of discussions during the previous planning meeting. These include periodic updates by the Institutes, student admission for the 2016/2017 academic year, and the student research fund among other issues.

The PAU Rectorate and Institute Directors convened another planning and coordination meeting from the 10 to 11 August 2016 at the PAU Institute for Basic Sciences, Technology and Innovation (PAULESI) in Nairobi, Kenya. The meeting considered the periodic reports from Institute Directors,

after an update from the Interim Deputy Rector on the recruitment of long term academic staff. The meeting also discussed issues related to research funding, the 2016/2017 academic calendar, as well as PAU management and finance related issues.

Negotiations on the Establishment and Operationalization of the PAU Space Sciences Institute

Under the current Pan African University framework, the University constitutes five Institutes distributed across Africa's five regions. Four of the PAU's Institutes in the Western, Eastern, Central and Northern regions are already operational. South Africa was nominated by SADC to host the PAU Space Sciences Institute (PAUSS) on behalf of the Southern Africa region.

Following South African selection by SADC to host the PAU Space Sciences Institute, series of meetings have been held between the AU Commission and South African authorities,

including a mission to Johannesburg in March 2015, led by the Commissioner for Human Resources, Science and Technology, H.E Dr. Martial De-Paul Ikounga, and a

joint technical meeting at the AU Commission in Addis Ababa, on 26 and 27 October 2015, between officials of the Department of Human Resources, Science and Technology and a delegation from South Africa. The two parties have also been consulting and communicating on the technical modalities for the implementation of PAUSS.

On July 1, 2016 a three-person AUC delegation was on a mission in South Africa to discuss on the operationalization of the PAU Institute for Space Sciences. The delegation had very useful and productive meetings with the Technical Team members commissioned to prepare the ground work for

the operationalization of the PAU Institute. The two parties discussed in detail the outcome of the internal audit made by the South African Government and agreed to speed up the process required for the operationalization of the Pan African University Institute for Space Sciences.

The South African Government dispatched a Team of Experts to PAUSTI (Nairobi) and PAUWES (Tlemcen) for experience sharing visits to learn firsthand the way the PAU Institutes are run and managed. During a technical meeting between South Africa and the AUC on the draft Host Agreement for the PAUSS held on 25 August 2016 at the AUC Headquarters in Addis Ababa, the team members underscored how the visits offered the opportunity for them to better understand and appreciate the PAU governance structure, vis-à-vis the staffing needs and requirements of the Institutes. A number of recommendations emanated from the visit to PAU Institutes, underpinned by observations on PAU student selection, funding, Institute management and partnerships among other issues. South Africa has identified Cape Peninsula University of Technology (CPUT) as the central and main Host for the PAU Space Sciences Institute, with seven other participating Universities.

At the end of the meeting, both parties agreed to take note of and consider the suggestions and issues raised during the negotiations, and to continue exchanging notes on proposed amendments to the drafts for further clarity and consensus.

Student Selection for the 2016-2017 Academic Year

The Pan African University Rectorate has been taking the necessary steps to admit new students to the four thematic institutes of the Pan African University. The call for scholarship applications for the 2016/2017 academic year was posted on 3 February 2016 and closed on 1 April 2016. About 5,432 applications (3670 for M.Sc. and 1762 for PhD) were received.

The Planning and Coordination meeting held in Nairobi on 10 and 11 August recommended the admission of 414 (107 PhD and 307 MA/MSc.) new students for the 2016/2017 academic year. This breaks down to 100 (30 PhD and 70 MA) students at PAUGHSS, 106 (31 PhD and 75 MSc.) students at PAULESI, 123 (46 PhD and 77 MSc.) students at PAUSTI, and 85 MSc. students at PAUWES. The detailed breakdown of the selected students is provided in the tables below.

Area of Specialization	Female	Male	Total
PhD in Governance and Regional Integration	7	23	30
MA in Governance and Regional Integration	21	29	50
MA (Translation)	3	4	7
MA (Interpretation)	7	6	13
Total	**38**	**62**	**100**

Table 1: Newly Selected PhD and Masters' Students for Admission to PAUGHSS in 2016/2017 Academic Year

Area of Specialization	Female	Male	Total
Environmental Management	3	7	10
Petroleum Geosciences	1	4	5
Mineral Exploration Geosciences	2	1	3
Plant Breeding	0	5	5
Reproductive Health Sciences	0	8	8
Total	**6**	**25**	**31**

Table 2: Newly Selected PhD Students for Admission to PAULESI in 2016/2017 Academic Year

Area of Specialization	Female	Male	Total
Environmental Management	6	12	18
Petroleum Geosciences	7	7	14
Mineral Exploration Geosciences	3	10	13
Plant Breeding	5	10	15
Reproductive Health Sciences	6	9	15
Total	**27**	**48**	**75**

Table 3: Newly Selected MSc. Students for Admission to PAULESI in 2016/2017 Academic Year

Area of Specialization	Female	Male	Total
Civil Engineering	2	6	8
Electrical Engineering	3	4	7
Mathematics (Financial)	2	4	6
Mathematics (Computational)	2	5	7
Mathematics (Statistics)	0	6	6
Molecular Biology	2	10	12
Total	**11**	**35**	**46**

Table 4: Newly Selected PhD Students for Admission to PAUSTI in 2016/2017 Academic Year

Area of Specialization	Female	Male	Total
Civil Engineering	3	15	18
Electrical Engineering	4	14	18
Mathematics (Financial)	2	8	10
Mathematics (Computational)	2	5	7
Mathematics (Statistics)	1	7	8
Molecular Biology	7	9	16
Total	**19**	**58**	**77**

Table 5: Newly Selected MSc. Students for Admission to PAUSTI in 2016/2017 Academic Year

Area of Specialization	Female	Male	Total
MSc (Energy Engineering)	2	18	20
MSc (Water Engineering)	4	16	20
MSc (Energy Policy)	5	15	20
MSc (Water Policy)	3	22	25
Total	**14**	**71**	**85**

Table 6: Newly Selected Masters' Students for Admission to PAUWES in 2016/2017 Academic Year

The Pan African Institute for Education for Development (IPED)

Pan African Institute for Education for Development (IPED) Holds a Strategic Planning Workshop

Kinshasa, Congo Democractic Republic- 26 October 2016

The Pan African Institute for Education for Development (IPED) held a workshop to develop its strategic plan for 2017-2021 in Kinshasa from 26th to 28th October 2016. As the Education Observatory for the African union, IPED is responsible for ensuring that education development under the Continental Education Strategy for Africa (CESA 16-25), will be based on sound information and statistics to enable the education sector play its key role in ensuring production of the skills, knowledge and competences required to achieve Agenda 2063- the Africa We want.

The Strategic Planning exercise is part of the institutional revitalization efforts embarked upon by the Human Resource Science and Technology Department to ensure that the institution is fully operational and able to deliver on its mandate. The institution is responsible maintaining the continental Education Management Information Systems which houses all education related data submitted by Member States.

In her opening remarks, Dr Beatrice Njenga, Head of Education Division, reiterated the importance of IPED as the Education Observatory for the African Union saying that, considering the central role that education and training must play in ensuring the attainment of the goals of Africa's Agenda 2063, it goes without saying that the Observatory will be key in assuring the adequacy, responsiveness and quality of education in meeting these demands. She said that the Continental Education Strategy for Africa therefore lays special emphasis on the need to establish a robust platform for education planning, coordination, monitoring and reporting. The Observatory is key in enabling Africa to take charge of its own data and information; and ensure evidence based planning anchored in a robust continental EMIS. She concluded that the Education Observatory role is beyond management of information and training of field officers, and includes policy analysis as well as strategic research to inform decision making in education development on the continent. The workshop was facilitated by Mr Lukman Jaji, IPED's new ICT Officer, who explained that the Observatory had already developed some key software for enhancing the efficacy of data collection in Member States.

The workshop was supported by the African Observatory for Science Technology and Innovation (AOSTI) and the African Union Representational Office in Kinshasa, Congo.

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

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

This report outlines the activities undertaken by AU/CIEFFA from January –December 2016. it comprises two main parts:

1. Operationalization of AU/CIEFFA

2. Activities addressing AU/CIEFFA's mandate

1. Operationalization of AU/CIEFFA

1.1 Legal status of AU/CIEFFA

Following the Assembly Decision of AU heads of States and Government, Assembly/AU/Dec.44(III), the Legal Counsel proposed that whilst AU/CIEFFA is being integrated in the AUC system, statutes need to be developed. These statutes have been endorsed by the Department of HRST and by Legal Counsel. They will be presented to the Specialized Technical Committee (STC) on Education, Science and Technology in March 2017. These will then be considered by the STC on Legal Affairs in September/ October 2017 and adopted by AU Policy organs in January 2018.

There has also been an exchange of letters as well as a meeting between AUC and UNESCO on maintaining the status of UNESCO Category 2 institution. It has been agreed that UNESCO will continue to be represented in AU/CIEFFA's Steering committee.

1.2 Staffing of AU/CIEFFA and relocation to Ouagadougou, Burkina Faso

The international staff, the Coordinator, the Senior Policy Officer and the Policy officer -ICT & Documentation have moved to Ouagadougou since 1st September 2016. The recruitment of three other regular staff is currently underway.

The local staff currently in the Ouagadougou office consists of eleven persons, both professional and General Service officers. They are seconded from the host country and secondment letters have been issued by the Administration and Human Resources Department of the AUC on their conditions of service.

2. Programme activities

During this period from January to December 2016, the following activities were undertaken by AU/CIEFFA:

2.1 8th African Union Gender Pre-Summit

AU/CIEFFA organized a session on "Girls and Women's Education in Africa with emphasis on STEM (Science, Technology, Engineering and Mathematics) and TVET (Technical Vocational Education and Training)" on 20th January 2016 during the Gender Pre-summit, which took place from 18th– 20th January 2016, on the margins of the AU Summit of Heads of States and Government.

The session focused on the importance of increasing women and girls' participation in STEM and TVET education towards achieving the African Union's Agenda 2063. Taking in account the latest progress made in the area of education on the continent, the panelists shed light upon challenges that still kept girls and women out of school. Some of the challenges include high dropout rates especially in the areas of Science and Technology, deeply rooted societal attitudes, societally unvalued TVET, outdated STEM policies which remain frozen in post-colonial frameworks, high illiteracy rates of women and girls, a lack of role models for girls and women in STEM positions and a lack of gender disaggregated data.

2.2 3rd High Level Panel on Gender equality and women empowerment

AU/CIEFFA organized a session on gender equality and education in Kigali, Rwanda on the 9th July 2016, in the 3rd High Level Panel on Gender Equality and women empowerment, on the margins of the July 2016 AU Summit. The session was divided in two parts: the first part was on listening to young girls and learning about their aspirations, as well as engaging them in decision-making processes; the second part was on challenges faced by partners in ensuring access to education and retention of girls in schools in the African continent.

The general recommendation was to call upon governments to adopt a holistic approach through meaningful collaboration among relevant ministries in realizing girls' rights to access, remain and completing their education, especially secondary and higher education levels.

2.3 Developing Strategies for retention of girls in schools

AU/CIEFFA in collaboration with UNESCO has prepared in-depth case studies of five countries providing education to diverse groups of learners, with special emphasis on girls' education in the five geo-political regions of the continent. These five case studies have been published in one synthesis report with a cross-national approach.

As a follow-up to these case studies, a meeting will be held in Paris in in November 2016 with representatives of AU Member States based in UNESCO, researchers from member states, civil society and RECS to discuss on the implementation of the recommendations made in the report, especially on the need for more and better research on inclusive education and developing monitoring and evaluation frameworks on legal aspects of girls and women's education.

2.4 Validation workshop on Institutional and legal environments for Rights of girls and women in education

AU/CIEFFA will be organizing a meeting in Ouagadougou in the 1st week of December 2016 with development partners and the civil society to validate findings on the analysis of institutional and legal instruments in Member States relating to girls and women's education in AU Member States and to propose strategies to ensure reinforcement of these legal instruments.

Science and Technology Division

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

STISA-2024

Science, Technology and Innovation Strategy for Africa 2024 (STISA -2024) defines a new period for research and develop in Africa, and calls for a stronger, more dynamic and sustainable research enterprise capable of translating scientific discoveries into products, services, and processes that are required for Africa's sustainable development. It is one of the instruments that contribute to achieving the aspirations of our people centred the long-term African Union Agenda 2063. The Commission ensured that this agenda is underpinned by Education, Science and Technology as enablers and tools of achieving the continental development goals and the Global Sustainable Development Goals (SDGs) and creation of long-term economic benefits for the continent and beyond.

The African Union Commission is rapidly deploying science, technology and innovation across various socio-economic sectors with a view to foster social transformation and economic competitiveness through STISA-2024. In the first 10-Years of its implementation the strategy is focusing on addressing six distinct socio-economic priorities aimed at Eradicating Hunger and ensuring Food and Nutrition Security; Prevention and Control of Diseases; Protection of our space; Communication, Promoting Living together and Building the Society and Creation of Prosperity. Through its mutually reinforcing pillars the strategy urges Member States and the Regional Economic Communities to build and upgrade research infrastructures, enhance professional and technical competencies, promote innovation and entrepreneurship development and continue creating an enabling policy environment for science, technology and innovation.

STISA-2024 is itself innovative. It ambitiously mobilizes all key stakeholders academics, researchers, innovators, funding bodies, entrepreneurs, private sector, civil society and the public at the national, regional and continental levels to collectively and inclusively deploy science, technology and innovation in all sectors of our socio-economic development. This section of the RACA outlines some of the initiatives undertaken in 2016 in the implementation of STISA-2024.

AU Kwame Nkrumah Scientific Awards 2014 Edition

The Commission implements, in collaboration with the Regional Economic Communities (RECs), Member States and the African Academies of Sciences, the African Union Kwame Nkrumah Science Awards programme aimed at raising the profile of science and technology sector and promote a scientific culture amongst African citizens. The objective of the programme is to give out scientific awards to top African scientists for their scientific achievements and valuable discoveries and findings. Prizes are awarded to top African scientists in each of the following two sectors (a) Life and Earth Sciences; and (b) Basic Science, Technology and Innovation. The programme was launched on 9 September 2008, and implemented annually.

The programme is implemented at national level for young researchers, regional level for women scientists and continental level open to all scientists. The national awards are valued at USD 5,000. The Regional Science Awards are enhance designed to promote the participation of women in science and technology. This programme is implemented in partnership with the Regional Economic Communities, which continue to serve as fundamental pillars for execution of various programmes of the Union. Such joint efforts are remarkably contributing to our strategic shared vision for Africa's development and integration. At the regional level winners walk away with a cash prize of USD20, 000, a Medal and a Certificate! The Continental Award the most prestigious science award, comprises of a Cash Prize of USD 100,000, a Medal and a Certificate. It is implemented by the Commission in collaboration with the African Academy of Sciences.

The Commission calls upon Member States, Regional Economic Communities and other key stakeholders to popularize science among African citizens, empower them, celebrate their achievements and promote all efforts to transform scientific research into Africa's sustainable development.

Winners of the 2016 Regional Award received their prizes on 25 January 2017, during the 9th African Union Gender Pre-Summit, while the Continental Award Winners received their prizes on 30 January 2017 during the AU Summit in Addis Ababa, Ethiopia. The Commission acknowledges the support of the European Commission, Regional Economic Commissions (ECOWAS, SADC, COMESA and ECCAS), The World Academy of Sciences (TWAS) and the African Academy of Sciences (AAS) in the successful implementation of the programme.

2016 Kwame Nkrumah Continental Award winners

Life & Earth Sciences

Prof. Felix Dapare Dakora, Ghana,
South African Research Chair in
Agrochemurgy and
Plant Symbioses

Science, Technology and Innovation

Prof. Ali Ali Hebeish, Egypt
Emeritus Professor,
National Research Center

2016 Kwame Nkrumah Regional Award winners

Prof. Jane Catherine Ngila
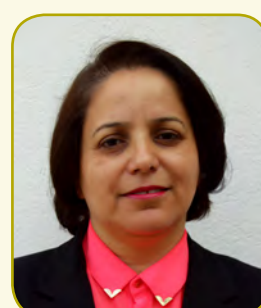Eastern Africa
Basic Science, Technology
and Innovation

Associate Prof.
Celia Abolnik
Southern Africa
Life & Earth Sciences

Prof. Rokia SANOGO
Western Africa
Life & Earth Sciences

Prof. Olu-Owolabi, Bamidele
Iromdayo
Western Africa
Basic Science, Technology
and Innovation

Dr Lamia Chaari Fourati
Northern Africa
Basic Science, Technology
and Innovation

	2015 Kwame Nkrumah National Award winners	
1	Rainatou Boly (Basic Sciences, Technology and Innovation)	Burkina Faso
2	Clarisse S. Compaore (Basic Sciences, Technology and Innovation)	Burkina Faso
3	Patrick Lemougna Ninla (Life and Earth Sciences)	Cameroon
4	Mohamed Farhat Othman Ismail Hameed(Basic Sciences, Technology and Innovation)	Egypt
5	Sory Diakite (Life and Earth Sciences)	Guinea
6	Kebitsamang Mothibe (Life and Earth Sciences)	Lesotho
7	Lebeko Bernard Poulo(Basic Sciences, Technology and Innovation)	Lesotho
8	Okunola Adenrele Alabi(Basic Sciences, Technology and Innovation)	Nigeria
9	Moses Eterigho Emetere (Life and Earth Sciences)	Nigeria
10	Yahya Essop Choonara (Basic Sciences, Technology and Innovation)	South Africa
11	Marlien Pieters (Life and Earth Sciences)	South Africa
12	Sahar Sham seldden Mohamed Abdalla (Basic Sciences, Technology and Innovation)	Sudan
13	Hussein Mohamed Daffalla (Life and Earth Sciences)	Sudan

AU Research Grants Projects

2016 Open Call for Proposals Launching Ceremony

AU Research Grant Program - Opening and Administrative Check

In 2016, the Commission received 17.5 million Euros under the EU Panaf programme to lunch Calls under phase II of the African Union Research grant programme on the theme: Food and Nutrition Security and Sustainable Agriculture. The 2016 Open Call for Proposals which follows the 2011 and 2012 calls was launched on the 18th of May, 2016 with a deadline for submission of application set on the 31st of August, 2016.

AU Research Grant Program - Info Day - Kigali

A couple of activities were carried out to enhance visibility of the call, for example, the programme management team under took visits to 5 countries across the region to enable prospective applicants opportunity for face to face enquiries

on how to apply, the call was published in 5 popular African journals, websites of 22 partner institutions, sent over 2000 emails to professionals, published in the social media and distributed call documents to embassies of the AU member states for onward dissemination to their relevant ministries. Subsequent to the success of the publicity, a total of 265 Applications from 31 African Countries and 8 European Countries were received and assessment process of these proposals begun with recruitment of the assessment team supported by inter departmental members of the evaluation committee. With the completion of the assessments, it is expected that grants ranging from 500,000 to 1000,000 USD will be awarded to each successful applicant by December 2016.

This call is a platform for the implementation of the Africa's Science Technology and Innovation Strategy-2024 which addresses the aspirations identified under Agenda 2063 and Priority 3 on Human development of the EU-Africa partnership. In addition to the implementation of the 2016 call, financial installment payments and review of final technical reports continued for previous projects of the first phase calls of 2011 and 2012, with 6 out of the 20 projects having rounded up their research activities before end of 2016. A compendium of these reports is in view once all final reports from all 20 institutions are submitted to the Commission.

AU Research Grant Program - Info Day - Nigeria

AU Research Grant Program - Evaluation Committee Meeting

AU BIODIVERSITY PROGRAM
Conservation of Biodiversity, biosafety and access to genetic resources and benefit sharing arising from their utilization

Streamlining Biosafety and ABS into national biodiversity strategies

In response to the Assembly decision to include biodiversity within the priorities of the AU the Commission has been engaged in supporting Member States in the coordinated implementation of their obligations under the Convention on Biological Diversity (CBD) and its Protocols (the Cartagena Protocol on Biosafety and the Nagoya Protocol on Access to genetic resources and Benefit Sharing arising from their utilization (ABS). AU Member States as Parties to the CBD are required to integrate the implementation of the CBD and its Protocols to improve efficiency and effectiveness. In this regard the Conference of the Parties (COP) requested Parties to integrate biosafety and ABS in to the national biodiversity strategies and action plans and other relevant sectoral

policies. The Department hence co-organized a workshop with the Secretariat of the CBD from 9-12 February 2016 in Addis Ababa where mainstreaming and coordination at the national and regional levels were discussed and agreed. The workshop shed light on the status of implementation of the Cartagena Protocol on Biosafety in the African region and identified existing national and regional tools, strategies and opportunities for improving the integration of biosafety into national biodiversity strategies and action plans vis-à-vis the national development plans. At the level of the AU, the African Union Policy on Biosafety that includes the African Strategy and the Model Law was reflected upon as a key instrument in the mainstreaming process.

Continental Coordination

Albeit the recognition on the importance of biodiversity, there has not been much coordination at the level of the continent in the manner of support in implementing the CBD and its Protocols. Therefore the Department constituted a Continental Coordination Committee on biodiversity comprised of the key pan-African actors. The Committee is composed of stakeholder departments within the Commission such as HRST, the Department of Rural Economy and Agriculture (DREA), Department of Trade and Industry (DTI), Department of Social Affairs (DSA) and the Office of the Legal Counsel (OLC) as well as concerned AU regional offices such as the AU Inter-African Bureau of Animal Genetic Resources (AU-IBAR), AU Scientific Technological and Research Commission (AU-STRC), AU institute of agricultural research for development in semi-arid Africa (AU-SAFGRAD), the regional economic communities, the NEPAD Planning and Coordination Agency, Pan African Initiatives such as

the ABS Capacity Development Initiative, the UN Agencies and the African Development Bank. The first meeting of the Continental Committee was held from June 29th to 30th 2016 at the AUC headquarters which exchanged on the state of play regarding on going initiatives in support of Member States in the field of biodiversity, biosafety and ABS. The Committee also agreed on its terms of reference and joint activities forward including coordinating support in the preparations of the African Group of negotiators for the COP 13 in December. The Committee will meet every year to update progress on implementation at the level of each constituency and coordinate implementation of decisions by AU Policy organs.

Preparations for COP 13, COP-MOP 8 and COP-MOP 2

The Department has further advanced its coordinator role on behalf of the Commission in co-organizing an African regional preparatory meeting with the Secretariat of the CBD and the CITES[1] from 8th to 12th August 2016 at the UNECA Head Quarters in Addis Ababa where the Department was in charge of the closed session discussions of the African Group of Negotiators that lead towards common African positions on the upcoming agenda items of the COP 13, MOP 8[2] and MOP 2[3] respectively.

A final African Coordination Meeting will be organized right before the opening of COP 13, COP-MOP 8 and COP-MOP 2 of the CBD and its Protocols on December 1st 2016 which is expected to be key in the preparations of the African Group and in providing an avenue for formulating the African Common Positions also helping the group in strategizing the African negotiating approach. The Commission will be represented at the COP and MOPs as an observer lending support to the African Group on technical issues as well as sharing developments with the global body on implementation of the CBD and its Protocols at the level of the AU.

First meeting of the Continental Coordination Committee on matters of Biodiversity

1. Convention on International Trade on Endangered Species
2. Conference of the Parties serving as the Meeting of the Parties of the Cartagena Protocol on Biosafety
3. Conference of the Parties serving as the Meeting of the Parties of the Nagoya Protocol on ABS

Strategic Engaging with Partners on STI in Africa

04 april 2016 THE THIRD SENIOR OFFICIALS MEETING OF THE EU-AFRICA HIGH LEVEL POLICY DIALOGUE (HLPD) ON SCIENCE TECHNOLOGY AND INNOVATION 4- 6 April 2

EU-Africa High Level Policy Dialogue (HLPD) on Science, Technology and Innovation

The third meeting of the EU-Africa High Level Policy Dialogue (HLPD) on Science, Technology and Innovation took place in Addis Ababa, Ethiopia on the 4-5 April 2016. The meeting gathered senior officials from Research and Innovation Ministries from 34 African Union and 13 European Union member states as well as representatives from the Regional Economic Communities, the UN and other partners' institutions. During the meeting, the HLPD adopted the Roadmap towards a Research and Innovation Partnership on Food and Nutrition Security and Sustainable Agriculture (FNSSA). This Roadmap outlines the basis for a joint research agenda as well as short-to-medium and long-term actions towards implementation. In the margins of this meeting the Bureau of the Africa-EU High Level Policy Dialogue (HLPD) on Science, Technology and Innovation (STI), in collaboration with a group of Africa-EU STI projects and initiatives, also convened a stakeholder forum on 5 and 6 April 2016 in Addis Ababa, Ethiopia, to discuss the implementation of the Africa-EU Research and Innovation (R&I) Roadmap on Food and Nutrition Security and Sustainable Agriculture. The stakeholder s meeting was attended by more than 100 representatives drawn from relevant sectors including the public sector, civil society and business representation from Africa and Europe. A key milestones achieved in this meeting was the creation of a platform for key actors to actively participate in and discuss tangible mechanisms for implementing novel measures that addresses societal grand challenge of mutual interest right across national and continental boundaries. More also, through the Forum, the formal bi-regional R&I partnership interacted with FNSSA industry representatives and R&D funders on pragmatic steps in towards the short, medium and long-term implementation of the Roadmap. Thee Forum recommended the establishment of a Steering Committee to support the implementation of the Research and Innovation Partnership on FNSSA. Hence the Bureau initiated the process towards establishing a Steering Committee. This committee will provide strategic support and oversight to the HLPD and its Bureau in the **implementation, monitoring, evaluation**, and **future planning** of the R&I Partnership on FNSSA.

Science Granting Councils theme 2 Inception Meeting in Windhoek, Namibia October 3-7, 2016

The New Partnership for Africa's Development Planning and Coordinating Agency (NEPAD-NPCA) organized a back to back inception planning meeting and needfinding workshop from 3rd to 7th October 2016 in Windhoek, Namibia.

The objective of the meeting was aimed at strengthening the ability of Science Granting Councils (SGCs) to develop, collect, analyze and disseminate indicators for STI policy and associated instruments. The meeting was attended by 7 out of 13 members of the SGCs, these are Burkina Faso, Zambia, Zimbabwe, Senegal, Malawi, Uganda, Namibia plus Ghana who is yet to be member of the SGCs.

The Science granting Council Initiative (SGCI) is a 5-year initiative aimed at strengthening the capacities of science granting councils (SGCs) in Sub-Saharan Africa to support research and evidence-based policies that will contribute

Science Granting Councils theme 2 Inception Meeting in Windhoek, Namibia October 3-7, 2016

to socio-economic development. The SGCI is jointly funded by the United Kingdom Department for International Development (DFID), Canada International Development Research Centre (IDRC), and South Africa National Research Foundation (NRF). The total funding is CA$13.9 million. The AUC presented STISA-2024 in order to promote the development and implementation of flagship programmes.

CAAST-Net

Acknowledging the potential role that CAAST-Net Plus, a network of 25 partners from both Africa and Europe is increasingly playing in promoting bi-regional cooperation EU and Africa in research and innovation, the Commission participated in workshops that were organised by CAAST-NET Plus in 2016, ensuring alignment to both, the EU's new Horizon 2020 programme and the Science, Technology and Innovation Strategy for Africa (STISA-2024). CAAST-NET adopted a priority driven approach in supporting the EU-Africa STI policy dialogue; strengthening of multi-stakeholder

partnerships and identification of gaps and opportunities for cooperation. The AUC recognises the efforts of CAAST-Net's to foster bi-regional policy dialogue for mutual learning and awareness and calls upon CAAST-Net Plus consortium to broaden the consortium to allow other stakeholders including the private sector and other willing Member States to participate.

Senior Experts Dialogue on Science, Technology and Innovation and the African Transformation Agenda meeting in Pretoria, South Africa, 2-4 November 2016

The 3rd Annual Senior Experts Dialogue on Science, Technology and the African Transformation Agenda (SED 2016) was held in Pretoria, South Africa from 2-4 November 2016.

The 2016 SED was held under the theme "Cities as Innovation Hubs for Africa's Transformation" in collaboration with the African Union Commission and the New Partnership for Africa's Development (NEPAD) Planning and Coordinating Agency with the support of the Department of Science and Technology (DST) of the Republic of South Africa. The choice for the 2016 theme was in response to SDG targets, AU's Agenda 2063 and STISA-2024. The meeting brought together participants from 21 member states, AUC, NEPADs, and RECs, STI institutions, NGOs/CSOs and experts from countries with experience in transforming their cities into innovation hubs. The key objective of the meeting was to improve knowledge and understanding of how Africa's emerging cities can be transformed into innovation hubs for the continent's structural transformation. Currently African cities are underperforming as hubs of innovation for national and continental transformation, hence policy solutions that will help African countries to become true hubs of innovation that will change the lives of the ordinary people in particular is expected from SED 2016

Heads of State and Governments adopt the "African Space Policy and Strategy"

In January 2016, through Decision Assembly/AU/Dec.589(XXVI), the Heads of State and Government adopted the "African Space Policy and Strategy laying the basis of a continental outer-space programme that focuses on building Africa's space capabilities in (i) Earth Observation, (ii) Satellite Communication (iii) Navigation and Positioning and (iv) Space Science and Astronomy, with the overarching objective of contributing to Africa's socio-economic development, by expanding the African space market. This is in response to Aspiration 7 of Agenda 2063 that ambitiously seeks to place Africa as a major social, political, security and economic force in the world with a rightful share of the global commons in land, oceans and space.

The Commission moved forward with preparations for an operational African Outer Space Programme guided by the Policy and Strategy. On 27-29 June 2016, the Commission convened the AU Space Working Group meeting in Cape Town, to develop an implementation plan of the Policy and Strategy. This meeting also provided valuable inputs to the draft statutes of the proposed African Space Agency which is the institutional form that the African Space Programme will assume. In order to further provide a platform for the successful implementation of this policy and strategy, the Commission in collaboration with the Working Group commissioned a space technology audit exercise in the areas of Earth Observation, Navigation and Positioning, Satellite Communication, Space Engineering, Space physics and Astronomy; to assess the existing heritage of Ground and Space infrastructure in the continent. This exercise will assist in mapping out strengths and gaps to inform the best approach for a viable space programme that satisfies the user requirements while responding to socio-economic needs of the continent.

Senior Experts Dialogue on Science, Technology and Innovation and the African Transformation Agenda meeting in Pretoria, South Africa, 2-4 November 2016

On 14-15 November 2016, the Commission organized a meeting with private sector and scientific community drawn from the Working Group in Nairobi, Kenya, to discuss a the appropriate business model for an African Space Programme. The meeting also served as a platform to finalize on the implementation plan, apportion different working packages and defining the best approaches for an operational African Space Agency. The Commission took the opportunity to inform this community and benefit from their expertise regarding preparations for launching and operationalizing GMES and Africa, which is one of the key initiatives contributing to the implementation of the Earth Observation theme of the Space Policy and Strategy.

12th EUMETSAT User form in Africa, Kigali

Within the framework of the Earth Observation theme of the African Space Policy and Strategy, the Commission and the EU Organization for the Exploitation of Meteorological Satellites (EUMETSAT), jointly organized the 12th User Forum in Africa to facilitate optimal use of African and European satellites data tailored to Africa requirements for the benefit of the continent. This is in the interest of realizing the full benefits of the African Space Policy and Strategy. One of the Policy goals is to coordinate various space activities in the continent to realize collective gain. Furthermore, GMES & Africa initiative which is a collaboration between the Commission and EC, will further contribute to the framework on Earth Observation of the African Space Policy

The Commission therefore seized this opportunity to provide guidance to various initiatives on how their priorities should align with the Policy goals. The meeting also provided a platform for user communities to dialogue and identify datasets for effective use in Earth Observation in order to better inform policies and decision making. Additionally, the African Ministerial Conference on Meteorology (AMCOMET) established a Task Force to align Meteorology community's interests with the implementation plan of the African Space Policy and Strategy. The Commission participated in a meeting with the Task Force in the margins of the User Forum to provide this strategic guidance.

Global Monitoring for Environment and Security and Africa (GMES & Africa)

The Global Monitoring for Environment and Security and Africa (GMES & Africa) initiative is the crystallization of the longstanding cooperation between Africa and Europe in the area of space science & technology, which is one of the key priorities of the long-term EU-Africa Joint Strategy.

The Maputo Declaration of October 2006 provided the necessity for the Africa-EU partnership to confirm the commitment to avail European infrastructure and facilities, under the Copernicus programme to Africa, Caribbean, and Pacific (ACP) countries. This commitment led to the launch of GMES & Africa process in Lisbon, Portugal, on 7th December 2007 during the 2nd EU-Africa Summit. The rationale of this long-term and strategic cooperation is to address the growing needs of African countries to access and use Earth Observation (EO) data for the implementation of sustainable development policies on the continent through the integration and deployment of African requirements and needs in Copernicus Services.

In the context of this Lisbon process, the European and African Union Commissions established a Coordination Team tasked to develop an Action Plan for the GMES & Africa and an EU-Africa Space Troika to oversee the overall evolution of this initiative. The Action Plan initiated a long-term structured dialogue between Africa and Europe on EO systems to response to global needs, to manage the environment, understand and mitigate the effects of climate change and ensure civil security by providing information to policymakers, scientists, businesses and the public on a real time basis.

Nine thematic chapters were identified and agreed on for the Action Plan: (i) Long term Management of Natural Resources; (ii) Water Resource Management; (iii) Marine & Coastal Areas Management; (iv) Food Security and Rural Development; (v) Climate Variability and Change; (vi) Disaster Risk Reduction; (vii) Health; (viii) Conflict and Political Crisis, and (ix) Infrastructure and Territorial Development. The following cross-cutting areas were also identified: (a) Policy and Institutional framework (b) Infrastructure framework (c) Capacity Development framework (d) Financial issues, and (e) Monitoring and Evaluation.

In order to rollout the implementation of GMES and Africa initiative, three thematic areas were agreed upon and prioritized through consultations with African stakeholders. The two Commissions expeditiously launched an Identification

The GMES and Africa initiative was officially launched on Friday, 25 November 2016, in Brazaville, Republic of Congo, by Commissioner Dr. Martial De Paul Ikounga

Commissioner Dr. Martial De Paul Ikounga, pays a curtsey visit to H.E. Minister of S&T of Congo Brazaville"

study in the course of 2014 for the formulation of a program based on these three thematic areas, namely, (a) Long-Term Management of Natural Resources, (b) Marine and Coastal Areas, and (c) Water Resources Management, funded under the Pan African Program. Expert workshops were held for each of these three thematic areas and their respective chapters were developed and consolidated by a validation workshop in 2013 that issued a 'Call for the implementation of GMES & Africa.' A Cooperative Arrangement was signed by the two Commissions in the margins of the 4th EU-Africa Summit in Brussels on 1st April 2014, thereby providing clear way forward for the programme. The Identification study resulted in a project formulation report that recommended the implementation of these three thematic areas under two services, namely, Natural and Water Resources; and Marine and Coastal Areas, with 23 applications.

A Description of the Action detailing implementation modalities of GMES & Africa was finalized by the EC and AUC, and a consultative meeting between the AU Commission and stakeholders within the African Space sector was held on the 16 and 17 November 2016, in Nairobi, Kenya. The aim of the meeting was to consult with the private sector, members of academia, and Regional Economic Communities, as key pillars and drivers of the development of space science in Africa. The meeting, which built on preceding discussions at the 9th meeting of the AU Space Working Group, was also a prelude to the signing and official launch of the GMES and Africa Initiative on the 25 November 2016, in Brazaville, the Republic of Congo. It was conceived to provide a conversational and brainstorming platform, to engage and tap ideas from stakeholders as well as build momentum for GMES and Africa ahead of the Brazaville launching.

Science and Technology, H.E Dr. Martial De Paul Ikounga, and the Head of the European Union Delegation, H.E Saskia De Lang in the presence of the Congolese Minister of Scientific Research and Technological Innovation, H.E Hellot Matson Mampouya. The launching ceremony was attended by officials of the Congolese government, the African Union Commission, the European Commission, Regional Economic

Communities, and MESA Regional Implementation Centers. It was preceded by the 6th meeting of the MESA Steering Committee, which included a workshop on how GMES and Africa can build on MESA's experience.

In his statement, the Congolese Minister of Scientific Research and Technological Innovation, H.E Hellot Matson Mampouya, referred to the advent of GMES and Africa as an immense opportunity provided by modern science and technology to advance the course of social and economic development in Africa. The AUC Human Resources, Science and Technology Commissioner Dr. Martial De Paul Ikounga, called the signing an important milestone that marks the beginning of a transformative enterprise conceived to contribute to the achievement of Africa's development aspirations. The Head of the European Union Delegation, H.E Saskia De Lang said the programme is built on 20 years of fruitful cooperation on Earth Observation between Europe and Africa which will benefit from the data produced by the latest satellite technology developed by the EU in the framework of its 'Copernicus' space programme, and by the European agency EUMETSAT, offered to the African continent in the framework of the Joint Africa-EU Strategy.

In the wake of the launching of GMES and Africa, the Department of Human Resources, Science and Technology organized a consultative forum with Regional Economic Communities (RECs)and Regional Implementation Centers (RICs), from the 19 – 20 December 2016, in Abuja Nigeria. The forum was designed to engage the RECs and RICs in an open and inclusive consultation, drive local ownership and reinforce regional networking and the mobilization of regional competencies towards the implementation of GMES and Africa.

The next step in the implementation process is the preparation of technical specifications for the Call for Proposals, and the launching of the Call by the AUC early 2017.

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

The Scientific, Technical and Research Commission of the African Union (STRC) as a specialized institution of the African Union based in Abuja, Nigeria is mandated to implement projects and programmes that are guided by the STISA 2024 and its predecessor CPA . It is also mandated to participate actively in the implementation of other AU development strategies and policies. As of this reporting period a considerable progress has been made in the implementation STISA 2024

Programme implementation

- African Union Network of Sciences,
- Africa's STI challenges and climate change
- Establishment of Pan African Institutions [African Scientific Research and Innovation Council (ASRIC) and Pan African Intellectual Property Organization (PAIPO)]
- Africa Health Research Capacity

African Union Network of Sciences (AUNS); phase 2 Mobilizing Technical and Financial Support for the Network Lauching

The STISA 2024 second pillar of building technical and professional competencies and third priority area of communication (physical and intellectual mobility) called for this project and was developed to impact on the continent. The African Union Network on Sciences is a virtual network that involves a wide range of individuals/institutions working together to address Africa's scientific and technological development challenges. It is a platform where African Scientist, Engineers, Innovators, Inventors and Technology developers will be able to interact, cooperate, exchange information/knowledge and complement one another in research and academic work. It is also an innovative way to enhance brain circulation and bridge the African based Scientists and those in the Diaspora to address Africa's Challenges and the project is to be implemented in four phases.

This network received applaud and commendation from TWAS , The African Academy of Sciences, The Bibliotheca Alexandria, African Development Bank, UNESCO, GIZ among others.

The STRC was able to convene two meetings so as to garner support and mobilize resources for the project. The first was held on the 5th May, 2016 with the host country Nigeria where all key stakeholders the Ministry of Communication Technology, Ministry of Science and Technology, Nigerian Communication Commission, Nigerian Information Technology Development Agency, and the Ministry of Foreign Affairs participated. The meeting applauded the project with

commitment of support to the project and request that the end-users be involved at the beginning of the project. The STRC was informed that the Agencies present at the meeting have the capabilities to assist in the projects and recommended that the concept be presented to the Minister of Communication Technology for further political support and commitment. A bilateral meeting was held on 22nd June, 2016 between the STRC and H.E Adebayo Abdurahman Shittu, the Minister of Communication Technology. The meeting resulted in setting up a Task Force on the implementation of the AUNS.

The Term of Reference (ToR) for the Task Force was developed jointly for the implementation and meetings are on ongoing.

The meeting with the partners and private sector was also held on 16th May, 2016, the concept and the rationale were applauded by all the partners and the brilliance of the idea of the Network. The partners also commended the robust sustainability of the network and promised to unveil their data base to the network, particularly UNESCO is part of a lot of Networks in Africa and that it will be a part of the AUNS. There is the Council of Vice Chancellors and Dean of

3rd from left is H.E Adebayo Shittu and next to him is Dr. Ahmed Hamdy

4th from left in red is Mrs Amina Oyagbola, Corporate Head MTN Nigeria

2nd from right H.E Dr. Emmanuel Osage Ehanre, Nigeria Minister of State for Health, Dr. Kyari Mohammed and Indian Representatives

Engineering Faculties COVISET, African Council of Science and Engineering (Einstein), Network of Environmental Science, Network of Biotechnology among others were set up in partnership with UNESCO and UNESCO is ready to come on board to assist the AUNS at the implementation stage. The partners also promised that their platforms may be used to publicize the AUNS and it can benefit the project the world.

The STRC had a meeting with the MTN Nigeria on the 13th July, 2016 and a presentation of the AUNS was made to the management of the company. The company appreciated and commended the project and requested for;

- The technical feasibility, contextual appropriateness, proposed timeline and budgetary cost effectiveness for the AUNS network portal;
- The capacity building and marketing and promotion measures for the self-sustenance of the network portal; and
- The overall sustainability of the proposed portal in terms of the anticipated results and impact.

In furtherance, to this the STRC has engaged the services of Federation of African Engineering Organization and MBS Engineering to develop the needs for onward transmission to partners and other stakeholder for sponsorship while data collection of prospective users are being done continuously by the office, so far, over 3000 data of prospective members were received

Africa's STI challenges and Climate Change

In line with the STISA 2024 priority of live together-build the society is envisaged to developed programmes that offers solutions to climate change challenges. This is a continuing project that analyses the Africa's challenges on climate change impact. The second on the series of this study is the 'Climate Change Impact in Africa: Challenges and Opportunities within the Realm of Science, Technology and Innovation'. This study was commissioned by STRC based on what science and technology can offer to tame the impact of climate change in Africa and was carried out based on reviews of other research work done out by experts.

The analysis was done and submitted to the Nigerian Environmental Society for further review and editing before final publication.

Establishment of Pan African Institutions [African Scientific Research and Innovation Council (ASRIC) and Pan African Intellectual Property Organization (PAIPO)]

With the strategy of STISA 2024 this programme falls under all the pillars and cut across few priority areas. On establishment of the pan African institutions both the Statute of (ASRIC) and (PAIPO) were endorsed by the 26th Ordinary Session of AU Heads of States and Government in January, 2016. Massive publicity was made on the ASRIC and PAIPO informing Member States and Partners on the endorsement of the Statutes and on the need to launch the respective institutes.

The STRC and the Department have sent out communication to Member States on the Article 23 of the PAIPO Statute calling for signature, ratification and accession.

Africa Health Research Capacity

The India Africa Health Sciences Meet was held in New Delhi, India from 1st - 3rd September, 2016 and several Africa's Ministers of Health and dignitaries where in attendance. The STRC presented a paper on "Policy Environment and Mechanisms to Support Health and Pharmaceutical Sector by Utilizing Science Technology and Innovation through Research Translation". The meeting discussion was centred on sharing experiences and best practices in the areas of health and pharmaceutical development in Africa considering the commonalities in development pathways between the Indian sub-continent and Africa. There were discussions on the heterogeneous nature of Africa and peculiar needs of Member States ranging from economy and technical capabilities in health related fields.

The meeting recognized the India-Africa joint action plan 2014-2018 where the health sciences need to be integral part of the action. At the margin of the India Africa Health Sciences Meet a bilateral meeting was held with the trio of Indian Council of Medical Research, Welcome Trust and

Picture of awardees and participants at the 1st STRC, UNESCO MARS Summit

USAID they all welcomed the initiatives of UNESCO-Merck-AU on health capacity building and called for participation of the trio in the forthcoming Summit in Addis Ababa, Ethiopia from 28th – 29th November, 2016 to further see the possibility of how they will assist.

Osage Ehanre, Nigeria Minister of State for Health, Dr. Kyari Mohammed and Indian Representatives

As a follow up to the Africa India Health Sciences Meeting, the STRC is working under the framework of India Africa partnership in consultation with the Nigeria Ministry of Health to develop projects and programmes on capacity building for health researchers and medical practitioners for the ECOWAS region. The conceptual framework is to be presented in due course to other African Regions to develop a common Africa position.

The STRC, UNESCO and Merck International organized the 1st STR, UNESCO, MARS Research Summit that was held in Switzerland, Geneva from 19th - 20th October, 2015. It provided a valuable opportunity for all those engaged and interested in scientific research in Africa to learn about the full spectrum of ground breaking research currently underway, and prepare for the road ahead in Africa's development as an international hub for research excellence and scientific innovation. The Summit attracted over 100 scientists in the field of health sciences and some were awarded for excellence in research work. The first researchers were awarded with Merck R&D fellowship Award for 6 month fellowship in Merck laboratory in Bonn, Germany. The second awardee was rewarded with 1500euro, third with 1000euro, fourth with 700euro, fifth with 500euro and sixth with 300euro. Certificates were given to the rest who participated.

Picture of awardees and participants at the 1st STRC, UNESCO MARS Summit

The 2nd MARS Summit is been organized by the trio from 28 to 29 of November 2016 in Ethiopia, Addis Ababa with a theme; Infectious Disease and Woman Health. The Summit will be showcased by keynote addresses, panel discussion, posters display and launching of the best African woman researcher award on health this is to recognize outstanding contribution of women researchers/scientists with the aim to promote STEM. There will be bilateral discussion at the margin of the Summit to bring on board Merck for the India Africa Health Sciences capacity building platform.

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

AOSTI was esablished to be a continental repository for Science, Technology and Innovation (STI) statistics and a source of policy analysis in support of evidence based policy making in Africa.

Prof. Philippe Kuhutama MAWOKO
Director
The African Observatory for STI (AOSTI)
African Union Commission
Malabo, Equatorial Guinea

AOSTI Achievements for the year 2016

AOSTI publications in 2016. AOSTI has produced and put in the public domain several publications including: working papers, policy briefs and articles in international journals. The publications make recommendations to stakeholders including member states, private sector, STI policy research institutes for science led socio-economic development in Africa

AOSTI support to Member States and RECs in 2016. AOSTI continues to support Member States and RECs in providing skills and imparting knowledge to manage and use STI statistical information. AOSTI has built capacity on STI indicators matters and related policies at national and regional levels. AOSTI has also initiated partnerships and collaborations within Africa and abroad

Regional forum on Science Diplomacy

As part of the implementation of its plan of action for the year 2016, the Islamic Organization for Education, Science and Culture (ISESCO) requested the expertise of the African Observatory for Science Technology and Innovation (AOSTI) to facilitate the regional forum on Science Diplomacy in Dakar, 24-26 April 2016. Fifteen (15) experts in science and international relations from five West African countries (Burkina Faso, Ivory Coast, Guinea, Mali and Senegal) attended the forum.


Regional forum on Science Diplomacy

The main objective of this forum was to promote international scientific cooperation and the use of science for strengthening the relations between countries. The forum recommended AOSTI to continue supporting African countries through advocacy and capacity building at national and regional level for a better appropriation of Science Diplomacy concepts.

Launch of the French edition of UNESCO Science Report: towards 2030

Djibouti, 4 December 2016 - The French edition of the UNESCO Science Report was launched on 4 December 2016 in Djibouti. The event was attended by more than 500 persons including the Prime minister of the Republic of Djibouti, the UNESCO Director-General and about 80 students

Launch of the French edition of UNESCO Science Report: towards 2030

from the University of Djibouti. Dr Konte, senior expert at AOSTI, co-author a chapter of the report. He made two interventions focusing on the pan-African trends emerging from the report and on the need for reliable STI statistics and evidence-based policy in Africa.

The French version of UNESCO science report was financed by the Republic of Djibouti.

Informal economy in developing nations – Hidden Engine of Innovation?
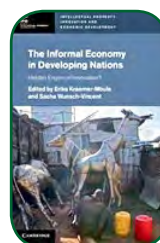
AOSTI contributed to the new book on the informal economy in developing countries published by Cambridge University press. AOSTI contributed with two papers namely Chapter 7 on Innovation Policy and the informal economy - Toward a New Policy Framework and comments with the title Measuring Innovation in the informal economy matters for Africa's Development.

This book provides conceptual and methodological tools and policy recommendations to help researchers and policy makers to better understand innovation in the informal economy

Formulation of Education, Science, Technology and Innovation Policy Instruments for a sustainable development of Equatorial Guinea

In collaboration with UNESCO Paris and Yaoundé offices and the Ministry of Education and Science of the Republic of Equatorial Guinea, AOSTI trained government officials, researchers, statisticians and other stakeholders on STI policy instruments concepts and methodology. The training workshop aimed at strengthening the capacities of the Government of the Republic of Equatorial Guinea to analyze the policies and instruments which are necessary for the implementation of the National Development Plan. Thirty officials were trained in conceptual and methodological tools of GO-SPIN (Global Observatory for Science Policy Instruments).

Science Technology and Innovation policy document of the Republic of Mali

On the request of UNESCO Bamako Office, AOSTI helped the Ministry of Scientific Research of the Republic of Mali to finalize its national STI policy document. This support enabled the national drafting committee to ensure consistency between the STI policy document and the national development policy frameworks as well as other regional, continental and global frameworks. This include ECOPOST, STISA-24, Agenda 2063 and SDG 2030. It also assisted the committee to use available STI statistics for making the policy document more relevant to national context.

Regional consultation on the mobilization of Foreign Direct Investment (FDI) for Science, Technology and Innovation (STI)

AOSTI facilitated the regional consultation for the promotion of science, technology and innovation through Foreign Direct Investments. The consultation took place in Dakar, Senegal, 24-25 October 2016 and was jointly convened by the UNESCO Regional Office in Dakar, the OECD and the Ministry of Higher Education and Research of the Republic of Senegal.

Participants included representatives from the Ministry of Higher Education and Research, Industry, Trade and National Planning from countries in West and Central Africa: Senegal, Mali, Burkina Faso, Niger, Côte d'Ivoire, Cameroon, Congo, Togo and Benin. Representatives of regional and international organizations and the private sector participated in the consultation. The overall objective of this consultation was to understand how FDI can be successfully attracted and used to strengthen capacity in Science, Education and Technical and Vocational Training.

CampusAFRICA-2016

AOSTI has been invited to take part in a special session of CampusAFRICA-2016 on the role of the African Union in the promotion of Science in Africa, and more precisely on the AU Agenda 2063. The session has been attended by around

CampusAfrica-2016, Tenerife, Spain

fifty (50) young African scientists. CampusAFRICA is an international program sponsored by UNESCO and organized by the University of La Laguna (through its Institute of Tropical Diseases and Public Health) and the FUNCCET foundation, with the close support of the Government of the Canary Islands and the Insular Government of Tenerife, as well as the City Council of La Laguna, and other relevant public and private institutions. The sessions are distributed into three one-week cycles focusing on 1. Health for sustainable development; 2. African scientific cooperation; and 3. African sustainable development.

Building STI capacity at national and regional levels

AOSTI has helped to the NEPAD Agency for in-country and regional training of participants' countries in the ASTII project and Science Granting Council initiative. Thus, in Seychelles Twenty (20) people including government officials, researchers, experts from NGOs, representative from private sector and national statistics agency are trained on R&D and innovation data collection for the production of related core indicators. In Harare (Zimbabwe) and in Kampala (Uganda)

Building STI capacity at national and regional levels

AOSTI provided its expertise to NEPAD during the Regional Workshop on Science, Technology and Innovation Policy Context and On-site Training on R&D and Innovation Data Collection, Storage and Analysis Storage.

Research and Innovation Network between Europe and Africa (RINEA)

AOSTI is as co-leader of the one work package of this project with focus on the framework conditions for optimal partnerships between EU & African research and innovation stakeholders. A first round of interviews has been conducted

with ten (10) leading authors of joint EU-Africa publications in Food Nutrition Security and Sustainable Agriculture (FNNSA). These leading authors were identified through a bibliometric study. Interviews were structured in four dimensions of EU-Africa FNSSA STI partnerships namely: (1) How networks and partnerships originate; (2) Key features and success criteria of partnerships; (3) External framework conditions; (4) and academic-corporate collaboration in FNSSA partnerships. The outcomes of the interviews provided interesting preliminary insights into current EU-Africa STI partnerships in the areas of FNSSA. However, fifteen (15) further interviews are being planned for the second period of the project in order to have a more comprehensive report.

WP's Leaders meeting – Brussels, Belgium, June 2016

SADC Science, Technology and Innovation Policy and Indicators Meeting. The meeting was organized by the SADC Secretariat in Gaborone, Botswana; March to 1 April, 2016.

The meeting was attended by representatives from the SADC Member countries, the AU Commission, the NEPAD Agency, UNESCO, the Institute for Economic Research on Innovation (IERI) and the Centre of Excellence in Scientometrics and STI Policy (Tshwane University of Technology), Representatives of the government and Ministries of Botswana.

The main outcomes of the meeting were: (i) the STI Policy & Indicators in the SADC were discussed and updated; (ii) A consensus was reached on the need for a regional innovation systems review in the SADC; (iii) A consensus was reached on the development of a regional framework for R&D surveys and STI indicators in the SADC; (iv) A roadmap for the development of the regional framework was provided. Dr Vroh representing AOSTI, gave a presentation entitled "Indicators of scientific production (2005-2013) in the Southern African Development Community (SADC)". The presentation compiled recent analyses from AOSTI on the 54 member countries of the African Union with specific emphases on the Production of the SADC region and its member countries in 27 fields of science.

Scientific Production in the ECOWAS Region Project

This project is an outcome of the MOU signed in 2014 between AU Commission and the ECOWAS Commission for the purpose AOSTI to support the latter in the production of STI indicators and the development of related policies.

The project has been undertaken to improve the general understanding of the research output in the ECOWAS member states. It describes among others the research cooperation relationship, quantify the outputs and the area of FNSSA. The study describe the trends in the outputs of the FNSSA research area and identifies hotspots of collaboration between authors, institutions with a view to conducting further study with named authors about the particular conditions that are most conducive to the levels of cooperation seen.

Dr Irie Vroh, the manager of this project, presented the mid-term report on 28 January 2016 at the ECOWAS Headquarters in Abuja. He further presented the final results obtained to member states for validation at a workshop from 30 November to 02 December 2016 in Abidjan.

Human Resources and Youth Division

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

The Human Resources and Youth Division is responsible for Africa's Youth Agenda in the African Union Commission (AUC). It aims to strengthen the young people through complete capacity building so as to prepare them for their meaningful contribution in the African socioeconomic renaissance. It promotes youth participation such as organizing youth forums and celebrating Africa Youth Day. By harmonizing and coordinating Member States as well as bringing together all relevant stake holders, the youth division is mandated to among other functions, to use the outcomes and recommendations from all sectors through appropriate training frameworks to strengthen the African Youth.

Appointment of a new Head of Division

On the 1st of August 2016, a new Head of Division, Ms Prudence Nonkululeko Ngwenya assumed duty. Her main responsibilities include leading and providing strategic guidance on the AUC's mandate on Youth Development. The task involves maintaining a robust, innovative and results oriented AUC Youth Programme aligned to key AU frameworks such as Agenda 2063. She works directly with Ministers in charge of Youth Development in all AU 54 Member States. Her areas of focus include; developing frameworks for use by AU Ministries in charge of youth to align AU frameworks at country and regional levels, developing institutional linkages and policy mechanisms to promote regional collaboration and integration in the implementation of the relevant AU frameworks.

Prior to joining the AUC, she worked with Southern African AIDS Trust as the Strategic Advisor to the Regional Director, the UNFPA Swaziland country office providing technical support to the development, implementation, management and monitoring of country strategies for HIV prevention, providing particular guidance on UNFPA's mandate on Youth Development and providing policy guidance and technical support to help the country office focus HIV planning and programming so as to deliver results on sexual and reproductive health for all population groups especially youth. She has further worked for the Southwark Race and Equalities Council in London as the Development Coordinator, the Swaziland AIDS Council and the Swaziland Action Group Against Abuse.

1. Youth Policies

1.1 The African Youth Charter

The Africa Youth Charter is a political and legal document which serves as the strategic framework that gives direction for youth empowerment and development at continental, regional and national levels. It was endorsed by the African union Heads of States and Governments meeting in Banjul, The Islamic Republic on The Gambia in July 2006. Since the endorsement of the Charter 10 years ago, 42 Member States have signed, 38 have ratified and deposited the relevant instruments.

1.2 Ten Year Commemoration of the African Youth Charter (Banjul +10)

A youth celebration to commemorate the 10 year anniversary of the African Youth Charter (AYC) dubbed Banjul +10, was held in Banjul, The Islamic Republic of the Gambia on the 24th of May 2016 and the event was officially opened with a statement by the Vice President of the Islamic Republic of The Gambia, HE. Dr. Aja Isatou Njie-Saidy in Banjul.

Consultations with youth from all over the continent were held for three days prior to the official opening of the event to gather a general overview of the most pressing and fundamental problems young Africans face - from a youth perspective - and ways in which the demographic

Participants of Banjul +10

Participants of Banjul +10

H.E. Dr. Martial De-Paul Ikounga and Dr. Beatrice Njenga at the opening of the Validation Meeting of the Youth Decade Plan of Action and the Youth Mainstreaming Guideline, Addis Ababa, Ethiopia

dividend can be harnessed. Key areas of deliberation were youth participation in governance and decision-making on the continent, health, education and skills development and employment and entrepreneurship for youth economic empowerment. Banjul+10 is essentially is a platform to review progress that has been made, the challenges involved in the implementation of the Charter, and to chart a future course of action.

1.2 Decade plan of Action (DPoA) 2009-2018

The decade plan of Action was developed to ensure the implementation of the African Youth Charter (AYC). It serves as a response to the need for strengthened national capacities to deliver more effectively on youth empowerment and development. The DPoA seeks to clarify and standardize youth empowerment and development on the continent so as to be able to track the progress of the member states based on the implementation of the charter.

A consultant was recruited to track the progress so far on the implementation of the DPoA and chart the course for the remaining years of the decade. In addition the consultant was also required to assess the relevance, effectiveness, efficiency and coherence in the delivery of the overall AUC's Youth Division's program and recommend ways in which the Division may increase its effectiveness of program delivery in the remaining part of the decade. The consultant drafted key documents with recommendations to assist in planning. The documents are as follows: The Rapid Assessment report, The Mainstreaming guideline and a three year bridge work plan and were presented at the 2nd Specialised Technical Committee on Youth, Culture and Sports.

i. Validation Meeting for the Youth Decade Plan of Action and the Mainstreaming Guideline:

The Youth Division on the 30 March 2016 convened a review of the Youth Decade Plan of Action (DPoA) and Youth Mainstreaming Guideline, with an aim of tracking the progress made so far on the implementation of DPoA and chart the course for the remaining years of the decade. The DPoA was developed so as to ensure the implementation of

the African Youth Charter.

The department engaged a consultant to look into the relevance, effectiveness, efficiency and coherence in the delivery of the overall AUC's youth divisions program and recommend ways in which the Youth Division can increase its effectiveness of program delivery. In his address, H. E. Dr. Martial De-Paul Ikounga underscored that the review was also necessary to take account of emerging issues including the adoption of Agenda 2063.

1.3 Adolescents and youth access to Sexual and reproductive health and rights

The project: "Strengthening Coordination to increase Access for Adolescents and Youth to Sexual and Reproductive Health and Rights" is a joint initiative of the Human Resource and Youth Development Division in collaboration with the International Planned Parenthood Federation Africa Regional Office (IPPFARO) that benefited from the financial support of the David and Lucile Packard Foundation.

With its aim of coordinating interventions at continental level to improve the effectiveness of SRHR policy and program, the project initiated a technical committee of partners to coordinate continental interventions targeting adolescents and young people sexual and reproductive health and well-being.

Commissioner HRST, Member of the Youth Advisory Board at the OAFLA General Assembly of July 2016

First lady of Chad and Member of the Youth Advisory Board at the OAFLA General Assembly of July 2016

First lady of Chad and Member of the Youth Advisory Board at the OAFLA General Assembly of July 2016

In the same spirit the project set up a continental youth advisory board that advocate for young people's access to SRH information and services in key AU policy processes such as the Maputo Plan of Action (2016-2030) for the operationalization of the continental framework on SRHR, and the catalytic framework on ending AIDS and Tuberculosis and eliminating malaria by 2030.

The Division in order to address the scarcity of partnership at continental level on youth SRHR strengthened its collaboration with the Organization of First Ladies against HIV/AIDS (OAFLA) and was invited to address the OAFLA General Assembly held in July 2016 in Kigali, Rwanda on the issues of Child Marriage and Comprehensive Sexuality Education. In their final communique the OAFLA renewed their commitment to respond to issues affecting adolescents including through their "All in program", Champion Comprehensive Sexuality Education and strengthen youth participation in their decision making processes through their collaboration with the AUC.

YOUTH DIVISION IDEATION MEETING

An Ideation Meeting to brainstorm around the key aspects of an effective, robust and innovative continental youth program from the 2nd to the 4th August 2016. The meeting brought together 7 'Ideators' who were given 7 minutes to present 7 ideas that they believed would enhance the work of the Youth Division. Other participants that took part in the three day meeting included youth development practitioners, youth experts, African Union youth volunteers, policy developers and representatives from various departments of African Union Commission and including the Bureau of the Chairperson. The meeting was organised in collaboration with Packard foundation, International Planned Parenthood (IPPF), Centre for Youth Development Services and Gesellschaft für Internationale Zusammenarbeit (GIZ) and Centre for Youth Development Studies (C4YDS).

2.0 YOUTH EMPLOYMENT AND PARTICIPATION

Youth and Women Employment is one of the 6 Key Priority Areas (KPAs) of the Declaration and Plan of Action on Employment, Poverty Eradication and inclusive Development that was elaborated on over the period. Programme implementation is guided by the principle of subsidiarity and the need for its domestication at the regional and national levels, according to the principles and mechanisms described in the First ten Year Implementation Plan of the Agenda 2063 and the Ouaga+10 Follow-Up Mechanism.

The Five Year Priority Programme will contribute to the achievement of specific targets of the Ten Year Implementation Plan of Agenda 2063. Under the Priority Area "Incomes, Jobs and decent work", and the Priority Area "STI driven Manufacturing / Industrialization and Value Addition, member states will endeavour to:

(i) Reduce 2013 unemployment rate by at least 25% and

(ii) (Reduce Youth and Women unemployment rate by 2% per annum

(iii) Increase the share of labour intensive manufacturing output by 50% over its 2013 level

(iv) "Increase youth and women participation in integrated agricultural value chains by at least 30%".

The AUC/ILO/ECA Initiative on Youth Employment will be implemented as a flagship programme under this KPA. Particular attention will be placed at promoting decent rural employment for youth and women employment, including in agriculture and food systems; in ICT through the Digital Africa Work project; in culture and social development through the AU Social Business Strategy; and in post-conflict recovery and reconstruction through the Post-Conflict Reconstruction and Development Policy.

Youth Employment and Entrepreneurship Skills Development Forum (YEES-Forum) Dakar, Senegal.

The African Union Commission, in collaboration with ECOWAS, the National Agency for the Promotion of Youth Employment (ANPEJ) and the YALI Regional Leadership Centre in Dakar hosted a Youth Employment and Entrepreneurship Skills Development Forum (YEES-Forum). The forum for young people, particularly young women targeting Francophone

Africa was geared towards enhancing transition from skills development training to work, and, the informal economy to the formal economy. The forum also provided an opportunity for young entrepreneurs from the continent to exchange knowledge, develop synergies between themselves and with the public and private structures to upscale their enterprises.

2.1 Technical and Vocational Education Training (TVET)

In an effort to support implementation of the Continental Strategy for TVET to Foster Youth Employment, the following activities were undertaken the year.

Skills Initiative for Africa:

This is a joint initiative of the African Union Commission and the Federal Ministry for Economic Cooperation and Development (BMZ), Germany. Its goal is to effectively contribute to creating new perspectives and prospects through increased employment and income opportunities for young people in Africa. Its particular added value is its continental and regional dimension and the sharing of lessons learnt among AU member states. Five pilot countries have been selected to act as multipliers in their respective regions and to serve as role models for other countries. These pilot countries are Tunisia, Nigeria, Cameroon, Kenya and South Africa. Implementation of the initiative is supported by GIZ which will assist the executing agencies AUC and NEPAD with the preparation of best practice approaches in the pilot countries in order to improve the quality, access and relevance of skills development programs. Likewise, the establishment of an African dialogue platform to showcase innovative and successful approaches shall promote continental exchange and networking opportunities and thereby stimulate an increased quality and relevance of skills development activities across the continent.

TVET Communication Strategy

A draft TVET Communication Strategy document is currently being developed. It is expected that once the draft is finalized it will undergo internal quality checks before being validated, printed and disseminated. In line with ensuring TVET model practices are adopted in Africa, a compilation is currently being made of promising TVET practices from Africa focusing on the model TVET centres identified during the continental TVET competition. Input has been received from identified centres and currently being edited. Once finalized, a publication will be made of the promising practices in TVET.

Skills Recognition and Portability

A major concern in Africa and more specifically within the Regional Economic Commissions (RECs) is the non-recognition, non-compatibility, non-comparability of skills, educational and experience qualifications across national borders. Hence, under the AU/ILO/IOM/ECA Joint Labour Migration Governance Programme for Regional Integration

and Development (JLMP), a scoping study was undertaken on Skills Portability at the Regional Economic Community (RECs) and Continental Levels. The study report was reviewed and validated with key recommendation being the development of an African Continental Qualification Framework (ACQF) to enhance skills recognition and mobility which would help to alleviate skills imbalances across sectors and regions.

TVET Monitoring and Evaluation Framework

A TVET monitoring tool has been developed to help unearth relevant information, empirical data, statistics, data gaps, and skills shortages as well as identify progress being made in each country with regard to the implementation of the Continental Strategy for Technical and Vocational Education and Training (TVET). Specifically, a meta-analysis of the data captured will enable each country to make inferences on the evolution of the TVET environment and track the progress being made. The tool shall be piloted in all the five AU regions.

2.2 YOUTH PARTICIPATION

ii. Intergenerational Dialogue 2016:

The Intergenerational Dialogue was convened by The African Union Commission in collaboration with the Pan African Youth Union along the side-lines of the 26th AU Summit of Heads of States and Governments in Addis Ababa Ethiopia. The overall goal was to improve the contact between youth and key policy makers, in order to achieve understanding and solidarity between them. It aimed at developing transformative strategies and perspectives on maximizing the development potentials of youth. The dialogue was under the theme "Harnessing the Demographic Dividend in Africa towards the realization of Sustainable Development Goals and AU Agenda 2063."

The dialogue was through engagement of key youth constituencies including university students, National Youth Councils, social justice actors, and African diaspora with key leaders. The leaders were from

H.E. Dr. Nkosazana Dlamini Zuma, Chairperson of the African Union Commission, H.E. Dr. Martial De-Paul Ikounga, Commissioner, HRST and Ms. Francine Muyumba, Pan African Youth Union President with partners and youth from across the continent at the 2016 Intergenerational Dialogue at the margins of the Heads of State Summit - Addis Ababa, Ethiopia

the African Union Commission (AUC), Government Ministers and continental and global leaders of key institutions.

The event was expected to galvanize these youth towards informed developmental concerns across Africa. It built upon achievements from past Intergenerational Dialogues, particularly the Intergenerational Dialogue with the Pan African Parliament, (PAP) whose key recommendations were centred on implementation of existing policies and strategies that hinge on education, governance, peace and security, health and economic empowerment.

The objectives of the intergenerational dialogue were:

1. Creating spaces for reflection, listening and exchange of ideas between young people, Government Ministers, the AUC, business leaders and other policy makers on issues that concern the youth, including how to achieve the demographic dividend and realize Agenda 2063 and the SDGs

2. Discuss how to ensure the relevance and greater implementation of the African Youth Charter within countries

3. Encourage young people to analyse matters of local policy, guaranteeing their participation at the decision processes with a creative attitude.

iii. Youth Corner - Civic Engagement and Women's Political Participation

The U.S. Mission to the African Union in collaboration with five departments of the Commission, namely; the Department of Human resources, Science and Technology, Directorate of Citizens and Diaspora, Department of Information and Communications, and the Gender Directorate organised an open discussion in line with the US Black History Month and the AU Project 2016 under the theme, "Civic Engagement and Women's Political Participation," featuring the Co-Founders of the Black Lives Matter Movement and three panelists from the AUC.

The event was in the format of a virtual open discussion with the two co-founders of the "Black Lives Matter" movement, about their experiences in creating the organisation and how they built their coalition to address issues of race, class, and diversity in the United States.   The Founders also discussed their relationship with civil society organizations and the critical steps needed to create an effective campaign, ideally from a perspective that takes into account the shifting political and economic dynamics on the African continent. The dialogue on

Human Rights and Civic Participation was pegged to the AU's theme of 2016 "The year of human rights with a particular focus on the rights of women" with conversations centred on the promotion and protections of human rights, the necessity of engaging and mainstreaming women and youth - who are the demographic dividend of the continent, the challenges faced, and the way forward.

The event allowed for knowledge exchange on different mechanisms for promoting civic and political participation among women and especially young women, and how they can be advocates of their own rights in this digital age.

iv. International Youth Day

In an effort to build young people's capacity and competence for their participation in key challenges facing Africa today, the HRST department hosted the International Youth Day celebrations under the

theme, "Youth Leading Sustainability towards the Realization of Agenda 2063." The Celebrations were organised by the Human Resource Science and Technology's Youth Division in collaboration with Beza International. The celebrations were preceded by a two day Young African Thinkers Convention which brought together young people from all the five regions of Africa, including the Diaspora.

The two day intense brainstorming and idea-generation that served as a precursor to the Youth

Day focused on implementation of Agenda 2063 by fuelling creativity and the on-going transformation towards youth development in Africa. Some of the key themes discussed included; Entertainment and film, Education, Business, Technology front, Visual graphics, Politics and Policy and Debates.

iv. Africa Youth Day 2016

Africa Youth Day 2016 was celebrated under the theme, "Promoting youth mainstreaming as a catalyst towards harnessing the Demographic Dividend." This year the African Union Commission marked the day by launching the AUC Youth Mainstreaming which was done by the AUC Deputy Chairperson, H.E Erastus Mwencha. The African Union has embarked on youth mainstreaming as a priority in all their activities. Mainstreaming the participation of women and youth is also one of the key priorities of the AUC's Strategic Plan 2013 – 2017. The proposed youth development framework elements for mainstreaming will be geared towards, policies, programs, people (youth and youth development practitioners) as well as institutions.

At the celebration, the Commissioner of the Human Resources Science and Technology Department, Dr Martial De-Paul Ikounga, also launched the AU 2017 logo competition. The competition called for

Youth attending the AUC Youth Day celebrations

H.E Dr Martial De-Paul Ikounga and H.E Erastus Mwencha

logos that captured the essence of the 2017 theme of the year. The theme for 2017, "Harnessing the Demographic Dividend through Investment in the youth," was decided on by the Heads of States at the 26th Assembly of the Heads of State and Government Summit.

3. AFRICAN UNION YOUTH VOLUNTEER CORPS (AUYVC)

The African Union Youth Volunteer Corps (AU-YVC) is a continental development program that recruits and works with youth volunteers, to work in all 54 countries across the African Union. AU-YVC promotes volunteering to deepen the status of young people in Africa as key participants in the delivery of Africa's human development targets and goals. It brings people together to share skills, knowledge, creativity and learning to build a more integrated Continent and by implication strengthen Africa's relevance in the globalized world.

3.1 Key highlights on AU-YVC

1) In total 38 new AU Youth Volunteers from the Steve Biko batch trained in 2015 are deployed to various departments of the AU Commission at the Headquarters and AU Offices across the continent. The program continues to impact the lives of young people and contribute significantly to the work of the AUC and respective host organizations.

2) The AU-YVC website development in collaboration with FHi360 is finalized and launched furnishing the Youth Division and the AU-YVC program with a new fresh look and mode of interaction with youth and other stake holders.

3) Ongoing development of the 5 Year AU-YVC Project document in collaboration with UNV.

4) Launch of Call for the 7th Batch AU-YVC applications

3.2. AU-YVC Completion of Service Ceremony and Celebration of Youth Volunteerism – 4th March 2016

The Department of Human Resources, Science and Technology organised a completion of service ceremony for African Union Youth Volunteers who have completed their service from the period 2012 to 2015. The ceremony was also used to celebrate youth volunteerism across the continent. The theme for the occasion was "Volunteerism as a human centred approach to ensuring Human Rights towards the realization of Agenda 2063" in line with the African year of Human Rights. The main aim of the ceremony was to recognize and celebrate youth contributions in development in Africa as well as discuss the achievements and impact of volunteerism and the African Union Youth Volunteer Corps. The event brought together over 150 participants consisting of AU Youth Volunteers (Alumni and those currently serving),

Family photo of the Ceremony

Volunteer Supervisors, Host Organizations and Department, Representatives of Africa Union Member States and Regional Economic Communities in Addis Ababa, Partner Organizations, International Volunteer Organizations and Youth from the continent and other stake holders.

3.2. 7th Batch AU-YVC Call

A call for the next intake of African Union Youth Volunteers was launched and run 08 – 22 August 22 for perspective candidates wishing to join the program to apply online under: www.africa-youth.org/auyvc. Following the call, over 5,500 applications were received from 52 Member State as follows:

- Call duration 08-22 August 2016
- Applications received: 5529
- Gender Distribution: 69% male, 31% female
- Qualifications: 4% TVET Diploma, 69% Bachelor, 26% Masters, 1% PhD
- Regional distribution: 59% West, 25% East, 6% North, 5% South, 5% Central

In total 990 applicants were shortlisted as eligible – of which 90 volunteers were selected for the program by an interdepartmental panel from across the commission.

3.3. TICAD VI AUC-UNV Joint side event on "Promoting Youth Empowerment & Volunteering for Sustainable Development in Africa towards Agenda 2063"

The Department of Human Resources Science and Technology, Youth Division together with the United Nations Volunteers (UNV) hosted a side event at the TICAD VI meeting under the theme, "Promoting Youth Empowerment & Volunteering for Sustainable Development in Africa towards Agenda 2063." The objectives of this meeting was to mainly highlight the role of volunteerism in harnessing the demographic dividend and also to promote, market and promote youth volunteerism in Africa with a key focus on the African Union Youth Volunteer Corps (AU-YVC).

Prior to the event a youth consultation was organized with youth from various volunteer organizations to consult on the role of youth volunteerism towards achieving African development priorities and targets.

The event was a good opportunity that brought together currently serving and Alumni AU Youth Volunteers and showcase the work of the AUC and UNV in promoting volunteerism during the exhibition organized on the Margins of the evens.

3.4. AUC-UNV Joint Mission to the East African Community to promote youth volunteerism in Regional Economic Communities

The African Union Commission (AUC) and United Nations Volunteers (UNV) signed a Project Initiation Plan (PIP) to work together towards the strengthening of the African Union Youth Volunteer Corps (AU-YVC), as well as the mechanism to engage and support Regional Economic Communities (RECs) and Member States in implementing national and regional volunteer initiatives for youth empowerment and youth participation as a catalyst for advancing pan Africanism and socio-economic development in Africa. Within this framework, that the AUC and UNV conducted a visit to the East African Community to assess on the existence of a Youth Volunteer Program or other similar initiatives with the objective to provide linkages with other RECs and undertakings at the continental level.

The engagement with the EAC provided valuable inputs for the project document currently being developed by AUC and UNV on understanding the need of RECs.

4.0 Signing of MOU between HRST and Pan African Youth Union (PYU)

The African Union Commissioner for Human Resources Science and Technology (HRST) H.E Dr. Martial De-Paul Ikounga and Ms. Francine Muyumba President of the Pan African Youth Union (PYU) signed a Memorandum of Understanding (MoU) at the AUC headquarters on the 26th of February 2016. The agreement creates a working partnership that enables both the AUC and the PYU to pursue collaborative activities and projects that will pave way for the promotion of the right to meaningful participation of youth in development affairs on the continent.

Through the MOU, the parties collaborate in popularising continental frameworks on youth development and the promotion of youth agenda, specifically, implementation of the African Youth Charter. The collaboration also enhances cooperation between the AUC, Member States, and other continental and global partners in initiating innovative programs for youth development.

The Pan African Youth Union is a continental youth organization which works with the National Youth councils and other youth led organizations and networks from across

HRST Commissioner Dr Martial De-Paul Ikounga and Pan African Youth Union President Ms. Francine Muyumba

the African Union Member States. As a continental body, PYU cooperates with other regional, continental and international organizations in advancing the rights of the youth and the implementation of the African Youth Charter, the AU Agenda 2063 and other relevant continental and international agendas on youth development.

5.0 2nd Specialised Technical Committee (STC) on Youth, Sports and Culture

HRST Commissioner H.E Dr Martial De-Paul Ikounga with AU Ministers of Youth, Culture and Sports

The 2nd Specialised Technical Committee (STC) on Youth, Sports and Culture Took place from 13-17 June 2016 under the 'African Year of Human Rights: Promoting Ethics and Cultural Diversity as an Essential Right for the People of Africa.' The key highlight of the meeting was the presentation of the AU 2017 theme, "Harnessing Demographic Dividend through Invest in Youth" and recommendations were made by Member States in regards to 2017.

In addition, an election of new bureau took place of which yielded the following results:

Position	Region	Country	Sector
Chairperson	Eastern Region	Kenya	Minister of Culture
1st Vice-Chairperson	Northern Region	Dem. Rep. of Saharawi	Minister of Youth and Sport
2nd Vice-President	Southern Region	Angola	Minister of Sport
3rd Vice-Chairperson	Western Region	Burkina Faso	Minister of Culture, Arts and Tourism
Rapporteur	Central Region	Democratic Republic of Congo	Minister of Culture and Arts

6.0 Africa German Youth Initiative

Africa German Youth Initiative (AGYI) was launched in Bonn, Germany on the 1st of July 2016.

The African-German Youth Initiative (AGYI) is a multi-lateral initiative of the African Union Commission and the German Government aimed at enhancing youth exchange and mobility between African countries and Germany in the context of education for sustainable development. The intention is to contribute to the development of essential competencies and skills in young people from African countries and from Germany in view of a ´global citizenship´.

The AGYI will contribute to furthering the visions and objectives of Agenda 2063, the African Youth Charter (Art. 10/11), the African Youth Decade Plan of Action 2009-2018, and of regional and national youth policies in African countries for youth empowerment and development. It will also contribute on a global level to building on and strengthening global partnerships (as expressed in the SDG 2030 Agenda, Goal 17).

Office of the Commissioner		
1	**H.E Martial De-Paul Ikounga**	**Commissioner, HRST**
2	Ms. Chancelle Claudette Bilampassi Moutsatsi	Special Assistant to the Commissioner
3	Ms. Rahel Mesfin	Private secretary to the Commissioner
Office of the Director		
4.	Dr. Mahama Ouedraogo	Acting Director for HRST
5	Mr. Samuel Teshome	Clerk, HRST Registry Office
6	Ms. Tsehay Degaga	Mail Runner
Education Division		
7	**Dr Beatrice Njenga**	**Head of Education Division**
8	Ms. Woudase Abebe	Documentalist
9	Mrs Olga Kebede	Programme assistant (Education Div.)
10	Dr Callistus Ogol	Senior Education Expert
11	Dr. Yohannes Woldetensae	Senior Expert Mwalimu Nyerere
12	Mr. Abraham Asha	Herano- School Feeding Focal Officer
13	Dr. Rita Bissoonauth	Coordinator AU/CIEFFA
14	Prof. Belay Kassa	Interim Deputy Rector (PAU)
15	Dr. Gilles Ogandaga	PAU Senior Academic and Students Affairs Officer (PAU)
16	Mrs. Ilham Saker	Project Manager (PAU)
17	Mrs. Tsigerada Kassa	Finance Officer (PAU)
18	Mrs. Heromen Assefa	Administrative Assistant (PAU)
19	Mrs. Elelta Asmelash	Administrative Assistant (PAU)
20	Mr. Alemayehu Wondimu	Administrative Assistant (PAU)
21	Mrs Reguebe Kelemu	Mail Runner PAU
21	Ms. Sylvie Kazenga Umuhoza	AU YVC
22	Mr. Oluleye Mattew Adewuyi	Youth Volunteer
23	Mrs. Ikunda Mtenga Leon	Youth Volunteer
24	Ms. Hilda Muhu	Fulbright Clinton Public Policy Fellow
Science and Technology Division		
25	**Dr. Mahama Ouedraogo**	**Head of Science & Technology**
26	Mr. Hambani Masheleni	SPO Science & Technology
27	Dr. Monica Ebele Idinoba	Principal Scientific Officer (PMU)
28	Mr. Dereje Belachew	IT Officer (PMU)
29	Mr Yayehyirad Kassa	Finance Officer (PMU)
30	Ms. Kedija Seid	Secretary (S&T Division)
31	Mr. Adiatou Fatty	ICT and Communication Officer (GMES)
32	Mrs. Mahlet Teshome	Biosafety Expert
33	Mrs. Meseret Eshetu	Administrative Assistant
34	Mr. Meshak Kinyua	Youth Volunteer
35	Mr. Jean-Hilaire Kanazivou	Youth Volunteer
36	Ms. Mary Ndunge Nzilani	Youth Volunteer

Scientific, Technical and Research Commission (STRC) Abuja, Nigeria		
37	**Dr. Ahmed Hamdy**	**Executive Secretary**
38	Dr. Mohammed Kyari	Senior Scientific Officer Coordination
39	Mr. Bather Kone	Principal Scientific Officer (IDS)
40	Mr. Gilbert Byatuhaire	Documentalist
41	Mrs. Grace Udounwa-Edison	Secondee from Nigerian Government
42	Mr. Nebyat Ayele	Youth Volunteer (STRC)
43	Ms. Hawawu Hussein	Youth Volunteer (STRC)
44	Mrs Ajimustapha Samateh	Assistant Accountant
45	Mrs Dorcas Akinyele	Secretary (Finance & Admin. Section)
46	Mr. Iniobong Charles Philips	Store and Protocol Assistant
47	Mr. Albert Mensah	Mail Runner
48	Mr. Godwin Kabowe	Security Guard
49	Mr. Tetteh Larteh	Driver
Human Resources and Youth Division		
50	**Ms Prudence Ngwenya**	**Head of Youth Division**
51	Mr Nicholas Ouma	Senior Youth Advisor
52	Ms Wonguelawit Leguesse	Secretary
53	Mr Daniel Adugna	Youth Program Officer
54	Mr Musa Frimpong	AU-YVC Field Officer
55	Ms Diana Diallo	Youth Engagement Officer
56	Mr Kokou Djagadou	Program Officer - SRHR
57	Ms Pamela Charidza	Youth Policy Technical Officer
58	Mr Christian Fleming	AU-YVC - Communications
59	Mr Ademola Adesina	Program Officer – AU/German Exchange
African Observatory of Science, Technology and Innovation (AOSTI), Malabo, Equatorial Guinea		
60	**Dr. Philippe Kuhutama Mawoko**	**Interim Director**
61	Dr. Bi Irie Vroh	Senior Expert Science and Technology Policy
62	Dr. Almamy Konte	Senior Expert Innovation Policy
63	Mr. Johnstone Kang'otole Kimanzi	Administration and Finance Expert
Staff who left HRST in 2015		
1	Mr. Nazar Eltahir	Program Officer
2	Dr. Yaw Nyampong	Senior Legal Officer (PAU)

Summary of Country Activities

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

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

Countries marked have answered our call

	ANGOLA	**Southern Africa** SADC, ECCAS	superficie 1.246.700 km2
	Luanda	population **25.789.024**	Budget annuel 6.959. 728.851.527

General Information

Age	Population %					Budget	
	General Distribution		**Enrolled by cycle**			**School Cycle**	**%**
	M	F	M	F			
0 - 3	5,9	5,9				PREPRIMARY**	0,2
3 - 6	5,6	5,6	1.39	0.71		PRIMARY**	69,7
6 - 12	8,8	9,0	11.51	5.92		SECONDARY**	22,8
12 - 18	6,2	6,4	7.13	3.50		HIGHER	1,2
18 - 25	5,7	7,1	1.02	0.47		TVET**	3,1
25 - 35	6,8	7,6					

*Os dados da População são estimativas feitas com base na taxa de crescimento natural verificada aquando do censo populacional

As despesas não repartidas por nível de ensino representam 4,2%

O Sector da Educação em Angola registou um significativo avanço no que concerne as políticas da Educação que visa essencialmente Promover o desenvolvimento humano e educacional, com base numa educação e aprendizagem ao longo da vida para todos e cada um dos angolanos.

Ao longo dos anos lectivos 2015-2016, foram desenvolvidas programas e actividades relevantes relativo ao acesso, equidade e qualidade da Educação de acordo aos subsistemas de ensino, das quais destacamos as seguintes:

1. Subsistema do Ensino Primário

- Assegurada a oferta de ensino às crianças com 5 e 6 anos de idade mediante a entrada em funcionamento de 69.291 salas de aulas, beneficiando cerca de 6.236.190 alunos matriculados.

- Informatização das Escolas do Ensino primário a nível Nacional, com a implementação do Projecto "Meu Kamba", tendo sido já equipadas um total de 92 salas de aulas com cerca de 3.772 computadores e beneficiando cerca de 8.280 alunos.

- Assegurada a distribuição gratuita de cerca de 15.113.721 manuais escolares para o ensino primário, tendo sido produzidos 52.705.346 manuais, equivalente a 95,5% da produção programada.

- Definidas as estratégias multissectoriais para a avaliação do impacto da Seca, desastres naturais, processo migratório e transumante de comunidades agro-pastoril para elaboração do Plano Estratégico de Acção, Monitoria e Avaliação para as Escolas Itinerantes e outros Modelos Alternativos com objectivo de dar resposta a Educação em situação de emergência no País.

- Implementado o Projecto sobre "Escolas Amiga da Criança" que visa promover a qualidade do ensino bem como a formação e capacitação de Directores e Subdirectores (400) e de 237 professores de escolas do Ensino primário sobre a Metodologia Centrado no Aluno.

- Elaborada a Política Nacional da Educação Especial, orientada para a inclusão educacional.

- Formação de Interpretes Bilateral da Língua Gestual Angolana, tendo sido formados e capacitados 30 Interpretes e tradutores;120 especialistas em Atendimento a Educação Especial (AEE), 66 Professores em Adaptações Curriculares e elaborados os Planos Educativos Individuais das crianças com Necessidades Educativas Especiais e 18 formadores em matéria de atendimento educacional.

- Implementado o Projecto de Aprendizagem para Todos (PAT), co-financiado pelo Banco Mundial, com

intervenções nas seguintes áreas: (i) Zonas de Influencia Pedagógica; (ii) Programa de Formação de Professores; (iii) Melhoramento da Estratégia de Gestão Escolar; (iv) Estabelecimento de um Sistema de Avaliação de Alunos.

2. Subsistema de Ensino Secundário

- Criado o Sistema Nacional de Avaliação da Educação

- Implementado o Programa de Restruturação da Inspecção da Educaçãovisando capacitar e reforçar a acção dos Inspectores a nível Nacional.

- Implementado o projecto de informatização do SIGE- Sistema de Informação de Gestão de Educaçãoem todas as províncias de Angola, permitindo assim a digitação dos dados estatísticos por escolas de forma on-line viabilizando a produção dos Anuários estatísticos a nível Nacional, Provincial e Municipal.

- Elaborado o Plano Nacional sobre Saúde Escolar Abrangente, Sexualidade, e de Combate ao VIH/SIDA, doenças endémicas (malária e tuberculose) e Saúde Sexual e Reprodutiva.

- Implementado o Projecto de Empreendedorismo do Ensino Secundário, através das seguintes acções: (a) informação das estruturas políticas governamentais, das instituições escolares, dos pais e encarregados de educação e das comunidades em geral, sobre a estratégia de generalização do Programa de Empreendedorismo no Ensino Secundário, envolvendo os diferentes sectores e actores para implementação das acções do Programa; (b) formação nas áreas do "Desenvolvimento das Competências Metodológicas e Cientifico-pedagógicas para o Ensino do Empreendedorismo a nível Nacional.

- Implementado o Plano de Profissionalização Docente dos professores sem as habilitações literárias que são exigidas para o exercício da docência (nivelamento)

- Efectuada a revisão dos Planos Curriculares da formação inicial de professores do Pré-escolar;

3. Subsistema de Formação e Ensino Técnico Profissional

- Elaborado o Plano Nacional de Formação De Quadros (PNFQ), visando o alinhamento das Bases Gerais do Ensino Técnico e Tecnológico, ao ensino médio com o ensino superior e com a formação profissional.

- Elaborado o plano de concepção de novos cursos de acordo com o PNFQ e o Plano de Formação Profissional, permitindo a criação e actualização de 26 novos cursos de Formação Média Técnica e 21 novos cursos de Formação Profissional Básica.

- Implementado o projecto de Avaliação do nível de empregabilidade do ETP com vista a assegurar o acompanhamento do grau de absorção dos quadros formados e as expectativas do mercado.

- Implementado o Processo de Formação de 502 Docentes no âmbito do Projecto de Intervenção e Assistência Técnica Funcional aos Laboratórios de Informática Aplicada à Contabilidade e Gestão com a aplicação do Software Primavera.

BENIN	Afrique de l'Ouest CEDEAO, Cen-Sad	superficie 114.763 km2
Cotonou	population **10.323.000**	Budget annuel 1506 638 000 000 FCFA

General Information

	Population %					Budget	
Age	General Distribution		Enrolled by cycle			School Cycle	%
	M	F	M	F			
0 - 3	50.73	49.27				Alphabétisation	0.1
3 - 6	50.73	49.27	0.7	0.7		Préscolaire	3.3
6 - 12	50.65	49.35	10.02	11.1		Primaire	49.1
12 - 18	47.54	52.46	77.63	49.24		Secondaire Général	21.6
18 - 25	47.54	52.46	25.4	74.6		Secondaire Technique	5.3
25 - 35	47.54	52.46				Supérieur	20.6

Dans le cadre de la mise en œuvre de sa politique de l'Education et de la Formation, le Bénin au cours de l'année scolaire 2015-2016 a réalisé un nombre considérable d'activités dont les plus importantes sont les suivantes :

1. Au niveau du sous-secteur des Enseignements Maternel et Primaire

La création de 123 écoles maternelles, 308 écoles primaires, la construction de 870 salles de classe dont 462 par les communes (financées par les ressources à elles transférées par l'Etat), le développement du secteur privé et la poursuite de la gratuité ont permis l'amélioration de l'offre éducative et favoriser un accès plus accru à l'éducation. Ces mesures ont permis de préscolariser 151 732 élèves (31,9% dans le privé) correspondant à un Taux Brut de Préscolarisation de 15% et 2 238 185 élèves du primaire (22,9% dans le privé) correspondant à un Taux Brut de Scolarisation (TBS) de 124,8%. Le pourcentage de fille est de 50% à la maternelle et de 47,5% au primaire. Cette réduction de l'écart de scolarisation entre filles et garçons est imputable à l'abolition des frais de scolarité pour les filles et la distribution de kits scolaires aux filles en 1ère et 2ème année du primaire. Le fonctionnement des cantines dans 2 574 écoles (29% des écoles) a permis d'améliorer la rétention des élèves portant à 79,2% le Taux d'Achèvement du Primaire. Pour améliorer la qualité des apprentissages, 5300 élèves- instituteurs ont été formés dans les Ecoles Normales d'Instituteurs, et plus de 17 000 enseignants ont reçu un recyclage portant à 87,5% le nombre d'enseignants qualifiés. Des mesures ont été également prises pour : i) le recrutement de 3 601 enseignants pour combler 48% des déficits, ii) renforcer l'encadrement pédagogique des enseignants, iii) optimiser le temps d'apprentissage et, iii) mettre en place à temps les subventions, les manuels scolaires et les intrants pédagogiques nécessaires dans les écoles. Les principaux défis à relever concernent la réduction des disparités géographiques, la diminution des déficits en infrastructures scolaires, l'amélioration de l'efficacité interne et surtout des acquis scolaires des apprenants.

2. Au niveau du sous-secteur des Enseignements Secondaire, Technique et de la Formation Professionnelle

- 20 salles de classe, 870 mètres linéaires de clôture sont construits et 100 tables-bancs sont acquis au profit des établissements d'ESG ; 02 dortoirs, 04 blocs administratifs, 01 atelier F3, 02 réfectoires sont construits et 400 tables-bancs, 300 matelas, 140 lits, 800 chaises et 250 tablettes sont acquis au profit des Lycées Techniques et des Centres de Formation Professionnelle et d'Apprentissage ;

- toutes les élèves filles (285 099 filles) du 1er cycle de l'ESG sont exonérées des frais de scolarité pour un montant d'environ 3, 014 milliards F CFA ; les frais de scolarité des filles des filières industrielle et agricole sont partiellement pris en charge pour un montant de 12 millions F CFA et les frais de fonctionnement de 08 lycées d'ESG à internat pour un montant de 233 millions F CFA ;

- 2308 enseignants sont inspectés à l'ESG et 480 à l'EFTP ; 43 814 heures de visites de classe sont réalisées dans les établissements de l'ESG ; 10 500 exemplaires de programmes d'étude et 4071 exemplaires de guide péda-gogique sont imprimés.

3. Au niveau du sous-secteur de l'Enseignement Supérieur et de la Recherche Scientifique

En ce qui concerne l'enseignement supérieur, le Bénin dispose, suite à la restructuration de la carte universitaire en 2016 de quatre (4) universités publiques, de sept (07) universités privées et de 93 centres privés. L'effectif global des étudiants est de 127 000 environ (dont 28% de femmes) pour l'année académique 2014-2015. Pour améliorer la qualité de formation, 4 amphis de capacité totale de 1200 places ont été construits et équipés ; cependant le ratio étudiant-places assises reste en moyenne élevé (3), conséquence de la croissance rapide de l'effectif des étudiants. Aussi, 3 laboratoires pluridisciplinaires ont été construits et 100 enseignants recrutés et le ratio étudiant-enseignants est passé de 92 en 2013-2014 à 73 en 2014-2015 ; 68 enseignants ont bénéficiés de formation. Le système LMD a été évalué pour corriger les irrégularités.

Au niveau des œuvres sociales, 30 947 bourses et secours, 30 bourses d'excellence et 147 bourses de coopération ont été donnés en 2015-2016. Des séances de sensibilisation sont organisées pour orienter le choix des filières de formation des jeunes bacheliers. En matière de recherche scientifique et de l'innovation scientifique, des trophées (prix) de l'innovation ont été attribués aux jeunes inventeurs pour encourager la recherche et un forum national sur la recherche et l'innovation technologique a été organisé. La gouvernance s'est renforcée par i) la prise de textes règlementaires et institutionnels, ii) la poursuite du renforcement du dispositif de stabilisation de l'année académique et iii) l'assainissement des établissements privés d'enseignement supérieur.

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

Le Burkina Faso est un pays enclavé, situé au cœur de l'Afrique de l'ouest dans la zone soudano-sahélienne avec une superficie de 274 200 km².

L'économie du Burkina Faso dépend très fortement des activités agricoles qui occupent une part très importante de sa population estimée à 19 034 397 habitants en 2016. Avec l'un des taux de croissance les plus élevés au monde (3,1% entre 1996 et 2006 selon le dernier recensement de la population effectué en 2006), la population burkinabè pourrait atteindre 21 510 181 habitants en 2020. La forte croissance démographique d'environ 500 000 personnes par an

Tableau n°1 : Structure par âge de la population des jeunes de moins de 25 ans

	1996		2006		2010*		2015*		2020*		Budget 2015 de l'Education	
	Total	%	Total	%	Total	%	Total	%	Total	%	Sous secteur	%
0-3 ans	1 009 506	14,3	1 936 260	20,0	2 459 527	22,1	2 748 841	21,1	3 044 359	20,2	MENA	67,18%
3-5ans	1 148 643	16,3	1 498 060	15,5	1 638 633	14,7	1 904 078	14,6	2 117 649	14,1	MESS	26,85%
6-11ans	2 139 058	30,3	2 589 132	26,7	2 840 873	25,6	3 335 208	25,6	3 822 899	25,4	MJFPE	5,98%
12-15ans	1 034 577	14,6	1 330 638	13,7	1 542 751	13,9	1 882 169	14,5	2 202 013	14,6	Secteur Education	100%
16-18ans	716 006	10,1	885 985	9,1	984 282	8,9	1 211 146	9,3	1 473 254	9,8		
19-24 ans	1 019 771	14,4	1 445 684	14,9	1 645 045	14,8	1 936 893	14,9	2 399 539	15,9		
Sous total	7 067 561	100,0	9 685 759	100,0	11 111 111	100,0	13 018 335	100,0	15 059 713	100,0		
En % de la population totale	68,5		69,1		70,6		70,6		70,0			

Source : INSD : RGPH 1996, RGPH 2006, * Projections démographiques 2007-2020

Tableau n°2 : Effectifs scolarisés, par niveau et par type d'enseignement, de 2000-01 à 2014-15.

Niveaux d'enseignement	2000-01	...	2006-07	2007-08	2008-09	...	2012-13	2013-14	2014/2015
Préscolaire	12 369		40 659	41 278	40 572		67 321	72 210	73 081
Public				11 981	10 332		12 869	14 207	14 528
Communautaire				13 491	11 702		20 626	21 200	21 830
Privé: Nombres				15 806	18 538		33 826	36 803	36 723
% du privé dans le total				38,3%	45,7%		50,2%	51,0%	50,2%
Primaire	901 291		1 561 258	1 742 439	1 906 279		2 466 379	2 594 024	2 706 804
Public	792 703		1 349 228	1 514 217	1 635 036		2 059 856	2 144 837	2 201 094
Privé . Nombres	108 588		212 030	228 222	271 243		406 523	449 187	503 916
. % du privé dans le total	12,0%		13,6%	13,1%	14,2%		16,5%	17,3%	18,6
Post-primaire général	152 016		274 358	337 336	368 825		606 813	691 758	804 686
Public	103 820		174 953	199 067	221 286		373 637	440 784	501 005
Privé . Nombres	48 196		99 405	138 269	147 539		233 176	250 974	303 681
. % du privé dans le total	31,7%			41%			38,4%	36,3%	37,7%
Post-primaire technique et professionnel (Cycle court)	6 590		6 354	6 787	6 555		7 076	7 374	7 638
Public	1 587		1 722	1 802	1 756		2 204	2 393	2 910
Privé . Nombres	5 003		4 632	4 985	4 799		4 872	4 981	4 728
. % du privé dans le total	75,9%		72,9%	73,4%	73,2%		68,9%	67,5%	61,9%
Secondaire général	29 985		53 441	60 597	72 956		125 902	121 896	130 875
Public	22 562		35 185	36 710	43 534		67 252	66 165	71 117
Privé . Nombres	7 423		18 256	23 887	29 422		58 650	55 731	59 758
. % du privé dans le total	24,8%		34,2%	39,4%	40,3%		46,6%	45,7%	45,7%
Secondaire technique et professionnel (Cycles moyen et long)	10 806		18 223	18 800	19 296		22 654	20 858	22 351
Public	2 742		4 196	4 263	4 642		6 000	6 082	6 622
Privé . Nombres	8 064		14 027	14 537	14 654		16 654	14 776	15 729
. % du privé dans le total	74,6%		77,0%	77,3%	75,9%		73,5%	70,8%	70,4%
Supérieur			33 515	41 779	47 755		74 276		
Public (Universités, grandes écoles et instituts)			26 716	34 586	39 297		58 566		
Privé (Universités, grandes écoles et instituts)			6 799	7 193	8 458		15 710		
. % du privé dans le total			20,3%	17,2%	17,7%		21,2%		

Source : extrait des annuaires statistiques et des bases de données scolaires du MASSN, du MENA et du MESS pour les années de 2007-08 à 2014-15 ; extrait du RESEN 2007 pour les années de 2000-01 à 2006-07.

résulte du maintien du taux brut de natalité à un niveau élevé (33,4‰ en 2015), d'une baisse du taux brut de mortalité (11,8‰ en 2016) et d'un solde migratoire négatif et en baisse continue. La population burkinabé, caractérisée par son extrême jeunesse, constitue un défi pour le pays en raison des besoins spécifiques notamment d'éducation.

On estime qu'en 2015 près de 70% de la population a moins de 25 ans, une proportion qui a fortement augmentée par rapport à 1996 où elle était de 68,5% et qui devrait encore se maintenir à moyen terme. La frange des enfants de 6-11 ans représente un quart (25%) de la population totale. Dans la perspective de la réforme du continuum éducatif d'éducation de base, la cible des 6-15 ans représenterait au moins 41% des moins de 25 ans sur la période 2006-2020. En outre, les populations scolarisables au préscolaire, au secondaire second cycle et au supérieur connaitront une augmentation respectivement de 41%, 66% et 66% sur la même période.

Tableau n°3 : Indicateurs de couverture scolaire, de 2000-01 à 2014-15.

Niveaux d'enseignement	2000-01	...	2006-07	2007-08	2008-09	...	2012-13	2013-14	2014-15
Préscolaire									
Elèves	12 369		40 659	41 278	40 572		67 321	72 210	73 081
Population scolarisable [3-5 ans]	1 239 552		1 460 628	1 514 231	1 562 493		1 764 027	1 824 022	1 863 718
TBS	**1,0%**		**2,8%**	**2,7%**	**2,6%**		**3,8%**	**4,0%**	**3,9%**
Primaire									
Elèves	901 291		1 561 258	1 742 439	1 906 279		2 466 379	2 594 024	2 706 804
Population scolarisable [6-11 ans]	2 048 511		2 430 750	2 529 132	2 631 415		3 033 244	3 125 631	3 232 578
TBS	**44,0%**		**64,2%**	**68,9%**	**72,4%**		**81,3%**	**83,0%**	**83,7%**
Post-primaire général									
Elèves	152 016		274 358	337 336	368 825		606 813	691 758	**804 686**
Population scolarisable [12-15 ans]	1 100 705		1 306 762	1 363 657	1 423 309		1 671 865	1 740 278	1 810 779
TBS	**13,8%**		**21,0%**	**22,9%**	**25,9%**		**36,3%**	**39,7%**	**44,4%**
Secondaire général									
Elèves	29 985		53 441	60 597	72 956		125 902	121 896	**130 875**
Population scolarisable [16-18 ans]	718 639		866 980	888 235	906 733		1 071 701	1 116 520	1 162 985
TBS	**4,2%**		**6,2%**	**6,8%**	**8,0%**		**11,7%**	**10,9%**	**11,3%**
Population totale				14 252 012	14 731 167		16779206	17 322 796	17 880 386
Enseignement tech. et profes.									
Elèves	17 396		24 577	25 587	25 851		29 730	28 232	29 989
Elèves/100.000 habitants	**147,2**		**172,4**	**172,4**	**173,7**		**177 ,2**	**163**	**167,7**
Elèves en % du total du secondaire	**8,7%**		**7,0%**	**7,0%**	**6,0%**		**3,9%**	**3,4%**	**3,1%**
Enseignement supérieur									
Etudiants			33 515	41 779	47 755		74 276		
Etudiants/100.000 habitants			235,2	293,1	324,2		442,7		

Source : calcul des auteurs, à partir des données du tableau n°2.1 et des données de populations et des projections démographique de l'INSD.

Tableau n°4 : Niveaux d'accès et d'achèvement dans les différents sous-cycles scolaires, EICVM 2010 et données administratives.

	EICVM 2009-10 (pour 2008-09)	Données administratives		
		2008-09	2013-14	2014/2015
Primaire				
Accès	63,0%	78,0%	97,0%	98,8%
Achèvement	30,9%	41,7%	57,3%	58,4%
Post-primaire				
Accès	22,3%	25,1%	41,7%	49,6%
Achèvement	11,9%	15,8%	24,3%	26,4%
Secondaire				
Accès	8,0%	8,1%	9,1%	12,1%
Achèvement	4,8%	4,5%	8,9%	11,3%
Rétention				
Primaire	49,1%	53,5%	59,1%	
Post-primaire	53,4%	58,0%	57,9%	
Secondaire	59,9%	55,2%	65,2%	
Transition				
Primaire – Post-primaire	72,1%	49,5%	53,3%	
Post-primaire – Secondaire	67,1%	4%	3%	

Source : estimations des auteurs à partir des données EICVM 2009-10, des données scolaires du MENA et du MESS 2014/2015, et des données de populations de l'INSD.

Tableau n°5 : Evolution des effectifs d'adultes dans les programmes d'alphabétisation, campagnes 2009 à 2014.

	Campagne					
	2009	2010	2011	2012	2013	2014
Alphabétisation fonctionnelle (AF)	367 576	245 480	258 065	323 214	315 646	243 938
dont % FONAENF	79,9%	72,1%	81,4%	87,8%	94,6%	94,4%
Apprentissage du français fondamental et fonctionnel (A3F)	47 440	50 478	54 114	52 724	54 125	54 811
dont % FONAENF	81,2%	81,6%	83,3%	87,5%	95,5%	96,1%
Total des effectifs	**415 016**	**295 958**	**312 179**	**375 938**	**369 771**	**298 749**
urbain	26 186	24 217	25 350	26 175	42 098	28 118
rural	388 830	271 741	286 829	349 763	327 673	270 681
% rural	**93,7%**	**91,8%**	**91,9%**	**93,0%**	**88,6%**	**90,6%**
Population d'adultes analphabètes*		4 739 113	4 443 155	4 130 976	3 755 038	3 385 267
Taux de couverture**		6,2%	7,0%	9,1%	9,8%	8,8%
Taux de réussite						
Alphabétisation fonctionnelle	91,5%	86,2%	77,9%	92,2%	89,3%	75,1%
Apprentissage du français fondamental et fonctionnel	91,9%	92,8%	72,8%	92,8%	87,9%	94,7%

Source : Pour les effectifs, extrait des annuaires statistiques de l'AENF ; Pour la population d'adultes analphabètes.

.

En conclusion, le système éducatif burkinabè a un caractère généraliste, peu professionnalisant et ne répond pas aux besoins du marché de l'emploi. En dépit des différentes réformes entreprises, des efforts considérables restent toujours à faire afin de relever les défis majeurs qui s'imposent au système éducatif tels que : (i) l'amélioration de la qualité de l'éducation de base, (ii) l'accroissement et l'amélioration de la qualité de l'offre d'EFTP et la réduction des disparités, (iii) la réforme des enseignements post-primaire, secondaire et supérieur pour les adapter aux besoins de la transformation structurelle de l'économie, (iv) le renforcement de la recherche développement et la valorisation de ses résultats, (v) le renforcement des capacités humaines et matérielles et (vi) l'amélioration de l'accès à la formation technique et professionnelle.

	BURUNDI	**Central Africa** ECCAS, CEA, COMESA	superficie **27.834** km2
	Bujumbura	**population** **10.396.000**	Annual Budget

Informations générales

Population %						Budget	
Tranche d'âge	**Répartition Générale (âge)**		**Scolarisée suivant cycle**			**Cycle scolaire**	**%**
	M	F	M	F			
0 - 3						Préscolaire	0,03
3 - 6	617.758	622.891	42.694	43.491		Primaire	48,68
6 - 12	798.105	827.559	776.460	799.857		Secondaire	31,18
12 - 18	741.012	777.978	342.496	321.747		Supérieur	18,92
18 - 25						EFTP	
25 - 35						STI	1,10

L'éduction préscolaire est beaucoup localisée dans les villes et centres urbains. Pour améliorer l'accès il est prévu de réserver des salles de classes au préscolaire à chaque école nouvellement construite.

Appuyé par les PTFS, le Burundi a construit et équipé des écoles et a pu inscrire plus de 2 500 000 élèves à l'enseignement fondamental.

 Au post-fondamental les communautés sont intervenus dans la construction des salles de classe permettant ainsi l'inscription de plus de 522 000 élèves

Afin d'améliorer la qualité des apprentissages à l'enseignement fondamental, il ya eu formation des enseignants au cours des journées pédagogiques ainsi que la distribution de manuels scolaires. Au post-fondamental il ya eu révision des programmes d'enseignement des 1 ères années et formation des enseignants à ces nouveaux programmes ainsi que la distribution de quelques manuels des élèves et guides des enseignants

A l'enseignement technique les programmes des 1ères années ont été revus et les enseignants ont été formés aux nouveaux programmes.

A l'enseignement supérieur, des universités ou instituts d'enseignement supérieur privé ont ouvert leurs portes aux étudiants qui n'ont pas pu avoir accès à l'enseignement supérieur public

A l'Université du Burundi, des amphithéâtres pour accueillir les étudiants des 1ères années ont été disponibles dans les différents campus.

Des descentes d'inspection ont été effectuées dans plusieurs institutions d'enseignement supérieur privé pour vérifier le respect des normes réglementaires et académiques

La politique Nationale de la Recherche Scientifique et l'Innovation Technologique existe depuis 2014. La Direction Générale de la Science, la Technologie et la Recherche est à pieds d'œuvre dans la préparation de la loi sur la Recherche Scientifique, la Technologie et l'Innovation.

Rapport d'activités Continentales Annuelle (Raca), du Ministère de L'Education, de l'Enseignement Supérieur et de la Recherche Scientifique (MEESRS-Burundi) :

1. Assurer la mise en œuvre des recommandations des Etats Généraux de l'Education par l'élaboration des textes sur :

- la réorganisation de l'Université du Burundi

- la réorganisation du système de gestion des bourses d'études et de stages (inclure des articles sur le système de prêt-bourse, sur les stratégies de lutte contre la fuite des cerveaux)

- le projet de loi portant fixation de la taxe spéciale sur tous les biens et services en faveur de l'éducation

- le projet de décret portant conditions d'assurance contre les risques d'accident survenant aux étudiants pendant les activités académiques.

- Appuyer les étudiants des universités privées (frais de scolarité selon des critères à définir)

2. Organiser trois ateliers de réflexions sur l'harmonisation des programmes, des curricula et des qualifications dans les filières jugés prioritaires (Sciences fondamentales).

3. Effectuer une communication trimestrielle radiodiffusée et télévisée des réalisations.

4. Organiser des descentes trimestrielles sur terrain et dans les services décentralisés.

5. Elaborer et valider la politique sectorielle complète du Ministère 2016-2020

6. Elaborer et finaliser les projets de textes d'accompagnement à la mise en oeuvre de la Politique Nationale de la Recherche, la Science, l'Innovation et la Technologie(PNRSIT) et son plan d'action.

7. Réhabiliter et équiper les locaux du secteur post-secondaire professionnel Hôtellerie & tourisme

8. Conception des outils pédagogiques du post-fondamental

9. Formation des enseignants du post-fondamental aux nouveaux programmes

10. Formation des enseignants et directeurs des écoles secondaires de la première année du post-fondamental

11. Accompagnement de la mise en œuvre de l'enseignement post-fondamental

12. Organisation des journées pédagogiques communales des enseignants du 4e cycle du fondamental

13. Impression, multiplication et distribution des outils des 1ère et 2e années (11 écoles) du post-fondamental

14. Réimpression, multiplication et distribution des manuels révisés de la 7e année3. Réimpression, multiplication et distribution des manuels de la 8ième et 9ième année

15. Elaboration des curricula de 26 sections du post-fondamental technique et 12 de la formation professionnelle

16. Organisation du 1er concours du fondamental.

	CAPE VERDE	**West Africa** ECOWAS , CENSAD	Area **4.033** km2
	Praia	**population** **525.000**	Annual Budget **57213467933CVE**

General Information

Age	Population %				Budget	
	General Distribution		Enrolled by cycle		Cycle scolaire	%
	M	F	M	F		
0 - 3	8,1%	8%	16,2%	15,9%	Pre-primary	0,21%
3 - 6	7,8%	8%	76,8%	75,6%	Primary	5,75%
6 - 12	14,1%	14%	87,2%	82,7%	Secondary	5,09%
12 - 18	14,2%	14%	74,1%	76,9%	Higher	2,34%
18 - 25	17,2%	16%	16,5%	20,7%	TVET	--
25 - 35	20,8%	18%	4,2%	4,8%	STI	--

CAMEROUN	**Afrique Centrale**	superficie
Yaoundé	population	Budget annuel

Informations générales

Tranche d'âge	Population %					Budget	
	Répartition Générale (âge)		Scolarisée suivant cycle			Cycle scolaire	%
	M	F	M	F			
0 - 3	1 200 157	1 172 913				Préscolaire	39,8%
3 - 6	1 048 340	1 024 603	247 030	246 819		Primaire	
6 - 12	1 839 596	1 769 312	2 025 930	1 820 193		Secondaire	47,4%
12 - 18	1 624 269	1 578 033	1 110 003	945 904		Supérieur	9,2%
18 - 25	1 516 423	1 719 651	366 878	272 152		EFTP	3,6%
25 - 35	1 547 526	1 700 726	4 276	5 152		STI	

Informations MINEDUB (Préscolaire + Primaire)

Tranche d'âge	Population %		Budget (Unité: Millions FCFA)	
	Scolarisée suivant cycle		Cycle scolaire	Montant
	M	F		
0 - 3			Préscolaire	206 160
3 - 6	247 030	246 819	Primaire	
6 - 12	1 965 372	1 754 552		
12 - 18	239 148	191 687		
18 - 25				
25 - 35				

Informations MINESEC (Secondaire)

Tranche d'âge	Population %		Budget (Unité: Millions FCFA)	
	Scolarisée suivant cycle		Cycle scolaire	Montant
	M	F		
0 - 3			Secondaire	246 068
3 - 6				
6 - 12	60 588	65 641		
12 - 18	860 893	746 820		
18 - 25	220 848	153 519		
25 - 35				

Informations MINESUP (Supérieur)

Tranche d'âge	Population %		Budget (Unité: Millions FCFA)	
	Scolarisée suivant cycle		Cycle scolaire	Montant
	M	F		
0 - 3			Supérieur	47 644
3 - 6				
6 - 12				
12 - 18				
*18 - 25	129 189	99 867		
25 - 35				

Informations MINEFOP (EFTP)

Tranche d'âge	Population %		Budget (Unité: Millions FCFA)	
	Scolarisée suivant cycle		Cycle scolaire	Montant
	M	F		
0 - 3			EFTP	18 724
3 - 6				
6 - 12				
12 - 18	9 962	7 397		
18 - 25	16 841	18 766		
25 - 35	4 276	5 152		

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

	Afrique Centrale CEEAC	Superficie **342.000** km2
REPUBLIQUE DU CONGO BRAZZAVILLE	**population** **4.482. 500**	**Budget annuel**

General Information

Age	Population %				Budget	
	General Distribution		**Enrolled by cycle**		**Cycle scolaire**	**%**
	M	F	M	F		
0-2	4,78	4,74			Préscolaire	56,5
3-5	4,48	4,45	4,71	5,51	Primaire	
6-11	7,57	7,57	124,23	123,89	Secondaire 1er cycle	43,5
12-15	4,23	4,20	113,84	83,53	Secondaire 2ème cycle	
16-18	2,82	2,80	49,64	43,43		
19-24	5,10	5,23				
24-35	7,13	8,05				

Le système éducatif congolais est régi par la loi 25/95 du 17 Novembre 1995 qui rend la scolarité obligatoire jusqu'à l'âge de 16 ans. En son article 8, cette loi structure le système éducatif en deux composantes : le formel et le non formel.

Le système éducatif formel comprend : l'éducation préscolaire, l'enseignement primaire, l'enseignement secondaire premier cycle (ou premier degré), l'enseignement secondaire deuxième cycle (ou deuxième degré) et l'enseignement supérieur.

L'enseignement est dispensé dans les établissements publics et privés.

L'éducation préscolaire dure 3 ans et concerne les enfants de 3 à 5 ans révolus. Elle est assurée par les centres d'éducation préscolaire. 84.360 enfants sont répartis dans 186 centres publics et 966 centres privés. Le taux brut de scolarisation au préscolaire est de 5,11%.

L'enseignement primaire dure 6 ans et est sanctionné par le Certificat d'Études Primaires Élémentaires (CEPE). 2 061 écoles primaires publiques et 1574 écoles privées accueillent 842.150 élèves. L'encadrement est assuré par 21.981 enseignants dont 86 % des professionnels et 14% des bénévoles. Le taux brut de scolarisation au primaire est de 124,06%.

L'enseignement secondaire premier cycle, dans le domaine de l'enseignement général, a une durée de 4 ans. Ce cycle est sanctionné par le Brevet d'Études du Premier Cycle (BEPC). 305 collèges publics et 900 privés accueillent 373.103 élèves avec un taux brut de scolarisation de 98,73%.

L'enseignement secondaire deuxième cycle, dans le domaine de l'enseignement général, a une durée de 3 ans. Ce cycle est sanctionné par le Baccalauréat. 115.198 élèves de ce cycle sont répartis dans 46 lycées publics et 193 privés. Les cours sont dispensés par 4.808 enseignants dont 66 % sont des professeurs certifiés de lycée et 44% des vacataires. Le taux brut de scolarisation s'élève à 46,54%.

Le système éducatif non formel comprend l'alphabétisation (7.647 apprenants), la réscolarisation (5.031apprenants), le foyer féminin (190 apprenants) et le post alphabétisation (392 apprenants). La formation qui dure 3 ans est assurée par des animateurs (instituteurs ou non), et est sanctionnée par des diplômes d'état ou des certificats professionnels.

MINISTERE DE LA RECHERCHE SCIENTIFIQUE ET DE L'INNOVATION TECHNOLOGIQUE

I-EFFORTS BUDGETAIRES

Le budget global alloué à la recherche scientifique et à l'innovation technologique a connu ces cinq dernières années une nette augmentation, notamment en ce qui concerne le budget d'investissement. Il est passé de 3, 282 milliards à 14, 165 milliards de 2008 à 2014, puis pour connaître une baisse à partir de 2015 avec 4, 3 milliards, cela suite à la chute du prix du pétrole.

II-GRANDES REALISATIONS

II-1 Amélioration de la gouvernance

L'élaboration et la diffusion des Projets Fédérateurs (priorités nationales en matière de Science, Technologie et Innovation);

Actualisation du Plan National de Développement (PND) ;

La signature d'un protocole d'Accord avec l'UNESCO pour réaliser le projet intitulé ''Stratégie et politique sectorielles de la recherche, de l'innovation et renforcement des capacités en gouvernance STI en République du Congo'' ;

II-2 Réforme du schéma institutionnel

Opérationnalisation des quatre (4) nouveaux Instituts recherche créés :

Institut national de recherche agronomique (IRA) ;

Institut national de recherche forestière (IRF) ;

Institut national de recherche en sciences exactes et naturelles (IRSEN) ;

Institut national de recherche en sciences de la santé (IRSSA).

II-3 Amélioration du statut des corps de la recherche

La révision et le dépôt du nouveau projet de statut des chercheurs au Secrétariat Général du Gouvernement ;

II-4 Amélioration des infrastructures et installation de recherche

La réhabilitation et l'équipement du siège du Ministère ;

La construction des nouveaux bâtiments dans les stations de l'IRA (Odziba et Lékana) dziba ;

La réhabilitation des laboratoires de l'IRF dans l'enceinte de la Cité Scientifique de Brazzaville ;

La construction et l'équipement d'un laboratoire de fabrication des médicaments contre le paludisme (à partir des plantes cultivées localement) et autres maladies. Le projet est réalisé dans le cadre de la coopération entre le Congo et le Vietnam ;

La mise à disposition des équipements et matériels de laboratoire aux différents Instituts et centres de recherche ;

II-5 Renforcement de l'offre des connaissances techniques et scientifiques d'utilité publique

1-Les travaux de recherche ont été réalisés dans les domaines suivants :

La sécurité alimentaire et nutritionnelle (production et santé animale ; production végétale, la lutte contre les maladies et les bio-agresseurs) ;

La santé (les maladies infectieuses, les maladies non-transmissibles, la pharmacopée et la médecine traditionnelle) ;

La forêt, l'environnement et la biodiversité (biodiversité et effets du changement climatique, stratégies de conservation

et gestion durable de la biodiversité, fonctionnement des écosystèmes tropicaux, plantations hors forêts, etc.) ;

L'innovation technologique et l'ingénierie (la biotechnologie et la biosécurité, les technologies de l'information et de la communication, la mécanique et les matériaux pour les structures) ;

Les sciences sociales et humaines (impacts des chocs socio-économiques, évolution des mœurs sur le développement de la société) ;

La gouvernance (gouvernance de la société, gouvernance des institutions).

2-Le développement et la vulgarisation des techniques améliorées de production végétale (manioc, maïs, arachide, haricot, bananiers, etc.)

3-Le développement et la vulgarisation des techniques améliorées de production animale (porcs, poules, caprins, ovins, etc.) auprès des producteurs ;

4-La production et la diffusion des semences de base (riz, maïs, arachide, vitroplants et boutures de manioc);

II-6 Renforcement des capacités humaines

Le recrutement du personnel sur la base des quotas accordés chaque année par le Gouvernement ;

La Formation diplômante et continue des chercheurs **;**

La formation à la recherche par la recherche des jeunes étudiants (accueil des étudiants qui constituent le 1er bassin de recrutement pour la recherche et l'innovation).

II-7 Renforcement de la visibilité institutionnelle des activités de recherche et des chercheurs à l'échelle nationale et internationale

L'implantation d'un système d'information moderne et performant (intranet, internet, etc.) au siège du Ministère ;

La création d'un site Web du Ministère ;

La réalisation des émissions télévisées ''Eureka'' ;

L'organisation des ''journées portes ouvertes'' sur les thématiques développées par la recherche et l'innovation.

II-8 Développement de l'innovation et de la technologie

L'accueil et l'accompagnement technique des porteurs (inventeurs et innovateurs) de projets innovants ;

II.3- Coopération scientifique et technique

Mise en œuvre du protocole d'Accord signé avec la FAO, le projet TCP/PRC/3503 '' Appui à l'actualisation du plan directeur de la recherche agricole''.

	COTE D'IVOIRE Abidjan	**Afrique de l'Ouest** CEDEAO, Cen-Sad	Superficie **322.463** km2
		population 23.919.000	**Budget annuel**

La réduction du taux d'analphabètes constitue dans le Plan National de Développement (PND), une des priorités du Gouvernement qui a pris des mesures, notamment, la poursuite des distributions gratuites de manuels et kits du primaire et l'augmentation du nombre de rationnaires des cantines scolaires, la diminution des disparités régionales et des disparités entre zones urbaines et rurales dans la réalisation des différents projets d'investissement du secteur, la réalisation du Programme National de l'Education Pour Tous (EPT) avec la promotion de la scolarisation et le maintien durable des jeunes filles dans le système éducatif et, l'intégration de l'entrepreneuriat et des TIC en milieu scolaire comme piliers de l'éducation. L'action des politiques mises en œuvre a permis au Taux Brut de Scolarisation (TBS) primaire de passer de 83% en 2011 à 95,5% en 2015 et au sous-secteur de l'éducation nationale et de l'enseignement technique de connaitre globalement, une amélioration de l'accès à tous les niveaux, des taux d'achèvement et taux de réussite aux différents examens et une augmentation du taux de scolarisation des filles.

S'agissant de la formation technique et professionnelle, les initiatives prises par le Gouvernement ont porté essentiellement sur le renforcement des capacités d'accueil et l'adéquation entre l'offre de formation et la demande des entreprises. Il en résulte, l'existence d'une plateforme de partenariats entre les établissements techniques et professionnels de treize (13) branches et les entreprises, avec la production d'une cartographie des métiers, de fiches-métiers, de référentiels de formation, d'évaluation et de certification. En outre, le dispositif de ce sous-secteur a été renforcé par la réhabilitation et l'équipement des structures de formation existantes, la construction et l'équipement de nouvelles infrastructures.

Au niveau de l'Enseignement Supérieur, les stratégies mises en œuvre comprennent l'amélioration de l'accès et de l'employabilité des diplômés, le développement de l'enseignement à distance, l'harmonisation des formations, l'émergence d'une communauté sociale intégrale dans un environnement apaisé sur les campus et une recherche scientifique au service du développement économique et social. Les efforts d'investissements consentis par le Gouvernement dans ce sous-secteur, ont permis la réhabilitation, l'extension et l'équipement en matériels techniques et pédagogiques modernes des universités publiques et des structures de recherche existantes, la création de deux (02) nouvelles universités (université virtuelle de Côte d'Ivoire et université de Man) et, la sélection comme Centre d'Excellence Africain (CEA) de la Banque Mondiale, de l'Ecole Doctorale de WASCAL (West African Science Service Center on Climate Change and Adapted Land Use) Changements Climatiques et Gestion des Terres de l'Université Félix Houphouët-Boigny et, du Département Mines et Environnement Minier de l'Institut National Polytechnique Félix Houphouët-Boigny (INP-HB). En outre, le nombre d'étudiants pour 100 000 habitants est passé de 732 en 2012 à 851 en 2015. L'évaluation de la mise en œuvre du système Licence-Master-Doctorat en vigueur depuis la rentrée 2012 pour adapter la formation aux besoins de l'économie, a permis de relever les difficultés rencontrées dans son application afin d'y remédier.

L'innovation et le transfert de technologies sont au cœur de la stratégie de développement de la recherche en vue de contribuer de façon active à la transformation structurelle de l'économie nationale et au succès de la politique de l'émergence initiée par Monsieur le Président de la République. Le Pôle Scientifique d'Innovations (PSI) de l'Université Félix Houphouët-Boigny qui en est une parfaite illustration, abrite notamment, l'unité de recherche et de production de biopesticides pour l'agriculture durable, l'Ecole Doctorale de WASCAL et, le programme de recherche et de formation dénommé « WAVE » ayant pour objectif d'assurer la sécurité alimentaire au niveau de six (06) pays (Benin, Burkina Faso, Côte d'Ivoire, Ghana, Nigeria et Togo). Ce dispositif est en cohérence avec le choix du Centre National de Recherche Agronomique comme Centre National de Spécialisation pour le plantain dans le cadre du Programme de Productivité Agricole en Afrique de l'Ouest (PPAAO/WAAPP)

En outre, la mise en place imminente d'un Centre National de Calcul au PSI, permettra aux acteurs de la recherche et aux industriels de la sous-région d'avoir accès en Afrique, à une plateforme de calcul intensif pour la recherche et les applications industrielles.

SUMMARY OF COUNTRY ACTIVITIES

La promotion de la jeunesse constitue un vaste programme du Gouvernement en vue d'adresser, entre autres, la problématique de l'emploi des jeunes. Dans ce cadre, des initiatives ont été prises en matière de renforcement des systèmes d'information du marché du travail (SIMT), d'institutionnalisation des stages dans le cadre de la préparation pour le monde du travail, de promotion de l'entrepreneuriat et de formulation de politiques nationales d'éducation pour la paix. La mise en œuvre de ces stratégies a permis, notamment, la réalisation de l'étude sur la cartographie des initiatives et les bassins d'emploi jeunes dans des localités ciblées, la mise en place d'un répertoire des compétences des jeunes ivoiriens, l'adoption du Programme National de Stage des Jeunes (PNSJ), la mise en place d'un programme pilote de stage et d'insertion dans le cadre de la lutte contre la migration, et le renforcement de la plateforme de financement des projets jeunes à travers la signature de conventions avec le secteur privé.

Ces résultats acquis sont surtout le fruit d'une mobilisation plus importante des ressources publiques (20 à 22% du budget national soit 4% du PIB) et de la forte implication des ménages (30 à 37% des dépenses totales au profit de l'éducation) et, d'une bonne gouvernance du système.

Au chapitre de la coopération et de l'intégration, la Côte d'Ivoire est l'un des principaux animateurs du Conseil Africain et Malgache pour l'Enseignement Supérieur (CAMES), partenaire du Réseau d'Excellence pour l'Education en Afrique de l'Ouest (REESAO) et bénéficiaire du Programme d'Appui à l'Enseignement Supérieur (PAES) de l'UEMOA.

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

General Information

Tranche d'âge	Répartition géné-rale (Effectifs)		Scolarisation suivant cycle (Nombre d'élèves année 2013-2014)									
			Préscolaire		Primaire		Moyen		Secondaire		EFTP	
Age	M	F	M	F	M	F	M	F	M	F	M	F
0 - 3	30443	29609										
3 - 6	29265	29067	911	883	129*	173*						
6 - 12	55718	55805	12	12	33054	27955	6949***	5663***				
12 - 18	55326	56114			1577**	1431**	13502	10624	7647'''	5881'''	1434	1294
18 - 25	65268	65956					249''	226''	2913	2170	704	223
25 - 35												

*= enfants de 5 ans scolarisés dans le primaire

*= enfant de 12 ans scolarisés dans le primaire

**= enfants de moins 12 ans scolarisés dans le moyen

'' = Jeunes de 18-22 ans scolarisés dans le moyen

''' = Jeunes de 15-17 ans scolarisés dans le secondaire

Tranche d'âge	Répartition générale en % de la population to-tale , estimation 2014		Scolarisation suivant cycle (Nombre d'élèves année 2013-2014)									
			Préscolaire		Primaire		Moyen		Secondaire		EFTP	
Age	M	F	M	F	M	F	M	F	M	F	M	F
[0-3[	3,76%	3,65%										
[3-6[	3,61%	3,59%	3,1%	3,0%	0,4%	0,6%						
[6-12[	6,88%	6,89%	0,0%	0,0%	59,3%	50,1%	12,5%	10,1%				
[12-18[	6,83%	6,93%			2,9%	2,6%	24,4%	18,9%	13,8%	10,5%	2,6%	2,3%
[18-25[	8,06%	8,14%					0,4%	0,3%	4,5%	3,3%	1,1%	0,3%
[25-35[												

*= enfants de 5 ans scolarisés dans le primaire

*= enfant de 12 ans scolarisés dans le primaire

**= enfants de moins 12 ans scolarisés dans le moyen

'' = Jeunes de 18-22 ans scolarisés dans le moyen

''' = Jeunes de 15-17 ans scolarisés dans le secondaire

Budget	
Cycle scolaire	%
Préscolaire	0,2
Primaire	37,6
Secondaire	39,5
Supérieur	
EFTP	8,9
STI	
S/total enseignement	86,2
Autres structures MENFOP	
CRIPEN	2
Administration centrale	11,8
Total MENFOP	100

* Uniquement MENFOP:
Etat pour l'année scolaire 2013/2014
En % du budget du MENFOP
exercice 2013

En 2015-2016, près de 125 000 élèves et apprenants sont recensés dans l'ensemble des ni-veaux d'enseignement et de formation.

L'enseignement préscolaire - L'ordre d'enseignement de 2 ans, pour les enfants de 4-5ans, et facultatif selon la loi d'Orientation de 2000 ; il demeure encore beaucoup moins développé et presque exclusi-vement du ressort du privé. Le taux de préscolarisation s'établit à 7% des enfants de 4 à 5 ans en 2015-2016 contre 5% en 2011-2012. Par ailleurs, près de 7% de l'offre d'enseignement préscolaire est dispensée en 2015 dans les écoles publiques.

En 2011-2012, le MENFOP avait entrepris un programme conjoint avec le ministère de la promotion de la femme pour favoriser le développement de la petite enfance et renforcer l'accès de petits enfants de 3-5 ans des zones rurales et périurbaines défavorisées à l'éducation préscolaire ou à un encadrement communautaire de qualité, leur permettant de se préparer correctement à la transition scolaire. Faute de durabilité du programme, on as-siste actuellement, l'ouverture des quelques classes de préscolaire dans les écoles publiques s'organisant de façons aléatoires et discontinue.

L'enseignement primaire - Il est composé de 5 niveaux d'études et correspondant à la tranche d'âge 6-10 ans, scolarise près de 62 000 élèves dans 161 structures scolaires (publique et privé). Le TBS du primaire s'établit à 78% en 2015-2016.

L'année scolaire 2013-2014 représente l'année où on a enregistré la plus forte augmenta-tion d'élèves scolarisés dans le système éducatif avec 125 516 élèves. Cette évolution est également marquée par un progrès réalisé en termes d'offre d'infrastructures scolaires pu-bliques avec l'ouverture de 6 nouvelles écoles en 2013-14. L'augmentation de la couverture a donc été également possible par le développement de structures privées dont le poids en termes d'effectifs scolarisés est passé sur la même période de 6 958 à 8 163.

L 'enseignement moyen - Les effectifs ont connu une progression linéaire suivant une croissance annuelle moyenne de 1,9 % sur la période 2011-2015, soit plus de 3 400 collégiens de plus sur les cinq dernières années. Avec un taux de brut de scolarisation de 61%, l'enseignement moyen est le niveau d'enseignement qui a connu la plus forte demande de scolarisation.

L'enseignement secondaire général - On enregistre une légère baisse d'effectif élèves (-5%) sur la période 2011-2015. Son effectif est passé de 17 195 en 2011-2012 à 16 387 en 2015-2016, soit une diminution annuelle moyenne de 1%. Par contre, il y a lieu de souligner qu'à l'année scolaire 2013-2014, on a enregistré la plus forte augmentation d'élèves scolarisés dans le secondaire avec 18 667 élèves. Cette année scolaire correspondait à l'arrivée de la vague de

BUDGET 2015 - MENSUR		
Nature des dépenses	Budget Mensur 2015	% Budget
- MENSUR	2 156 956 284	38,64%
- Université de Djibouti + Faculté de Médecine	2 569 065 000	46,02%
- Centre d'Etudes et de Recherche de Djibouti	615 744 280	11,03%
- Institut Supérieur des Sciences de la Santé	240 285 885	4,30%
TOTAL BUDGET MENSUR 2015	5 582 051 449	100%

EFFECTIF DES ETUDIANTS 2015/2016 - MENSUR	
STRUCTURES INSTITUTIONNELLES	Effectif 2015/2016
- Université de Djibouti + Faculté de Médecine	8 750
- Institut Supérieur des Sciences de la Santé	409
TOTAL EFFECTIF 2015/2016	9 159

la génération 2006-2007 ayant concouru la première édition de l'examen OTI, marquant la fin de l'examen d'entrée en 6ème du collège. Le TBS du secondaire général est à 42.2% en 2015-2016.

L'enseignement technique et formation professionnelle - Il est devenu depuis 2013, avec l'éducation de base, la priorité de la politique éducative du gouvernement djiboutien. Le développement de l'ETFP constitue un enjeu majeur dans le contexte national actuel marqué par de profondes mutations socio-économiques, exigeant une adaptation de notre système éducatif aux objectifs de développement et priorités ma-jeurs du pays dans le domaine de l'employabilité des jeunes. En 2015-2016, la proportion d'inscription à l'EFTP dans le total du secondaire est de 25%. La composante scolaire de la formation professionnelle dans l'ETFP ne représente que 39% environ des élèves scolarisés.

L'enseignement supérieur regroupe dans notre pays trois grandes institutions universitaires dans les domaines de l'enseignement (université de Djibouti et l'Institut supérieur des Sciences de la Santé) et de la recherche (Centre d'Etudes de Recherche de Djibouti). Avec plus de 9000 étudiants, l'enseignement supérieur occupe une place importante dans le pays et représente plus de 5% du budget national.

Les défis dans ce secteur sont d'ordre quantitatif et qualitatif et consistent à répondre avec précision aux besoins de croissance de l'économie nationale afin d'assurer un emploi aux diplômés toujours plus nombreux d'une part, et d'autre part des compétences afin que le plus grand nombre d'entre eux soit en mesure de créer des emplois. Cette culture managé-riale qu'il est déjà prévu d'inculquer à nos élèves ingénieurs doit leur permettre d'être les moteurs de l'économie en reprenant à leur compte les différentes opportunités que les ma-cro-projets de développements (nouvelles routes, voies de chemin de fer, activités por-tuaires…) ainsi que le prochain développement de l'exploitation des énergies géothermique, éolienne et solaire, vont offrir à la république de Djibouti.

En matière de recherche scientifique, on constate que depuis de nombreuses années, elle constitue un moteur de développement économique pour le pays. Des nombreuses études géophysiques ont abouti à déterminer précisément les caractéristiques de nos gisements géothermiques et ont permis ainsi d'intéresser les industriels face à une ressource identi-fiée, exploitable et rentable. Egalement des travaux de recherche dans les domaines de l'énergie éolienne ont encouragé le lancement du projet de dessalement d'eau de mer à Doraleh via l'énergie éolienne produite sur le site du Lac Assal.

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

General Information

	Population %								Budget	
	General Distribution (%)			Enrolled by cycle(%)					Cycle	%
Age	M	F	Total	School Cycle	M	F	Total			
< 4	5,303,302	5,308,051	10,611,287	Pre-primairy	1,536,794	1,422,009	2,958,803		Pre-primairy	1.4
4 to 6	3,805,523	3,717,419	7,522,942	Primary	9,846,502	8,844,716	18,691,217		Primary	26.2
7 to 10	4,690,019	4,589,081	9,279,099	Secondary	1,109,877	998,238	2,108,115		Secondary	9.0
11 to 14	4,513,241	4,398,959	8,912,200	Higher	506,675	262,640	769,315		Higher	33.0
15 to 16	2,129,835	2,093,771	4,223,606	TVET	167,881	184,263	352,144		TVET	20.0
17 to 18	2,036,277	1,970,541	4,006,819	CTE	102,311	67,070	169,382		CTE	1.6
19 to 21	2,887,445	2,789,214	5,676,464	FAL	3,427,604	2,562,805	5,990,409		FAL	2.7
> 21	19,768,479	20,144,396	39,912,457						Admin	6.0
									Total	100.0

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

Informations générales

	Population %							Budget	
Tranche d'âge	**Répartition Générale (âge)**			**Scolarisée suivant cycle**				**Cycle scolaire**	**%**
	M	F	Total	M	F	Total		Préscolaire	0,1%
0 à 3	6,65%	6,52%	13,17%					Primaire	41,1%
3 à 6	5,43%	5,31%	10,74%	7,37%	3,57%	10,94%		Secondaire	17,0%
6 à 12	8,41%	8,06%	16,47%	29,94%	24,21%	54,15%		Supérieur	37,4%
12 à 18	6,38%	6,91%	13,29%	10,28%	6,89%	17,17%		EFTP	5,0%
18 à 25	5,64%	7,04%	12,68%	11,11%	3,67%	14,78%		STI	Moins 0,01%
25 à 35	5,64%	7,28%	12,92%	1,60%	0,36%	1,96%			
Total	**38,15%**	**41,11%**	**79,27%**	**60,30%**	**38,70%**	**99,00%**		**Total**	**99,8%**

	KENYA	**East Africa** COMESA, EAC, CENSAD, IGAD	Area **581.309** km2
	Nairobi	**population** **45.010.000**	Annual Budget

General Information

Age	Population %					Budget		
	General Distribution		Enrolled by cycle			School Cycle	%	
	M	F	M	F				
3 -5			78	75		Pre-primary	1.8	
6 - 13			105.8	101.5		Primary	41.6	
14 - 17			67.1	59.6		Secondary	50.6	
18 - 35						Higher	5.1	
						TVET	14.8	
						STI + Higher	--	

Obtained from Kenya National Bureau of Statistics 2015/2016

The Ministry of Education (MOE) places education at the Centre stage of the country's human and economic development strategies. As such, education in Kenya aims at providing globally competitive, quality education and training.

Early Childhood Development Education (ECDE) There has been a remarkable achievement in the ECDE sub-sector over the last five years under KESSP (2005-2010). Access rate increased from a GER of 35% in 2003 to 63% in 2014. ECDE is a devolved function and Counties have embarked on its implementation by hiring of teachers and putting up of infrastructure among others. A National Policy Framework and Service Standards Guidelines   are being developed in line with the new constitution

Primary Education Since the introduction of the Free Primary Education (FPE) Programme in January 2003, enrolment increased from 5.9 million in 2003 to 9,950,746 million in 2016. There were 4,844,431 girls and 5,106,315 boys with 3,019,866 classrooms. The Pupil – Teacher ratio is averagely at 1:53 in primary schools. The FPE annual education bill is in excess of Ksh.13 billion and this is currently being met solely by the National Treasury.

Secondary Education At the secondary level, projections suggested a positive overall gender parity, with a projected higher number of boys than girls in the National, Special, Extra –County and County schools, and more girls than boys in the Sub –County and Private schools. Majority of the schools were owned by the Government. At gender enrolment was as follows; 2,009,698 boys and 2,030,808 girls. There were 8,734 secondary schools in the country. The enrolment increased from 2,331,697 million in 2014 to 4,040,506 in 2016 due to government interventions, which included subsidized secondary education. The teacher – pupil ratio was averagely at1:30

TVET EDUCATION TVET training sector in Kenya focuses on four thematic areas thus; Access and Equity in TVET, Quality and relevance in TVET, Governance and Management in TVET, ICT integration in TVET, Training opportunities in the public TVET institutions increased by 40,963 due to increase in the number of institutions

In this regard eight (8) TVET institutions were upgraded to national polytechnic status to add to the current two. Hence the total number of National Polytechnics increased from two (2) to ten (10) and the other public TVET institutions rose from 41 in 2012 to 63 in 2016. As a result of this expansion, the total enrolment in the said public TVET institutions increased gradually from 35,218 in 2010 to 56,886 in 2016

University Education Access to University Education in Kenya: there are 71 universities with 538,343 students in 2016 from 324,560 students in 2014. Females are 41% while males are 51%

	LIBERIA	**West Africa** ECOWAS, CENSAD	Area **111.369** km2
	Monrovia	population **4.092.000**	Annual Budget **630M**

General Information

Age	Population %					Budget	
	General Distribution		**Enrolled by cycle**			**Cycle**	**%**
	Total	M	F	Total			
0-4	6.7	6.59	-	-		Pre-primary	0.09
05-09	6.29	6.23	2.68	2.94		Primary	
10- 14	5.37	5.17	3.93	3.74		Secondary	5.07
15-19	4.74	4.66	3.37	2.82		Higher	7.69
20-24	4.05	4.52	1.86	1.61		TVET	0.72
25-29	3.53	3.77	1.05	0.7		STI	-
30-34	2.68	2.81	0.41	0.28			
35-39	2.48	2.61	0.18	0.10			

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

Rapport sur le secteur « Enseignement Supérieur et Recherche Scientifique » de Madagascar pour l'élaboration du (RACA) 2ème édition

Le Ministère de l'Enseignement Supérieur et de la Recherche Scientifique s'est engagé dans la réforme globale de l'Enseignement Supérieur et de la Recherche depuis 2008 selon le décret n°2008-179 du 1 5 février 2008 portant réforme du système de l'enseignement supérieur et de recherche en vue de la mise en place du système « Licence, Master, Doctorat (LMD) >>. Le basculement définitif a eu lieu en 2013-2014. Après 3 ans de parcours sur opérationnalisation de ce système, le Ministère a décidé de procéder à une évaluation pour dresser un bilan en vue des stratégies à adopter pour poursuivre l'évolution de ce système. Dans ce cadre, une équipe de consultance a été mandatée pour mener des enquêtes sur terrain, courant du premier semestre 2016 pour identifier et analyser les différents éléments d'amélioration nécessaires pouvant renforcer la mise en œuvre de cette réforme. Ces enquêtes ont permis d'avoir un bilan sur les points forts, les points faibles et les suggestions pour son amélioration.

Un atelier national a été organisé les 11, I2 et 13 juillet au campus Barikadimy Toamasina autour du thème «Renforcement de capacités sur l'opérationnalisation du système LMD et de l'employabilité de l'Enseignement Supérieur, et cc, sur la base du rapport émis par l'équipe de consultance précitée. Cet atelier visait à recueillir à partir de l'analyse du vécu des différents acteurs, les propositions d'amélioration dans le système de l'Enseignement Supérieur à Madagascar à travers des représentants de toutes les parties prenantes. Ces propositions serviront d'outil à l'élaboration des stratégies de la fonnat1on à Madagascar.

Dans le souci d'une meilleure articulation des objectifs et missions des 3 Ministères (Ministère de l'Enseignement Supérieur et de la Recherche Scientifique- MESupReS, Ministère de l'Education Nationale - MEN et Ministère de l'Emploi de l'Enseignement Technique et de la Formation Professionnelle - MEETFP) œuvrant dans le domaine de l'éducation avec l'appui des partenaires techniques et financiers notamment le GPE, l'UNICEF, la Banque Mondiale, l'AFD et des experts en analyse sectorielle de l'éducation du Pôle de Dakar de l'UNESCO, des consultations régionales et nationale ont eu lieu en octobre 2016, pour définir le Plan Sectoriel de l'Education - PSE 2017-2021. Le PSE a été établi suite à un processus qui a commencé avec le diagnostic du système éducatif (RESEN- Rapport d'Etat du Système Educatif National), un échange d'expertise et de discussions avec les 3 Ministères, un atelier d'approfondissement de la logique des actions, une imprégnation des différents responsables et les consultations régionales et nationales avec des partenaires financiers de l'éducation. Ainsi, des recommandations et suggestions ont été émises selon les quatre principes de base pour l'éducation à savoir (i) une éducation fondamentale élargie, de qualité et équitable à tous, (ii) la possibilité d'apprentissage et de formation tout au long de la vie. (iii) les capacités et le capital humain nécessaires pour un développement durable sur les plans économique, social et environnemental et (iv) des citoyens responsables, vivant ensemble et en harmonie dans un environnement meilleur.

En conclusion, les stratégies formulées à l'issue de ces différents travaux se résument à la concrétisation des actions visant à assurer l'effectivité de la mise en œuvre du système LMD conformément aux normes internationales. Pour ce fait, il convient de mettre en place une structure d'accompagnement pour l'employabilité des diplômés sortants de l'Enseignement Supérieur et aussi de garantir l'adéquation de l'Enseignement Supérieur et de la Recherche Scientifique aux besoins du développement.

	MALAWI	**Southern Africa** SADC, COMESA	Area **118.484** km2
	Lilongwe	population **16.832.910**	Annual Budget **MK169.9 Billion**

General Information

Age	Population %				Budget	
	General Distribution (%)		Enrolled by cycle(%)		Cycle	%
	Total	M	F	Total		
0 - 3	7.6	7.4			Pre-primary	
4-5	3.4	3.3	0.1	0.1.	Primary	56
6 - 12	9.8	9.9	11.5	11.9	Secondary	18
13 - 18	6.7	6.9	2.9	2.7	Higher	24
19 - 25	6.1	6.4			TVET	
26 - 35	6.3	6.8			STI	

Early Childhood Development Education

- Implementation of Early Childhood Development in Malawi is guided by the National ECD Policy (2006) and the National ECD Strategic Plan (2009)

- The number of centres and number of children attending ECD have increased over the years. Centres have increased from 9,783 in 2012 to 11,105 in 2015, representing a growth of 24.2 per cent.During the same period the number of children has also risen from 105,7533 to 1,400,965, representing an annual average growth rate of 9.2 per cent

- However,child-trained care giver ratio still remains high currently standing at 87 :1

Primary Education

- Government of Malawi has put in place deliberate policies to increase access to education targeting the basic education subsector through abolition of user fees and uniform in primary education sub-sector..

- Number of schools stands at 5,864 in 2015/16 school calendar year of which majority are public with only 394 owned by the private bodies

- In 2015/2016 academic year, enrolment in primary schools was at 4.9 million pupils with pupil-qualified teacher ratio (PQTR) at 79.5:1

- Government has put in place interventions aiming at reducing the PQTR (such as implementation of ODL mode of training, construction of more Teacher Training Colleges)

- The Ministry is implementing the National Reading Programme as one way of enhancing reading and numeracy skills among learners in junior primary school classes (Standard 1 to 4)

Secondary Education

- A total of 1,130 public secondary schools nationwide were registered in 2015/16 while 383 were privately owned

- In 2015/16, there were 351,000 learners in Malawi Secondary schools (284,228 in public secondary schools and 67,423 in private secondary schools)

- Government is constructing a secondary school teacher training college in Lilongwe to reduce the science teacher pupil ratio in secondary school which is pegged at 56:1

- The secondary school curriculum has been revised to promote science subjects.

Higher Education

- National Council for Higher Education Act is   promulgated. The National Council for Higher Education (NCHE) which is mandated to accredit and regulate operations of all institutions of higher learning, technical and vocational colleges is in place .

- Higher Education Students' Loans and Grants Act to facilitate the implementation of Student Financing Scheme with the aim of absorbing more students in higher education is in place. The board which is tasked with the responsibility of managing and administering students' Loans and Grants is also in place

- During the 2015/16 school year Total University Enrolment (Public & Private) was 15,509

- In 2015/16 academic year a   total of 4,037 were selected into the four public universities, representing an admission or absorption rate of 26% of the qualified candidates, an increase of 4.3% from the previous year's selection.

- The current absorption rate of 26% only reflects public university, as such in addition to the private universities admissions; the absorption rate should be relatively higher as private universities have a higher enrolment than public universities.

- Public Private Partnerships are being explored to address acute shortages of students' accommodation.

Technical Vocational and Education Training (TVET)

- Only 4 per cent of Secondary School graduates are enrolled in TEVET

- Plans are underway for TEVETA to establish an information management system (T-MIS)

- Government is continuing the construction of community colleges in all the districts across the country so as to absorb and equip majority of the youth with technical skills.

Education Budget

- The Ministry of Education was allocated 27 percent of the national budget during the 2015/16 Financial Year

- In 2015/16 financial year, 56 % of public education expenditure was allocated to primary education, 18% secondary education while higher education got 24%

Education Standards

- The Malawi National Education Standards have been developed and   launched

- The Malawi National Education Policy has also been developed and launched

- The Malawi Qualifications Authority Bill is being processed. .

MAURITIUS	East Africa SADC, COMESA	area **2,040** km2
Port Louis	population **1,262,862**	**Annual Budget** **455, 064, 751 US$**

General Information

Age	Population %					Cycle	%
	General Distribution		Enrolled by cycle				
	Total	M	F	Total			
0 - 3	51	49	51	49		Pre-primary	1.6
3 - 6	50	50	50	50		Primary	27.6
6 - 12	51	49	51	49		Secondary	53.9
12 -18	51	49	50	50		Higher	7.2
18 - 25	50	50	52	48		TVET	3.2
25 - 35	50	50	n.a	n.a		STI	n.a

Source: Population figures (2015) - Statistics Unit, Ministry of Education and Human Resources, Tertiary Education and Scientific Research

Budget figures (2015) - Finance Section, Ministry of Education and Human Resources, Tertiary Education and Scientific Research

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

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

Primary – The Primary Sector has for objective to sustain equitable access to quality education, ensuring that all learners attain high levels of achievement. The introduction of the Nine Year Continuous Basic Education (NYCBE) reform as from 2017 will establish a sound foundation for learning and self-development, with a strong emphasis on formative assessment and a review of the curriculum and the pedagogy. ICT will be used for transacting the pedagogy as well as for the digitization of learning materials. The Certificate of Primary Education (CPE) that traditionally has marked the end of primary schooling after six years of study will be replaced by the Primary School Achievement Certificate (PSAC) as from the end of 2017. Remedial education will be provided at an early stage at the primary in order to deal with the issue of accumulated learning deficits that results in drop-out at the secondary school level. Teacher training is mandatory for the Primary Education Sector.

Secondary– This sector consolidates learning and provides a strong base in view of preparing students for higher education and training for the world of work. The NYCBE current reforms are ensuring both a smooth transition to the secondary sub-sector and the completion of secondary schooling. Appropriate pathways provide opportunities for further studies and lifelong learning. Emphasis is being placed on Continuous Professional Development for both teachers and school leaders through the Mauritius Institute of Education. The Quality Assurance and Inspectorate Division of the Ministry has been reinforced to provide guidance and direction for effective teaching and learning. Students currently benefit from full subsidies on School Certificate and Higher School Certificate examination fees. New qualifications at secondary level that are more adapted to the world of work, such as the HSC Professional, have also been introduced.

Higher Education and TVET– Higher Education is a strong pillar for robust economic growth in the light of the new development trajectory of the country based on knowledge and an economy oriented towards high end services sector. A Higher Education Bill is in the final stages of drafting to act as an enabler for the consolidation of the regulation of the sector and the emergence of Mauritius as a Regional Knowledge Hub. There are also strong support mechanisms to enable both bright and needy students to engage in higher education through scholarship schemes with a new scheme for disabled students to study at tertiary level being put in place. The higher education sector is regulated by a Tertiary Education Commission (TEC). The TVET sub-sector is being reformed to provide a more attractive avenue for students after secondary education with greater emphasis on improving the quality and relevance of training while improving access. Concurrently, it is being diversified with the setting up of Polytechnics and the establishment of alternative pathways for further education. The Mauritius Qualifications Authority has been entrusted with the responsibility of managing the National Qualifications Framework. It also registers and accredits TVET providers in Mauritius, and has the mandate to recognize and validate competencies which have been obtained outside the formal education and training system for certification and equivalence purposes, including mechanisms for Recognition of Prior Learning.

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

	NAMIBIA	Southern Africa SADC	Area **825.615** km2
	Windhoek	population **2 199 000**	Annual Budget 61 120 637 000 (2016/2017)

General Information

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

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

The Government of the Republic of Namibia is committed to ensuring a good quality of life for all its citizens. The goals of Namibia's Vision 2030 is for the country to become a knowledge based, prosperous and industrialized nation, and education is considered to be crucial for this to happen. The realization of Vision 2030 is achieved through the formulation and implementation of the National Development Plans (NDPs), which have been implemented in order to focus on targeted priorities to achieve high impacts in defined critical areas of national development. Namibia is completing the implementation of its fourth National Development Plan (NDP4) in 2017 and the development of NDP5 is currently in progress. The NDP4 was prioritized to focus on areas with the greatest potential to impact Namibia's development challenges, with emphasis placed on sustainable economic growth, employment creation opportunities, addressing income inequalities and ensuring access to equitable, inclusive and quality education at all levels.

The Namibian Education sector, comprising both basic and higher education, continues to receive the largest budgetary allocations of all votes exceeding 20% over the years. A total of 23.6% was allocated to

ENROLMENT BY AGE in 2015

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

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

education (including arts and culture) in the Financial Year 2012/13. This share has since increased and is expected to reach 25.3% in 2018/19. The budget for education was equivalent to 10.6% of the country's Gross Domestic Product in 2015. Between 74.0% and 79.3% of this total education budget is dedicated to basic education, arts and culture (which includes pre-primary, primary and secondary education), with the remaining allocated to tertiary education, training and innovation.

Early Childhood Development (ECD)

A child's first few years of life are very critical in laying a foundation for cognitive, social, physical and emotional development and lifelong learning. NDP4 stresses the importance of ECD by highlighting the long term investments with results seen over a long period of time in terms of educational outcomes and economic development. NDP 4 therefore recommends that Namibia invest seriously in the ECD sector, especially in poorest communities, in order to see improvements in the returns for investments.

The National Integrated Early Childhood Development Policy of 2007 defines ECD from the ages of 0-8 years old. Namibia implements an integrated approach to ECD focusing on health, nutrition and hygiene, child care and protection, early identification of disability and other special needs, child stimulation and early learning. ECD falls under the coordination of the Ministry of Gender Equality and Child Welfare (MGECW), which is responsible for the ages 0-4 in terms of integrated child development. Children between the ages of 5-8 years old fall under the Ministry of Education, Arts and Culture (MoEAC) for pre-primary and primary education. The Ministry of Health and Social Services is responsible of child health and nutrition and works closely with the two Ministries.

According to the 2011 national Population and Housing Census, Only 13% (38 328 out of 283 501) children 0-4 years old were enrolled in ECD programmes. There are 2, 862 educarers (caregivers), the majority of these are not professionally trained and are found in ECD Centres. However, pre-primary teachers are part of the formal education system and some have a qualification in pre-primary education. Access to pre-primary education is on the increase. Currently 40.7% of learners in Grade 1 were enrolled in pre-primary education with a skewed proportion in urban areas. The Ministry of Education, Arts and Culture, through the introduction of Universal Primary Education (UPE) and the national school feeding programme aims to attract progressively more learners to attend pre-primary education. These have led to increases in the number of learners meant at pre-primary from 28 132 in 2014 to 32 732 in 2015 and stands at 37 298 in 2016.

Primary education

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

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

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

Secondary Education

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

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

Technical Vocational and Education Training (TVET)

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

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

Higher Education

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

There has been a slow increase over the past 10 year in the number of secondary education students in Namibia who qualify for tertiary education. For example, only 19 percent of Grade 12 learners who sat for examinations qualified for tertiary admission in 2015. The tertiary education completion rate stands at 50% (2016).

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

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

Lifelong learning

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

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

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

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

Education Budget

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

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

Education Standards

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

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

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

	NIGER	Afrique de l'Ouest CEDEAO, Cen-Sad	superficie **1.267.000 km2**
	Niamey	population **19.380.000 habitants[1]**	**Budget annuel 1785,1 milliards[2]**

Informations générales

Tranche d'âge [3]	Population %					Cycle	%
	Répartition Générale (âge)		Scolarisée suivant cycle				
	Total	M	F	Total			
0 - 4						Préscolaire	7.76%[4]
4 - 6	1188995	1153958	81448	82786		Primaire	
7 - 12	1741872	1682898	1439904	1186479[5]		Secondaire	
13 - 19						Supérieur	
20 - 24						EFTP	
25 - 35						STI	

Source: Population figures (2015) - Statistics Unit, Ministry of Education and Human Resources, Tertiary Education and Scientific Research

Budget figures (2015) - Finance Section, Ministry of Education and Human Resources, Tertiary Education and Scientific Research

[1] SUR LA BASE DE 3.9% DE CROISSANCE ANNUELLE
[2] LOI DE FINANCE VOTEE, 2016.
[3] Les tranches d'âges prévues dans le tableau ne correspondent à celles du Niger d'où la modification.
[4] le préscolaire et le primaire
[5] Pour le primaire les données sont provisoires

INTRODUCTION

Le Gouvernement du Niger, avec l'appui des PTF et le soutien de la société civile active en éducation, a élaboré le Programme Sectoriel pour l'Education et la Formation (PSEF : 2014-2024) qui a démarré en 2014 Le PSEF a pour axes prioritaires :

- le développement de l'éducation de base ;
- l'amélioration de la qualité des enseignements / apprentissages et de la formation ;
- le développement de la Formation Professionnelle et Technique **;**
- le développement et la réforme de l'Enseignement Supérieur et de la Recherche ;
- le développement de l'alphabétisation et des différentes formes d'éducation non formelle ;
- l'amélioration du pilotage et de la gestion du système éducatif.

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

Total 2016 Federal Appropriation for Education is N480,278,214,689.00							
Sector	Population			Enrolment			GER
	Male	Female	Total	Male	Female	Total	Total
Pre-Primary	8,147,670	7,889,677	16,037,347	3,244,243	3,097,320	6,341,563	39.54
Primary	14,345,721	13,891,470	28,237,191	13,512,818	12,659,369	26,172,187	92.69
Junior Secondary Sch.	6,348,242	6,147,228	12,495,470	3,221,959	2,946,805	6,168,764	49.37
Senior Secondary Sch.	6,007,436	5,817,213	11,824,649	2,801,960	2,350,845	5,152,805	43.58
				2011 Tertiary Enrolment			
				Male	Female	Total	
Colleges of Education				161,659	157,228	318,887	
Polytechnic				136,123	89,048	225,171	
University				533,113	329,440	862,553	

PREAMBLE

Nigeria is located on the West Coast of Africa, bordered by the Atlantic Ocean and four countries, namely Cameroon to the East, Benin Republic to the West, Chad to the North-East and Niger to the North. Its main rivers are the Niger and the Benue. It has a land mass of 923,768 square kilometres with a population of over 180 million people comprising almost 350 ethno-linguistic groups. The country is made up of 36 States and the Federal Capital Territory, Abuja and 774 Local Government Areas spread over six geo-political zones. It is presently operating a democratic presidential and multi-party system of government, under the able leadership of President Muhammadu Buhari, GCFR.

Education is on the Concurrent Legislative List in the Constitution of the Federal Republic of Nigeria. In this wise, it is a shared responsibility of the Federal, State and Local Governments, thereby making the sector the hub of a variety of stakeholders including regulators, policy formulators and examination bodies, all of which work together to give direction to the sector. The Federal Ministry of Education, in its capacity as the parent Ministry has the responsibility of coordinating and reporting on the activities of all stakeholders.

The Federal Government is determined to build, through the education system, a nation devoid of discrimination regardless of gender, physical condition, geographical location and socio- economic status of parents as expressed in the constitution. The Nigerian Education Sector, under the leadership of Malam Adamu Adamu is poised to properly reposition the education sector to play its role of effecting positive changes and transmitting functional and sustainable knowledge, skills, values and attitudes in the nation's citizenry.

ISSUES BEING ADDRESSED AND ACCOMPLISHMENTS

Within the period under review, Nigeria has addressed some issues with success, some of which are highlighted below.

The Education Sector Strategic Plan (2016-2019)

In a bid to infuse the change mantra of the present administration into the Nigerian Education Sector, the Government has unveiled a Ministerial Strategic Plan (2016-2019) for repositioning the Nigerian Education Sector to play its central role of preparing its children for the responsibilities of citizenship and national development, through production of middle level and high level manpower with the requisite skills and know how needed to play an active role in the country's drive to prosperity and growth. The Strategic Plan is built on ten (10) pillars as core strategic measurable goals that need to be attained.

The pillars, each of which has well-defined objectives, together with the strategies to be deployed in achieving them are envisaged to be mechanisms for placing the Nigerian education sector on the platform of not only global competitiveness but, also, to address the yearnings and aspirations of the citizens regarding prevailing unemployment situations by

producing more entrepreneurs and job-creators. The 10 Pillars are:

i. Out-of-school Children;

ii. Basic Education;

iii. Teacher education;

iv. Adult literacy and Special Needs Education;

v. Basic and Secondary Education Curriculum and Policy Matters;

vi. Tertiary Education;

vii. Technical and Vocational Education and Training;

viii. ICTs in Education;

ix. Education Data and Planning;

x. Library Services in Education.

Quality Assurance

In a bid to strengthen the Quality Assurance system for dynamic, effective and efficient education delivery below tertiary level, the Federal Inspectorate Services Department of the Federal Ministry of Education has been reformed. Under its new name of Federal Education Quality Assurance Services, its operational framework has been reviewed to make it more responsive to emerging educational needs of the society and improving quality at all levels of education below the tertiary. Some of its recent initiatives are:

- Adoption of Whole School Evaluation Policy (WSE) in school evaluation.
- Review of Quality Assurance Handbook for Basic and Secondary Education in Nigeria.
- Retooling of Evaluators and Supervisors of Education for Quality Assurance.
- Training of Principals of Federal Government Colleges and Vice-Principals (Academic) on School-Self–Evaluation.
- Production of National Education Quality Assurance Policy (NEQAP).

Basic Education

- Towards ensuring that the number of out–of school/street children reduces drastically, Nigeria built 157 Almajiri schools across the 36 states of the Federation and FCT, which have been urged to ensure that the compulsory component of 2004 UBE Act is enforced, and strategies should be put in place to ensure that all children of school age are in school.
- The curriculum and number of subjects being offered at the basic education level have been drastically reduced to maximum of ten (10) subjects at JSS and maximum of nine (9) at primary level.
- Monitoring exercise on pre-Basic Education Certificate Examination (Pre-BECE), post–BECE, in thirty–six (36) States and FCT, were carried out to ensure uniformity and standards.
- There is an increase in access, retention and completion due to the introduction of mid-day meal by some State Governments, such as Osun, Kaduna, and Kano States. Also, a non–formal education programme of empowerment of girls and women literacy and state development through the use of ICT was carried out with 7,500 persons benefiting.

Activities at the Tertiary Level

- In order to stop duplication of Joint Admissions and Matriculation Board (JAMB) Examinations into tertiary institutions, and ensure standards, the Federal Government abolished the conduct of post University Tertiary Matriculation Examinations; JAMB cut-off mark must be the same with Colleges of Education and candidates for admission into Colleges of education must have five (5) credits including Mathematics and English.
- The policy that every teacher in Nigerian educational institutions from primary to university level must possess a teaching qualification is being enforced.
- The Federal Government:
  - ensures that the students' carrying capacities in TVET Institutions are in tandem with available resources (physical and human resources).
  - has revised over 80 TVET curricula and upgraded them to international standards, encourages relationships /

> linkages with relevant industries through signing of Memorandum of Understanding (MoU), in order to allow TVET Institutions close associations with the industries, for relevance and functionality of skills acquired by graduates;

- institutionalised the National Vocational Qualifications Framework (NVQF) for skill development;
- approved the establishment of Vocational Enterprise Institutions (VEIs) and Innovation Enterprise Institutions (IEIs) in order to provide accessible and relevant education and training for the citizenry and ensure acquisition of employable skills.

Science, Technical, Engineering and Mathematics (STEM) and Technical, Vocational Education &Training (TVET)

The issues being addressed towards enhancing TVET and STEM policies and programmes include:

- Aiding delivery of quality Technical, Vocational Education and Training (TVET).
- Changing the negative attitude towards skills acquisition and TVET in general.
- Strengthening the delivery of Science and Mathematics curricula at the Basic and Secondary education levels.
- Increasing access to quality TVET.

In the above respect:

- the Federal Ministry of Education has carried out an initial meeting for the development of Technology and Science Education Policy and earmarked further activities to be carried out under the 2016 budgetary allocation;
- sensitisation and advocacy is being conducted through radio and television jingles on importance of TVET for job creation;
- Skills Training and Vocational Education (STVE) Project has been implemented in five secondary school, one university, one College of Education, two nomadic centres, one mass literacy centre and five Technical Colleges;
- sustenance of Strengthening Mathematics and Science Education (SMASE), through In-Service Education and Training (INSET) in all States of the Federation;
- renovation of science laboratories across secondary schools nationwide;
- development of a National Post-Basic Education Strategy; and
- conduct of Needs Assessment of Science, Mathematics and ICT facilities and personnel in selected secondary schools nationwide.

Education in Crisis Situation

Following the destruction of over 55% of education facilities by Boko Haram in States of the North East region, the Federal Government of Nigeria decided to complement its military efforts to improve security in the region with targeted packages of development intervention. Six Federal Government Colleges within the danger region were closed in 2014 and their students and teachers transferred to safer schools within the zone. Only one of the schools has been reopened as at 2016/2017 Academic Session. Meanwhile, a rehabilitation strategy has been put in place for the purpose of rebuilding the schools ravaged by the crisis, especially the Federal Government College Buni Yadi, which was totally destroyed by the insurgents.

Nigeria, in collaboration with the UN Special Envoy for Global Education Gordon Brown and a coalition of Nigerian Business leaders launched a" Safe Schools Initiative (SSI) on May 7th 2014. The successes recorded to date include:

- The transfer of 2,400 children of IDPs from the three states of Adamawa, Borno and Yobe to 43 Federal Government Colleges to continue with their secondary education on full scholarship of Federal Government and International Donor Partners.
- The reconstruction of schools destroyed by the insurgents in the three (3) affected states of Adamawa, Borno, and Yobe.
- The reconstruction of Government Secondary School, Chibok by the Army Engineering Corps is ongoing.
- Counselling and psychosocial support services is being provided to the IDPs in the various camps and also, students in their various schools.
- Monitoring of students' academic progress on a termly basis by the Technical Committee of SSI and Interactive Session of critical stakeholders to synergise on proper programme implementation.

- Precautionary security gadgets have been provided to schools, including hand–held body scanners/metal detectors to check movements in and out of the schools implementing the SSI programme.
- UNICEF procured 73 pre- fabricated classrooms for the three (3) states–Borno, Adamawa and Yobe. It provided learning materials to IDP Camps in the three (3) States in form of school-in-a bag, school-in–a-box, Continuing Education Programmes for IDPs in host communities, double shift schooling in community schools close to the camps and recruitment of volunteer/casual teachers for the camps.
- USAID is providing access to education for IDPs in host communities through non- formal learning centers in Gombe, Bauchi, Yola, and adjoining states where there are IDPs.

Gender and Special Needs Education

Some of the recent initiatives towards promoting gender equality and equity include:

- re- introduction of hand craft in primary school to attract students;
- income Generating activities for Mothers' Association and Community-Based Organisations (CBOs) in Bayelsa, Benue, Federal Capital Territory (FCT), Kano, Katsina, Ogun and Zamfara States.
- Federal Ministry of Education uses the Reading and Numeracy Activity Programme (RANA), to increase access and encourage the learners in Qur'anic schools to read and count in Hausa.
- development of a National Policy on Special Needs Education; and
- collaborating with The Albino Foundation (TAF) on issues that affect albinos and albinism in general, and assisting in developing the National Policy on Albinism.

Education Management Information System (EMIS)

In a bid to improve on EMIS, Nigeria flagged-off the Conduct of Annual School Census for the 2015/2016 academic year. The Digest of Education Statistics from 2011 -2013 has been put together. Data for 2014–2015 have been collated from states and will be merged with 2015/2016 to produce Digest of Education Statistics 2014/2018.

Information and Communication Technology (ICT)

The following are some of the achievements in ICT education in Nigeria:

- Establishment of the Nigerian Research and Education Network (NgREN) with the Hub at the National Universities Commission (NUC) and interconnecting 27 Universities.
- Establishment of the Nigerian Universities' Electronic Teaching and Learning (NUTAL) Platform in 12 Federal and State Universities as an ICT-enabled interacting teaching tool.
- Construction of ICT Centres in many Federal Unity Colleges and Centres of Excellence in many tertiary institutions.
- Establishment of a National Standards for IT Education to set academic and professional standards for IT education levels.
- Training of teachers on ICT and building the capacities of IT professionals in the sector.
- Use of radio for literacy project to facilitate access to education for illiterate and semi-literate Nigerians.
- Adoption of the Computer–Based Test for Unified Tertiary Matriculation Examinations (UTME) to give credibility to examination results.
- Offering of a robust open and distance learning to hundreds of thousands of students through the National Open University of Nigeria (NOUN) and National Teachers' Institute (NTI).
- Education portal to provide access to students, lecturers and the general public in education sector.

CHALLENGES

Key challenges include inadequate teacher training and support, proliferation of unregulated non-state schools, near absence of reliable data to support education administration and planning, lack of support for girl-child education; and a multiplicity of curriculum-related problems.

FEDERAL MINISTRY OF EDUCATION,
Abuja, Nigeria
October, 2016

RWANDA	East Africa COMESA, CEA	Area **26.338** km2
Kigali	population **11, 262,565**	Annual Budget **220, 672, 507,548**

General Information

Age	Population %				Budget for Education Sector	
	General Distribution (%)		Enrolled by cycle		Cycle	%
	M	F	M	F		
0 - 3	5,7%	5,6%	0,1%	0,1%	Pre-primary	2%
3 - 6	5,4%	5,4%	1,2%	1,2%	Primary	34%
6 - 12	9,3%	9,4%	8,9%	9,1%	Secondary	32%
12 - 18	7,8%	8,0%	2,8%	3,2%	Higher	14%
18 - 25	7,5%	7,8%	2,1%	2,1%	TVET	17%
25 - 35	8,7%	9,1%	0,6%	0,6%	STI	1%

The Ministry of Education's aim is to transform Rwandan citizens into skilled human capital for the socio-economic development of the country. The education system is composed of four main levels: Pre-primary, Primary, Secondary, and Higher Education, with a significant TVET stream at both secondary and higher education levels. In addition there is non-formal education, or Adult Basic Education (ABE) as it is now more commonly referred to. Compulsory education spans the nine years from age 7 to age 15, covering primary and lower secondary education, and is commonly known as Nine Years Basic Education (9YBE).

Pre-Primary education is organised in nursery schools and for a period of three years for children between the age of 4 and 6. The education sector has made commendable progress whereby the number of children enrolled in Pre-Primary Schools increased from 159,291 children in 2014 to 183,658 in 2015. The total number of staff in Pre-Primary Schools increased from 4,671 in 2014 to 5,386 in 2015. The Net Enrolment Rate (NER) in Pre-Primary Education increased from 13.3% in 2014 to 14.2% in 2015. The Gross Enrolment Rate (GER) increased from 17.5% in 2014 to 20.2% in 2015.

Primary Education lasts six years with the official school age at this level being from 7 years to 12 years. This stage focuses on core literacy and numeracy skills, as well as preparation for secondary studies. Primary Education ends with national examinations which determine eligibility for proceeding to Lower Secondary School. The NER in Primary Education in 2015 was 96.9%, up from 96.8% in 2014. GER increased from 134.3% in 2014 to 135.3% in 2015.

Secondary Education also lasts for six years with the official age for this level being from 13 years to 18 years of age. It is subdivided into Lower Secondary (the first three years) and Upper Secondary (the last three years), both culminating in national examinations which respectively determine eligibility for Upper Secondary, and secondary graduation or entry to Higher Education. At Upper Secondary level students choose between continuing in general Secondary Schools and enrolling in a Technical Secondary School (TSS) or a Teacher Training Colleges (TTC) to train as a primary teacher.

The NER in 2015 was 22.3% in Lower Secondary, down from 22.8% in 2014; and 20.9% in Upper Secondary Education, down from 27.3% in 2014. The GER in Lower Secondary decreased from 46.6% in 2014 to 45.9% in 2015. The GER in Upper Secondary decreased to 33.2% in 2015 from 34.4% in 2014.

To increase access, school construction was done using both government budget and unconventional method involving the community in construction works. In the Financial Year 2015/2016, 934 classrooms and 1,466 latrines were constructed. 21,482 desks for students, 3,814 chairs and 1,652 tables were provided to equip newly constructed classrooms. To address the issues of skills among school leavers, Rwanda began implementing the new competency based curriculum.

Technical and Vocational Education and Training (TVET) provides young people and the unemployed with the skills to gain productive employment and also provides those already in employment with an opportunity to upgrade their skills,

including entrepreneurs and those wishing to work for themselves. TVET is delivered through the Technical Secondary Schools (TSSs), Vocational Training Centres (VTCs) and Integrated Polytechnic Regional Centres (IPRCs).

Rwanda envisions becoming a knowledge based economy. To help achieve this ideally by 2017 60% of graduates completing Nine Year Basic Education will enrol into TVET. To achieve this, much was done to improve TVET facilities, competency based curricula have been developed and implemented to serve the needs of industry. TVET has been promoted through role models and successful entrepreneurs. 94,373 students were enrolled in TVET in 2015.

To promote science and technology, the Ministry of Education recorded great achievements in organizing science competition, distribution of science kits and construction of laboratories. 18.9% of students were enrolled in science and technology fields at upper secondary and tertiary education level.

At tertiary level students can pursue their studies in a range of academic directions or opt to enter an array of technical or vocational fields. Undergraduate degrees currently require four years to complete, though the option of reducing this to three years in order to harmonise with the rest of the region is being explored.

Higher Education also grew tremendously: today the sub-sector has 86,315 students (where 58% are in private HLIs). The University of Rwanda, a newly established comprehensive university, has played its role as a catalyst to drive forward quality reforms by improving quality assurance, consolidating the skills and expertise of academic staff, creating centres of excellence for teaching and research, and improving utilization of resources and modern facilities. The University of Rwanda launched a new school, the School of Mining and Geology.

Overall, the Government of Rwanda recognizes that education is a critical investment for the country's future growth and development. In 2015/2016, the Ministry of Education recorded many achievements, including increased access, improved quality of education, expansion of the University of Rwanda, strengthened Information and Communication Technology, science, research and innovation in education including the promotion of centres of excellence and research partnerships.

	SAO TOME AND PRINCIPE	Central Africa CEEAC, Cen-Sad	Area **1.001** km2
	Sao Tome	population **202.000**	Annual Budget

General Information

Age	General Distribution (%)		Enrolled by cycle(%)			School Cycle	%
	Total	M	F	Total			
0 - 3						Pre-primairy	8,34
3 - 6	8837	8823	4062	4406		Primary	10,83
6 - 12	15235	15235	15236	14734		Secondary	16,16
12 - 18	12582	12366	10856	11216		Higher (Post-Secondary)	13,66
18 - 25	10637	10455	2125	1847		TVET	4,76
25 - 35						STI	

Summary of Country Activities from Sao Tome and Principe 2014/2015

The information published here remains the responsibility of the direction of the planification and educative innovation of the Ministry of the Education, Culture and Science.

	SENEGAL	**Afrique de l'Ouest** CEDEAO, CENSAD	superficie **196.712** km2
	Dakar	population **14 356 575**	Budget annuel 2016 **3.022.390.000.000 XOF**

Informations générales

Tranche d'âge	Population %					Budget	
	Répartition Générale (âge)		**Scolarisée suivant cycle**			**Cycle scolaire**	**%**
			Cycle scolaire	M	F		
0 - 3							
3 - 6			Préscolaire			Préscolaire	
6 - 12			Primaire			Primaire	
12 - 18			Secondaire			Secondaire	
			EFTP			EFTP	
18 - 25	14,88%	15,14%	Supérieur	8,52%	4,98%	Supérieur	4,35
25 - 35						STI	0,59*

* Ce pourcentage ne prend pas en compte les autres dépenses en STI effectuées par d'autres ministères comme celui en charge de l'agriculture, de la santé ou encore de l'industrie.

Principales activités réalisées en 2016

1- EDUCATION

L'enseignement supérieur est en réforme depuis quelques années avec une orientation vers les STEM. Ainsi l'année 2016 est marquée par la poursuite du programme de relèvement du plateau technique d'enseignement et la construction et l'équipement 100 nouveaux laboratoires de travaux pratiques.

L'élargissement de la carte universitaire se poursuit avec la construction en cours de 2 nouvelles universités de 30 000 étudiant(e)s chacune, la mise en place du réseau des Instituts supérieur d'Enseignement professionnel (ISEP) dont 5 sur les 14 prévus sont en cours de construction. L'Université virtuelle du Sénégal continue son ascension avec 19 espaces numériques ouverts (ENO) en cours de construction, sur les 50 prévus, au niveau national. A cela s'ajoute le programme d'extension et de réhabilitation des universités.

2- SCIENCE, TECHNOLOGIE ET INNOVATION (STI)

Donner un nouvel élan à la recherche, la science, la technologie et l'innovation est une priorité nationale. Cela passe par la mise en place d'infrastructures de niveau international. A cet effet, le Sénégal a mis en place en 2016 un centre de microscopie électronique au niveau de la Cité du savoir. De même des négociations sont en cours pour créer une plateforme de génétique moléculaire avec l'Université d'Evry et un centre de calcul intensif avec ATOS.

Le financement public de la recherche se poursuit avec le Fonds d'impulsion de le Recherche scientifique et technique (FIRST) ouvert à tous ; ainsi que le Projet d'Appui à la Promotion des Enseignantes Chercheures (PAPES) exclusivement dédié aux femmes.

La promotion de la culture scientifique occupe également une place importance avec la construction dans la Cité du Savoir d'une médiathèque et d'une maison de la science comprenant des espaces de démonstration, un observatoire astronomique et un planétarium.

	SEYCHELLES	East Africa COMESA, SADC	Area **459** km2
	Victoria	population **91.000**	Annual Budget **(SR): 630,007,963.13**

General Information

Age	General Distribution (%)		Enrolled by cycle(%)		School Cycle	%
	Total	M	F	Total		
0 - 3	5.16 %	4.84 %	0%	0%	Pre-primairy	6.61%
3 - 6	4.90 %	4.55 %	3%	3%	Primary	24.82%
6 - 12	7.91 %	8.11 %	9%	10%	Secondary	23.16%
12 - 18	7.46 %	7.31 %	8%	8%	Higher (Post-Secondary)	10.26%
18 - 25	9.94 %	8.80 %	2%	3%	TVET	
25 - 35	10.99 %	9.84 %	0%	1%	STI	

Note: The recent mid 2015 population estimates (93419 inhabitants) from National Bureau of Statistics (NBS) was used for the population %

As for TVET the budget allocation is included in the Higher (post-secondary) budget.

There is no separate budget allocation forSTI.

	SOUTH AFRICA	Southern Africa SADC	Area 1.221.037 km2
	Pretoria	population 51.593.000	Annual Budget

General Information

Age	General Distribution (%)		Enrolled by cycle(%)			School Cycle	%
	Total	M	F	Total			
0 - 3			0	0		Pre-primairy	
3 - 6			0	0		Primary	
6 - 12			0	0		Secondary	
12 - 18			8845	10873		Higher (Post-Secondary)	R36, 859 billion
18 - 25			205455	241111		TVET	R8.915 billion
25 - 35			88298	109979		STI	

Note: The recent mid 2015 population estimates (93419 inhabitants) from National Bureau of Statistics (NBS) was used for the population %

As for TVET the budget allocation is included in the Higher (post-secondary) budget.

There is no separate budget allocation forSTI.

	TCHAD	**Afrique Centrale** CEEAC, IGAD, CEN SAD	Area **1.284.000** km2
	N'Djamena	population **14.152.314 habitants**	Budget annuel **1.327.336.375.799 FCFA**

Informations générales

Tranche d'âge	Répartition Générale (âge)		Scolarisée suivant cycle		Budget	
					Cycle scolaire	**%**
	M	F	M	F		
0 - 2	12%	11%			Préscolaire	0,6%
3 - 5	13%	12%	1.38%		Primaire	54%
6 - 11	20%	19%	106,9%	92,1%	Moyen	
12 - 15	9%	9%	41,2%	19,1%	Secondaire	23%
16 - 18	5%	6%	29%	8,7%	Supérieur	19%
19 -24	8%	10%			EFTP	1%
25-34	11%	14%			STI	0,5%
					AENF	2%

L'Enseignement Préscolaire qui accueille les enfants de 3 à 5 ans connaît un accroissement dans les zones urbaines. Le taux de scolarisation est de 1,38%.

L'Enseignement Primaire compte 12.254 écoles accueillant 2.442.660 élèves âgés de 6 à 11 ans. L'effectif s'est accru de 5% par rapport à l'année dernière. L'encadrement est assuré par 43.490 enseignants dont 64 % sont des maîtres communautaires avec de qualifications suffisantes. En 2015, 3 768 ont été formés dans les Ecoles Normales d'Instituteurs pour l'obtention du diplôme d'Instituteurs Adjoints. En 2016, 3 000 autres sont en formation. Le taux brut de scolarisation est de 106,9% dont 92,1% chez les filles soit un indice de parité de 0,76. Ce taux qui dépasse 100% prouve que l'offre est suffisante pour accueillir tous les enfants en âge scolaire. Dans l'effectif des élèves, 84,28% des enfants sont âgés de 6 à 11 ans.

L'Enseignement Moyen (Secondaire 1) reçoit 357.441 élèves âgés de 12 à 15 ans dans 1 057 Collèges. Cet ordre d'enseignement forme avec le primaire le cycle fondamental rendu obligatoire par la Loi N°16/PR/2006 du 13 Mars 2006 portant orientation du système éducatif et sanctionné par le Brevet de l'Enseignement Fondamental.

L'Enseignement Secondaire Général compte 365 lycées qui accueillent 143.587 élèves. Le taux brut de scolarisation est de 8,7% chez les filles. 25% des élèves sont inscrits dans les séries scientifiques.

L'enseignement technique et professionnel accueille 7.858 élèves soit un accroissement de l'effectif de 4% par rapport à l'année précédente. La majorité des élèves sont inscrits en séries qui donnent accès à l'emploi dans le tertiaire (73%). La Stratégie Intérimaire pour l'Enseignement Technique et la Formation Professionnelle 2014-2018 est en cours de mise en œuvre. Elle a permis en 2016, de lancer un projet de création et de construction de cinq (5) établissements d'enseignement technique.

L'Enseignement Supérieur a connu une croissance accélérée. La première institution d'enseignement supérieur a été ouverte en 1971. Le nombre d'institutions publiques et privées est passé de 07 à plus de 130 entre 2001 et 2016, soit un accroissement moyen de 22,7%. Sur la même période, les effectifs d'étudiants ont évolué de 6 730 à plus de 41 000 dont 16% des filles et 16 994 étudiants boursiers, essentiellement concentrés dans les institutions publiques. Ces dernières constituées de 10 universités, 06 instituts et 04 écoles normales supérieures absorbent 72 % d'étudiants. Le plan de formation des formateurs (CONFOFOR) élaboré pour une période de 3 ans et amorcé en 2013, continue sa mise en œuvre en vue de renforcer les compétences des enseignants chercheurs.

Les Centres d'Education de Base Non Formelle accueillent 2 530 apprenants âgés de 9 à 14 ans. L'effort croissant ne permet pas de couvrir tous les enfants de cet âge qui étaient de plus 807 000 en 2009. L'Alphabétisation des adultes âgés de 15 ans et plus s'opère dans les centres créés pour la grande partie par des opérateurs et ONG. Avec le programme minima d'alphabétisation mis en œuvre à travers la stratégie de faire-faire, l'objectif de 200 000 apprenants visés en 2016 est dépassé pour atteindre 206.940.

Sur le plan de la Jeunesse, le Tchad continue la mise en œuvre du Fonds National d'Appui à la Jeunesse (FONAJ) qui a pour objectif d'octroyer des crédits aux jeunes promoteurs des projets. Ce fonds a financé, depuis 2012, 835 projets ayant créé 2505 emplois pour un montant de 848.048.000 FCFA.   En 2016, 352 projets sont financés à hauteur de 315.380.000 FCFA. Le Gouvernement a pris l'initiative d'élaborer la Politique Nationale de la Jeunesse. Ce document programmatique, en cours de finalisation, s'inspire de la Charte Africaine de la Jeunesse. Un Programme National de Volontariat des jeunes est lancé pour renforcer la citoyenneté et l'employabilité des jeunes. Pour sa phase pilote, 300 jeunes sont concernés. Trois (3) télécentres polyvalents pilotes pour l'accès des jeunes aux TIC sont construits en 2016.

S'inspirant de la CESA 16-25, le Tchad est entrain de finaliser le Plan de Développement de l'Education et de l'Alphabétisation (PDDEA) pour la période 2017-2026.

Il faut noter que le Tchad traverse en ce moment une période conjoncturelle très difficile, avec la baisse imprévue des prix pétroliers et la crise sécuritaire qui affecte la sous-région, avec de nombreuses conséquences de toutes sortes pour le pays. Les ressources publiques en sont sévèrement affectées. Ce qui se répercute sur le budget affecté à l'éducation et à la jeunesse.

Summary of Regional Economic Communities' activities

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

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

The RECs not represented did not respond to our appeal.

	COMESA	**Member Countries (8):** *Burundi *Comoros *Djibouti *Egypt *Eritrea *Ethiopia *Kenya *Libya *Madagascar *Malawi *Mauritius *Uganda *D. R. of Congo *Rwanda *Seychelles *Sudan *Swaziland *Zambia *Zimbabwe
	Lusaka	Population of IGAD **492 706 000**

Global budget of IGAD Members States: Non
Budget of IGAD: Non

Background of the Common Market for Eastern and Southern Africa (COMESA)

1. The Common Market for Eastern and Southern Africa (COMESA) is a Regional Economic Community comprising 19 member States. COMESA was established as a Preferential Trade Area (PTA) under the Framework of the Organization of African Union (OUA) Lagos Plan of Action (LPA). COMESA is coordinated by a Secretariat which facilitates the development and implementation of policies and programmes by Member States. The work of COMESA is guided by the COMESA Treaty signed by the 19 COMESA member States.

2. The overall goal of COMESA is to promote sustainable economic and social development through regional economic integration (Article 3 of the COMESA Treaty).

3. The COMESA Vision is to have a fully integrated internationally competitive regional economic community within which there is economic prosperity and peace as evidenced by political and social stability and high standards of living for its people.

4. The COMESA Mission is to endeavour to achieve sustainable economic and social progress in all member States through increased co-operation and integration in all fields of development particularly in trade, customs and monetary affairs, transport, communication and information, technology, industry and energy, gender and social development, agriculture, environment and natural resources.

5. The chosen path towards fulfillment of the above Vision and Mission is development integration – involving a combination of trade development and liberalization, industrialization, infrastructure development, investment promotion, and promotion of science and technology and coordination to deepen the regional integration process and sustainable economic growth.

6. To support the Member States in these endeavours, COMESA Secretariat has set up eight Programme Divisions which provide technical assistance on different aspects of regional integration and development. These Divisions include the following:

   i. Trade, Customs and Monetary Affairs Division;
   ii. Infrastructure Development Division;
   iii. Agriculture, Industry and Private Sector Development Division;
   iv. Gender and Social Affairs Division;
   v. Division of Administration and Human Resources;
   vi. Division of Budget and Finance;
   vii. Division of Information and Networking;
   viii. Division of Legal and Institutional Affairs.

7. In addition, several Units have been established to complement the work of the Divisions in specific areas including Agriculture, Climate Change, Insurance (Yellow Card), Aid for Trade (ComAid), Standards and Accreditation, Governance, Peace and Security, Information Resources, and Science, Technology and Innovation.

8. COMESA's Medium Term Strategic Plans (MTSP) functions as road maps for the achievement of the goals of regional integration.

9. The MTSP assert that the ultimate goal of becoming a fully integrated and internationally competitive regional economic community is to make an improvement in peoples' living conditions, in a secure and sustainable environment. Success in achieving this shall be measured in terms of "higher, sustainable economic growth with improved human development outcomes – healthier, better educated people that live longer productive lives in safer and sustainable environments". This acknowledgement reaffirms the social character of the COMESA's Vision, which is also apparent in the COMESA Social Charter.

The COMESA Social Charter

10. The Treaty that established COMESA includes amongst other commitments the importance of the promotion of close cooperation between member States in the social and cultural fields (Article 143) to enhance social development by adopting a Social Charter, programmes and regulations.

11. Pursuant to the above provision, the Secretariat developed the COMESA Social Charter to facilitate the integration of Social development into the COMESA regional integration Agenda. The Charter provides measures for the promotion of human and people's rights including among others, Well-being of the Child, Education, Training, and Skills Development, Human Resource Development and Youth Mobilization, Employment and Working Conditions, Social Protection, Health Care, Sustainable Development and Protection of the Environment, Elimination of Harmful Social and Cultural Practices.

Education, Training and Skills Development

12. The Charter elaborates on pre-school, primary, secondary education and TVET training and this was considered specifically under Article XII "Education, Training and Skills Development".

13. In this Article the Charter provides that:

14. Member States shall strive to provide quality education through formal, non-formal, informal distance learning and lifelong learning to meet the diverse needs of the individual.

15. In that respect, each member State shall promote to the full extent possible -

   i.   gender parity in access and quality education;

   ii. free Pre-school and early childhood education;

   iii. free primary and secondary education and reasonable access to tertiary education, including technical, vocational, education and training;

   iv. rehabilitation programmes for persons with disabilities;

   v.   adapted education for children with special needs and disabilities;

   vi. access to education scholarships;

   vii. adult literacy ; and

   viii. development of adapted science and technology programmes to cater for the socio-economic development of member States and the region.

Youth Empowerment: Skills Development, Employment, and Health

16. The COMESA Social Charter has also a strong provision on youth empowerment, specifically; Article V of the COMESA Social Charter stipulated the following:

   i.   State Parties shall promote broad-based growth in order to create productive employment opportunities, encourage volunteerism, internship and exchange programmes for all groups of people.

   ii. States parties shall provide enhanced job opportunities and adequate employment, and entrepreneurship and recreational activities for the youth in order to make them economically and socially productive.

   iii. State Parties shall enhance job opportunities for the youth through increased investments in education and vocational training.

   iv. State Parties shall promote information access for youth and create awareness on the dangers of HIV and AIDS and sexually transmitted and other communicable diseases as well as the risks associated with cigarette smoking, alcohol and drugs.

The COMESA Youth Programme

17. The COMESA Social Charter and the COMESA Gender Policy adopted in 2002 by the 7th Summit of the COMESA Heads of State and Government give a broad-based framework and justification for the development of a COMESA Youth Programme for the empowerment of the youth in the COMESA region.

18. The 7th Meeting of Ministers Responsible for Gender and Women's Affairs held in September 2013, in Lusaka, Zambia decided to develop a COMESA Youth Programme to ensure the integration of youth in the regional integration process. The decision was aimed at empowering youth to play an effective role in the socio-economic development of the COMESA region. This decision was endorsed by the COMESA Council of Ministers during the

Summit of Heads of State and Government held in 2014 in the Democratic Republic of Congo.

19. Pursuant to the above Council Decision, the Secretariat developed the COMESA Youth Programme and three Pilot Projects on Youth Employment, Youth Environment and Youth Character and Creativity. The COMESA Youth Programme and three pilot projects were endorsed by the COMESA Council of Ministers during the Summit of Heads of States and Government held in Addis-Ababa, Ethiopia in March, 2015. The COMESA Youth Programme is aligned with the African Youth Charter and the World Programme of Action for Youth.

Strategic Priority of the COMESA Youth Programme

20. The strategic areas addressed by the Youth Programme are youth empowerment and development, which should be promoted through advances in youth employment and employability, entrepreneurship, and civic and political participation.

Objectives of the COMESA Youth Programme

21. The Overall Goal of the COMESA Youth Programme is to empower young people in the COMESA region by promoting the creation of decent and productive work opportunities for youth in the private sector and by enhancing youth's political participation, civic engagement and active involvement in the regional integration process.

22. The specific objective is to raise the levels of youth participation in national socio-economic development processes and regional integration, as well as their civic engagement and representation in public decision-making with at least 25% until 2020; and to increase youth employment and entrepreneurship with at least 25% until 2020.

23. Through these aims, the Youth Programme is expected to contribute to the goals of poverty reduction and maintaining social stability within the COMESA region through sustainable and inclusive development.

Vision of the COMESA Youth Programme

24. The vision of the COMESA Youth Programme is a future where all people in the COMESA region are able to lead active and fulfilling lives; and where youth can reach their full potential as responsible citizens and family members, productive employees, innovative business owners and upright officials, allowing them to contribute to the prosperity of their families and communities.

Mission of the COMESA Youth Programme

25. To be a driving force for the implementation of the African Youth Charter and the UN World Programme of Action for Youth in the region by providing policy advice and technical assistance to the Member States, and by facilitating the creation of strong partnerships for youth employment, entrepreneurship and civic and political participation between government, private sector and development partners.

The COMESA Virtual University

26. Recognizing the importance of capacity building for regional integration in Government, the private sector and academia, the COMESA Council of Ministers decided in 2010 that a COMESA's University be established to inculcate the dimension of regional integration in learning in higher institutions. The idea was that with a good perspective on regional integration, the quality and expedition of the formulation and implementation of regional integration initiatives would be greatly improved.

27. On this basis, the Secretariat has worked closely with universities in the region to implement the Council decision. Following two research forums and working sessions of a committee of universities, recommendations were made and Council has decided that a COMESA's virtual university should be established. There will be a host university and collaborating universities. There are 22 collaborating universities so far. MOUs have been concluded between the Secretariat and the host and collaborating universities. The syllabi for the courses have been developed.

28. The next step is to formally launch the virtual university, expected to take place at the October 2016 COMESA Summit of Heads of State and Government. The courses will be offered starting the next academic year by the collaborating universities and the host University, which is the Kenyatta University.

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

Introduction

SADC during the period October 2015-September 2016 implemented or implementing activities in accordance to the outputs of Revised Regional Indicative Strategic Plan (RISDP) in Education, Science, Technology and Innovation and Youth in relation to the Continental Education Strategy for Africa (CESA) and STISA Ministers Meeting responsible for these sectors were held in June 2016 and they approved policy /strategic frameworks/guidelines and recommendations. These are articulated below.

1. Education

Primary and Secondary: A Regional programme called Care and Support for Teaching and Learning (CSTL) aimed at ensuring that children and youth especially those that are orphans and vulnerable in SADC to realize their right to education, and achieve optimal education outcomes is being implemented. A CSTL Policy Framework was approved by Ministers In addition, Ministers approved a regional inclusive education strategy for learners with disabilities .

Technical and Vocationnel Education and Training (TVET) :   A Regional Guideline on Recognition of Prior Learning (RPL) aimed at providing a common guidance and approach to be used by Member States in the recognition of prior learning of individuals acquired thorough different learning processes as part of their skills development plans and programmes and implementation of their national qualifications frameworks was approved by Ministers. In addition, the SADC TVET Strategic Framework is being revised to incorprate recently approved regional, continental and international framework. Furthermore, 15th July of each year was approved by SADC organs to recognised as Youth Skills Day by every SADC Member State to generate greater awareness of and discussion on the importance of technical, vocational education and training .

Higher Education and Training.   An introduction of a regional VISA for students, academics,researchers and scientists to improve mobility within the region for the purposes of learning, teaching, and research was approved by MInisters. Universities in the region have been urged by Minsters to fast track the development and implementation of Credit Accumulation and Transfer as provided for in Article 7 of the SADC Protocol on Education and Training. On the Pan African University on Space Science, the host South Africa undertook a national audit on existing competencies in the area of space sciences and partner universities and identified. It is envisaged that the first intake of students will be in January 2017.

2. Youth

A SADC Youth Employment Promotion Policy was developed and approved by Ministers responsible for Employment and Labour and Social Partners in 2016.

SADC has developed a Strategy and Business Plan 2015-2020: Youth Empowerment and Participation for Sustainable Developed and implementation is underway. In 2015, SADC Summit adopted a Declaration on Youth Development and Empowerment. Youth Development and Empowerment has also been prioritized for the first time as a key result area of the revised SADC Regional Indicative Strategic Development Plan (RISDP) 2015-2020, and as an area of focus in the SADC Industrialisation Strategy 2015-2063. Youth issues have also been mainstreamed in a number of regional sector strategies and programmes of SADC.

Efforts are underway to support strengthening of monitoring, evaluation and reporting systems for orphans, vulnerable children and youth development and empowerment in SADC Member States.

3. Science, Technology and Innovation

In area of Science, Technology and Innovation the priorities for the Revised Regional Indicative Strategic Development Plan (RISDP) focus on the following areas:

1. Development and harmonization of science, technology and innovation policies in the region;

2. Attract and promote Public Private Partnerships (PPP) investment in STI and Research and Development Infrastructure;

3. Development and promotion of research, innovation and technology transfer;

4. Promotion of public understanding, advocacy and awareness of science, technology and innovation;

5. Development of and strengthening of regional STI capacities;

6. Enhancing and strengthening the protection of Intellectual Property Rights (IPR);

7. Promotion of women and youth participation in science, engineering and technology; and

8. Promotion of and strengthening regional cooperation on science, technology and innovation.

The following programmes and initiatives were implemented during the period of October 2015-September 2016 :

Regional programmes to facilitate research, innovation & technology transfer established

Under the Programme on **Strengthening Research and Innovation Management Capacity**, nomination of National Focal Points for the programme by all Member States was made and 200 researchers and experts in the region were trained on technology transfer, research and innovation management and Intellectual Property Rights. The programme aims to build regional institutional capacities to create a culture of research and innovation and develop capacities in technology transfer and IPR, which will have an impact in supporting the SADC Industrialization Strategy and Roadmap.

The draft Science, Technology and Innovation **(STI) Climate Change Implementation Framework** was validated and approved by Ministers in June 2016.

As part of the regional initiative on High Performance Computing (HPC), seventeen (17) experts from the region representing the following countries (Botswana, Lesotho, South Africa, Tanzania, Zambia and Zimbabwe) were sponsored by the Texas Advanced Computing Centre (TACC), South African Airlink and STEM-Trek to travel to Texas's for a capacity building workshop on high performance computing and to attend the International Supercomputing Conference. In December 2015 the Fifth SADC HPC technical experts meeting was convened to review the draft SADC Cyber –Infrastructure Framework and Implementation Plan. **The SADC Cyber-Infrastructure Framework was approved by the Ministers in June 2016**.

Technical assistance was secured from NEPAD's programme on African Science, Technology and Innovation Indicators (ASTII). A Regional Experts' meeting was convened on STI Policies and Indicators. Work is under way to develop the **Regional Framework on STI Indicators**, which will inform policy development in the region and support implementation of the Industrialization Strategy and Roadmap.

Regional Charter on Women in Science, Engineering and Technology approved

The draft SADC WISET Charter was finalized and endorsed by Ministers of Gender and Women's Affairs in May 2015 and by the Joint Ministerial meeting on Education and Training and Science, Technology and Innovation in June 2016. The SADC Charter on WISET is one of the priorities of the Revised RISDP (2015-2020), once approved by Council the Charter aims to establish a regional platform that will implement regional programmes and projects to promote women and youth in Science, Technology Engineering, and Mathematics (STEM). The shortage of STEM skills has been identified as one of the barriers and constraints for advancing industrialization in the region. The ability to discover new solutions and innovations to regional and global challenges requires advanced skills in STEM.

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.

	African Association of Remote Sensing of the Environment (AARSE)	Johannesburg, South Africa

Report of the African Association of Remote Sensing of the Environment (AARSE)

* Survey into the African Private Sector in Earth Observation and Geospatial Fields

Strategic context: The years from 2000 to the present are believed to have been crucial for the development of Earth Observation (EO) in Africa. Advancements in Information Systems & Technology have eased access to information that was once unthinkable to acquire. A huge amount of geographical data was made available, attributable to the growing of a number of related public and private institutions in many parts of the continent. In the policy context of the EU-Africa cooperation in space science and technology and the European EO Programme Copernicus, the implementation of the GMES & Africa initiative calls for the application of approaches developed in Copernicus, notably by adopting a free and open data policy, by focusing on operational services and by involving the private sector in the services development. Against this background, AARSE, at its Executive Council meeting in October 2014, had decided to conduct an Africa-wide systematic survey of private sector companies engaged in EO and geospatial information sciences.

Survey findings: The first ever survey was conducted by AARSE in collaboration with the European Association of Remote Sensing Companies (EARSC) and with support from the European Commission between February and April 2016. It covers the private EO services industry across Africa, defined as any company selling products or services which contain some data coming from EO satellites. The EO industry comprises satellite operators, data suppliers, value-adding companies or geo-information (GI) companies using derived products. Companies that responded to the survey questionnaire are from 21 out of 54 countries in Africa. The results show an industry in development; a growth in revenues in the past few years, accompanied by a good growth of employment in the sector. An optimistic outlook is found, albeit cautious, on the near future. Significant barriers to growth are seen in customers lacking budgets; lack of development funding and venture capital, high cost of EO data and unfavourable policy and legal provisions in many African countries. Summary and extended reports are available at http://www.africanremotesensing.org/ and http://earsc.org/library/. AARSE plans to repeat the industry survey in 2018 to assess the impact that new factors may have had on the African EO services industry facts and figures.

* Survey on African Academic Institutions in Earth Observation and Geospatial Fields

AARSE also plans to conduct a similar comprehensive survey into African academic institutions in Earth Observation and Geospatial Fields in 2017, looking at curricula, degree programs, enrolment and outputs, and post-university careers. For this, AARSE seeks the support of HRST/ AUC.

* 11th AARSE Conference, 24 – 28 Oct. 2016 hosted by Makerere University, Kampala/ UGANDA

Since 1996 AARSE has conducted 10 biennial international conferences plus over 15 joint conferences and workshops with partners in Africa, Europe and North America on EO and Geospatial Science themes across Africa. This year's conference focuses on Our Earth, Our Heritage: Harnessing geospatial technologies for achieving sustainable development goals in Africa (http://aarse2016.org/) and will feature exhibitions, plenary and technical parallel sessions on various sub-themes, side-events as well as workshops. It provides a forum for interaction between international constituencies of earth observation, geospatial information and spatial data infrastructure administrators, policymakers, scientists, users, developers, service providers, students, and professionals.

* Participation of AARSE in Global and Regional Earth Observation and Geospatial Activities

AARSE has been participating in various relevant global Earth observation and geospatial activities. These include the preparation of the African Action Plan for the implementation of UN-GGIM:Africa, GEO and AfriGEOSS Working Group, AU Specialized Technical Committee meetings on Education, Science and Technology (STC-EST), and UN-COPUOS with permanent observer status.

	AAU Association of African Universities	Accra, Ghana

The Association of African Universities (AAU), whose headquarters is in Accra, Ghana, was founded by African universities to provide cooperation and collaboration among themselves and between them and members of the international academic community. The Association possesses a unique capacity to convene higher education institutional leaders and policy-makers from all parts of the continent to deliberate on key issues related to African Higher Education and development. In addition, the Association provides leadership in the identification of emerging issues and support for debating them and facilitating appropriate follow-up action by its members, partners and other stakeholders. The AAU's carefully thought out programmes have contributed towards improving the quality and relevance of higher education in Africa and consequently contributed to Africa's development.

Strategic Objectives	Strategies	Achievements
KRA 1: STRENGTHENING HEIs DELIVERY CAPACITY IN AFRICA		
Enhance Leadership and Management Capacity in Higher Education Institutions (HEIs)	Strengthen Leadership and Management Development in HEIs	• Organized and delivered 1 Leadership Development Training Workshop in Ghana and trained 25 university leaders from across Africa. • Organized and delivered 3 University Governance Training Workshops in Uganda, Zimbabwe and Ghana and trained 85 university leaders from across Africa
Improve ICT capacity, networking and collaboration among HEIs	Strengthen ICT capacity of HEIs and promote Inter-university networking and collaboration through ICT	• 15 ICT staff from African Universities received training in Network Monitoring & Management, Scalable Internet Service, Scalable Network Infrastructure and Advanced Routing Techniques in partnership with AFNOG (African Network Operators Group) • 30 Communication and Public Relations Officers from Ghana, Zimbabwe, Swaziland and South Africa were trained in the use of Social Media to enhance corporate communication and visibility of African universities
Improve Quality Assurance Capacity in African HEIs	Promote Quality Assurance Initiatives in African HEIs	• As a key partner of the HAQAA (Harmonization of African Higher Education Quality Assurance & Accreditation) initiative implemented capacity building activities towards developing a common understanding on Quality Assurance in Africa – trained 47 Quality Assurance Experts, 10 females and 37 males – in both English and French. Participants were drawn from 40 African countries and were strategically selected from their countries' Quality Assurance Agencies (QAAs) or Ministries of Higher Education or its equivalent. • Co-organized the 8th International Conference on Quality Assurance in Higher Education in Africa (ICQAHEA) in Namibia in September 2016, which saw 200 people in attendance • Trained 40 university staff in Basic University Teaching Skills – participants came from across the continent.

Advocate for Staff and Students' Development in Africa	Facilitate Staff Exchange missions for teaching, research, graduate student supervision and technical support Advocate for better staff working conditions Provide support for Masters and PhD research	• Awarded 12 small grants for theses and dissertations to African Masters level students from Eastern, Central, Western and Southern African countries. • Awarded 25 small grants for theses and dissertations to African PhD level students from Eastern, Central, Western and Southern African countries
Facilitate Linkages with the Productive Sector	Enhance the capacity of African HEIs to develop linkages with the productive sector Foster direct linkages between universities and the productive sector Promote Graduate Internship Promote Graduate Entrepreneurship	• Organized 3 University-Industry Linkages Training workshops in Zambia, Ethiopia and Nigeria and trained 70 academic staff from across Africa • Awarded 23 Graduate Internship grants to PhD level students from Eastern, Central, Western and Southern African countries. • Awarded 47 Graduate Internship grants to Masters level students from Eastern, Central, Western and Southern African countries. • Partnered with the Association for the Development of Education in Africa (ADEA) to host a webinar on Promoting Entrepreneurship in African Universities
Increase Access to HE through New Modes of Teaching and Learning	Support Open and Distance Learning initiatives	• Organized an E-Learning Seminar for Universities in Ghana which was attended by 15 staff • Organized a session on Innovative Teaching Methods for 22 Africa Centers of excellence
Intensify outreach on Internationalization of HEIs in Africa	Promote internationalization initiatives in African HEIs Promote Internationalization of African Higher Education	• Co-hosted the 7th Annual Conference for the African Network for Internationalization of Education (ANIE) from 5-7 October 2016

KRA 2: KNOWLEDGE GENERATION, MANAGEMENT AND DISSEMINATION

Improve capacity for knowledge production and management Increase access to information on knowledge produced by HEIs Increase ICT Infrastructure for knowledge management	Acquire and avail modern ICT tools to enhance knowledge management in libraries Strengthen capacity of knowledge production and management in HEIs	• The annual Database of African Theses and Dissertations conference was held in collaboration with Lupane State University, Zimbabwe (24-26 August 2016). 24 African Information Professionals benefited from the capacity building exercise • AAU continues to collaborate with WACREN (West & Central African Research & Education Network) and Ubuntunet Alliance (Eastern & Southern African Research & education Network) towards the improvement of internet connectivity in African countries, establishment of National Research & Education Networks and the establishment of e-infrastructure platforms for teaching, research and collaboration

KRA 3: SUPPORTING HEIs TO RESPOND TO LOCAL AND REGIONAL NEEDS		
Promote Research and Innovation	Support science, technology and innovation (STI)	• AAU is the Regional Facilitating Unit in the World Bank Funded Africa Centers of Excellence Project for West and Central Africa involving 22 Centers of Excellence in STEM, Health and Agriculture themes • AAU is the implementing partner for the Partnership for Skills in Applied Sciences, Engineering and Technology (PASET) Regional Scholarship and Innovation Fund (RSIF) Initiative aiming to train 10,000 PhD for Africa. This is an Africa-led initiative funded by African Governments
KRA 4: ENGAGING WITH AFRICAN AND INTERNATIONAL DEVELOPMENT PARTNERS FOR IMPROVED COLLABORATION		
Enhance collaboration with African and International Partners	Identify and develop areas of collaboration	• Collaborated with the St. Mary's University of Ethiopia to organize the 14th International Conference on Private Higher Education in July 2016 at the AU, International Conference Centre, Addis Ababa.
Increase collaboration with African Sub-Regional HE Associations	Strengthen links and collaborate with African and Sub-Regional Bodies	• Supported by ADEA, hosted a meeting for Regional Economic Communities (RECs) in September 2016 to deliberate on ways that AAU could work with the RECs in each region to improve African Higher Education
KRA 5: PROMOTING HEIs ENGAGEMENTS IN COMMUNITIES		
Enhance collaboration between AAU and student bodies	Establish strong links with continental student organizations and implement joint programmes	• Collaborated with the All Africa Students Union (AASU) and provided institutional support and strengthening by training their Secretariat Staff • Engaged AASU leadership in AAU activities • AAU received the 'Africa Educational Support Organisation of the year' award from ASU during its 2016 congress due to the existence of a strong working relationship between AAU and student bodies.
Bridge the university-community divide	Enhance relevance and visibility of HEIs in local communities	• Disseminated locally relevant information through the AAU weekly News, Blog, Website and Social Media Platforms • Supported by ADEA, partnered with TEDx Accra to deliver 4 webinars on topical issues affecting African Higher Education.

	THE AFRICAN CAPACITY BUILDING FOUNDATION	Harare, Zimbabwe

BUILDING CAPACITY FOR HIGHER EDUCATION

1. Introduction

The African Capacity Building Foundation (ACBF), Harare, Zimbabwe, is mandated to strengthen the capacity of African countries and institutions for development. As early as 1992, ACBF's support for the higher education sector has been growing steadily over the years. ACBF believes that if tertiary institutions are strengthened and encouraged to generate graduate level trainees, both the institution and the national public sector will be strengthened.

Specifically, the Foundation supports:

- The establishment and strengthening of universities and training institutions including development of relevant educational policies and programs, development of curricula as well as building capacities in the critical skills sector of Science, engineering and maths by proving support to training institutions in science and technology like African universities of Science and Technology (AUST), 2iE; training of academic and management staff as well as equipping and tooling of training facilities, etc.

- Support to training of subject matter experts and specialist as well as middle level managers and decisions makers from the public private and civil society organisations across Africa through Masters Degrees and PhDs) and tailor-made short term training programs like Economic Policy Management (EPM)), Banking and Finance (BF), Agriculture, and Public Sector Management Training Program (PSMTP).

2. ACBF-Supported Training Programs

A major part of the Foundation's activities are on creating and supporting training programs across Africa. To date, the Foundation has established seven (7) EPM programs that produce an average of 35 graduates every year. The Foundation has also established three (3) PSMTP clusters (GIMPA-Ghana, Libreville and Mutare, Zimbabwe) across the continent. ACBF has committed over US$150 million to higher education since 1992. Between January and June 2016, the Foundation portfolio comprised a total of 50 active projects and out of these, sixteen (16) were regional training projects. A total of 506 students benefited from ACBF supported long-term training programs to pursue bachelors, masters or PhD courses during the first half of 2016. Of these, 192 students graduated during the period, whilst 314 of them continue to pursue their studies. The degree programs cover areas such as Gender and Peace Building, Science and Technology, Banking and Finance, Economic Policy Management and, Public Sector Management.

3. Partnerships with Universities

ACBF also partners with the Association of African Universities (AAU) to strengthen the institutional structures to effectively deliver on their mandates thereby enhancing the effectiveness of their members. It also supports specific programs and activities in leadership and management training and database development and management.

4. Other Activities - Knowledge Management Products on STEM

- ACBF is currently in the process of producing its 2016 Africa Capacity Report with the theme "Building Capacity in Science, Technology and Innovation for Africa's Transformation". A draft report is undergoing review and the final report should be ready by mid-October.

- Upcoming High-Level Tripartite Meeting on Critical Skills planned for the government, private sector and the Academia. The tripartite dialogue is being planned to hold very soon.

Association for the Development of Education in Africa	**ADEA**	Abidjan, Ivory Coast

The Association for the Development of Education in Africa (ADEA) will hold its Triennale in Marrakesh, THE Kingdom of Morocco from 15th to 17th March 2017. The theme is **"Revitalizing education towards the 2030 Global Agenda and Africa's Agenda 2063",** and the four accompanying sub-themes are: (a) Implementing education and lifelong learning for sustainable development, (b) Promoting science, mathematics, and information and communication technology, (c) Implementing education for African cultural renaissance and pan-African ideals, and (d) Building peace and global citizenship through education. As part of the preparations, five regional consultative meetings have been held in Gabon, Senegal, Morocco, Angola and Kenya. The analytical work is ongoing, with the papers received being synthesized and will be presented at the Continental validation meeting for the Triennale in Cairo in the third week of November 2016. As Chairperson, President Macky Sall of Senegal is leading the process of engaging the other nine African Champion Heads of State for Education, Science and Technology for their participation. The ADEA Executive Secretary is also consulting with Ministers of Education, Science and Technology, as well as Ministers of Finance and key development cooperation partners. The President of the African Development Bank Group, Dr. Akinwumi A. Adesina, is expected to moderate the Triennale's Presidential Roundtable.

In line with the African Union's strategy of using existing networks to act as clusters or members of other clusters in championing the implementation of the continental frameworks and strategies, the **Inter-Country Quality Nodes (ICQNs)** that ADEA has helped to establish, which bring groups of African countries together to share their experiences and best practices in addressing common challenges under the host and leadership of a champion country, have been recognized as a good model and will, therefore, play a central role in the implementation process, especially of the Continental Education Strategy for Africa 2016-2025 (CESA 16-25).

In recognition of Africa's need to **"Revitalize the teaching profession to ensure quality and relevance at all levels of education",** ADEA and the Government of Rwanda officially launched the ICQN on Teaching and Learning under the leadership of Rwanda in February 2016. ADEA also assumed the leadership and coordination of the Network of African Learning Assessment (NALA) during the final meeting of the Learning Metrix Task Force (LMTF) in Livingstone, Zambia in the same month. In collaboration with the ICQN on Teaching and Learning, the government of Zambia is coordinating the Anglophone sub-group of NALA and the government of Senegal the Francophone sub-group. A strategic plan for both the ICQN and NALA is being finalized.

Contributing to CESA 16-25's sixth strategic objective to **"launch comprehensive and effective literacy campaigns across the continent to eradicate illiteracy",** the ICQN on Literacy and National Languages organized a regional workshop in Lomé on the promotion of transnational literacy programs for the nomad populations and education centers. Focal points and experts from Benin, Burkina Faso, Chad, Gabon, Niger, Senegal, Mali and Togo attended, as well as representatives from local NGOs, association of breeders, mobile pastoral populations, UNESCO UIL and the Working Group on Non-Formal Education (WGNFE). The ICQN member countries agreed to support the integration of financing of transnational literacy programmes in national plans. A second workshop held in Dakar, Senegal in September 2016 on the theme "Use of harmonized Arabic script to boost access and equity for the modernization of Koranic schooling" recommended the need to avail software and documentation adapted to language writing in harmonized Arabic script to member countries. Still on literacy, the Working Group on Books and Learning Materials (WGBLM) produced a report of the Global Book Fund Feasibility Study in September 2016. A key finding of the study is the fact that although evidence supports the role of books in improving learning and reading acquisition, many children around the world lack access to both reading books and textbooks.

In **higher education**, the Working Group on Higher Education (WGHE), hosted by the Association of African Universities (AAU), has held a series of webinars aimed at revitalizing research and innovation to address continental challenges and promote global competitiveness in Africa. The topics covered so far are (a) The Role of Women in Fighting Climate Change, (b) Financing Model for Higher Education in Africa, and (c) Revitalizing Research and Innovation to address Continental Challenges and Promote Global Competitiveness in Africa. Presenters include renowned scholars such as Dr

Elisabeth N Mimiafou epse Ayuk-Etang, Prof Peter Okebula, and Prof. Damtew Teferra. Other webinar topics will include Promoting Entrepreneurship in African Universities, and Strengthening Linkages between the World of Work and African Higher Education.

As part of **"Strengthening the science and mathematics curricula and disseminating scientific knowledge and the culture of science in the African society"**, the ICQN on Mathematics and Science Education and CEMASTEA held a policy dialogue in March 2016 in Nairobi for 28 African countries on the challenges and solutions in mathematics and science education. In September 2016, JICA supported CEMASTEA in conducting training courses for 40 primary and 40 secondary level educators from Anglophone countries. The month-long Third-Country Training Programme (TCTP), recognized by the ICQN, was on the "Use of inquiry-based learning and peer lesson evaluation to improve quality of teaching and learning of mathematics and science".

As for the Continental Education Strategy for Africa 2016-2025 (CESA 16-25) strategic objective concerning the **"promotion of peace education and conflict prevention and resolution at all levels of education and for all age groups"**, 13 Ministers of Education and Heads of Delegation from Burundi, Central African Republic, Chad, Côte d'Ivoire, Democratic Republic of Congo, Ethiopia, Kenya, Liberia, Mali, Nigeria, Sierra Leone, Somalia, South Sudan and Uganda signed a communiqué at the Pan-African Symposium on Education for Peace, Resilience and Social Cohesion held in Addis Ababa, Ethiopia in June 2016. The Inter-Country Quality Node on Peace Education, in collaboration with UNICEF, organized this symposium on the theme: "Strengthening Education Policies and Programmes to Achieve Sustainable Development Goals (SDGs) and Africa's Agenda 2063". It was attended by over 150 participants. The Ministers and Heads of Delegations expressed the commitment to ensure that education systems are well equipped to offer equitable, socially-inclusive and quality education that promotes social cohesion, resilience and peace in Africa. They agreed to do this by strengthening education systems, combating violence through quality education and promoting a culture of peace at the school level. They also decided to enhance collaborations, partnerships, monitoring, and resource mobilization on education and peacebuilding. Representatives from other UN agencies, development cooperation partners, civil society organizations (CSOs), Non-Governmental Organization (NGOs), experts and researchers on peace and conflicts resolution were also present.

As part of **strengthening its communication and advocacy for the Africa's Agenda 2063 and CESA 16-25**, AUC's HRST department now hosts the ADEA Working Group on Communication for Education and Development (WGCOMED), in line with the existing MoU between ADEA and AUC. WGCOMED has, since then, provided backstopping support for several projects and initiatives. These include the Africa day of School Feeding in Niamey (March, 2016), high-level dialogue on girls' education at the AU Heads of States Summit in Kigali (July, 2016), the Pan-African University's Curriculum Validation Workshop in Yaoundé (April, 2016), the selection process for the Mwalimu Nyerere Scholarship Programme, reviewing AUC Youth Division's Youth Decade Plan of Action (February and March, 2016) and presenting a communication strategy proposal for CESA 2016-2025 and activities related to publicizing of Agenda 2063.

ADEA's Working Group on Education Management and Policy Support (WGEMPS) in partnership with the Forum for African Women Educationalists (FAWE) conducted a mapping of **innovative projects to improve the access, retention and performance of girls at secondary level** – through "the most significant change story" competition, with winners from Sierra Leone, Zimbabwe and Senegal received cash awards and certificates. WGEMPS and FAWE have launched the "Open Challenge: Advancing Girls' Secondary Education towards SDG 4 and 5" initiative which seeks to further advance the dissemination, replication and scaling up of such innovations and programmes in other countries. In terms of **strengthening national Educational Management Information Systems (EMIS)**, WGEMPS continues to conduct peer reviews in countries to advance the provision of quality statistics at the national level. To date, Botswana, Ghana, Mali, Mozambique, Swaziland and Uganda have been reviewed, involving experts from the surrounding member states. These benchmarks are shared at annual regional ministerial meetings. WGEMPS is following up on the reviews in Ghana, Mozambique and Swaziland to assess the implementation of the agreed recommendations. On TVET, the working group is working with the Ministry of Education in Liberia to develop a sectoral intervention for TVET in the oil palm sector. Strategies and models developed in Liberia will also be replicated in Guinea and Sierra Leone. A study is currently underway in Zimbabwe focusing on the School of Mines, whose results will also feed into the Liberia initiative. Finally, WGEMPS is piloting a mobile-based teacher and learner attendance application in 40 primary schools in Swaziland, and the lessons learned will feed into the replication and a second pilot in Namibia in 2017.

	African Development Bank (AfDB)	Abidjan, Cote d'Ivoire

The African Development Bank is committed to supporting education and skills development; science, technology and innovation as well as youth employability in Africa; for the delivery of an Inclusive and Economic Transformation African Development agenda, in order to improve the quality of life for all Africans which is one of the to five strategic AfDB priorities (the four others being "Feed Africa", "Light-up and Power Africa"; "Industrialize Africa"; and "Integrate Africa"). These commitments are anchored through its Ten Year Strategy (2013-2022); operationalized by both the Human Capital Strategy (2014-2018) and the Jobs for Youth in Africa Strategy (2016-2025).

What has been the Bank's support in 2015? The Bank has approved 18 new projects in education, skills development and job creation for the youth. Out of these 18 operations, 5 were focusing on TVET, Higher education, Research, Science and Technology (Angola, Eritrea, Kenya, Togo and Zambia) to build the workforce for tomorrow's labor markets; foster labor force productivity, competitiveness; and drive innovation. The other 5 focused on entrepreneurship development and job creation for the youth (Central African Republic, Djibouti, South Africa, Togo and Tunisia). The remaining 8 projects focused on improved quality, value for money, efficient service delivery and accountability in social sectors (Algeria, Cape Verde, Democratic Republic of Congo, Ethiopia, Malawi, Sudan and Tunisia).

The Bank has also promoted knowledge generation on effective human capital interventions. In Ethiopia, for example, the Bank in collaboration with the Government of Ethiopia and World Bank conducted a study on understanding innovative ways of promoting delivery of basic services. The Bank has published a study on closing higher education skills gap in South Africa in 2015. In Côte d'Ivoire, the Bank is providing a technical assistance on measuring and piloting the relevance of the education system for the labor market. The Bank is also assisting many African countries on labor market information systems and social statistics (Mauritania, DRC, Côte d'Ivoire, and Cape Verde) for effective and efficient social service delivery regarding the relevance of education and training for the labor market.

The Bank also contributed to the post-2015 education agenda, including through participation to regional consultations, the World Education Forum in Korea and the UN Summit in September 2015. Policy dialogue was also pursued regarding the following: (i) support to coordination and networking through the African Ministerial Conference on Science and Technology (AMCOST) and African Ministerial Conference on Education (AMCEN), now the Specialized Technical Committee (STC) on Education, Science and Technology; (ii) The Bank in collaboration with the World Bank and some African countries are exploring way of fast-tracking support to higher education, science and technology through a regional scholarships funds; (iii) and continued support to the Association of Development of Education in Africa (ADEA) – in reshaping the role of education and training in social and economic development.

	African Technology Policy Studies Network (ATPS) Website: www.atpsnet.org Email: info@atpsnet.org Tel: +254 20 271 4092	Nairobi, Kenya

The African Technology Policy Studies Network (ATPS) is a trans-disciplinary network of researchers, policymakers, private sectors actors and the civil society that promote the generation, dissemination, use and mastery of Science, Technology and innovation (STI) for African development, environmental sustainability and global inclusion. Other details about the ATPS is available on our website at: www.atpsnet.org

Activities were based under the ATPS Thematic Programmes (January to October 2016)

1.0 Science, Technology and Innovation Policy Research and Research Capacity Building (STI-RCB): ATPS programs focus on building STI capabilities for sustainable development in Africa. (http://atpsnet.org/programmes/RCB/index.php). Activities include:

1.1 Project on Policy landscaping study on regulatory harmonisation of registration of veterinary products supported by the Global Alliance for Livestock Veterinary Medicines (GALVmed) (http://atpsnet.org/projects/vet-products/index.php)

1.2 Documentation of the impacts of ACCFP Fellows on climate change adaptation and mitigation in Africa since inception funded by Institute of Resource Assessment (IRA) (http://atpsnet.org/projects/accfp-impact/index.php).

1.3 Improving Agricultural Productivity and Climate Change Resilience Using the LandInfo Mobile App Technology funded by the African Forum for Agricultural Advisory Services (AFAAS) (http://atpsnet.org/projects/agric-productivity-land-info/index.php).

1.4 Climate Information Prize; ATPS was awarded the Wazo prize for the LandInfo Mobile Technology (http://www.climateinformationprize.org/).

1.5 Market Scoping Study of Newcastle Disease in Village Poultry in Nigeria and Ghana supported by the Global Alliance for Livestock Veterinary Medicines (GALVmed) (http://atpsnet.org/projects/galvmed/index.php).

2.0 Intra- Africa and Global Collaboration and Partnership (IGCP): The ATPS promotes the development of new forms of intra-Africa and global partnership within and amongst stakeholders for achieving Sustainable Development Goals (SDGs) in Africa. Details available at: http://atpsnet.org/programmes/ICP/index.php

2.1 ATPS signed an MoU with the following organizations within the reporting period: The African Economic Research Consortium (AERC); the African Forum for Agricultural Advisory Services (AFAAS) and the African Agribusiness Incubators Network (AAIN).

2.2 ATPS participated in over 20 national, regional, and global Fora aimed at fostering STI development

3.0 Youth and Gender Empowerment (YGEP): This program aims to nurture and harness the innovative potentials of African youth and women. http://atpsnet.org/programmes/YGP/index.php. Activities include:

3.1 Collaborative Fellowship Program: ATPS hosted two (2) fellows from the African Climate Change Fellowship Program (ACCFP).

4.0 Training and Sensitization (T&S): ATPS continues to enhance individual and organisational STI skills for sustainable development in Africa http://atpsnet.org/programmes/TS/index.php. Activities under this program include:

4.1 Staff training

5.0 STI Knowledge Brokerage, Commercialization and Policy Advocacy (KB-CPA): The ATPS is engaged in brokering the commercialisation and sharing of scientific knowledge, technologies and innovations for sustainable development. http://atpsnet.org/programmes/OKBPA/index.php.

5.1 Publication of the ATPS Newsletters – Technopolicy Africa Newsletter issues 003 to 005 all available at http://www.atpsnet.org/publications/newsletters/index.php; A Journal article on "Review of policies, legislations and institutions for biodiversity information in sub-Saharan Africa". Available online at: http://www.academicjournals.org/journal/IJBC/article-full-text-pdf/439954E58743; Publication of Policy briefs on "Improving the relevance of university training to labour market demands in Africa" (http://www.atpsnet.org/Files/pb47.pdf)

African Virtual University Université Virtuelle Africaine Universidade Virtual Africana	**AVU**	Nairobi, Kenya

The African Virtual University is a Pan African Intergovernmental organization whose mission is to "Prepare learners, using Open Distance and eLearning, to better contribute to the development of the African continent through provision of high quality tertiary and continuing education". The AVU works with 29 African countries among which 19 have signed its charter. The AVU has 40 active partner institutions in Anglophone, Francophone and Lusophone countries in Africa. Since inception, the AVU has trained 63,000 learners. Its governance structure includes a General Assembly and a Board of Directors. The AVU has an MOU with the AUC and is eager to support the AVU Pan African E-University. The main activities of the organization are listed below:

1. AVU Africa wide online university project

The AVU has mainly been focusing on enhancing the capacity of state members and partner institutions to increase access to education. This has now changed. In the 2014 - 2019 Business Plan, the AVU will become a full-fledged university and will launch a continent wide delivery of accredited programs; the target is to enrol some 60,000 learners in 5 years; the preparations and fundraising are on-going.

2. AVU Multinational Support Project II

The overall objective of the AVU Multinational Project II, funded by the AfDB, is to strengthen the capacity of the AVU and a network of 27 institutions to deliver and manage quality ICT integrated education and training opportunities in 21 African countries. The project has the following activities: (1) Establishment of new Open Distance and eLearning (ODeL) Centers and/or upgrading of existing AVU Learning Centers and Internet connectivity provision at AVU Partner Institutions; (2) Development and/or improvement, and delivery of four ICT integrated Programs: ODeL Professional Development (ODeLPD), Teacher Education (TE), Applied Computer Science (ACS), and Peace Management and Conflict Resolution (PMCR); (3) Gender Mainstreaming (4) Research and Development; (5) Promotion and development of Open Education Resources (OERs); and (6) Enhancement of AVU Capacity. The project is ending in June 2017.

3. Research and Development on Open Distance and eLearning:

A research agenda has been developed. The AVU held its 3rd International Conference in August 2016 in Nairobi Kenya; policy briefs have been developed from the previous conferences, and have been shared with member's countries, partner institutions and the AUC with an objective of influencing policy on Open and distance learning. A peer reviewed journal has been launched. Four studies on Open Educational Resources were undertaken.

4. Capacity enhancement of African institutions and governments:

A total of 22 Open, Distance and eLearning (ODeL) centers have been established in 19 countries. The AVU launched the Open Distance and eLearning Professional Development (ODeLPD), a training program to help institutional faculty improve their capacity in delivering online courses. The program involves 102 trainees from 17 Institutions in 14 countries. 252 textbooks in 3 languages for 4 Bachelors of Education in Math and Sciences are being reviewed with 11 institutions, and 150 modules for a Bachelor of Applied Computer Science are being developed in collaboration with18 institutions. The AVU Open Education Resources (OER) portal (http://oer.avu.org/) offers access to 219 courses freely and attracted more than 2 million visits to the portal from 201 countries. The AVU also launched the AVU MOOC platform (mooc.avu.org) and has delivered 2 MOOCs so far. A total of 2,500 participants registered.

	CEMESTEA	Nairobi, Kenya

CEMASTEA's Contribution to Africa's Education Since 2013

The Centre for Mathematics, Science and Technology Education in Africa (CEMASTEA) is a government institution under the Kenyan Ministry of Education (MoE) responsible for science and mathematics teachers' professional development. The overarching strategy that CEMASTEA has constantly employed for pedagogical improvement has been the "Activity-based, Student-centered, Experiments and Improvisation" (ASEI) realized through the continual improvement cycle of "Plan, Do, See, Improve" (PDSI); the ASEI-PDSI. The Centre is organized in three training program areas namely: secondary, primary, and international; ICT integration in education to support lesson delivery; partnership and linkages, research and development.

CEMASTEA's contribution to Africa's education is through partnership and linkages with local and international organizations. Since 2004, the Centre has been developing capacity of teachers and other educators from twenty-nine other African countries on innovative pedagogy using locally available materials in partnership with Japan International Co-operation Agency (JICA). The Centre is also an Inter-Country Quality Node for the development of mathematics and science for Association for Development of Education in Africa (ADEA). Through a memorandum of understanding with African Union Commission, CEMASTEA spearheading science, technology, engineering and mathematics (STEM) in Africa. In the same area, CEMASTEA is also working with United Nations' Education, Scientific and Cultural Organization's International Institute for Capacity Building (UNESCO-IICBA) in promoting science, technology, engineering, art and Design and mathematics (STEAM) in Africa.

Since 2013, under the Jubilee government, CEMASTEA has strengthened her activities as an Africa's centre for educational research and capacity development in innovative pedagogy.

CEMASTEA achievements in line with Jubilee Manifesto, Kenya Vision 2013, and Continental Education Strategy for Africa 16-25 are as follows:

1. Capacity building 300 teachers from twelve African countries through the Third Country Training Program (TCTP)
2. Introducing 47 science, technology, engineering and mathematics (STEM) model schools in Kenya;
3. Conducting workshop for 60 teachers and educators from six countries on science, technology, engineering, art & design and mathematics (STEAM)
4. Organized three international conferences which brought together more than one thousand participants from different organization and agency working in the education sector in the Africa and other continents
5. Conducted three main research including one situational analysis on the teachers' practice in six African Countries
6. Actively participating in preparations for ADEA Trienniale to be held in Morocco in 2017
7. Actively participating in TICAD VI conference preparation to be held in Kenya August 2016

	CONFEMEN	Dakar, Senegal

Conférence des ministres de l'Education des Etats et gouvernements de la Francophonie
Présentation synthétiques des principales activités réalisées par la CONFEMEN en 2016

L'objectif général du plan d'action 2015 – 2016 de la CONFEMEN était de poursuivre l'engagement et le soutien de l'Institution aux politiques éducatives de ses États membres dans l'atteinte des objectifs de l'Education inclusive et de qualité pour tous (EIQPT) et de mobiliser davantage de ressources pour appuyer le pilotage de la qualité et la gouvernance des systèmes éducatifs. Aussi, la CONFEMEN a permis de renforcer le dialogue politique en éducation au niveau international.

Elaboration du document de réflexion et d'orientation (DRO) sur le thème de la 57e session ministérielle de la CONFEMEN : « Vers la réussite pour tous : résoudre la crise de l'apprentissage dans les pays francophones en luttant efficacement contre l'échec et le décrochage scolaires »

Ce document est le résultat d'un long processus de concertations et d'échanges (travaux des experts, réunion du Bureau (décembre 2015) séminaire des correspondants nationaux à Île Maurice (février 2016), et session ministérielle tenue en avril 2016 à Libreville, au Gabon. Le document traduit la substance de toute cette réflexion. Il dégage les facteurs explicatifs du décrochage et de l'échec scolaires, les pratiques, les réformes et les expériences porteuses dans les pays et propose des solutions aux différentes préoccupations liées à l'échec et au décrochage scolaires. Des recommandations ont été adoptées par les ministres de l'Education. Il s'agit notamment de mettre en place une gouvernance multi-niveaux articulée autour d'objectifs partagés, restreints et atteignables, pour améliorer la qualité des apprentissages et lutter contre le décrochage scolaire ; de planifier une décentralisation et une autonomisation effective, par la responsabilisation collective, la participation aux prises de décisions, le soutien et la reconnaissance des autorités ; de planifier et financer une étude scientifique permettant d'élaborer un modèle explicatif du décrochage scolaire sur la base de données récoltées dans les pays du Sud et traitées avec des techniques méthodologiquement adéquates ; de mettre en place une solide formation initiale et continue des enseignants qui se traduit par : une maitrise de la matière, la passion pour la transmettre, une participation active dans l'apprentissage, la conviction que les élèves à risque peuvent réussir et persévérer au niveau scolaire, une relation respectueuse et significative avec les élèves.

Évaluation des systèmes éducatifs

Le Programme d'analyse des systèmes éducatifs de la CONFEMEN (PASEC) est un outil d'appui au pilotage des systèmes éducatifs en vue de l'amélioration de la qualité de l'éducation. Le Programme a mené en 2014 une évaluation internationale des systèmes éducatifs de 10 pays : Bénin, Burkina Faso, Burundi, Cameroun, Congo, Côte d'Ivoire, Niger, Sénégal, Tchad et Togo. Cette évaluation a permis de mesurer le niveau de compétences des élèves en début (2e année) et fin de scolarité primaire (6e année) en langue d'enseignement et en mathématiques. Pour la toute première fois en Afrique sub-saharienne francophone cette étude rend compte, de manière comparative, des performances des systèmes éducatifs. Cette évaluation groupée a permis de constater que la situation des systèmes éducatifs de la plupart des pays étudiés est préoccupante dans la mesure où ces systèmes n'arrivent pas à assurer aux élèves de manière équitable l'acquisition des compétences nécessaires pour la poursuite de leur scolarité. L'année 2016 a été marquée par la dissémination des résultats du rapport international et la restitution des rapports nationaux. Le rapport international et les rapports nationaux peuvent être consultés sur : www.pasec.confemen.org.

Mise en place de l'Observatoire de la qualité de l'éducation de la CONFEMEN

En 2016, la CONFEMEN a poursuivi les études et les concertations pour la mise en place de son Observatoire de la qualité de l'éducation qui vise à appuyer l'amélioration de la qualité, à travers un système de collecte et d'analyse de données contextualisées et actualisées et un système de partage d'information, de suivi et de régulation. Le projet pilote de l'Observatoire concerne huit pays : Cameroun, Côte d'Ivoire, Liban, Madagascar, Mali, Maurice, Sénégal, RD Congo. L'Observatoire est un outil qui servira, à terme, à suivre la mise en œuvre du cadre d'action de l'Education 2030 dans les pays francophones.

	Forum for Agricultural Research in Africa (FARA)	Accra, Ghana

Summary Report from FARA on Implementation of Strategic Objectives and Actions for STISA 2024: Strategic Priority 1 – Eradication of hunger and achieving food security
Key results by September 2016

Strategic Objective 1: Operationalization of the Science Agenda for Agriculture in Africa (S3A)

FARA and its Science for Agriculture Consortium (S4AC) partners have developed the Science Agenda for Agriculture in Africa (S3A) – Science Agenda – as a strategic framework for transforming African agriculture through science, technology and innovation. The Science Agenda was endorsed by African Heads of State and Government in Malabo, Equatorial Guinea in July 2014. Through an MoU between FARA and the AUC, the Science Agenda provides the overarching context within which FARA supports the work of HRST.

Strategic Action 1: Aligning the Science Agenda's Operational Strategy with Post-Malabo CAADP Implementation Strategy	- FARA organized a workshop on implementation of the S3A under the theme: 'Walking-the-talk of a Science-led Agricultural Transformation. - Africa's AR4D institutions came together to explore the modalities for re-invigorating cooperation and the institutionalisation processes to enable a functional platform for critical joint actions at continental, regional and national levels. - Workshop was attended by representatives of the FARA Secretariat (Management and Board); sub-regional research organizations (ASARECA, CCARDESA, CORAF and NASRO); AFAAS, ANAFE, NEPAD Agency, CGIAR centres, GFAR, NARIs, universities, and farmers' organizations (PAFO). - Participants agreed that implementation of the science agenda was critical in influencing the agricultural transformation agenda at country level. It also agreed that there was a prima facie case for: (i) repositioning FARA and the other African AR4D agencies into a renewed Forum with FARA providing secretariat and convening functions; (ii) repositioning the sub-regional research organizations (SROs) to more appropriately respond to the post-Malabo CAADP implementation roadmap; (iii) reporting lines for the repositioned 'Science for Agriculture Institutions' to ensure greater visibility and accountability, as well as enable greater SRO alignment, linkage and reporting to FARA and FARA reporting to NPCA and AUC; and (iv) developing short-term priorities, strategies and action plans for implementation of the S3A with emphasis on mainstreaming the S3A into the CAADP NAFSIPs.
Strategic Action 2: Institutional arrangement for facilitating the implementation of the Science Agenda	- Several consultations were held in 2015 to explore the most effective approach to addressing the shortcomings of the organizational architecture of the continent's agricultural research and development organizations. Based on this, FARA, the SROs and AFAAS resolved to associate into a consortium—i.e. the Science for Agriculture Consortium (S4AC). - The S4AC was launched during the third Global Conference on Agricultural Research for Development (GCARD3) in April 2016. - In September 2016 the consortium partners met at writeshop convened by the World Bank to develop a proposal for the consortium's institutional strengthening.

Strategic Action 3: Continental Dialogues for Action: Making the Science Agenda an integral part of Africa's agriculture and food industry	• During the 7th Africa Agriculture Science Week (AASW) and FARA General Assembly held in Kigali, Rwanda in June 2016, the S4AC initiated a series of high-level dialogues on the country level operationalisation of the S3A. The first was a plenary dialogue on the Science Agenda, focusing on implementation at country level while the second was a side-event in which FARA and its S4AC partners engaged countries in focus group discussions on implementation issues and follow-up action after Kigali. These dialogues in themselves aimed at triggering down-stream dialogues, implementation and action-learning at country level. • Issues discussed at the plenary dialogue bordered on how science and AIS leaders at country level promote 'science and innovation'; current technology gaps for farmers and agri-processors; requirements for countries to establish innovation/technology platforms and agribusiness incubators; current successes in integrating national systems of innovation. The focused group discussions between FARA and the S4AC centered on implementation issues and follow-up actions after Kigali. Topics discussed included reassessing NAFSIPs for focused Science Agenda interventions and developing Innovation Platforms and incubation units to complement country implementation channels and arrangements.
Strategic Action 4: Guidelines for mainstreaming climate smart agriculture in national agriculture investment plans and programs	• The impacts of climate change present a new set of challenges in efforts to reduce poverty and promote social justice. The need to understand how climate change has affected the African continent and what needs to be done to minimize the impacts is increasingly becoming obvious. Country policies, strategies and investment plans are expected to respond to this need. However, the modus operandi of how to do this is not clear. • In 2016 FARA led a series of studies that generated knowledge support for enhanced delivery and adoption of CSA technologies that enhance resilience and increase productivity. These include Guidelines for mainstreaming CSA in national agricultural investment plans, a practical tool that outlines a range of practices and approaches required to achieve CSA resilience and productivity of agricultural systems while at the same time also removing or reducing carbon emissions.
Strategic Action 5: Addressing the Malabo Declaration Targets: Analysis of Agricultural Total Factor Productivity (ATFP) in the context of the Science Agenda for Agriculture in Africa	• Within the framework of the Science Agenda, FARA completed a series of agricultural total factor productivity (ATFP) studies in 2016 in eight African countries: Burkina Faso, Cameroon, Malawi, Morocco, Nigeria, Tunisia, Uganda and Zambia. This was in response to a request from the AUC and AU-NPCA to FARA to lead a series of actions that will contribute to the CAADP Results Framework sub-result (i) on doubling ATFP by 2030. The studies generated a time series of agricultural and aggregate TFP for each of the eight countries and appropriately disaggregated the measures into sectors including farm level, upstream and downstream components. Each country study took a close look at sector contributions to country level economic growth and used country specific history to contextualize the evolution of productivity and growth over time. • Individual country reports have been produced as well as a synthesis report summarizing results from all eight countries. As measured in the studies, if beginning the growth measurement in 2010, only Nigeria would reach the goal of doubling agricultural productivity growth by 2030. Cameroon's agricultural productivity would have doubled by 2035, while Morocco's would have doubled by 2039. Average agricultural TFP growth in Malawi was negative, and hence is difficult to predict how long it would take to double productivity by increases in capital and labor inputs alone. Finally, Tunisia and Uganda would take upwards of 50 years to double productivity. The synthesis report extends the country studies by linking TFP results to poverty rates. Results suggest agricultural TFP is strongly correlated with poverty levels. The initial results also suggest TFP growth levels in agriculture, manufacturing and services are all correlated with the decrease in the share of rural residents living in poverty. The results suggest that agricultural TFP growth is highly correlated with poverty reduction, but agricultural TFG growth is influenced by growth in manufacturing and service sector TFP.

FAWE Forum for African Women Educationalists Forum des éducatrices africaines	**FAWE**	Nairobi, Kenya

Forum for African Women Educationalists Regional Office (FAWERS) contribution to
Continental Annual Report of activities on CESA 16-25 - October 2016

1. Introduction: In pursuit of its vision; a world in which all African girls have access to education, perform well and complete their studies, and gender disparities in education are eliminated, FAWE has continued to offer leadership in the crusade to empower girls and women in sub-Saharan Africa through gender-responsive education systems. Through the mission; to promote gender equity and equality in education in Africa by fostering positive policies, practices and attitudes towards girls' education, FAWE is working to ensure that African governments provide education resources and opportunities in a way that promotes gender equity and enable both women and men to acquire knowledge and skills to contribute to the economic, social and democratic development of their societies.

2. Global, Regional and National level Advocacy for the gender quality agenda in education: -

2.1 Popularising CESA 16-25 - Following the approval of CESA 2016-2025 by AUC summit in January, FAWERS disseminated the CESA document electronically to its network of FAWE 34 National Chapters, with an for to participate in developing post-2015 National education strategies/plan and influence integration of gender.

2.2 Contributes to the implementation of CESA – To strengthen synergies in implementation of the gender equality pillar of CESA 16-25, FAWE and AU/CIEFFA co-chair a Regional Platform of Partners on Gender Equality and Education in Africa established with the intention of strengthening the gender equality focus in the implementation frameworks of the different pillars of the CESA. To that end, FAWE has collaborated with CIEfFA, UNGEI and other Regional Partners on Gender Equality and Education in Africa to develop; 1) Terms of Reference (TOR) for Regional Platform of Partners on Gender Equality and Education in Africa; 2) a Concept paper outlining engagement in the High Level dialogue on Gender Equality in Education (pre-AUC 2016 July summit in Kigali; 3) ToRs for the consultant to develop a Gender Equality and Monitoring Framework for CESA 16-25, and hire consultant who is expected to conclude the process before the Jan 2017 AU Summit.

2.3 Policy advocacy agenda; FAWE highlighted changes to girls' participation rates resulting from gender responsive interventions into the Maputo Protocol shadow report through the Solemn Declaration Index on Gender Equality in Africa and Girls education index produced by GIMAC as advocacy tool to monitor AUC member States' commitment to gender equality.

2.4 Public Awareness raising on GBV – Through its membership on the Global Working Group to End School-Related Gender Based Violence, FAWE used the commemoration of the International Women's Day and the Day of the African Child (DAC) to disseminate messages on the relation between School related Gender Based Violence, high numbers of adolescent pregnancy and girls' high dropout rates through FAWE website, social media and public discussions.

3. FAWE contributes to the body of knowledge on girls' education in Africa

3.1 Gender Responsive Pedagogy:- With financial support from UNGEI, an external consultant has documented the FAWE GRP as a good practice for enhancing capacity of teachers to respond to the learning needs of girls and boys, and making replication of the model by governments and other implementing partners easier. See Case Study on http://tinyurl.com/h3s6mjk;

3.2 FAWE undertook a study on the role families and communities in building the education work force in Africa in Kenya, Zambia and Malawi, contributing to the Global research report that launched by the Education Research Commission in September 2016. http://tinyurl.com/jvfz79g,

3.3 FAWE's comprehensive scholarship programme model and the Economic Empowerment of out-school girls through TVET have been documented as good practices and will be shared with partners during the ADEA 2017 Triennial in Marrakesh, Morocco.

4. Nurturing partnerships with likeminded organisation to support CESA implementation

In order to accelerate efforts towards closing gender gaps in education at all levels, FAWE has forged new partnerships with: 1) AIMS to promote the girls and women's participation in mathematical sciences education, training and career paths and to harness the achievements of African Women scientists as role models; and 2) with UNESCO IICAB/CEMESTEA/IIEP/US Mission to UNESCO in Paris, jointly trained teachers in GRP for STEAM; 3) jointly worked with Global e-School and Communities Initiative (GESCI) to develop a Leadership Capacity building programme targeting African Female Policy and Decision makers to influence education and technology policies and strategies that increase girls' and women's representation in STEM education; 4) As a member of the recently launched AUC-STEM Cluster, FAWE has committed to promote STEM for girls through sharing its successful interventions in promoting STEM

	International Institute for Capacity Building in Africa (IICBA)
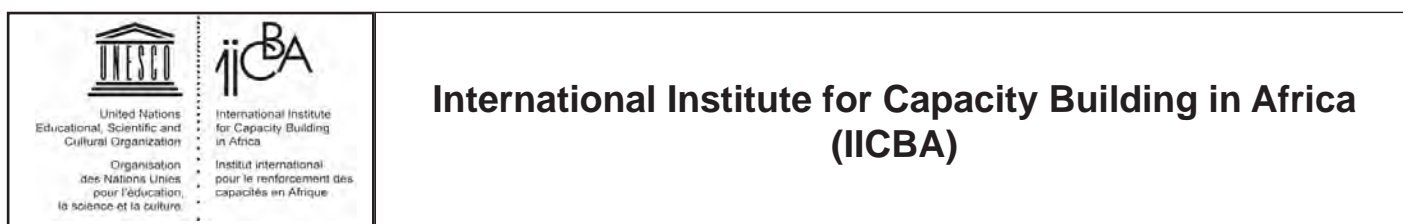
UNESCO

In 2016, IICBA continued to support African Member States, directly and through Regional Economic Commissions in teacher related issues, in line with CESA 2016-2025.

Outputs include the following:

- For promoting girls' and women's education, IICBA supported a number of activities together with AU HRST. Chinese support gave an opportunity to share successful examples between Ethiopia and Ghana. "TeachHer" inaugural training on girls' education in STEAM (Science, Technology, Engineering, Arts/Design and Mathematics) was carried out in Addis Ababa inviting master teacher trainers from Ethiopia, Ghana, Kenya, Nigeria, South Africa and Tanzania. Sixty teacher-trainers had a five-day session on practical hands-on training on STEAM and gender-responsive pedagogy facilitated by IICBA, CEMASTEA and FAWE. The session was dynamic and follow-up continues through social media.

- In order to commemorate World Teachers' Day and the 50th anniversary of ILO/UNESCO recommendation of teachers, AU, IICBA, ILO, AU HRST and Education International held a one-day seminar on teachers at AUC. The detailed recommendations were circulated to stakeholders. Follow-up actions included the study on teacher motivation in Africa. A teacher policy development practical guide for Africa was completed and published in October 2016.

- IICBA actively engaged in a study carried out by AUC HRST on teachers' living and working conditions in Africa. Resource materials were shared and inputs were made to the study.

- Harmonization of teacher education programme has evolved in ECOWAS, SADC and ECCAS and IICBA's technical support continued.

- IICBA hosted two important global conferences, "Survey of Teachers in Pre-primary Education (STEPP)" and "Global Conference on Contract Teachers". Together with AU HRST, IICBA also supported the 14th International Conference on Private Higher Education in Africa organized by St. Mary's University in Addis Ababa.

Results:

The results noted so far are to change initiation, thereby allowing for a paradigm shift from country to regional focus. The harmonization of teacher education programmes is a good example of this where the interventions started at national levels progressively moved towards common tools in the RECs. IICBA has contributed to south-south cooperation among African countries as well as between Asia and Africa.

Challenges:

- Budget shortages have been a major challenge for IICBA, and some activities had to be reprogrammed for the year ahead. IICBA has actively engaged with partners and potential donors. Prospects in 2017 are promising.

- There is no formal mechanism for the political validation of achievements at the level of RECs at the moment. IICBA is advocating both from the national Ministries of the RECs as well as AU.

- Absence of some posts in 2016 continued to pose a challenge for IICBA. However, three posts were successfully filled. Interns and volunteers also support the work. As of December 2016, IICBA has 23 staff from 13 countries.

RUFORUM Capacity Building in Agriculture	**RUFORUM**	Kampala, Uganda

SUMMARY REPORT ON IMPLEMENTATION OF STISA 2024- November, 2016

RUFORUM is a network of 66 African universities in 26 African countries with mission to 'strengthen the capacities of Universities to foster innovations responsive to the demands of smallholder farmers and value chains through the training of high quality researchers, the output of impact-oriented research, and the maintenance of collaborative working relations among researchers, farmers, market actors, national agricultural research and advocacy institutions, governments and industry'. The supply of agricultural scientists with quality postgraduate education, together with the skills and commitment to run development programs, generate knowledge and support improvement of rural livelihoods, is a critical need that underpins the development of effective programmes, institutions and leadership across the agricultural sector. RUFORUM's mandate is underpinned by a Memorandum of Understanding (MoU) with the African Union Commissioned signed in 2014 to support the implementation of the African Union Science, Technology and Innovation Strategy for Africa 2024 (STISA -2024), Priority One "eradication of hunger and achieving food and nutrition security". Below is our report for the year 2015/2016.

1. Expanded programmatic (community engagement, entrepreneurship, policy work) and geographical scope of the Network with presence in each of the eight regional economic communes of the African Union.

2. Developed a flexible reporting framework for Priority One of STISA 2024, aligned to a previously developed continental implementation plan in line with RUFORUM's MoU with the African Union Commission.

3. Initiated an Africa-wide initiative to support curricula to better respond to developmental challenges through improved university community engagement and entrepreneurship to foster value addition, agribusiness and entrepreneurship through science led approaches to address African socio-economic challenges. This is initiative is supported through a secured USD27.1 million grant from The MasterCard Foundation.

4. 4. Engaged with African national governments to support higher education and further grounding RUFORUM's role to foster university engagement with key STI stakeholders, continent-wide.

5. Convened an information session to provide update on progress of implementing STISA 2024 Priority One during the FARA 7th Africa Agricultural Science Week in partnership with AUC including on the African Union Research Grant Programme.

6. Supported development of additional 10 new PhD and 4 MSc programs based on emerging regional capacity demands, modelled on Centre of excellence approach to support skills development in strategic areas required for implementation of CAADP, S3A and STISA. This is in addition to the 8 PhD and 7 MSc programmes developed in the previous reporting period.

7. Awarded 91 doctoral scholarships to African Scholars to support a mix of research, tuition and thesis write-up.

8. Supported a further 41 PhD and 60 Master students to enrol in regional collaborative MSc and PhD programs. Cumulatively trained 1433 Masters and 356 PhD students over the 10-year period.

9. Produced two editions of the African Journal of Rural Development to share knowledge on all aspects that contribute to sustainable rural development in Africa.

10. Developed a platform (in partnership with IFPRI/ASTI) for tracking university performance in terms of research investments, training programs, and staff capacity.

11. Supported the alignment of university research to STISA by providing oversight, guidance and mentorship to 108 university-led agricultural research projects/teams and 96 student field attachments.

12. Launched the Young Africa Entrepreneurs (YAE) competition. 756 applications were received. The best 15 young innovators/entrepreneurs were recognised during the 5th Africa Higher Education Science Week by H.E. Dr. Nkosasana Dlamini Zuma, the Chairperson of the African Union Commission.

13. Held continental Biennial Convening (October 2016) in Cape Town, South Africa on Africa Higher Agricultural Education with a theme; "Linking Agricultural Universities with Civil Society, the Private Sector, Governments and other Stakeholders. Over 850 participants including the Chair AUC and the President of Mauritius attended.

14. RUFORUM mobilised 13 grants amounting to about US$60 Million for Member Universities.

A key challenge is the escalating demand for RUFORUM membership without significant increase in the resource base to effectively service the extensive network.

![Save the Children logo]	**Save the Children**	The United States

Save the Children Education Community globally and in Arica in 2016 – 2018 Education Strategic period commits to three key outcome areas based on an assessment of our areas of expertise and experience as well as evidence of what has the greatest impact:

1. Early Childhood Education and Development (ECCD) - helping children to develop foundational learning skills in the years leading up to school.

2. Basic Education – ensuring that children learn to read and write within the first three years of primary education in safe and happy learning spaces.

3. Education in Emergencies – doing whatever it takes to ensure no child's learning stops because they are caught up in a crisis situation.

Save the Children's Global Strategy: Ambition for Children 2030 commits to doing whatever it takes to ensure by 2030 ALL children, especially the most marginalized and deprived, survive, learn, and are protected. The most deprived children are those unlikely to survive to their 5th birthday, are not enrolled in school and achieving relevant learning outcomes, and are not protected from all forms of violence.

In response to such deprivation, Save the Children is committed to promoting three breakthroughs for children. And while this will involve working to achieve the rights of all children, we will put the most marginalized and deprived first, and advocate for others to do the same.

Education is a central component of achieving the all three of Save the Children's breakthroughs (SURVIVE, LEARN, BE PROTECTED), it is at the heart of Save the Children's mission, and centre stage within the Sustainable Development Goals (SDGs) and Agenda 2063.

Save the Children's programming in education is seen as having a multi-dimensional role. Education saves lives, ensures that children gain the skills necessary to LEARN, provides protection, and builds peace and stability in Africa and globally.

In support of its strategy, Save the Children in Africa in 2016 has been implementing a number of programmes in Education in Emergencies, Girls' Rights to Learn, Teacher Motivation Schemes and Early Childhood Education and Development programmes, among others, in East/Southern Africa, and West/Central Africa.

At the Pan Africa and AU level, Save the Children in 2016 has been advocating for continuous education for children affected by humanitarian situations. In doing so, the organisation has achieved the following:

1. Influenced language in CESA 16-25 in support of stopping attacks on education and its use for military purposes

2. Two(2) Peace and Security Council Open Sessions in May and August urged member states to ensure continuous education for children affected by armed conflicts and for refugee children; and called for more member states to endorse and implement the Safe Schools Guidelines.

3. Seventeen (17) member states have so far endorsed the Safe Schools Declaration, with 4 doing so in 2016. The following member states have endorsed the Safe Schools Declaration: Angola, CAR, Chad, Cote d'Ivoire and DRC. The others are Kenya, Liberia, Madagascar, Mozambique, Niger and Nigeria. The rest are Sierra Leone, Somalia, South Africa, South Sudan, Sudan, and Zambia.

	UNICEF	New York, USA

UNICEF submission to for the Report of Annual Continental Activities (RACA) - 2nd Edition

UNICEF is working with governments and other partners to increase commitment, social accountability and national investment in early learning, quality education, and the integration of gender, conflict sensitivity and peacebuilding into education service delivery.

UNICEF was pleased to contribute to the development of the Continental Education Strategy for Africa (CESA) 2016-2026 through providing technical inputs and supporting consultancy work to develop the strategy. Since the adoption of the CESA by AU Heads of State and Government in 2016, specific areas of collaboration between UNICEF and the African Union in 2016, in support of the CESA objectives were as follows:

1. Peacebuilding and education Strategic Objective 10 of the CESA recognizes the crucial role of education in both driving conflict and contributing to peace. UNICEF's Peacebuilding Education and Advocacy (PBEA) programme was established to strengthen resilience, social cohesion and human security in fragile and conflict-affected contexts by improving policies and practices for education and peacebuilding. From 2012 to 2016, the programme has been implemented in 10 African countries.

In June 2016, UNICEF and the Association for the Development of Education in Africa (ADEA) organized a Pan-African Symposium on Education, Resilience and Social Cohesion in Addis Ababa, Ethiopia. His Excellency Dr. Martial De-Paul Ikounga, African Union Commissioner for Human Resources, Science and Technology participated in the Opening Ceremony of the Symposium and Dr. Yohannes Woldetensae, Senior Education Expert, African Union Commission, presented the CESA.

In the final Symposium Communique, Ministers of Education committed to ensure that education systems are well equipped to offer equitable, socially-inclusive, and quality education that promotes social cohesion, resilience and peace in Africa.

2. Girls' education In support of CESA Strategic Objective 5, UNICEF has actively participated in the Regional Platform of Partners on Gender Equality and Education in Africa led by the African Union International Centre for Girls and Women's Education in Africa (AU/CIEFFA). At the 27th AU Summit in July 2016, the Platform of Partners organized a highly successful session on girls' education during the High Level Panel on Gender Equality and Women's Empowerment.

A key recommendation from this session was for Member States, civil society and other partners to set up accountability mechanisms that reinforce implementation of universal access policies and completion of formal or informal secondary education for girls. In this regard, UNICEF is working with the Platform of Partners to organize a follow up High Level Dialogue on Girls' Education during the 28th AU Summit in January 2017.

3. Support for ADEA UNICEF works very closely with the Association for the Development of Education in Africa (ADEA) – a key technical partner of the African Union – particularly through the relevant Inter-Country Quality Nodes. UNICEF sits, for example, on the steering committee for the ICQN on Early Childhood Development and is supporting preparations for ADEA's Triennale in 2017.

4. Education in Emergencies In 2016, UNICEF welcomed the strong effort by the AU Peace and Security Council (PSC) to highlight the impact of conflict on education in Africa.

In May UNICEF helped to organize an Open Session of the PSC focused on protecting schools from attack during armed conflicts. UNICEF's Regional Director for East and Southern Africa shared a panel with senior leadership from the African Union and called for greater action to maintain the sanctity of education even in times of conflict, and to hold state and non-state actors accountable for violations of the right to education.

The August Open Session of the PSC was on the theme of education of refugees and displaced children. UNICEF worked with the Embassy of Congo and other partners to prepare for the session and made a statement emphasizing the need for more timely, sustainable, flexible and long-term funding for quality education for refugee and displaced children.

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The African Union Partnership Program (AUP), funded by USAID and managed by FHI 360, support results under AUC Strategic Plan Output 4.2 and its associated Indicators, Strategies and Actions to Pursue, and Activities. AUP has an overarching technical emphasis on the goal of improved economic opportunities for youth in Africa.

In 2015, AUP carried out a number of activities to support results under AUC Strategic Plan Output 4.2, focusing on education and skills development as summarized below:

- In full partnership with HRST, AUP designed and initiated planning for a Pan-African TVET competition to uncover the 20 most promising models in technical vocational education and training (TVET) for the 21st century. The competition was launched in August 2015 and HRST convened an expert jury in September to select the winners. AUP facilitated the selection process and also completed a desk review of promising TVET models in Africa to complement and inform the competition. AUP also provided technical support for the planning of TVET- related content at the October Specialized Technical Committee meeting on Education, Science, and Technology.

- Led a Youth Employment Capacity Building Workshop for AUC participants from HRST, Department of Social Affairs (DSA), and other departments on May 11-13, 2015, which was very well-received. Participants identified opportunities for strategic actions that would support member countries to improve the quality and effectiveness of their youth employment interventions.

- Conducted research on the linkages between Africa's continental education strategies and its labor markets and developed a white paper, "Achieving the Vision: A Systems Approach to Strengthening Human Capital Development in Africa," which identified promising practices from Africa and beyond. Components of the white paper were instrumental in HRST's drafting of the Continental Education Strategy.

- Presented an approach outlining key elements to be addressed to advance the institutionalization of the AU Youth Volunteer Corps (AU-YVC), based on a review of comparable program models (e.g. Peace Corps, UN Volunteers).

- Contracted a web developer to design, develop and implement a comprehensive and viable online portal for HRST to disseminate information on the Youth Division's activities and the automation of the African Union Youth Volunteer Corps (AU-YVC) volunteer application and management system.

- Initiated dialogue and knowledge exchange with HRST on Education Management Information Systems (EMIS) which continues to be a key continental level priority for education policy, drawing from FHI 360's extensive country level expertise on EMIS development in Africa.

1. Mr. Hambani Masheleni - SPO Science & Technology

2. Ms. Woudase Abebe - Documentalist

3. Mr. Dereje Belachew - IT Officer

African Union Commission
Department of Human Resources,
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