

CESA JOURNAL

Implementation Progress of the Continental Education Strategy for Africa (CESA)



CONTINENTAL EDUCATION STRATEGY FOR AFRICA 2016-2025 (CESA 16-25)

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INITIATIVE LAUNCHED IN TANZANIA

MESSAGE FROM THE COMMISSIONER



H.E. Professor Sarah Anyang Agbor

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The African Union Heads of State and Government, during their Twenty-Sixth Ordinary Session on 31st January 2016 in Addis Ababa, adopted the Continental Education Strategy for Africa (CESA 16-25) as the framework for transforming education and training systems in Africa, as called for in Agenda 2063. Since then, much has been done by stakeholders to popularize CESA and develop implementable plans, through the CESA Thematic Clusters. It gives me much pleasure to express appreciation to the Member States, RECs and Education Development Agencies who have taken up ownership of this collective agenda.

This bi-annual CESA Journal provides the platform to engage all stakeholders and highlight reflections, debates, activities and innovative interventions for strengthening education and training towards the “Africa We Want”. I take this opportunity to extend an open invitation to participate in CESA activities, join existing Clusters and create new CESA Clusters as well. Since the publication of the last CESA Journal, H.E. Dr Martial De Paul Ikounga ended his mandate as HRST Commissioner. I wish him well in his next endeavor and extend gratitude to him for the foundation he has laid in the Department.

The last session of the Specialised Technical Committee on Education, Science and Technology held in Cairo, Egypt from the 21st-23rd of October, 2017 commended progress made in CESA implementation, and took decisions on a range of matters, including Girls and Women’s Education, School Feeding, the Pan African University as well as African Writers and Teacher Development. They also called for establishment of the African Union Teachers’ Prize. I look forward to working with you to develop the modus operandi for this important instrument for celebrating and rewarding committed teachers, while strengthening professionalization of teaching to ensure quality education and training.

A gender mainstreaming guideline for CESA has been developed by FAWE in collaboration with AU-CIEFFA, which will ensure that in all CESA activities, no one shall be left behind on the basis of gender. The CESA Indicators manual has been finalized by AU-IPED in collaboration with ADEA and will be available for implementation by the end of the 1st quarter 2018. Both instruments were validated with input from Member States RECs and a wide range of stakeholders.

This first semester of 2018, many exciting activities are already scheduled that will have far reaching impact across the education landscape. These include capacity assessment and capacity building of Member States in EMIS, experience sharing around ICT and skills training for youth empowerment, development of programmes for the flagship Pan African Virtual and E University, and promotion of STEM education. We shall celebrate the 3rd Africa Day of School Feeding in Zimbabwe from 27th February to 1st March 2018. We are happy to work with UNESCO on the Pan African Conference to be held in Kenya in April 2018, on alignment of the Global Education 2030 and the CESA. A major event is scheduled on Innovating Education, which will provide a market place for 21st century ideas and instruments for promoting access, enhancing education delivery, learning and school safety among other innovations.

Significantly, we extend appreciation to Member States and the commission for their efforts to implement CESA 16-25. We look forward to an exciting, fruitful and impactful 2018 working in partnership with you all.

Finally, we want to extend a bouquet of gratitude to the Chairperson of the commission H.E. (Dr.) Moussa Faki Mahamat for his indefatigable commitment to the realization of Agenda 2063.

To all stakeholders, please send us reports of your CESA implementation activities

H.E. Prof. Sarah Anyang Agbor

EXCERPTS FROM AGENDA 2063

THE VOICES OF THE AFRICAN PEOPLE

“We, the people of Africa and her diaspora, united in diversity, young and old, men and women, girls and boys from all walks of life, deeply conscious of history, express our deep appreciation to all generations of Pan-Africanists. In particular, to the founders of the Organization of African Unity for having bequeathed us an Africa with exemplary successes in the fight against slavery, colonialism and apartheid. Agenda 2063, rooted in Pan Africanism and African Renaissance, provides a robust framework for addressing past injustices and the realization of the 21st Century as the African Century...”

“In this new and noble initiative, past plans and commitments have been reviewed and we pledge to take into account lessons from them as we implement Agenda 2063. These include: mobilization of the people and their ownership of continental programmes at the core; the principle of self-reliance and Africa financing its own development; the importance of capable, inclusive and accountable states and institutions at all levels and in all spheres; the critical role of Regional Economic Communities as building blocks for continental unity...”

“We rededicate ourselves to the enduring Pan African vision of an integrated, prosperous and peaceful Africa, driven by its own citizens and representing a dynamic force in the international arena.”

OUR ASPIRATIONS FOR THE AFRICA WE WANT

A prosperous Africa based on inclusive growth and sustainable development

An integrated continent, politically united based on the ideals of Pan Africanism and the vision of Africa’s Renaissance

An Africa of good governance, democracy, respect for human rights, justice and the rule of law

A peaceful and secure Africa

An Africa with a strong cultural identity, common heritage, values and ethics

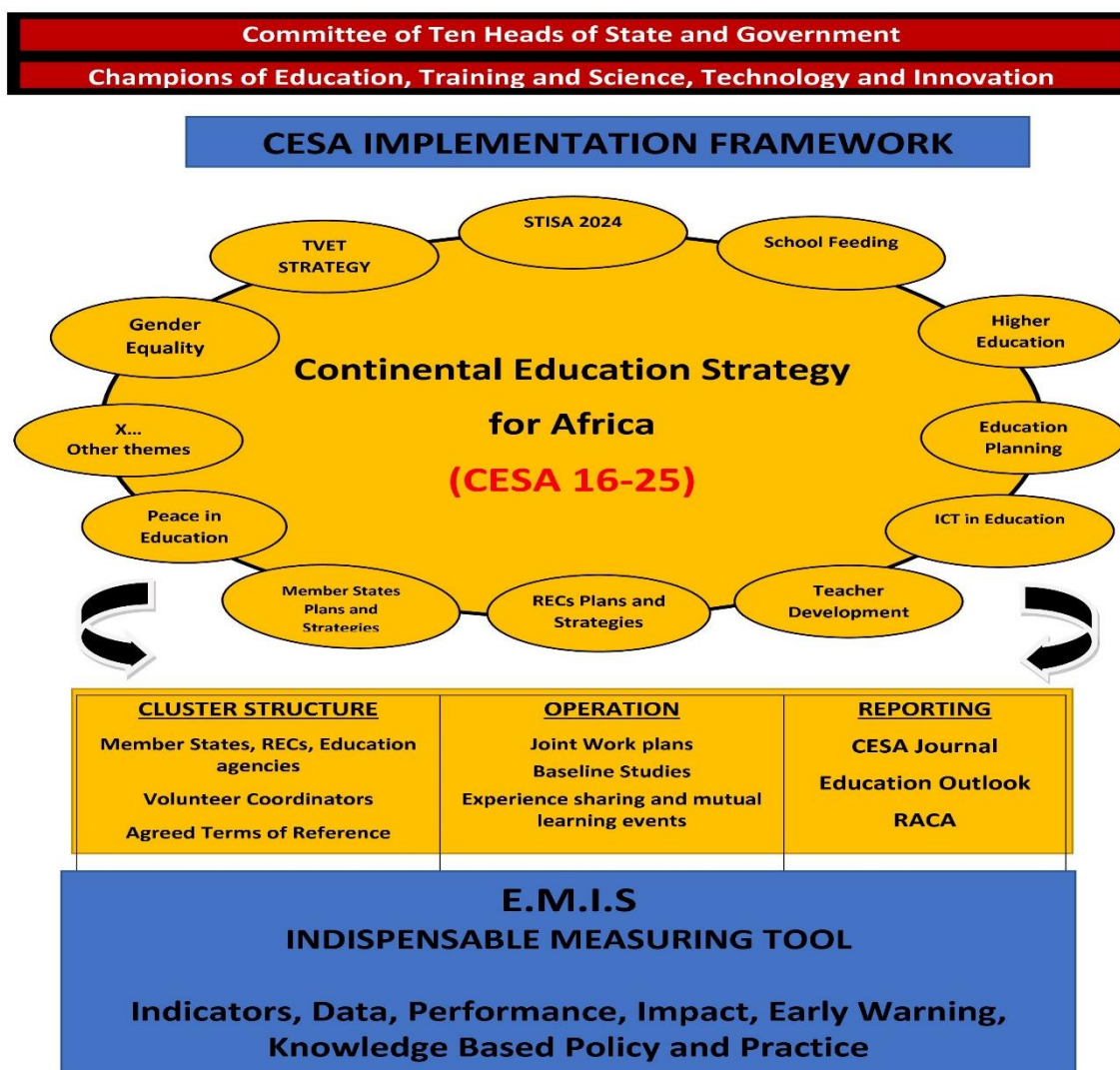
An Africa, whose development is people-driven, relying on the potential of African people, especially its women and youth, and caring for children

Africa as a strong, united, resilient and influential global player and partner

IMPLEMENTATION AND MONITORING OF CESA 16-25

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

The CESA 16-25 requires all stakeholders and actors to be given freedom to act and take positive initiatives within the framework of the coalition for education, training and STI. This approach implies the acceptance of the following process: CESA is a domestication of the global Education 2030 that unpacks SDG 4, as it focuses on Africa specific priorities. Coordinated collaboration with UNESCO is therefore imperative, to ensure coherence for African Stakeholders, while maintaining African leadership for education development in Africa.



CESA CLUSTER FORMAT

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

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



Participants at the CESA Indicators Validation Workshop

CESA INDICATORS VALIDATION WORKSHOP

The Human Resources, Science and Technology Department of the African Union Commission in collaboration with the Association for the Development of Education in Africa (ADEA) and Save the Children International organized a workshop from 27th November to 1st December 2017 to validate the Continental Education Strategy for Africa 2016–2025 (CESA 16-25) Indicators Framework and Launch of CESA Clusters on Education Planning and Peace and Education.

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

Representatives of the Bureau of the African Union Specialized Technical Committee on Education, Science and Technology (STC-EST), Regional Economic Communities (RECs), the AUC, AU CIEFFA, AAU, ADEA, and Education Officers from SADC, ECCAS and ECOWAS, and partners Save the Children International, Global Partnership for Education, UNESCO, UIS and UNICEF participated in the meeting.

The final outcome of the workshop was a framework for CESA Indicators which will be used in collecting data on the implementation of CESA in African Union Member States. The reporting template which will be used to collect this data was also validated.

LAUNCH OF CLUSTERS ON EDUCATION PLANNING AND PEACE AND EDUCATION

On 1st December 2017, the Education Planning Cluster which is to have oversight on all other CESA clusters was launched. The cluster was charged with the development and maintenance of M&E tools to be used in measuring the progress of CESA implementation, using the indicators that have been validated. The Cluster is to be coordinated by the Association for the Development of Education in Africa (ADEA).

The CESA Peace and Education Cluster was also launched. The ADEA inter-country platform on Peace Education has now been aligned with the CESA Cluster on Peace and Education, hence ensuring seamless coordination of work with Member States. This Cluster is charged with providing leadership in the area of Peace in Education and Peace Education, including the use of education for peace building and prevention of conflict and violent tendencies; as well as the issue of safe schools and campuses. The Cluster is to be coordinated by Save the Children International (SCI) who have called on the Member States to endorse the Safe Schools Declaration which is aimed at protecting schools from attacks in conflict affected areas and from being used for military purposes.





HRST Commissioner with Ministers and Senior Officials during Ministers' session at the STC-EST 2

SECOND ORDINARY SESSION OF THE SPECIALIZED TECHNICAL COMMITTEE ON EDUCATION, SCIENCE AND TECHNOLOGY (STC-EST2)

The Second Ordinary Session of the Specialized Technical Committee on Education, Science and Technology (STC-EST2) was held in Cairo, Egypt from 21st - 24th October, 2017. The meeting reviewed the implementation progress of the instruments and decisions adopted during the 2016 and 2017 Heads of States Summits as it relates to Education, Science and Technology.

On the CESA Implementation Platform, Ministers called on Member States and Regional Economic Communities to popularise and organise local launching of the Continental Education Strategy for Africa as Africa's domestication of the global SDG 4 and Education 2030, and reiterated the call for Member States to support the work of the Commission.

Ministers also encouraged Member States to assign the responsibility of Focal Agency for CESA to National UNESCO Commissions in order to promote alignment of the local, continental and global frameworks and requested the AUC to participate in Cluster activities and organise experience sharing events for Member States to learn from best practices in Literacy, STEM Education, Early Childhood Education, School Feeding and other major areas of CESA.

The Ministers agreed to take note and adopt the Statutes of the African Union International Centre for Girls and Women's Education in Africa (AU-CIEFFA); and request Member States to reconsider the approved AU/CIEFFA structure and increase the staff allocation, for the Centre to efficiently fulfil its mandate.

The Ministers also commended the Commission for finalising the Study on Teacher Training, Working and Living Conditions in Member States and called on Member States who did not do so to provide responses to the questionnaires of the Teacher Study by the end on 2017, to enable completion of a comprehensive baseline picture; Furthermore, the Ministers called for establishment of an AU Teachers' Prize. They also called for promotion of African writers and strengthening African content in curricula.

The Ministers endorsed the Report and Recommendations of the School Feeding Study and called for allocation of budget for an inter-ministerial Home Grown School Feeding (HGSF) management unit for strengthening the implementation of the findings of the study and the AU Decision 589 XXVI.

Finally, Ministers called upon all Member States to endorse the Safe Schools Declaration.

The HRST Department appreciates the support of One Campaign, in the successful organization of this event.



Participants at roundtable discussions during the Sustainable Education Meeting in New York

SUSTAINABLE EDUCATION MEETING 2017 IN NEW YORK

The Sustainable Education Meeting was held in New York, United States of America, September 23rd and 24th, 2017.

The African Union Commission (AUC), Uganda and Lesotho participated in the meeting as well as organisations such as Microsoft, Global Partnership for Education (GPE), Mastercard Foundation, Intel Corporation, The Global e-Schools and Communities Initiative (GESCI) and Consortium for School Networking (CoSN).

Participants at the meeting presented their experiences on improving learning conditions of students and teachers through innovative use of ICTs. The presentations covered among others the use of internet to promote access to wifi in school (an experience from Lesotho), the use of Information and Communication Technology to promote entrepreneurship and employment for out of school youth and adults who need re-skilling for employability; affordable and rugged laptops for use in schools; ICT enabled SMART Classrooms and Sustainable Campuses, among others.

The AUC's Human Resources Science and Technology Department strengthened its partnership @EDU Sustainable Education for joint resource mobilization for ICT in Education activities including PAeVU, and Peace Education. It was also agreed to enhance African representation on the Global Partnership for Education Board. The Global e-Schools and Communities Initiative (GESCI), also committed their support for upscaling several ICT in Education Initiatives including Digital Schools Initiative; Digital Skills for Youth Entrepreneurship; Women Leadership in ICT in Africa.

LAUNCH OF AFRICAN DIGITAL SCHOOLS INITIATIVE (ADSI) PROGRAMME IN THE UNITED REPUBLIC OF TANZANIA

Ministry of Education, Science and Technology (MoEST), The President's Office, Regional Administration and Local Government (PORALG) and The Global E-Schools and Communities Initiative (GESCI) partnered to launch the African Digital Schools Initiative (ADSI) Programme in Tanzania on the 10th October 2017 at Kibaha Secondary School in Kibaha Town, Pwani Region. The project which will run for 3 years aims at transforming secondary schools into Digital Schools of Distinction (DSD).

The newly designed and highly innovative programme is being rolled out in 40 secondary schools in two regions, Pwani and Morogoro, and will reach 1,200 teachers and 40,000 students of STEM and other subjects.

The launch in Tanzania is part of a wider implementation of the programme across Africa, included in the roadmap for the CESA ICT in Education Cluster.





Ivorian Minister of National Education, Technical Teaching and Professional Training at the launch of ADSI

AFRICAN DIGITAL SCHOOLS INITIATIVE LAUNCHED IN COTE D'IVOIRE

In Abidjan, Cote d'Ivoire; June 8 2017, The Ministry of National Education, Technical Teaching and Professional Training of Cote d'Ivoire and GESCI (Global e-Schools and Communities Initiative) launched the African Digital Schools Initiative (ADSI) to transform 20 secondary schools in the regions of Abidjan 1, Abidjan 2, Abidjan 3 and Yamoussokro into "Digital Schools of Distinction" through the deep integration of ICT on a whole school basis. The event took place at the National Center of Scientific Equipment (CNMS) / Cocody, in Abidjan. This roll out in Cote d'Ivoire is part of an Africa-wide initiative designed by GESCI - the Coordinator of the CESA Cluster on ICT in Education.

Mrs. Candia Kamara, Minister of National Education, Technical Teaching and Professional Training, chaired the ceremony and officially launched the ADSI program. Present at the launch ceremony were Mayor of Cocody, education regional directors, school principals, boards of management, parents' representatives and students. Also attendants to the ceremony were representatives of international organisations and NGOs based in Abidjan.

ADSI is a unique, innovative program to turn secondary schools into digital schools of distinction. It is designed specifically to build student 21st century skills, including in Science Technology, English and Mathematics (STEM) subjects, and teachers' practice using ICT in a way that is responsive to the needs of knowledge economies and societies and in the work place. The CESA Cluster platform will be used to share experiences of ADSI among Member States and partners.

OVER 700 SECONDARY SCHOOL TEACHERS AWARDED TECHNOLOGY LITERACY CERTIFICATES IN KENYA

The Coordinator of the CESA Cluster on ICT in Education - GESCI, in partnership with The Ministry of Education, Science and Technology (MoEST), held the Regional Teachers' Conference in the counties of Nyamira, Kiambu, Taita Taveta and Narok, Kenya. Over 700 secondary teachers successfully completed the first cycle of digital technology as part of the roll-out of African Digital Schools Initiative (ADSI) Programme being implemented in Kenya.

The conference focused on the specific application of technology in the processes of teaching and learning. This conference is combined with on-going online training over an extended period to assist the teachers to become experts in the integration of ICT in their daily work in the classroom.

Teachers shared their experiences after year 1 of integrating ICTs in teaching, noting the positive benefits that have been realised.

This experience will be shared through the CESA Clusters on ICT in Education, STEM Education, and Teacher Development.





Participants at the Africa Talks Jobs Conference in Addis Ababa

AFRICA TALKS JOBS CONFERENCE HELD IN ADDIS ABABA, ETHIOPIA

The African Union Commission, the New Partnership for Africa's Development (NEPAD) and Business Africa has convened a Conference under a banner "Africa Talks Jobs – Equipping the Youth with Adaptive Education and Skills for Employment and Entrepreneurship" from 30 October to 1 November at the African Union Commission premises in Addis Ababa, Ethiopia.

This was one of the high-level engagements in the run up to the 5th AU-EU Summit meeting under a theme "Investment in Youth for Accelerated Inclusive Growth and Sustainable Development" in Abidjan, from 28th to 29th November 2017. The objective of this conference was to consult and exchange ideas with a host of stakeholders in fostering youth skills development and employability through education, vocational training and entrepreneurship, and promote the involvement of the Business Community in providing productive and decent jobs, and fostering sustainable enterprises.

The discussions at the conference were guided by the African Youth Charter which acknowledges the pivotal role of young people for Africa's socio economic development and the imperative of education and skills development for that purpose, and Agenda 2063.

Recommendations were made for improving youth employability in Africa including: Enhance support to Quality Education at all levels; Strengthen Skills Development for Employment through Education and Training; Promote Youth Entrepreneurship; Up-scale Public Private Partnership; Enhance Research, Innovation and Technology; Strengthen Youth Leadership and Mentorship Programme Development across the continent; Enhance Cooperation and Collaboration on Education and Skills Development; Institutionalize a Continental Platform for youth networks and diaspora organizations for Dialogue and Cooperation in Education and Skills Development for Employment and Entrepreneurship.

PAEUV EXPERTS PLANNING MEETING HELD IN ADDIS ABABA, ETHIOPIA

The Department of Human Resources Science and Technology, Education Division held a meeting to comprehensively review, enrich and complete the draft Pan African Virtual and E-University Project Working Document from 23rd to 26th November 2017 in Addis Ababa, Ethiopia. The Meeting comprised of experts relevant to the proposed framework of the Pan African Virtual and E-University.

The Africa Virtual and E-University (AVEU) is one of AU's flagship projects that have been proposed in addressing 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.

The Project Working Document shall provide guidance and create an enabling environment for the implementation of this Agenda 2063 flagship. The revised draft was then presented to The Pan African University Council during their ordinary session meeting held on 26th November in Addis Ababa, Ethiopia for adoption. The Council recommended that the University be renamed Pan African University Virtual and E-Institute in consistence with the nomenclature of the other PAU Institutes.

The PAeVU is a member of the CESA ICT in Education Cluster.



OPEM SUMMER SCIENCE TEACHER TRAINING (OPEM SSTT 2017)

From July 31 to August 9, Observatoire Panafricain pour l'Ecole et les Métiers (OPEM) organized an eight day internship for STEM teachers at OPEM headquarters at Lomé (Togo). Mathematics, Physics, Chemistry and Life sciences teachers from different schools of Togo attended this practice training.

The training was in two modules: Module 1: Trainers guided STEM teachers to realize 16 lab practices and reports. It was realised that effective practical work at the lab can really help students to have a better understanding of scientific theories; Module 2: Review science teaching in Africa- Emphasis was placed on the essence of technology for development and this is hinged on quality teaching of science. Science teacher training is essential for African development.

The next edition is scheduled from July 30th to August 6th 2018 at OPEM headquarters at Lomé (Togo). STEM teachers from all African countries are expected to participate in the event. OPEM is a member of the CESA Clusters for STEM Education, and Teacher Development. Cluster members are encouraged to contact OPEM to partner in such events: Dr. Victor Afanou: contact@africadeveloppement.org.



Trainees of the AIMS Skills Immersion Program

AFRICAN INSTITUTE FOR MATHEMATICAL SCIENCES LAUNCHES SKILLS IMMERSION PROGRAM FOR AFRICAN GRADUATES

The African Institute for Mathematical Sciences (AIMS) and the European School of Management and Technology (ESMT) announced the launch of the AIMS-ESMT Industry Immersion Program (AIMS ESMT IIP) at the AIMS South Africa Centre in Muizenberg, South Africa on 3rd July 2017. Twenty-eight suitably qualified and industry-inclined AIMS Masters in Mathematical Sciences graduates from across Africa have been given the opportunity to participate in the 20-week residential and fully-funded Industry Immersion Program.

The goal of the program is to enable highly intelligent, scientifically trained African graduates to contribute to the economic transformation of Africa by immersing them in a practical, skills-based employability program. The program has been conceived as a mixture of academic and practical learning and skills development which will allow participants to transition from a scientific environment to an applied industry setting. The program presents business and industry with a valuable opportunity to attract graduate talents from across Africa and prepare them for the specific conditions in the respective businesses.

The backbone of the program is a 12-week internship module with participating industry partners from across Africa, during which participants will experience a business environment first hand and apply their academic learnings. The African Institute for Mathematical Sciences (AIMS) is the coordinator for the CESA STEM Cluster in collaboration with CEMASTE and AAS.



Minister designate for Information, Mr Mustapha Hamid cutting tape to inaugurate ASA

AFRICAN SCIENCE ACADEMY INAUGURATED IN GHANA

On 3 February 2017, The African Science Academy (ASA) was inaugurated in Tema, Ghana to whip up interest of brilliant female students in Mathematics and Science across Africa, enabling them to pursue advanced courses in these fields. The school, which is Africa's first all-girls institution established to promote interest in Mathematics and Science among brilliant female students who have successfully completed their second cycle education. The school will support the female-students to qualify to pursue engineering, science and computer science in leading universities in Africa and in other parts of the world.

The Minister designate for Information, Mr Mustapha Hamid, said it was time for Africa to commit itself to offering the highest standard education to its people, particularly the girl-child. Dr. Ilube, the founder of ASA stated that the idea of establishing the school began 25 years ago when he was driven by the ambition to help talented female science students who were passionate to make a change in the areas of mathematics, science, engineering and technology as future careers.

The institution currently has 24 students from Cameroun, Ghana, Nigeria, Uganda, Ethiopia and Sierra Leone who are enjoying full scholarships that cover their tuition, boarding and other expenses.

This initiative will produce results for CESA objective seven on Promoting STEM Education as well as the fifth objective on ensuring gender parity and equity. Lessons learnt from the project will be used to replicate the initiative.

INTERNATIONAL LITERACY DAY EVENT: UNESCO HEADQUARTERS, PARIS, FRANCE

H.E Prof. Sarah Anyang Agbor, Commissioner for Human Resources, Science and Technology took part in the International Literacy Day held on 8th September at UNESCO headquarters in Paris under the theme: "Literacy in a Digital World" from 6th to 8th September 2017.

The HRST Commissioner also attended the session of the Core Group of the Global Alliance for Literacy (GAL) within the framework of Lifelong Learning on 7th September 2017.

The meeting resulted in the development of the concept note for a GAL knowledge-sharing platform and implementation modalities; an advocacy strategy for youth and adult literacy at global, regional and national levels; also a plan was developed for promoting digital resources for youth and adult literacy and numeracy, including Open Educational Resources (OERs).

Literacy is reflected in aspirations of Agenda 2063, and is the sixth strategic objective of CESA. We need to capitalize on emerging technologies to enhance sustainable functional scientific and technological literacy. It is no longer simply about reading writing and counting, but also the ability to use various technologies for such increasingly basic utilities in finance, health management, agricultural information and so on.





HRST Commissioner and the High table at the Conference on African Girls Education in Africa, Lusaka

CONFERENCE ON AFRICAN GIRLS' EDUCATION IN AFRICA TOWARDS GENDER EQUALITY IN EDUCATION

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

The Conference aimed to strengthen Youth Leadership and Engagement in promoting Education for all, especially young girls, in line with the African Union's Continental Education Strategy for Africa (CESA 16-25) and Agenda 2063.

Selected researchers and practitioners shared emerging evidence and new research findings on girls and women's education and its implications on CESA 16-25. The meeting led to the strengthening of commitments by governments and partners who will be actively engaged in the mainstreaming of various models that have accelerated girls and women's education. Strategic partnerships that promote girls' and women's education were also established. The issue of School Feeding was noted as one social intervention that enhances access and success of girls from poorer communities. The need for gender responsive Teacher development and allocation was also covered as teacher gender affects performance for children in lower education levels, while gender sensitivity of teachers is necessary to ensure adequate support to both girls and boys in school.

The conference engaged policy makers and partners on scaling up and mainstreaming models that have accelerated girls and women's education. FAWE introduced and launched the Gender Equality Strategy for CESA 16-25 and presented strategies which will be used as input for supporting and monitoring the integration of gender equality in CESA implementation in Member States. The Commissioner was given five symbolic keys by young girls, committing the African Union to ensuring that in all regions of Africa, children are supported to ensure access, retention and completion of education in child friendly environments that enable both boys and girls to thrive and achieve their various potentials.

WORKSHOP ON STRENGTHENING LEARNING OPPORTUNITIES FOR YOUTH IN MAINSTREAMING GENDER IN EDUCATION SYSTEMS

The Workshop on Strengthening Learning Opportunities for Youth in Mainstreaming Gender in Educational Systems was held in Addis Ababa from 28th-30th November 2017.

During the opening ceremony Dr. Beatrice Njenga, Officer-in-Charge of the Department of Human Resources, Science and Technology, encouraged young Africans to contribute their voice to the continent's debates on education and development.

The workshop resulted in the harnessing of multi-cultural perspectives from young people from across Africa, which will be used as input for developing effective mechanisms to mainstream gender in education systems. Dr Rita Bissoonauth, Coordinator of AU-CIEFFA and the convener of the workshop, commended the young people who were already contributing in their own practical ways to demonstrate the capability of young women when given a chance.

Recommendations were made for the creation of learning spaces for interaction among young women and young men with female role models through networks, leveraging on information technologies such as social media.



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Participants of the Workshop of Higher Education Management Systems held in Accra

WORKSHOP ON HIGHER EDUCATION MANAGEMENT INFORMATION SYSTEMS

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

The discussions revealed that emphasis on benchmarking of HEMIS is a support and complementary action area to the AU African Quality Rating Mechanism. Also, robust management information systems were essential for effective policy development based on sound, accurate, timely and meaningful statistical information.

The workshop proposed sustainable solutions to build strong Higher Education Management Systems in Africa to provide quality information that supports informed decision making in leadership, governance and management of higher education institutions, and for facilitating sound sector planning, monitoring and evaluation, financing and quality assurance. This will be done by identifying best practices, and capacity gaps in strategy development within specific areas that the universities would provide.

ADEA applauded Ghana and Seychelles for their strong Higher Education Management Information Systems. It will be important to ensure harmony and alignment between HEMIS tools, and those developed for overall education management and performance measurement of CESA. Issues of gender mainstreaming have to be included in definitions of quality, as well as the need for higher education to be responsive to national visions and the continental Agenda 2063.

FORUM ON STRATEGIES FOR RETENTION AND COMPLETION OF GIRLS AND YOUNG WOMEN IN THE EDUCATIONAL SYSTEM

The Forum was held in Mauritius from 10-12th July 2017, jointly organised by the AUC, CIEFFA and the Mauritius Ministry of Education and Human Resources, Tertiary Education and Scientific Research.

The meeting captured key action points which will be used in the retention of young women in the educational systems across the continent focusing on accessibility of Science, Technology, Engineering, Mathematics (STEM) Education for girls and young women in Africa; gender stereotyping in Technical and Vocational Education Training (TVET); legal and institutional environment to support right to quality education for girls and young women; higher education and gender sensitivity to increase retention rate among young women and gender-sensitive contents in teaching and learning resources.



Register to join the AAU-TRUST AFRICA Webinar
www.aau.org/webinars

 Dr. Beatrice K. Njenga
 Head, Education Division- AUC

 REVITALIZING AFRICAN HIGHER EDUCATION FOR
 AFRICA'S FUTURE

Date: 31st August 2017

Time: 12:00 GMT

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Poster for Webinar on Revitalizing Higher Education in Africa. Credit, AAU

AAU, AUC HOSTS WEBINAR ON REVITALIZING AFRICAN HIGHER EDUCATION FOR AFRICA'S FUTURE: POST DAKAR 2015

On 31st August 2017, the AAU and Trust Africa in collaboration with the AUC held a Webinar on Revitalizing African Higher Education for Africa's Future: Post Dakar 2015.

Dr. Beatrice Njenga, Head of Education Division at the AUC was the speaker. Participating organisations included: Council for the Development of Social Science Research in Africa (CODESRIA), United Nations Africa Institute for Development and Economic Planning (IDEP), Association for the Development of Education in Africa (ADEA), and the African Development Bank (AfDB), among others. Other partners were the Government of Senegal who also served as the host and the National Research Foundation (NRF) of South Africa, and Kwa Zulu Natal University; international partners represented were the Carnegie Corporation of New York (CCNY), Mastercard Foundation, and the World Bank.

Dr Njenga laid out programs that have been implemented by the AUC in response to the recommendations of the Dakar Summit. These include the conceptualisation and operationalization of the Pan African University, Mwalimu Nyerere Scholarship and Academic Mobility Schemes, Harmonisation and Quality in Higher Education, Teacher Development, Strengthening STEM education, and ICT in Education, among others.

On the way forward to revitalizing Higher Education in Africa, Dr. Njenga suggested the following collective action by the higher education community:

Recognition, support of and adherence to common vision of Agenda 2063

1. Strengthen intra-African agencies:
 - AAU and regional university associations and networks
 - Research and quality assurance agencies
 - National and regional academies and scientific associations
2. Strengthen engagement with research institutions
3. Lobby Member States to implement their Decisions and Commitments: at least 1% GDP on R&D; 6% GDP on Education
4. Strengthen links with industry
5. Establish a common monitoring and reporting platform

The AAU hosts a series of webinars addressing key issues in higher education. The newly inaugurated Cluster on Higher Education will be a useful platform for further discourse.

HIGHER EDUCATION CLUSTER FIRST CONSULTATIVE MEETING, ETHIOPIA

The Higher Education Cluster held its First Consultative Meeting at the Intercontinental Hotel in Addis Ababa, Ethiopia on 21 and 22 December 2017 through the support of the Human Resources Science and Technology Department of the African Union Commission. It was coordinated by the Association of African Universities, and facilitated by the International Network for Higher Education in Africa based at the University of Kwazulu-Natal, South Africa and hosted by St. Mary's University, Ethiopia.

A total of 15 sub-clusters have so far been established on the basis of their particular relevance and significance to African higher education. These include: quality assurance and accreditation; research and graduate education; gender and diversity; ICT, libraries and university networking; student affairs; academics and the profession; curriculum; public-private partnerships and entrepreneurship; open, distance and online education; private higher education; internationalization; scholarly communication and university presses; diaspora mobilization; leadership and management; and harmonization and regional integration.

Each sub-cluster, comprising typically five members including a coordinator, is responsible for identifying specific issues of importance under the sub-theme, developing a concept note that will eventually develop into a full-fledged proposal. Using CESA as its principal guideline, each sub-cluster has identified numerous deliverables. The Consultative meeting, which comprised sub-cluster coordinators, the HE cluster leader, the AU and the AAU representatives, was used as a platform where concept notes and deliverables were presented and further inputs and feedback were gathered.

Operational plans that will emanate from endorsed proposals will serve as the roadmap for guiding specific initiatives that will be carried out in the next ten years. Plans will be assessed on the basis of CESA's standards and indicators for monitoring and evaluation.



STC-EST 2 held in Cairo where School Feeding was endorsed

AFRICA EDUCATION MINISTERS ENDORSE A DECISION ON SCHOOL FEEDING

African Ministers of Education endorsed the report and findings of the African Union Study on School Feeding in Member States. The results of the study were presented during the Second Ordinary session of Africa Minister's Meeting on Education, Science and Technology, held on 21st-23rd October, in Cairo, Egypt.

The study findings and recommendations were validated in May 2017 by Member States and School feeding practitioners and agencies in a workshop with multi-sectoral representation. This valuable AU Study was supported by WFP Africa office and the WFP Centre of Excellence against Hunger, hosted in Brazil. Due to its manifold benefits that cut across sectors, the AU School Feeding programme brings together several departments, including HRST, Social Affairs, Rural Economy and Agriculture, and Political Affairs.

The Ministers endorsed the report and the recommendations of the School Feeding Study and called for the allocation of substantive budget for inter-ministerial Home-Grown School Feeding management units in Member States, and encouraged Member States to develop implementation plans based on the findings of the study, including strengthening local resourcing of school feeding and identification of cost-effective and more innovative local financing.

The Ministers were informed of the strong partnership and support provided by the WFP, who agreed to be the Coordinator of the CESA School Feeding Cluster. Preparations are under way for the 3rd Africa School Feeding Day Celebration to be cordially hosted by the government of Zimbabwe, where there will also be a multi-sectoral meeting of the Cluster members.

The CESA monitoring framework includes indicators on school feeding. However, a comprehensive monitoring tool for school feeding is under development. This tool will ensure that data is collected to establish evidence basis for strengthening school feeding, and justify support from a range of departments that benefit-including education, health, social protection, rural development, agriculture, youth development and so on.

STUDY ON SUSTAINABLE SCHOOL FEEDING ACROSS THE AFRICAN UNION

The WFP Centre of Excellence commissioned the Economic Policy Research Institute (EPRI), a major global institute based in Cape Town, South Africa, to carry out the study which is also complimented by a report from case studies done in 20 AU Member States.

The study was conducted in Ghana, Kenya, Lesotho, Namibia, Rwanda, South Africa, Burkina Faso, Central African Republic, Côte d'Ivoire, Democratic Republic of Congo, Madagascar, Niger, Republic of Congo, Senegal, Egypt, Sudan, Tunisia, Cabo Verde and Mozambique.

Capitalising on an exchange of knowledge and ideas in the area of school feeding and through the use of real life examples of school feeding programmes across Africa, this study serves to develop a conceptual framework for school feeding, accompanied by a set of corresponding, practical recommendations in optimising and taking school feeding programmes to scale within AU Member States.

Key recommendations based on the findings of the study includes: Linkage of school feeding programmes to national, continental and international development agendas; Commit to developmental procurement strategies that exert a strong focus on increasing local production capacities; Diversification of sources of financing for school feeding programmes; Devotion of resources to stronger M&E systems to improve policy outcomes.





African Teacher teaching pupils under dire circumstances

WORLD TEACHERS DAY: HRST COMMISSIONER EXPRESSES APPRECIATION FOR THE AFRICAN TEACHER

On World Teacher's Day, 5th October, 2017, The HRST Commissioner expressed her appreciation to Teachers in Africa for their efforts in promoting education across the continent. She applauded teachers for their selfless efforts and invaluable contribution to advancing education in Africa in the following message:

On this World Teachers Day, we are honoured to express our deep appreciation to every teacher in Africa and to thank them for their wonderful work of service to the continent's future. Dear Teachers, if indeed Education is the most important instrument for harnessing Africa's human potential, you Teachers are the key to operationalizing that instrument. The Teacher is key to ensuring that our youthful population develop the skills, knowledge, attitudes, values and competences required for achieving Africa's Agenda 2063- a peaceful, prosperous and integrated Africa.

The African Agenda 2063 calls for an Education and Skills revolution and active promotion of science, technology, research and innovation, to make this the African century. It will be impossible without the Teacher- well qualified, adequately motivated and supported, and imbued with values of responsible citizenship that she or he will be able to pass onto the children and youth under their charge.

In recognition of the central role of the Teacher in revitalizing our education development and delivery, the AU Continental Education Strategy for Africa (CESA 16-25) identifies Teacher Development as the first Strategic Objective. The Objective is to revitalize the teaching profession to ensure quality and relevance at all levels by:

- Recruiting, training, and deploying well qualified teachers as well as promote their continuous professional development with emphasis on instilling core values, results and accountability to learners
- Provide good working and living conditions to teachers in order to enhance their status and value in society
- Develop quality and relevant teaching and learning materials
- Enhance quality assurance and assessment mechanisms for learning outcomes

- Strengthen teacher training curricula to include life skills and other key competencies
- Identify and reward dedicated and innovative teachers

To provide a basis for implementing this strategy, we carried out a Study on the Training, Living and Working Conditions of Teachers in Member States, as we had been requested to do so by the Heads of State and Government of the African Union. We encourage you to find a copy and read for yourselves the findings and recommendations of the study. We look forward to establishing teaching as a foremost profession which will attract the best students, because it is the most important work towards human empowerment, and the development of capacities to innovate and provide transformative leadership in every sector, towards sustainable development.

On this special day for Teachers, we at the African Union Commission reiterate our commitment to working progressively with Member States and partners to ensure that the aspirations of the African Union Commission towards teachers and the teaching profession become a reality for all teachers across Africa. We aspire that every child must have a well-motivated, well qualified, highly professional teacher.

On behalf of the millions of children and young people you have helped and continue to help, and on behalf of the industries for which you have produced highly competent and responsible workers; for the governments for which you have produced leaders of integrity; for the children for whom you have produced responsible parents; and for ourselves whom you have given lasting memories of your commitment and patient guidance; we say a big thank you for your selfless acts of service to the continent.



UNESCO-IICBA 20th Session Governing Board Meeting

UNESCO-IICBA 20TH SESSION GOVERNING BOARD MEETING IN ADDIS ABABA

The UNESCO International Institute for Capacity Building (IICBA) held its 20th Session Governing Board meeting on 18 and 19 December 2017 in Addis Ababa. The Governing Board's function is to provide overall policy and strategic direction to the Institute with responsibility, among others, to approve IICBA's policies; the programme and budget and ensure that its operations remain within the mandate and scope of work assigned to the institute.

The African Union Commission is one of the eight full members of the Board with permanent appointment and is currently represented by Dr. Beatrice Njenga, Head of Education at the Human Resources, Science and Technology Division of the African Union Commission (AUC).

The 20th Session examined and approved the IICBA 2017 annual report, the IICBA 2017 financial report, in addition reviewed a proposal of the strategic direction for the formulation of the IICBA Medium-Term Strategic Plan and the proposal of Work Plan for 2018. The Board directed IICBA to consider critical and priority interventions that must drive the formulation of the new strategy, namely ensuring that the key goals and targets as defined by the SGD4 and CESA 2016-2015 to improve quality education through teachers remain at the center of the envisaged actions.

The Governing Board commended IICBA for its work towards the professionalization of teaching, notably through its involvement in the continent in the assistance and support to the development of professional standards for teachers; the ongoing work towards the development of a teachers support and motivation framework, and the increasing work to address emerging needs in areas such as Prevention to Violent Extremism, Peace Building, Global Citizenship Education and Emergency in Education through teacher development. ‘

It is anticipated that the new Medium-Term Strategy will be an essential coordination and resource mobilization tool, by virtue of providing a platform to enhance partnerships to better and more effectively address teacher development issues in Africa. IICBA is the Coordinator for the CESA Teacher Development Cluster.

44TH SESSION OF THE ADEA STEERING COMMITTEE HELD IN ABIDJAN

The Association for the Development of Education in Africa (ADEA) held the 44th session of its Steering Committee in Abidjan on 15th December 2017. The AUC participated, being a full member of the Committee. The AUC was represented by Dr. Beatrice Khamati Njenga, Head of Education Division. Ministers from Angola, Cote d'Ivoire and South Sudan, and ministerial representatives from The Gambia and Mali were in attendance. The partners present included AfDB, FAWE, the MasterCard Foundation, the Norwegian Agency for Development Cooperation (NORAD), the Islamic Development Bank (IsDB), the US Agency for International Development (USAID) and the World Bank.

Dr. Beatrice Njenga presided over the handing over ceremony of the Steering Committee's leadership. Hon. Prof. Mary Teuw Niane, Senegal's Minister of Higher Education, Scientific Research and Innovation is the new Chairperson for the next two years. He replaced Dr. Ashraf El-Shihy, the Minister of Higher Education and Scientific Research of Egypt. South Sudan's Minister for Higher Education, Science and Technology represented Egypt in the handing over ceremony, as outgoing 3rd Vice Chairperson.

The African Union's Bureau of the Specialized Technical Committee on Education, Science and Technology (STC-EST) is also the ADEA Bureau, courtesy of a decision made by the Tenth Ordinary Session of the Assembly of the African Union, held in 2008 in Addis Ababa, Ethiopia. The Assembly approved the merger of the Bureau of the then Conference of Ministers of Education of the African Union (COMEDAF) with the ADEA Bureau of Ministers, in order to ensure alignment of ADEA's work with the collective African vision articulated through the African Union Commission.

ADEA is the Coordinator of the CESA Cluster on Education Planning and provides technical support to the AU Education Observatory.





Participants of the Dialogue on Galvanising support for the endorsement, implementation and reporting on the Safe Schools Declaration

DIALOGUE ON GALVANISING SUPPORT FOR THE ENDORSEMENT, IMPLEMENTATION AND REPORTING ON THE SAFE SCHOOLS DECLARATION IN AFRICA

Save the Children International AU Liaison and Pan Africa Office collaborated with the embassies of Argentina, Liberia and Norway, as well as the African Union Commission departments of HRST and Peace and Security, to organise a dialogue entitled “Dialogue on galvanizing support for the endorsement, implementation and reporting on the Safe Schools Declaration”, on September 6th, 2017 at the Hilton Hotel in Addis Ababa.

Over 40 representatives from Permanent Missions to the African Union, the Commissioner of the Department of Peace and Security, the Head of Education Division and child-focused civil society organizations shared their views on the SSD and identified opportunities for national endorsement and implementation.

As a majority of the attendees were defence attaches they emphasized the need to integrate a military perspective (a “military mind”). The discussions that ensued underlined an essential discrepancy between the military perspective of protecting schools from attack, as a violation of international humanitarian law and that must be avoided, and the military’s objective to protect the nation. It was agreed that an understanding of security that incorporates human security to the predominant “national security” approach taken by states is highly warranted and that

such a view is not counter-intuitive to the “protection of the state.”

Participants reiterated that the SSD fitted into international practice (international humanitarian law) and into preexisting legal and policy instruments, and was not a departure from current practice and policy.

Participants at the meeting proposed the following, among others: The need for an African Union Assembly decision or Assembly endorsement; A specialised body like the Deans of Defence Attaches of Africa to play an advisory role particularly on the operationalization of the Guidelines; Hold a similar dialogue for the Regional Economic Communities (RECs); Participants also reiterated the need for a Special Envoy on Children, Peace and Security to ensure that the SSD and other child-focused initiatives are mainstreamed in the peace and security discourse; The CESA Peace and Education cluster should be composed of child-focused agencies and related NGOs to provide a technical advisory role to Member States on the SSD, with a multi-sectorial approach comprised of governments, development partners and the private sector.

UPCOMING CESA EVENTS

- Global Partnership for Education (GPE) Financing Conference, 2 February 2018, Dakar, Senegal
- Intra-Africa Academic Mobility Kick-off and Cluster Meetings, 5-9 February 2018, Brussels, Belgium
- Regional Stakeholders Consultation Workshop on Mutual recognition of Qualification across East Africa Community, 26 - 27 February 2018, Nairobi, Kenya
- Pan African Virtual and E-University Task Force and Experts meeting at the University of South Africa (UNISA), 27 February - 2 March 2018, Pretoria, South Africa
- Celebration of 3rd African School Feeding day 28 February-1 March 2018, Harare, Zimbabwe
- Technical Advisory Committee and Education Planning Cluster Meeting, 20-21 March 2018, Abuja, Nigeria
- African Higher Education, Quality Assurance and Accreditation initiative Advisory Board Meeting, Stakeholder Consultation, 21-22 March 2018, Maputo, Mozambique
- African Institute of Mathematical Sciences Next Einstein Forum 26-28 March 2018, Kigali, Rwanda
- Workshop of Stakeholders and Experts to discuss potential academic programs for the Pan African Virtual and E-University, 27-30 March 2018, Addis Ababa, Ethiopia
- EMIS Taskforce Conference, 11-13 April 2018, Paris, France
- African Forum on Youth Skills & Enterprise In The Digital Age, 18th-19th April 2018, Tunis, Tunisia
- Pan African High-level Meeting on SDG 4 - Education 2030 Agenda and CESA 16-25, 25-27 April 2018, Nairobi, Kenya
- 7th AFTRA Teaching and Learning in Africa Conference and 9th Roundtable, 14-19 May 2018, Abuja, Nigeria
- Innovating Education in Africa, June 2018, Dakar, Senegal

USEFUL LINKS

- CESA Journal
<http://edu-au.org/cesa1625/journal>
- CESA 16-25
<http://edu-au.org/cesa1625>
- Agenda 2063
<https://au.int/en/agenda2063>
- STISA 2024
<http://edu-au.org/frameworks/stisa-2024>
- TVET Strategy
<http://edu-au.org/frameworks/tvet-strategy>
- African Youth Charter
<https://au.int/en/treaties/african-youth-charter>
- Report of Annual Continental Activities
<http://edu-au.org/resources>
- Pan African University
<https://pau-au.net>
- AU/CIEFFA
<http://cieffa.org>
- IPED
<http://edu-au.org/programmes/iped>
- ADEA
<http://adeanet.org>
- AIMS
<https://nexteinsteinstein.org>

For more information and to participate in the upcoming events, contact njengab@africa-union.org

CESA STRATEGIC OBJECTIVES

01

Revitalize the teaching profession to ensure quality and relevance at all levels of Education

02

Build, rehabilitate, preserve education infrastructure and develop policies that ensure a permanent, healthy and conducive learning environment in all sub-sectors and for all, so as to expand access to quality Education

03

Harness the capacity of ICT to improve access, quality and management of education and training systems

04

Ensure acquisition of requisite knowledge and skills as well as improved completion rates at all levels and groups through harmonization processes across all levels for national and regional integration

05

Accelerate processes leading to gender parity and equity

06

Launch comprehensive and effective literacy programmes across the continent to eradicate the scourge of illiteracy

07

Strengthen the science and math curricula in youth training and disseminate scientific knowledge and culture in society scientific knowledge and culture in society

08

Expand TVET opportunities at both secondary and tertiary levels and strengthen linkages between the world of work and education and training systems

09

Revitalize and expand tertiary education, research and innovation to address continental challenges and promote global competitiveness

10

Promote peace education and conflict prevention and resolution at all levels of education and for all age groups

11

Improve management of education system as well build and enhance capacity for data collection, management, analysis, communication, and use

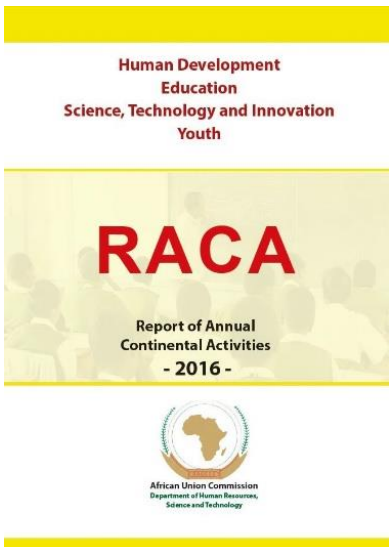
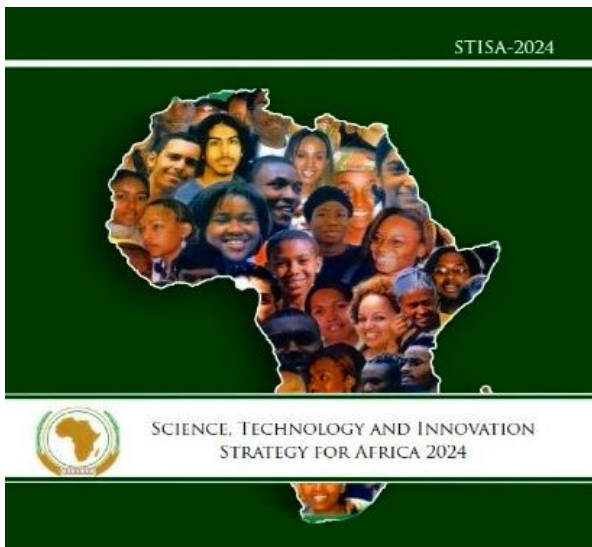
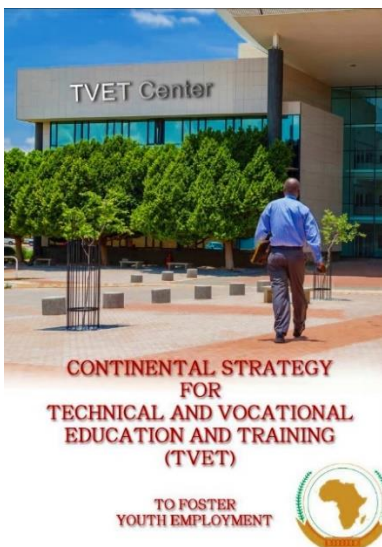
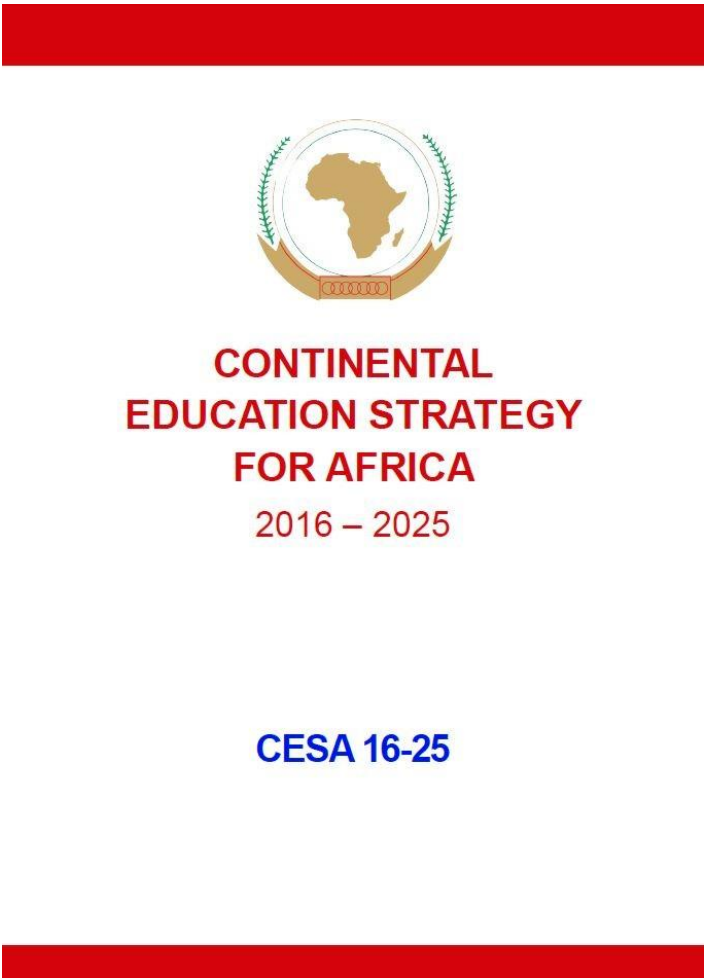
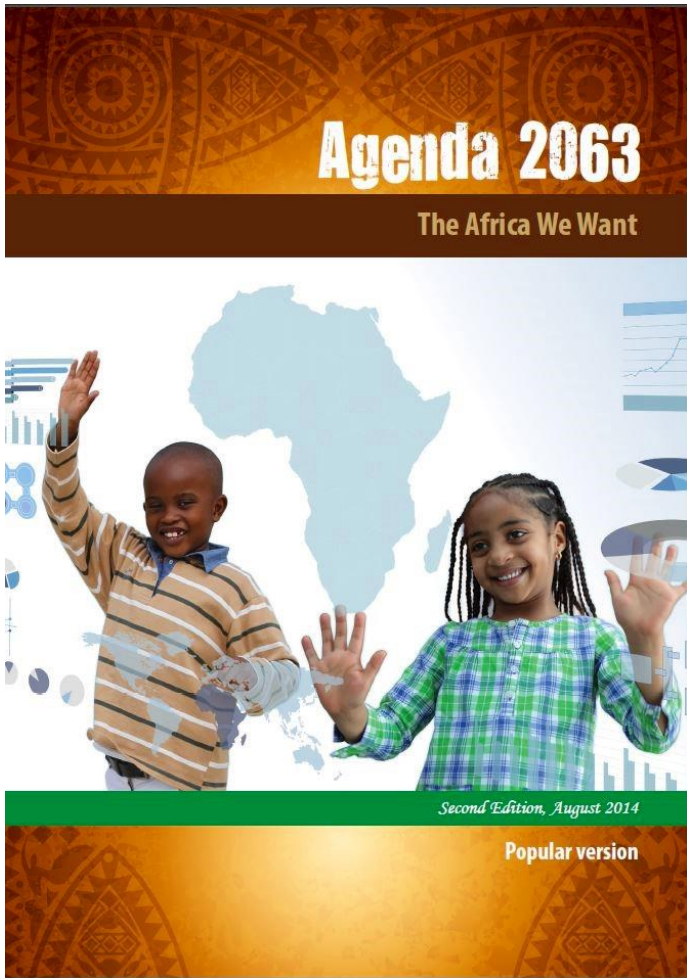
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Set up a coalition of stakeholders to facilitate and support activities resulting from the implementation of CESA 16-25

CESA CLUSTERS BRIEF

	CLUSTER	STATUS	COORDINATOR
1	Stem Education	Launched	AIMS - African Institute for Mathematical Sciences
2	Ict in Education	Launched	GESCI - The Global e-Schools and Communities Initiative UNESCO-IICBA
3	Teacher Development	Launched	
4	Women & Girls Education	Launched	African Union - International Centre for the Education of Girls and Women in Africa
5	Higher Education	Launched	AAU - Association of African Universities
6	School Feeding	Launched	WFP - World Food Program
7	Education Planning	Launched	ADEA - Association for the Development of Education in Africa
8	Peace And Education	Launched	Save the Children International
9	TVET	Upcoming	NEPAD - The New Partnership for Africa's Development (Proposed)
10	Early Childhood Education	Upcoming	UNICEF - United Nations Children's Fund (Proposed)
11	Life Skills Education	Upcoming	IPPF - International Planned Parenthood Federation (Proposed)
12	Literacy And Life Long Learning	Upcoming	To Be Decided
13	Parents Association	Upcoming	To Be Decided
14	Students Association	Upcoming	To Be Decided

Stakeholders are invited to become members of existing clusters and also establish new clusters





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