

CE SA JOURNAL

Implementation Progress of the Continental Education Strategy for Africa



03

CE SA ECED CLUSTER TECHNICAL MEETING IN MAURITIUS

ENSURING QUALITY
FOUNDATIONS FOR EDUCATION
AND DEVELOPMENT IN AFRICA

21-22 MAR

06

FEATURED ARTICLE

Head of the African Union's Education Division, emphasises the role of quality education for realising 'the Africa We Want'.

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AFRICAN DIGITAL SCHOOLS INITIATIVE

Read the implementation of ADSI in 3 countries: Kenya, Tanzania and Cote d'Ivoire.

LEADERSHIP FOR REALISING THE CONTINENTAL EDUCATION STRATEGY FOR AFRICA (CESA 16-25)



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MESSAGE FROM THE COMMISSIONER, HRST

The African Union Heads of State and Government, during their Twenty-Sixth Ordinary Session on 31st January 2016 in Addis Ababa, adopted the Continental Education Strategy for Africa (CESA 16-25) as the framework for transforming education and training systems in Africa, as called for in Agenda 2063. Since then, much has been done by stakeholders to popularize CESA and develop implementable plans, through the CESA Thematic Clusters.

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

We are proud of the progress made on the realisation of the Continental Education Strategy for Africa in the first half of 2019 by implementation of key activities such as the Celebration of the 4th African Day of School Feeding; 3rd High Level Dialogue on Gender, Education and Protection of schools in Humanitarian settings; and Development of AU Continental Teacher Frameworks. It is therefore my expectation that the ground-work has been laid for taking education

to the next level in 2019 all of which are chronicled in this edition of the CESA Journal. Preparations are ongoing for the next edition of the Innovating Education in Africa Expo, which is being hosted by the Government of the Republic of Botswana from 20-22 August under the theme: Harnessing the Capacity of ICT to ensure Inclusion, Quality and Impact in Education and Training in Africa. I take this opportunity to express deepest appreciation on behalf of the African Union Commission to the Government of Botswana for cordially offering to host this flagship event of the AU Education Program.

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

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

CESA ECED Cluster Holds First Technical Meeting, Mauritius



The Meeting recommended that AU Member States prioritize ECED in line with objectives and commitments to CESA 16-25 Objectives and SDG 4



Mrs Leela Devi Dookun-Luchoomun Minister for Education and Human Resources, Tertiary Education and Scientific Research – Mauritius, Dr. Beatrice Njenga Head, Education Division AUC, Dr. Lynette Okengo Director, the Africa Early Childhood Network (AfECN) and participants of the CESA ECED Cluster Technical Meeting

The first Technical meeting of the CESA-ECED Cluster was held from 21st – 22nd March, 2019 in Bagatelle, Mauritius. The meeting was hosted by the Ministry of Education and Human Resources, Tertiary Education and Scientific Research of Mauritius in collaboration with the African Union Commission (AUC) and the Africa Early Childhood Network (AfECN).

The meeting was officially opened by the Honourable Minister for Education, Mrs Leela Devi Dookun-Luchoomun of Mauritius, who underscored the importance of ECED in creating the foundation for life-long health and productivity in all member states.

Dr. Beatrice Njenga, the Head of Division for Education at the African Union Commission (AUC) reiterated AU's commitment to advancing the Early Childhood agenda. Dr. Lynette Okengo, Executive Director, AfECN shared the progress report outlining the work of the cluster since its launch on 4th September,

2018 at the AU Headquarters in Addis Ababa, Ethiopia.

The meeting was attended by 11 Member States, Regional Economic Communities, Civil Society Organizations and International Development partners. Member States and partners shared experiences and updates on ECED implementation.

All members of the ECED Cluster renewed their commitment to CESA 16-25 and the AU Agenda 2063 which are in line with the global SDGs.

Four (4) Working Groups (WGs) were operationalized, each with a chair and a convener. Each working group selected a Member State to serve as the Chair and a partner to serve as a Convener. Members of each group developed a two-year (2019-2020) Work Plan. The Chair and Convener of each working group will be part of the ECED Cluster Technical Committee whose Terms of Reference were also agreed

upon at the meeting.

The working groups are as follows:

- i) Policy, Advocacy and Communication
Chair: Zambia; Convener: UNICEF
- ii) Access to Quality ECED Programs and Services
Chair: Senegal; Co-Chaired: Burkina Faso
Conveners: TBD
- iii) Governance and Accountability
Chair: Seychelles;
Convener: Commonwealth Secretariat
- iv) Knowledge Generation, Documentation and Dissemination.
Chair: Association of African Universities (AAU); Co-Chaired by Mauritius Institute of Education
Convener: with Prof Hasina Ebrahim - UNESCO Co-Chair in ECD/UNISA

The two day meeting recommended that
i) Member States prioritize ECED in line with objectives and commitments to AU CESA 16-25 Objectives and SDG 4,
ii) Ensure sound ECED policy in alignment

with overall education development and overall Nurturing Care Framework

iii) Member States undertake the establishment of multi-sectoral National Technical Working groups on Early Childhood.

iv) Member States champion the work of the cluster at the highest political levels and prioritize effective planning and allocation of resources for sustainable programming, while taking advantage of local contexts and national financial mechanisms..

v) Strengthening of Education Management Information Systems to ensure accurate data collection management and utilization for quality improvement

vi) Support to the establishment of a professional ECED workforce with improved working conditions;

For partner agencies the meeting recommended

i) Collaboration with Member States in designing, financing, implementing and monitoring multi-sectoral ECED programs

ii) Incorporation of the ECED Cluster work plan into regular programs

iii) Promotion of experience sharing within and outside the continent

iv) Engagement in other pertinent CESA clusters related to ECED.

This meeting also saw the development and adoption of the Terms of Reference for the working groups and the Technical Committee.



The commissioner of HRST-AUC H.E Prof Sarah Anyang Agbor and members of the ECED Cluster at a past event. Prof.Sarah is expected to address the High level side event.

ECED CLUSTER CO-HOSTS ECED TICAD SIDE EVENT IN YOKOHAMA

In August 2019, Japan will host the VII Tokyo International Conference on African Development (TICAD) In Yokohama bringing together African countries as well as international organizations, partner countries, civil society organizations and the business community around an agenda focused on improving and investing in the economic and social development of Africa.

To engage high level policy makers and partners on ECED, the African Union (AU), Global Partnership for Education (GPE), UNICEF and the African Early Childhood Network which is the AU- CESA ECED Cluster coordinator are planning a high level event on the sidelines of the Yokohama meeting.

The high level side event will gather and activate commitments from policy makers and practitioners including representatives from the AU, UN Agencies, Japanese and African ministries and bilateral agencies, NGOs, and academics on the importance of prioritizing ECE as the foundation of Human capital investment in Africa. Further, the side event will highlight the value and urgency of investing in ECED as a part of achieving economic and social development, including gender equality, emphasizing lessons learned from Africa. The event will emphasize that in order to achieve universal quality pre-primary education by 2030- To give every child a fair chance in life, action is urgently needed.

The side event is happening after Japan hosted the 16th Japan Education Forum

(JEF) in February 2019, that was themed “Realities and Challenges of Education for Sustainable Development for Next Generation: Focusing on Early Childhood”. The Forum was preceded by a T20 associated event. JEF was a Special Open Seminar on Early Childhood Development and Sustainable Future Society jointly organized by the CICE, Hiroshima University and JICA Research Institute. During JEF, the CESA ECED Cluster presented the key note address and shared insights on the landscape of early childhood in the Continent and contributed to the development of an Early Childhood Policy Brief for inclusion in the package for the G20 Leader’s Summit

Prior to TICAD, Japan will be hosting the G20 Leaders’ Summit in Osaka, with G20-related events and activities held throughout the year across Japan. This year’s G20 Development Working Group (DWG) is highlighting education as a key element of their focus on human capital investment, building on the work of the 2019 DWG which identified early childhood education as a priority for member states.

The confluence of these key global events in Japan, and Africa leadership on Agenda 2063 and CESA 16-25, presents an opportunity to draw attention to education, and particularly early childhood education, as a foundational investment in Africa’s human capital, and as a critical part of the Sustainable Development agenda and the AU’s Agenda 2063: The Africa We Want.



Teachers in Kiambu County during Training

ADSI Implementation in Kenya

The African Digital Schools Initiative (ADSI) is being implemented as part of the workplan of the CESA ICT In Education Cluster by Global e-Schools and Communities Initiative (GeSCI) - Coordinator of the ICT In Education Thematic Cluster under the Continental Education Strategy for Africa (CESA 16-25).

In Kenya, programme implementation in its third year, is well advanced in the 80 project schools, spread across four counties (Nyamira, Taita Taveta, Narok and Kiambu).

The majority of schools have reached e-Confident digital status across the five thematic areas - Leadership and Planning, ICT in the Curriculum, Teacher Professional Development, School ICT Culture and ICT Infrastructure. ICT-based teacher professional development remains a critical component of ADSI.

Since January 2019, more than 800 teachers in Kenya have participated in the advanced Knowledge Creation phase of teacher training on the ICT Teacher Competency Framework and generate quality open education resources on lesson plans available to all teachers.

Testimonials from ADSI Beneficiary Teachers:

Speaking after the first session of the training, a teacher from Nyamira County said: "Technology is an amazing thing, it keeps changing, The African Digital Schools Initiative (ADSI) programme is helping us stay up to date with changing approaches to effective teaching with technology."

Another teacher from Taita Taveta County said "Before the GESCI training, I was not so good with using technology. Following training through the African Digital Schools Initiative (ADSI) programme, I can prepare various lessons and involve my students more in their learning. I cannot teach without ICT now."

ADSI Implementation in Tanzania

In Tanzania, in its second year of implementation, more than 400 teachers from the Morogoro and Pwani regions have completed Technology Literacy training and have been awarded certificates. The teachers are currently midway through the Knowledge Deepening modules. Some 40 secondary schools have achieved the e-Enabled level and are currently working towards e-Confident status.



Teachers of Tushikamane Secondary School in Morogoro, Tanzania, One of the schools implementing ADSI.

Recognition of Head Teachers' Contribution to ADSI

A short ceremony took place to recognise the central importance of the head teachers in the successful implementation of ADSI in Tanzania and to mark the achievement of e-Enabled status. A special training programme for heads of schools and support teams aimed at ensuring e-confident status preceded the ceremony.



ADSI Implementation in Cote d'Ivoire



Teachers must embrace the comprehensive opportunities that the ENEA provides to become digitally-enabled teachers and more professionally competent to enrich the learning experience of their students"

The Ministry of National Education and TVET, Republic of Côte d'Ivoire, in partnership with GESCI (Global eSchools and Communities' Initiative) marked the first phase of Ecole Numérique d'Excellence Africaine (ENEA) (African Digital Schools Initiative (ADSI)). Some 141 key secondary teachers from Abidjan



Teachers from Abidjan and Yamoussoukro regions in Cote d'Ivoire during the certification ceremony

and Yamoussoukro have completed phase one of their ICT professional development towards becoming experts in the incorporation of ICT in their teaching. The certificates were handed out to the successful teachers by the Director of Cabinet, Mr Kabran ASSOUMOU, who remarked: "Teachers must embrace the comprehensive opportunities that the ENEA provides to become digitally-enabled teachers and more professionally competent to enrich the learning experience of their students".

GESCI's CEO, Mr Jerome Morrissey, said: "I thank the Minister for her foresight and her commitment to ensuring that digital technology plays its role in helping to empower teachers professionally and make learning more relevant to the skills needed for the job market in the 21st century." He said that GESCI hopes to continue to work with the Ministry on this ground-breaking initiative in Côte D'Ivoire

Ecole Numérique d'Excellence Africaine (ENEA) "e-Enabled" Certification

GESCI (Global eSchools and Communities Initiative), in close partnership with the Ministry of National Education and Technical Training of Côte d'Ivoire, held a progressive event for 20 Secondary Schools in the regions of Abidjan and Yamoussoukro.



Drogba with representatives of ADEA and MoE, Cote d'Ivoire

Drogba Foundation and ADEA use ICT to promote digital literacy in Africa

ADEA, the Didier Drogba Foundation, and the Ministry of Education of Côte d'Ivoire signed a Memorandum of Understanding for a project on digital literacy promotion in Africa, named KALAAN. The KALAAN project aims to contribute to the literacy of more than 1 million people in Côte d'Ivoire in 3 years and 10 million people in Africa over 5 years.



Heads of Schools from Abidjan and Yamoussoukro recognised for leadership roles in the implementation of ICTs in teaching and learning

GESCI (Global eSchools and Communities Initiative), in close partnership with the Ministry of National Education and Technical Training of Côte d'Ivoire, held a progressive event for 20 Secondary Schools in the regions of Abidjan and Yamoussoukro. These schools have progressed from the 'e-Initial' stage of technology integration to the 'e-Enabled' level as participants of the Ecole Numérique d'Excellence Africaine (ENEA) programme. Teachers had the opportunity to work over the Technology Literacy cycle of training. Cycle 2 on Knowledge Deepening began in January 2019. DAHA CLEMENT, Chef of Establishment of Lycée Moderne de Koumassi, said: 'the ongoing Teachers Professional Development is immensely helpful to integrate ICT in subject teaching. The 'e-enabled' certification is a motivation for us to work towards achieving the Digital Schools of Distinction status'.

The Director of Cabinet, Mr Kabran Assoumou, emphasised at the event that the ENEA programme began in June 2017 and it has taken deep roots into these 20 Schools. He said: 'The commitment from Heads of Schools, School Board and the Teachers is excellent and we are highly appreciative of the GESCI programme to integrate ICT in Education and in building a programme model for the country'.

In addressing the principals, school board chairs and School-Based Coordinators, Mr Kabran Assoumou spoke on behalf of Madame the Minister 'you are pioneers in the area of the integration of ICT in teaching and learning and building a Digital School of Distinction. When you look back years from now, you will understand the great service you have rendered to the education system of your country; you will be very proud of yourselves.'



Pan African University Council

Meeting of the Pan African University Council

From 12 to 13 February 2019, the Pan African University Council held a meeting aiming at taking stock of the progress made so far in terms of strategic development at the Pan African University and ensuring consistency and alignment with the 2019-2023 Strategic Plan.

Chaired by the President of the PAU Council, Prof. Pierre Dominique NZINZI, this two-day meeting was attended by Council members including, the AUC Commissioner for Human Resources, Science and Technology, Prof. Sarah Anyang Agbor, the Vice-President of PAU council, Prof. Nthabiseng Ogude Audrey, the PAU Interim Deputy Rector, Prof. Kassa Belay, the Directors of PAU Institutes, PAU staff and consultants.

Elected in January and July 2018 as respectively, President and Vice-President of the PAU Council, this meeting was the first convened by the new leadership of the PAU Council.

The meeting aimed at studying the various ways to increase the financial resources allocated to PAU as they impact the various activities geared

towards excellence. After welcoming the audience, Prof. Nzinzi briefly outlined the agenda of the meeting emphasizing the issue of resources which according to him remain the most critical challenge for PAU. Several presentations were made by:

The Vice President of the PAU Council, Prof Nthabiseng, who briefed the audience on the PAU Council's Standing Committees Meeting held from 17-18 December 2018;

A number of resolutions emerged from this meeting. They included inter alia the need to revisit PAU's programmes and development strategies as well as the recruitment of long term academic staff for PAUWES. It was also recommended to publish and disseminate the Strategic Plan through the Committee of 10 champions of EST and STC-EST Bureau and to establish a committee to review PAU's curricula to ensure consistency with AU Agenda 2063 vision. In addition, the 2020 PAU draft budget was endorsed and the council agreed to replace the two students representatives, sitting as members of the council.



Participants of the First PAU Workshop on Communication Strategy

First Workshop on the PAU Communication Strategy

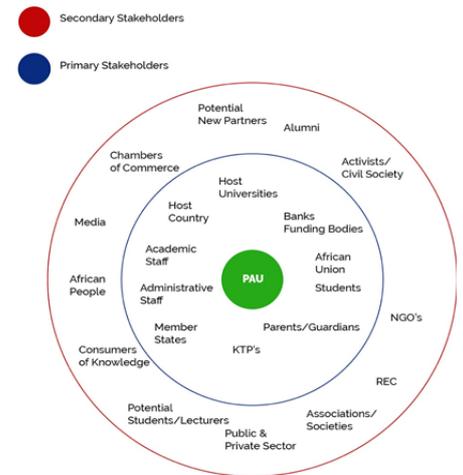
The Communication Strategy aims to establish PAU's competitive advantage, reposition and differentiate the PAU brand which would then be reflected in strengthened competition for excellent students,

The purpose of this workshop held from 14-15 February in Addis Ababa, conducted by Kopperkollektive, was to bring on board all the decision makers of the PAU in terms of external communication (branding, communication channels, etc.); to support the project in terms of promotion, create awareness, establish PAU's competitive advantage, reposition and differentiate the PAU brand which could be reflected in a competition for excellent students, increase autonomy and accountability competition for legitimacy / resources, pro-actively managing reputation to better "amortize" crisis and attract key stakeholders. The meeting started with a focus on the importance of having a clear and defined identity of the PAU and each

of the institutes – in alignment with the overall PAU identity. On the second day, the workshop focused on the website of the PAU, the current situation, technical details and the next steps to create one of the most important products to promote the university.

More specifically this workshop organized with the PAU Institute Directors and communication managers aimed to review the existing communication strategy with special attention to strengthening the PAU brand identity. Revise the current situation of how the PAU is perceived and propose solutions to the current corporate branding challenges to ultimately promote the university and attract key stakeholders.

It was also intended to discuss all the technical details of the PAU website as well as the content structure, to build a site map and content architecture to



PAU Stakeholder Mapping Diagram

proceed with the creation of the website. This workshop was also an opportunity to understand the previous experiences of key stakeholders with the PAU websites.

With regard to the PAU brand identity, agreement on a pragmatic way forward on how to strengthen PAU's brand identity (logo, corporate design and messaging) was made, with the aim to heighten awareness and strengthen its reputation with its stakeholders, taking into account the different institutes. This will serve as a basis for the new PAU website and operationalising the communication strategy.

Regarding the PAU Website, it was agreed to define of key elements in line with PAU brand identity, desired structure, and technical aspects.

PAULESI MATRICULATES ITS NEWLY ADMITTED STUDENTS

Ibadan, Nigeria: The Pan African University Institute for Life and Earth Sciences including Health and Agriculture (PAULESI) held its Matriculation Ceremony of the 2018-2019 academic year on 12 July 2019. The Matriculation serves as a formal process of becoming a student of the university or becoming a recognized member of the university community after having met all academic and administrative requirements.

PAN AFRICAN UNIVERSITY QUALITY ASSURANCE WORKSHOP

From 17 to 19 June 2019, was held in Yaounde, Cameroon, the workshop on Quality Assurance and Academic Rules and Regulations. Organized by the AUC in collaboration with the GIZ, this workshop is the continuation of the first one which took place in May 2018 in Addis Ababa, and resulted in the agreement that PAU would adhere to African Standards and Guidelines for Quality Assurance in Higher Education (ASG-QA), which is a comprehensive frame-



2nd Workshop on the PAU Comm Strategy

The purpose of this workshop was to present and discuss the revised PAU Communications Strategy and to align the external communication of the PAU in terms of channels of communication, products, key messages and branding. The consultancy focused on strengthening PAU's communication strategy to raise awareness, support the establishment of channels to strengthen communication with key stakeholders, sensitize on the need for a structured corporate branding, review and operationalise the existing communication strategy and finally update and review the current PAU website.

The main achievements of the workshop included an exchange of best practice examples of the work at the institutes and collegial advice, the development of stakeholder maps for each institute, the creation of an implementation roadmap of the revised PAU Communications Strategy. This workshop also identified the next steps at institute level, mapped out the PAU social media channels and trained PAU staff on the management of the new PAU website.

Several recommendations were made including the need to train PAU communication staff on the basics of communication, the production of videos, and media management, and promotion of a product and provide basic training in communication. It was also recommended to use the AU style Communication Guide as an inspiration guide to create PAU Style Communication and media guideline. In addition, the need for unity was expressed and solutions were suggested in that line.

The outcomes of the meeting included an agreement on a way forward for the operationalization of the revised PAU Communications Strategy, align understanding of the elements of a communications strategy as well as communication channels. It also pointed out the need to enhance the management skills for social media and align the implementation of the communication strategy at the level of Institutes. Finally, it was also agreed to enhance capacities in the development of communication strategies and how to use TYPO3.



Participants of the workshop

The workshop also focused on the PAU Student Handbook (Draft). The audience looked at the document, which contains Rules, Regulations, Policies, and Procedures for Student Life at PAU and provided their inputs. Presentations were punctuated by discussions, and group sessions were organized for the various participants to work on topics such as the learning process and student assessment and achieving learning outcomes. Group work was followed by restitution sessions by the various groups.

The following recommendations were adopted: Identify issues that should go into the PAU Student Handbook; Follow the Student Life Cycle Concept; Write in a language that is appropriate for PAU and Post Graduate Education; Make reference to other policy and procedure documents; Make reference to Host University Rules, Regulations; and Make reference to programmes and specific requirements.

Inception Meeting of CESA Life Skills and Career Guidance Cluster

The cluster on Life Skills Education and Career Guidance, was launched in August 2018 by the Commissioner for the Department of Human Resources, Science and Technology, H.E. Prof. Sarah Anyang Agbor and will be coordinated by the International Planned Parenthood Federation Liaison Office to the AU and ECA. Following the cluster coordination meeting which was called for by the Education Division in April 2019, the Life Skills and Career Guidance Cluster will hold its inception meeting to finalise its terms of reference and devise a 2 years action plan that will guide its operationalisation.

The cluster is made up of relevant stakeholders including AU Member States, UN Agencies, NGOs, and Development partners working in the field of Life Skills Education and Career Guidance and will implement activities that contribute directly to the objectives of the Continental Education Strategy.

The following were realised from the meeting:

Established the coordinating framework of the cluster on Life Skills Education and Career Guidance; Shared understanding of cluster objectives among its membership; Defined the operational objectives and biennial interventions of the cluster; and Identified sub cluster members.



Participants at the Professional Development session

Professional Development for Mathematics Teacher Educators and Teachers in Uganda

The African Institute for Mathematical Sciences Schools Enrichment Centre (AIMSSEC)'s Mathematical Thinking Course was held at Makerere University from 2 to 12 January 2019 for 52 mathematics teachers and teacher educators from Uganda, Tanzania, Kenya and Rwanda. The course provided an introduction to inquiry-based learning. This course has been taught 29 times in South Africa and was very well received by the East African teachers.

The course materials were revised to match the Ugandan curriculum and consisted of an intensive ten-day residential course followed by three-month distance learning with three assignments. Two of these assignments were to plan, deliver, and reflect on lesson implementing ideas from the course. The third assignment required teachers to use an AIMSSEC Workshop

Guide to organize a workshop introducing other teachers to the ideas on the course and to write a reflective report.

This sequence provided a strong incentive for teachers to use their newly acquired ideas.

The focus was on introducing teachers and teacher educators to a teaching methodology that prepares young people with the knowledge, understanding and skills needed to thrive in the 21st century, also to support and empower teachers who are working in remote rural areas and schools in disadvantaged communities and give them free teaching resources that they can share with others.



Participants at the 27th Edition of PAMO at AIMS South Africa in Muizenberg

27th Pan-African Mathematics Olympiad (PAMO)

The African Institute for Mathematical Sciences (AIMS) is the coordinator of the STEM Education Cluster under the Continental Education Strategy for Africa (CESA 16-25)

The African Institute for Mathematical Sciences (AIMS) and the South African Mathematics Foundation (SAMF) hosted the 2019 Pan African Mathematics Olympiad (PAMO) at AIMS South Africa in Muizenberg, Cape Town from 31 March to 6 April 2019.

PAMO 2019, which was sponsored by Old Mutual and Swiss Re, saw a gathering of the brightest young minds in Mathematics, from 11 different African countries and observers from 2 different countries. The Olympiad had a total of 54 contestants, 22 of whom were girls. A total of 27 medals were awarded for the PAMO 2019 main competition, and a total of 11 medals were awarded for PAMO-G (PAMO for Girls).

Morocco was ranked the top team,

followed by host country South Africa in second place and Tunisia in third place. Other participating countries, in no particular order, were Botswana, Ghana, Malawi, Togo, Uganda, Zimbabwe, and Nigeria.

The Pan African Mathematics Olympiads (PAMO) are a prestigious event of the African Mathematics Union (AMU) organized each year in an African Country where the best pupils in Mathematics of the Secondary Education who are less than twenty (20) years old, are invited to compete. While emulating the African Youth, it contributes to integration and allows the AMU to detect new talents in Mathematics in order to secure a changeover of quality.

MATHEMATICAL THINKING COURSE FOR TEACHERS

AIMSSEC held the 30th Mathematical Thinking (MT) course from 17 to 26 March 2019 at the Cape Academy for Mathematics, Science and Technology, in Constantia, Cape Town. Seventy six teachers from four provinces of South Africa, Eastern Cape, Limpopo, KwaZulu-Natal, and Western Cape attended the ten-day residential course. The courses included; Analytical Techniques in Mathematical Biology, Computational Algebra and General Relativity.

Over the last 16 years more than 2000 teachers have attended the AIMSSEC MT courses.

During the course the updated App (aimssec.app) was launched. Smart phones enable teachers to benefit from technology as never before. AIMSSEC has produced high quality, teacher training materials, however, access to them has traditionally been limited to those enrolled on courses. Now through the creation of the AIMSSEC App they can be made much more widely available to anybody with a smartphone.

AIMSSEC MT30



Participants at the Mathematical Thinking (MT) Course held in Cape Town, South Africa

AIMS GRADUATES 173 AFRICAN STUDENTS IN MATH SCIENCES

In June 2019, AIMS graduated 173 African students (36%) with a Master of Science in Mathematical Sciences across its centers of excellence on scholarship. So far, a total of 1,930 students (32% women) from 43 African countries have graduated from AIMS. Of these, 84 have undertaken the AIMS Co-operative Master's Program, in partnership by the Mastercard Foundation Scholars Program.



Students using the UNESCO micro-science kits

Explorative STEM Training for Teachers in Rwanda

Feedback obtained, and observations made during the teacher and student sessions point to the fact that micro-science kits provide an immense opportunity for improving both quality and equity in science education at secondary school level.

Between May 13th and 15th, AIMS Teacher Training Program (TTP) ran an explorative training for 145 science (Physics, Chemistry and Biology) teachers on use of UNESCO micro-science kits to run science practicals.

The exploration, which is backed by the Rwanda Education Board and involved Faculty members of University of Rwanda College of Education, is informed by concerns that many students from resource challenged schools tend to miss out on the opportunity for experiential learning of sciences through hands on activities due to lack of standard laboratory, Science laboratory infrastructure and laboratory agents. For a richer and holistic understanding of the usability of the kits, subsequent to the teacher training, the AIMS TTP team took the kits to the students, and observed their use in two different laboratory sessions by senior three students of two secondary schools.

The feedback obtained and the observations made during the teacher and student sessions point to the fact that micro-science kits provide an immense opportunity for improving both quality and equity in science education at secondary school level.

In the coming months, AIMS TTP will be deliberating on these findings with Rwanda Education Board, and consider the possibility of equipping some of the resource challenged schools with sets of micro-science kits. Improving the teachers' capacity to strengthen science inquiry during science lessons remains a key focus of the AIMS TTP.

Scientific African Journal



The Next Einstein Forum published the third edition of the Scientific African Journal. Scientific African is a peer reviewed, open access, inter-and multidisciplinary scientific journal that is dedicated to expanding to African research, increasing intra-African scientific collaboration, and building academic research capacity in Africa. This is in partnership with Elsevier. Read Scientific African Volume 3 here.

Kenya to Host the Next NEF 2020

H.E President Kenyatta hosted the Chief Executive Officer and NEF Chair Thierry Zomahoun to discuss the NEF Global Gathering 2020 that will take place in Nairobi Kenya. During the meeting, the NEF Chair informed H.E President Kenyatta that the third edition will specifically launch an award for the best scientific innovation by an African Scientist among other innovative events.



AFTRA Celebrates 10th Anniversary and holds 8th International Conference

AFTRA celebrated its 10th Anniversary to mark its inauguration in Abuja, in 2010 by the Ministers of Education. It further held its 8th International Teaching and Learning in Africa Conference and 10th Roundtable, May 13-18, 2019. All the



Line-up of dignitaries at the AFTRA Anniversary and Conference – the Prime Minister of Lesotho, Ministers of Education, H.E. Commissioner of HRST AUC, AFTRA

events were hosted by Prof Ntoi Rapapa, Minister of Education and Training, Lesotho, supported by Mabutho Cele, President of AFTRA and other AFTRA Management and Executive Board officials.

Nine (9) persons were conferred with the Fellowship of AFTRA – Mrs. Angelina Matsie Motshekga (South Africa); Dr Ebby Mubanga (Zambia); Dr Evelyn Oduro (Ghana) Michael Olukoya-Alogba (Nigeria); Elijah Ogoti Ongarora (Kenya); Dr. Mamocheta C. Makara (Lesotho); Dr Beatrice Khamati Njenga (Continental);

Prof Is-haq O. OLOYEDE (Continental) and David Wahome Kibui (Continental).

There was an Anniversary Ministerial Session chaired by Prof. Ntoi Rapapa, Minister of Education and Training, Lesotho and Hon. David Mabumba, Minister of General Education, Zambia, as co-chair. Her Excellency, Prof Sarah Anyang Agbor, Commissioner of HRST, African Union Commission, was the Rapporteur. The Session was held to update the Ministers of Education and distinguished conferees of the key activities, programmes, successes

and challenges of the four continental organisations that are leading the professionalization of Teaching in Africa.

Dr Beatrice Khamati-Njenga, Head of Education Division of AUC was honored with the Continental award for distinctive service and contribution to the advancement of the teaching profession



CESA TEACHER DEVELOPMENT CLUSTER MEETING

AFTRA has been hosting a meeting of the CESA Teacher Development Cluster annually, during its yearly International Conference in different countries: In 2018, AFTRA hosted the meeting in Abuja, Nigeria; in 2019 the meeting was hosted in Maseru, Lesotho; and in 2020 it will be hosted in Accra, Ghana. Thus, AFTRA has, with the support of the Education Division of the AUC, institutionalized the hosting of the CESA Teacher Development Cluster meetings once a year taking advantage of its international conferences that are usually attended by high-level officials from various parts of the African continent.

AFTRA Partners with AUC HRST on a CESA Book Project

The Continental Education Strategy for Africa (CESA 16-25) is the African Union's revolutionary approach for implementing the global UN SDG-4 on Education while addressing the aspirations of the African Union Agenda 2063: The Africa We Want.

Accordingly, since 2016, the AU and its education partners have been preoccupied with various initiatives aimed at translating the CESA vision, mission and strategic objectives into actions to usher in the intended transformations. As these unfold, there is need to continue articulating the implications of CESA in all ramifications.

Therefore, to contribute towards the documentation of the CESA unfolding mandates, implications, achievements, challenges and best practices, Her Excellency, Professor Sarah Anyang Agbor, Commissioner, Human Resources, Science and Technology (HRST), African Union Commission, initiated a book project in partnership with AFTRA. The book is titled:

Transforming Africa through Education: Readings on the Continental Education Strategy for Africa (CESA 16-25).

A concept note was developed through which critical stakeholders across the continent were invited to contribute chapters to the CESA Book of Readings. At the close of the submission deadline, forty seven (47) chapters were received, covering fourteen CESA thematic areas (Clusters). The book is now being edited in preparation for its publication and launch.

DEVELOPMENT OF AU CONTINENTAL TEACHER FRAMEWORKS

The current AU efforts to use CESA to advance the education system in Africa has come to depend critically on the ability of the African countries to share best practices and to align their systems with CESA targets. Therefore, it became imperative to develop continental frameworks to facilitate the sharing of best practices and alignment with CESA targets. This was also part of the Recommendations the African Union (2017) "Study on teacher training, working, and living conditions in member states" and other global evidences.

Accordingly, the African Union has commissioned the development of three key Teacher Frameworks being led by AFTRA, and these are the: Continental Teacher Qualification Framework; Continental Framework of Competences and Standards for the

Teaching Profession and Continental Guidelines for the Professionalisation of Teaching in Africa. The development of these continental frameworks and guidelines has reached advanced stage and they expected to be completed by June/July, 2019. When completed, they will usher in a new era in the education development of Africa particularly for teacher education, practice, status and overall professionalism. Importantly also, the frameworks will provide the foundation for the implementation of the AU Continental Teacher Mobility Protocol.

In a related development, AFTRA is also partnering the African Union Commission to publicize the Call for the AU Annual Teacher Prize and to mobilize stakeholders to see the Prize as a good opportunity to push further the motivation of teachers in Africa.

UNESCO-IICBA TECHNICAL MEETING TO REVIEW REPORT OF A STUDY ON SECONDARY EDUCATION IN AFRICA

AFTRA participated in an international technical meeting jointly organized by UNESCO-IICBA and the MasterCard Foundation. The meeting was held in Addis Ababa, Ethiopia, March 18-21, 2019. The meeting reviewed a report on Secondary Education in Africa: Preparing Youth for the Future of Work, which emanated from a study sponsored by the MasterCard Foundation. The review made it possible for latest ideas and evidences

on the education of the youth to be deliberated on and consensus reached. The meeting further reviewed the performance of Phase 11 of the Teacher Education projects sponsored with funding from China and deliberated on the prospects for Phase III.

QUALITY EDUCATORS PROJECT IN MALI

Education International, with support from Oxfam and Comic Relief, developed the 'Quality Educators' project to help address the qualification issue of untrained teachers employed in those community schools.

After the pilot phase that trained primary school teachers in the regions of Segou, Mopti, Kayes, and Bamako, a second phase that ran from April 2016 to March 2019 extended to include community secondary school teachers with the introduction of

a digital module that revolutionised the training of a more significant number of teachers. The project which was implemented jointly by the Ministry of Education, the EI affiliate teacher union – SNEC-UNTM, and ADJES – a local NGO, was evaluated and found successful. The end of project meeting organised in Bamako, Mali from 29th to 31st March 2019 acknowledged the positive impact of the project and recommended the introduction of the digital module in the regular training of teachers in Mali.

Early Childhood Education Teacher Training in Kenya

A training workshop was held, in that respect, on the teaching methodology for ECE personnel in Mombasa from 8 – 11 April 2019, in Mombasa, Kenya.

This workshop was organised for the benefit of the Kenya Union of Teachers, and co-facilitated by EIRAF, UNESCO IICBA, Nigeria Union of Teachers (NUT), and the Early Childhood Education Personnel union of Denmark (BUPL). It focused on 3 key aspects:

- (i) Training on the learning through play methodology;
- ii) Training in the making of teaching and learning materials using locally available and affordable materials,

(3) Sharing of practical experiences about problem-solving situations concerning teaching methodology, class management, and Parent Teacher Association (PTA) complementary work.

At the end of the workshop, the three stakeholders (EIRAF, UNESCO IICBA and BUPL) took the opportunity to examine the possibility of establishing a regional partnership on promoting Learning through Play as a step in contributing to the Continental Education Strategy for Africa.

Improving Educational Outcomes for Girls and Women on the Move



During the 63rd Session of the UN Commission on the Status of Women (CSW), AU/CIEFFA convened a joint side event with the United Nations Girls Education Initiative (UNGEI) on 11th March 2019 in the UNICEF House in New York on "Improving educational outcomes for girls and women on the move" in line with the AU theme for 2019 "Refugees, Returnees and Internally Displaced Persons: Towards durable Solutions to Forced Displacement in Africa" as well as the CSW's theme for 2019 on "Social protection systems, access to public services and sustainable infrastructure for Gender Equality and the empowerment of women and girls".

The panelists comprised of Representatives of Norway, Education cannot Wait, UNGEI, Canada, AU Good Will Ambassador for Early marriage and a youth advocate.

They shared their experiences outlining how crisis and conflicts impacts negatively on girls and women's education. They highlighted the need for more concerted efforts and follow-up mechanisms in Member States to ensure access to quality and inclusive education for girls and women in conflict areas.

Joint AU/CIEFFA PAP Meeting

AU/CIEFFA organized its 3rd annual Capacity Workshop, in collaboration with PAP on the theme "Enhancing learning opportunities for out-of-school girls" on 11th May 2019. Parliamentarians from the Committee on Education, Health, Gender, Rural Economy, Justice and Human rights shared their countries' experiences highlighting challenges and the work done toward ensuring access to quality education for Girls and Women, especially in humanitarian settings.



Participants of 3rd High Level Dialogue

3rd High Level Dialogue on Gender, Education and Protection of schools in Humanitarian settings

The African Union Commission in collaboration with Save the Children organised the 3rd High Level Dialogue on Gender, education and protection of schools in humanitarian settings. The meeting was supported by the Department of Political Affairs, AUC, the Embassy of Norway in Addis Ababa and UNESCO-ICCBA. This Side event, organized on the margins of the 32nd AU Summit, was held in Addis Ababa, Ethiopia on 5th February 2019 at the AUC Headquarters.

The meeting highlighted educational realities for IDPs, returnees and refugees persons and especially for girls, boys and Women. Presentations and panel discussions enabled participants to discuss and strategize on the most vulnerable girls, boys and women IDPs, refugees and returnees taking into account their specific needs for schooling in a humanitarian context.

Based on the realities and experiences shared, high level representatives of AU Member States committed in their various capacities, to mainstream gender, humanitarian issues, and protection of schools in education sector planning, and agreed on a number of recommendations to ensure access to quality education in safe environment for IDPs, Refugees and returnees.

1st Technical Meeting of AU/CIEFFA, AUC Departments & AU Organs

The African Union International Centre for Girls' and Women's Education in Africa (AU/CIEFFA) convened a two-day technical meeting at the Headquarters of the Pan African Parliament (PAP), in Midrand, South Africa. The meeting, held on 9th and 10th May 2019, aimed to popularize and solicit support for the girls' and women's education agenda, which AU/CIEFFA is mandated to advance.

Participants agreed on the mutual benefits that would ensue from synergising their work and mainstreaming girls and women's education into other AUC departments', AU organs' implementation, monitoring and reporting frameworks. A number of recommendations were made following the 4 strategic Axis of the strategic plan 18-20 including among others: Building capacity of member states in domesticating legal and institutional frameworks; Organizing partnership sessions with Peace and Security to develop strategies for reduction of girls' vulnerability in conflict and post-conflict situations; Developing capacity building programs on gender-responsive pedagogy with teachers training institutions, with an emphasis on promoting Women in STEM and Male dominated TVET fields and Establishing a Network of Civil Society Organizations working on girls and women education in Africa.

Education of Girls, Women Conflict and Post Conflict Situations

FAWE Conference on Education of Girls and Women in Conflict and Post Conflict Situations in Africa was held on 22 May 2019, in Nairobi-Kenya. The meeting involved several relevant participants (more than 60) including Governments (Kenya, Canada), the African Union, FAWE national chapters, the civil society, the academia and experts in education, beside government representation from countries experiencing conflict over the past decade. As a result, several recommendations were elaborated and consolidated in the Outcome document called the "Nairobi Call to Action on Education of Girls in Conflict in Conflict and Post-Conflict Situations in Africa" will be presented at a high-level ministerial conference of Ministers in Canada.

Round Table on Equitable Quality Education for Youth and Girls in West Africa and Sahel Region



Participants of the Roundtable

ANCEFA, in partnership with Oxfam IBIS, is implementing the Youth Education for active citizenship and Gender equality (YEG) project in West Africa and Sahel region. The project runs from 2018 – 2021 with the first phase (first two years) involving 3 countries (Sierra Leone, Burkina Faso, and Ghana), afterwards it will be decided if three more countries, Mali, Niger, and Liberia should be involved as well. Country level interventions are managed by Oxfam country offices in the respective countries. The main objective of the

project is to address youth and gender disparities in education and participation in policy agenda setting through regional advocacy initiatives targeting national governments and regional policy and political platforms.

Young people form the most productive age group in any society. Thus, it is imperative for development workers and governments to put efforts in promoting policies and programs that provide opportunities where young people can acquire education and desired skills and opportunities for active citizen

engagement in policy processes, decent work and employment.

The Youth Education for activate citizenship and Gender equality (YEG) project is designed to contribute to this agenda by identifying instances of youth and gender marginalization in relation to accessing educational opportunities and participation in policy spaces, working with various partners, governments, regional bodies, youth organizations and communities to address causes of such marginalization. It also seeks to create opportunities for young people, especially girls, to participate in policy spaces at national and regional levels. It is believed that such an arrangement will expose marginalized youth and girls to opportunities they need for self development and contribute to development of their own communities.

The regional roundtable brought together key partners implementing the project, development partners working in the area of youth and gender and regional policy bodies to deliberate on ways in which marginalized youth and girls within the West Africa and Sahel region can be supported to access quality educational and skills development opportunities as well as participation in policy spaces. Through this Forum, participants got a picture of the state of affairs in relation to access to quality education and skills training among youth and girls in the region. A report on the baseline study on youth and gender disparities in education and participation in policy agenda setting in West Africa and Sahel region has been presented.

NAMIBIA WELCOMES PILOT OF IPED PLATFORM

Namibia has welcomed the pilot of the IPED Data platform which is intended to support AU Member States to collect and manage Education Data in a seamless way. This is the continuation of a series of pilot exercises that have been held in other AU Member States including Chad, Malawi and Kenya.

SKILLS INITIATIVE FOR AFRICA

The Skills Initiative for Africa (SIFA) supports the involvement and engagement of companies in TVET and funds public-private projects for skills development (more info on <https://skillsafrica.org>). SIFA also gathers, and up-scales best practice approaches in African countries to improve the quality, access and relevance of skills development programs. This and information on how you can share your innovative approaches on how you are working with young people in the TVET sector is available on the AUDA-NEPAD website (<https://www.nepad.org/skillsportalfor youth>).

The SIFA partnership is pleased to welcome the European Union as a partner. The engagement with the EU will not only scale up the current tasks of SIFA but also kick-start new areas of action for the programme. That would include bringing onboard the International Labour Organization (ILO) and the European Training Foundation (ETF) as new technical partners to implement activities related to labour market information systems in selected AU member countries as well as the development of an African Continental Qualification Framework (ACQF) by the 2 technical partners respectively.

The African Union Commission (AUC), the African Union Development Agency (AUDA)-NEPAD and a significant constellation of African and international key thematic partners have advanced the continent's youth employment agenda with a focus on education, entrepreneurship and skills development for employment.

The African-German Youth Initiative (AGYI)

The African-German Youth Initiative (AGYI) is a German Development Cooperation (GIZ) programme commissioned by the African Union Commission (AUC) and the German Federal Ministry for Economic Cooperation and Development (BMZ) designed to support partnership-oriented interactions between young people in African and German countries. The AGYI was launched in 2016 and works with the African Union Youth Division and in three partner countries namely Benin, South Africa, and Tanzania. In particular AGYI is working in three interrelated fields of activity:

- 1) Expanding the availability of pan-African volunteer services and youth exchange programmes focusing on skills development
- 2) Strengthening professional skills in volunteer services and youth exchanges as well as reinforcing capacities and sharing best practices in the implementing organisations
- 3) Encouraging networking among African and German partners involved in volunteer services and

youth exchange programmes.

GIZ is supporting the Youth Division of the African Union Commission in the development of innovative youth exchange and volunteering formats across the continent. In line with this, GIZ has been supporting the Pan African Youth Forum and the AU-EU Youth Cooperation Hub by bringing in engaged young people having participated in youth exchange and volunteer programmes. Furthermore in the frame of the AGYI, GIZ works in collaboration with the AUC on the diffusion of best practices on youth exchange and volunteer programmes, such as the creation of an Inclusion Guideline and the publication of an Impact Assessment Practices Guide on youth exchange. Through the creation of a Continental Volunteer Management Platform, GIZ in partnership with the AUC aims at mapping volunteer initiatives across Africa and gathering best practices and guidelines to further expand and reinforce youth volunteer programmes in Africa.

1 Million by 2021 Initiative



In April 2019, the African Union (AU) rolled out a new initiative the, 1 Million By 2021, which aims to reach a million young people in Africa by creating opportunities for youth

to actively and meaningfully drive the full realisation of Africa's Agenda 2063. The initiative was launched at the AU headquarters in Ethiopia, during a four-day Pan African Forum organised under the theme 'Africa Unite for Youth: Bridging the gap and reaching African Youth'. It brought together over 400 young people from across the continent to co-create solutions identified around the key areas of Employment, Entrepreneurship, Education and Engagement (4E's) to accelerate socioeconomic development on the continent.



Deputy Minister of Education with Participants from AUC, ACA and other partners

African Curriculum Association Conference

Teachers need to be provided with facilities, technologies and incentives that support them to deliver the curriculum that leads to the delivery of transformative education.

Organized by African Curriculum Association (ACA), in Accra, Ghana, between 26 and 30 May 2019, the Curriculum Cluster 's 2019 Conference, was attended, in a synergetic manner, by various experts and academics in order to promote curriculum research and align contemporary curriculum movements to CESA (Continental Education Strategy for Africa) and AU 2063 agenda.

On behalf of AUC, Dr. Yohannes Woldetensae made a presentation, highlighting curriculum role in Agenda

2063 and CESA 16-25 achievement and emphasizing AU considerable attention for curriculum expected to be transformative and responsive to employability needs. In the same perspective, while highlighting the Curriculum Cluster as the coordinator and South Africa as the co-chair, he emphasized the importance of national curriculum development agencies and the stakeholders to be consulted. On that basis and after noting, inter alia, that the curriculum in Africa is overloaded and not focused on conceptual issues, several recommendations were made.

They include the need to establish a guiding framework for harmonizing the curriculum development process, to focus on curriculum developers and researchers' capacity building in curriculum development process, to strengthen National Curriculum Centers and establish network of communications, to provide teachers with facilities, technologies and incentives that support them to deliver the curriculum that leads to the delivery of transformative education, to focus on problem solving skills, entrepreneurship and innovation to harness the demographic dividend effectively, to cite just a few examples. These supporting initiatives aim at achieving robust standardized practices in curriculum development and development and therefore at meeting CESA 16-25 objectives.

Outcomes of the conference included: Built capacity for the participants; Created partnership with potential organisations working on curriculum; Created academic networks; Agreed to publish African content; Created academic growth; Increased research skills for participants; Strengthened participants interest in research and publishing

NEW MEMBERS OF CAFOR PARTICIPATING IN CESA ACTIVITIES AT COUNTRY LEVEL

From January to date, the Coalition on Media and Education for Development Africa Forum - CAFOR has welcomed several new members at the country level bringing the total number of countries active in CAFOR to 20 with an additional 25 countries to be registered by the end of 2019. The 20 participating countries are Benin, Botswana, Burundi, Cameroun, Congo Republic, Democratic Republic of Congo, Ethiopia, Gambia, Ghana, Kenya, Libya, Madagascar, Malawi, Morocco, Nigeria, South Africa, Swaziland, Tanzania, Uganda, and Zambia. The remaining countries will be inducted in CAFOR's programmes in 2020, thus covering all the 55 member states of the African Union.

CESA-SDG4 Collaboration through the Regional Coordination Group for Education 2030

The RCG4-WCA has seven task teams focusing on specific thematic areas: (1) Early Childhood Education (ECE), (2) Education Systems' Strengthening (SYSTeam), (3) Gender and Inclusion in Education (GENIE), (4) Higher Education, (5) Learning to Live Together (LTLT), (6) Technical and Vocational Education and (7) Teaching and Learning: Educators' Network for Transformation (TALENT).

The RCG4-WCA held its quarterly plenary meeting on June 11th to discuss its ongoing initiatives, including collaboration with local education groups (LEGs), partnership with Burkina Faso's country representative on the global SDG-Education 2030 Steering Committee and the creation of joint SDG4-CESA coordination and monitoring mechanisms.

Building on existing partnerships, frameworks and strategies, the RCG4-WCA supports the national adaptation, implementation and monitoring of SDG4-Education 2030 and CESA 16-25. The RCG4-WCA provides a regional platform for dialogue, joint activities, knowledge sharing and enhanced synergy and coherence among more than 25 regional member organisations, involved in education development in 24 countries in West and Central Africa. The group collaborates with partners across all of Sub-Saharan Africa when possible, including the African Union, which is a member and sits on the Steering Team.

The RCG4-WCA has seven task teams focusing on specific thematic areas: (1) Early Childhood Education (ECE), (2) Education Systems' Strengthening (SYSTeam), (3) Gender and Inclusion in Education (GENIE), (4) Higher Education, (5) Learning to Live Together (LTLT), (6) Technical and Vocational Education and (7) Teaching and Learning: Educators' Network for Transformation (TALENT). The task teams are eager to work in partnership with the CESA clusters covering corresponding topics by participating in each other's activities and meetings, organising joint events, sharing resources and ensuring that initiatives across the continent jointly respond to both the CESA and SDG4 indicators.

The group and its task teams have produced tools and resources and organised events in the last year. These include GENIE's policy brief and video "Promoting Girls' Right to Learn in West and Central Africa," SYSTeam's national education planning process summary chart, TALENT's advocacy brief "Levels of Learning are Alarming Low" and the 2019 Regional launch of the Global Education Monitoring Report.

The RCG4-WCA has also developed an experience and information sharing platform, "Education 2030 in Africa," which contains articles, publications, videos, events, announcements, job postings and useful links related to education across all of Sub-Saharan Africa.

For a complete list of members and to contact the task teams, please visit the platform: education2030-africa.org.

ANCEFA INAUGURAL BOARD MEETING



ANCEFA held its 5th General Assembly on the 29th Nov 2018 in Lome. As one of its major functions, the General Assembly elected the Board of Directors to lead the Network for the next 3 years. Accordingly, an inaugural Board meeting has been proposed to orientate the new board so that it starts its statutory functions. The board comes at a time when ANCEFA is at a crossroads over a number of institutional challenges that require addressing in order to move forward.

The purpose of the ANCEFA Board meeting held in Dakar was to orientate the New Board on the policies and activities of ANCEFA including some of the outstanding challenges with intentions to devise solutions for the Network to move forward, and adopt performance reports for the previous year and approve the Strategic plan 2019-23 including the Annual workplan and budget for 2019.

CELEBRATION OF THE FOURTH AFRICAN DAY OF SCHOOL FEEDING



Investing In Home Grown School Feeding For Achieving Zero Hunger, Sustaining Inclusive Education For All Including Refugees And Displaced Persons In Africa



4th Africa Day of School Feeding Poster

In 2016, to strengthen school feeding as an agenda issue for the continent, the Department of Human Resources, Science and Technology (HRST) of the African Union led the prioritization of school feeding as an opportunity to set up a quality system of education with efficient human resources adapted to African core values. The Continental Education Strategy for Africa (CESA) represents a framework in which school feeding programmes can foster skilled human capital and sustainable capacity strengthening of governments,

contributing to the objectives of the Agenda 2063 and to the goals of Agenda 2030.

The African Union has already celebrated 3 African School Feeding Days (Niger, Congo and Zimbabwe), validated a continental study about recommendations to improve School Feeding in Africa and has established a School Feeding cluster under the CESA. The Cluster instruments were approved in 2018 and the Cluster is now ready to implement its roadmap for the next 3 years.

The 4th African Day of School Feeding was celebrated on the 1st March 2019 in Abidjan in partnership with the Government of Côte d'Ivoire, the African Union Commission and its partners. The event marked the launch of the School Feeding Cluster activities and its secretariat. The pre-event began in the afternoon of 27th February 2019 where the school feeding cluster instruments were adopted. On 28th, a field trip was organised by the Government of Côte d'Ivoire to a community on the outskirts of Abidjan to see the implementation of home-grown school feeding.

The field trip was followed by a continental workshop on Home Grown School Feeding. About 150 participants from the host country and other Member States, stakeholder organizations, government institutions, and the private sector attended the meeting.

Representatives from the following Member States participated in the meeting: The following Regional Economic Communities (RECs) were present: Southern Africa Development Community (SADC), Economic Community of West African States (ECOWAS). The following partner agencies also attended the meeting: World Food Programme (WFP), United Nations Educational, Scientific and Cultural Organization (UNESCO).

ADEA STEERING COMMITTEE APPOINTS MR. ALBERT NSENGIYUMVA OF RWANDA AS THE NEW EXECUTIVE SECRETARY

Mr. Albert Nsengiyumva assumed the leadership of ADEA in January 2019. He is a former member of Cabinet in the Rwandan Government from 2011 to 2015. He served as Minister for Infrastructure (2011 – 2013) and Minister of State in charge of Technical and Vocational Education Training (TVET) in the Ministry of Education (2013 – 2015).



First Lady serves lunch to children

Africa Day of School Feeding Celebration in the Gambia

The Africa Day of School Feeding – celebrated continentally on the 1st of March each year was belatedly celebrated in The Gambia on May 30th 2019, under the patronage of the First Lady of the Republic, Her Excellency Fatoumatta Bah Barrow.

The event was organized by the Ministry of Basic and Secondary Education (MOBSE) with the support of the World Food Programme (WFP). The event was also attended by Ministers of Women, Children and Social Welfare, Health, Youth and Sports; UN agencies representatives such as the WFP Representative, the UN Resident Coordinator, other delegates including, the ECOWAS Ambassador, the Commissioner of Police, the civil society organizations and school feeding recipient school children. The day was celebrated under the theme: “Investing in Home Grown School Feeding for Zero Hunger, Sustaining Inclusive Education for All”. The celebrations began with a March Pass, by school children and teachers led by the Gambia Police Band. This was followed by statements from the First lady, The Minister of Basic and Secondary Education, The UN Resident Coordinator and the ECOWAS Ambassador in the Gambia.

Summary of Findings of 2018 Home Grown School Feeding report

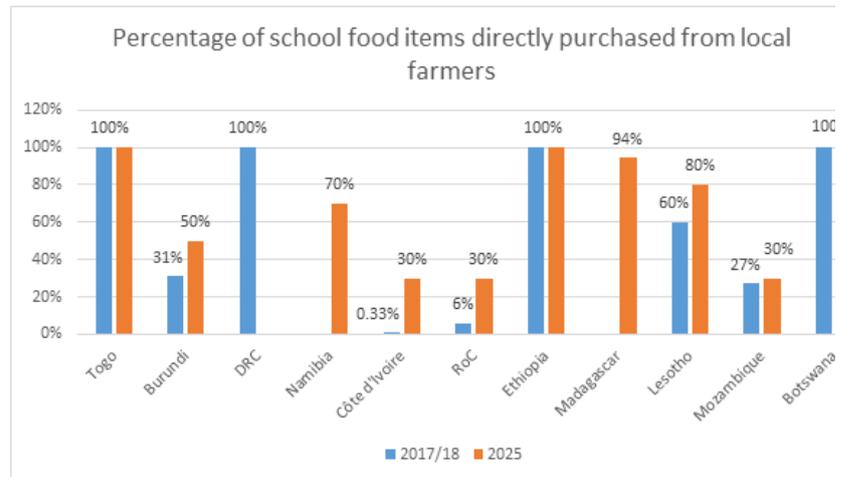
Cote D'Ivoire has the largest number of schools currently with 5,379 schools and it also planned to raise this numbers to 6,000 due by 2025. Zimbabwe follows with 4,226 schools which covers 100% of all the pre-primary and junior school learners. Data for DRC only covers a pilot programme of Home Grown School Feeding which is being implemented in 74 schools.

Lesotho have covered 80% of its pre-primary students in the programme and already achieved its 2025 target regarding the primary school students. Somalia have the lowest achievement with 3% coverage. The data for Uganda is only from the Karamoja region.

Regarding the usage of food items from local markets, there is a very progressive achievement. Togo,

Democratic Republic of Congo, Botswana, and Ethiopia have already started to source all the necessary food items for school feeding locally. Cote D'Ivoire and Republic of Congo had the lowest achievement in this regard with 0.33 and 6% respectively.

As the primary aim of Home Grown School Feeding is to achieve quality inclusive education it also enhances an economy of smallholder farmers. In this regards prominent focus should be given in increasing the number of small holder farmers who are benefiting out of it. From the survey, Burundi has the highest number of smallholder farmers i.e. 14,000 benefiting from small holders.



SOUTH AFRICA HOSTS AFRICA LEARNING THROUGH PLAY CONFERENCE

The Department of Basic Education, of South Africa, LEGO Foundation, UNICEF and ADEA hosted the first ever play-based learning conference in South Africa at the end of February 2019. The conference was a “playful” opportunity for the leading minds in education to come together towards promoting play-based learning on the continent.

REFORMING EDUCATION FOR THE AFRICA WE WANT

By Dr. Beatrice Khamati Njenga (Head of Education Division, African Union Commission)



Education is the most important tool to achieve the African Union's vision of 'an integrated, prosperous and peaceful Africa, driven by its own competent citizens and representing a dynamic force in the global arena'.

Within the African Union, we are always conscious of the fact that our member states and constituencies engage at different geographic levels. We are each part of a nation, a region, a continent and also part of the global community. Each level has its place. Coordination of actions at the various levels is of paramount importance if we are to achieve inclusive development and sustainable prosperity, including in education. We must together build education and training ecosystems that have local relevance, global competitiveness and mutual recognition.

As a continent, our collective African vision is articulated within Agenda 2063, The Africa We Want, which encapsulates seven aspirations (see below). Education is key for attaining each of the human-centred development goals and ambitions, as it is the means for unlocking, expanding and channelling the incredible human potential. As our population continues to grow ever more youthful, the value of education continues to expand.

1. The aspiration of a prosperous Africa, based on inclusive growth and sustainable development, presupposes that everyone has access to quality education. It further assumes that education is anchored in scientific discipline, developing creative and entrepreneurial minds and designed to facilitate innovation ecosystems for wealth creation.

2. An integrated continent that is politically united and reflects the ideals of Pan-Africanism and the vision of Africa's

Renaissance, requires that education embodies these tenets and promotes African values.

3. An Africa of good governance, democracy, respect for human rights, justice and the rule of law, cannot happen unless people are taught throughout the education system – both in school and out of school – that anything else is intolerable.

4. A peaceful and secure Africa begins with the mind's disposition, which is nurtured through education, and within environments that are deliberately safe. We need to explore the literacies and competences required for human peace and security, perhaps including peace literacy, communication, global citizenship, Ubuntu (humanity), media literacy and financial literacy, among others.

5. An Africa with a strong cultural identity, common heritage, shared values and ethics, must be realised through an education that values African content, promotes indigenous and endogenous knowledge and African epistemologies, and imbues curricula with the appropriate values and ethics.

6. For an Africa where development is people-driven, unleashing the potential of women and youth through inclusive education and training is the ultimate tool for empowerment. However, there must be a concerted effort to ensure 100 per cent inclusion across gender, socioeconomic groups and physical ability, as well as refugees and displaced persons. Africa's youthful population presents a comparative advantage that we must invest in at all costs through

transformative education and training, to leverage the potential demographic dividends.

7. Africa being a strong, united and influential global player and partner, demands that we create a distinctive African education character which enables local relevance and global leadership. This requires strengthening intra-African collaboration, promoting indigenous knowledge and Africentric epistemologies so that our institutions are able to produce peculiarly African perspectives and products, and partner globally from a position of strength.

Education is the most important tool for equipping African peoples with the necessary knowledge, skills and attitudes to be able to achieve these aspirations, that make up the African Union's vision of 'an integrated, prosperous and peaceful Africa, driven by its own competent citizens and representing a dynamic force in the global arena'. Quality education is imperative if Africa is to attain this vision, generate home-grown solutions to African challenges, and fully participate in, and influence the global knowledge economy.

The African Union's Continental Education Strategy for Africa (CESA 16-25) reinforces the need to strengthen human capacity development at all levels and in all fields, to put empowered populations at the centre of attaining the African vision. CESA expounds on, and reflects, the education requirements of Agenda 2063, which envisages developing world class human capital to drive Africa's economic and technological transformation, through universal access to quality education. Strategic investments from early childhood education through primary, secondary, technical and vocational education and training (TVET) and higher education, are expected to provoke a true renaissance, underpinned by science, technology, research and innovation. In the Africa of 2063, at least 70 per cent of all high



Innovators pose with certificates at the Innovating Education in Africa Expo 2018

school graduates will have access to tertiary education with 70 per cent of them graduating in the sciences, technology and innovation programmes. The challenges of achieving the education and skills revolution called for by Agenda 2063 are immense. We therefore cannot afford to be sidetracked by other people's visions, but we continue to seek out and engage with those of a compatible and complementary outlook.

Reviewing and promoting alignment between global and continental goals and priorities in education is necessary for ensuring that our initiatives and investments are not scattered, but are directed towards a clear home-grown vision.

Agenda 2063 and 21st century demands are placing education provision in Africa under tremendous pressure to expand, to accommodate the increasing numbers of students seeking access at all levels. Inclusive access means that no child, male or female, should be left out, including those challenged with disabilities or other social disadvantage. The threat of unemployment for our youthful population suggests that an entrepreneurial mindset is key, for developing graduates capable of identifying and wresting opportunity from challenges, contributing to innovation and value chain development in major sectors such as agriculture, mineral resource beneficiation and the

service industry.

We need to identify education innovations that are helping to ensure access, quality and relevance, and endeavour to scale them up through shared experiences and targeted investments. Information and communication technologies present unprecedented opportunities for innovation, if their availability can be enhanced within conducive policy environments, with strategic linkages between education and industry. For this reason, the African Union Commission has established the Innovating Education in Africa (IEA Expo) initiative, which brings together innovators, innovations, policy makers and the private sector, to celebrate innovators and provide a platform for experience sharing, and an opportunity to link innovators to potential funding for growing education enterprises. The outcome of the first IEA Expo includes a Handbook of Education Innovations in Africa and an e-network of African education innovators, to share relevant initiatives that address education challenges, capitalise on opportunities and promote quality and inclusion in education in Africa.

There is also a need to provide more flexible educational systems for learners. Open, distance and e-learning (ODEL), with its multifaceted formats, provides a most viable additional

option for those seeking higher education and continued learning.

One of the flagship projects of Agenda 2063, the Pan-African Virtual and E-University (PAVEU), aims to capitalise on the digital revolution and global knowledge to multiply access to higher education, simultaneously reaching large numbers of students and professionals in multiple sites, at any time and in any place.

The African Union's Teacher Award was established to encourage teachers and raise the profile and status of teaching as a profession. In order to make better use of the teacher resource across Africa, the African Union is working on the continental teacher mobility protocol that will provide a framework for sharing of the teacher resource through an African Teachers Without Borders scheme. But, we must also do more to assure quality and professionalism in teaching, hence the African Union's initiative to develop continental qualification frameworks, as well as guidelines and standards for the teaching profession.

The partnership between the African Union and global agencies needs to be strengthened and managed towards ensuring the best outcomes for our member states, while staying focused on the collective continental vision. Every positive initiative involving any group of our member states has the potential to reach all of Africa if the various agencies partner with the African Union. The Thematic Cluster mechanism brings together agencies working in education in Africa to enhance coordination and open up the possibility of alignment towards a common vision. This is the only way to ensure efficiency in resource use, and progress towards the Africa We Want in a fairer world.

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UPCOMING ACTIVITIES

AUG-DEC. 2019

Specialised Technical Committee of Ministers on Education Science and Technology

October 2019
Addis Ababa, Ethiopia

Innovating Education in Af- rica Expo 2019

20-22 August 2019
Addis Ababa, Ethiopia

TICAD Side Event on Ear- ly Childhood Education

28 August 2019
Yokohama, Japan

AfeCN International Conference on Early Childhood Development

September 2019
Dakar, Senegal

Workshop on Developing the African Continental Quali- fications Framework (ACQF)

2-3 September 2019
Addis Ababa, Ethiopia

International Conference on Quality Assurance in Higher Education in Afri- ca

24-26 September 2019
Abuja, Nigeria

17th Conference on Mathematics, Science and Technology Educa- tion in Africa

11-15 November 2019
Nairobi, Kenya

Africa Students and Youth Summit

20-22 December 2019
Rabat, Morocco

eLearning Africa Confer- ence

23-25 October 2019
Abidjan, Côte d'Ivoire

NEF Africa Science Week 2019

October 2019
40 African Countries

ADEA Ministerial Seminar on Technical and Vocation- al Skills Development

23-25 October 2019
Abidjan, Cote d'Ivoire



CLUSTERS BRIEF

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

Education Planning

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

STEM Education

Coordinator: African Institute for Mathematical Sciences (AIMS)

Higher Education

Coordinator: Association of African Universities (AAU)

Women and Girls Education

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

TVET

Coordinator: AU NEPAD

Early Childhood Education & Development

Coordinator: Africa Early Childhood Network (AfECN)

Peace and Education

Coordinator: Save the Children International

Teacher Development

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

ICT In Education

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

School Feeding

Coordinator: World Food Programme (WFP)

Curriculum

Coordinator: Africa Curriculum Association (ACA)

Life Skills & Career Guidance

Coordinator: International Planned Parenthood Federation (IPPF)

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

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



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