

**Education
Science, Technology And Innovation
Technical And Vocational Education And Training
For The Youth**



RACA

Report of Annual Continental Activities



African Union Commission
Department of Human Resources,
Science and Technology
Year 2015

Human Capital, Science, Technology & Innovation for Development in Africa

Department of Human Resources, Science and Technology

Annual Activity Report of HRST Department



African Union Commission

In this issue

<i>Education</i>	4
<i>Pan African University</i>	9
<i>The Pan African Institute for Education for Development (IPED)</i>	14
<i>African Union - International Centre for the Education of Girls and Women in Africa</i>	15
<i>Science and Technology</i>	17
<i>The African Scientific, Technical and Research Commission</i>	31
<i>The African Observatory on Science, Technology and Innovation</i>	32
<i>Youth Division</i>	34

This report is a publication of the Human Resources, Science And Technology Department of the African Union Commission.

African Union Headquarters
P.O. Box 3243, Roosevelt Street
(Old Airport Area) W21K19
Addis Ababa Ethiopia
Tel: (251) 11 551 77 00.
Fax: (251) 11 551 78 44

List of Acronymns

AAU - Association of African Universities	EU-AU -European Union mission to the African Union
ACP - African, Caribbean and Pacific Group States	GMES - Global Monitoring for Environment & Security
AfDB -African Development Bank	GRC -Global Research Council
ALC -African Leadership Conferences	HLPs -PAU High Level Panel
AMCEN -African Ministerial Conference on the Environment	HRST -Human Resources, Science and Technology
AMCOST - African Ministerial Conference on Science and Technology	IPED -Pan-African Centre of Education for Development
AOSTI -African Observatory of Science, Technology and Innovation,	JICA -Japan International Cooperation Agency
AQRM -Africa Quality Rating Mechanism	MNAUSS -Mwalimu Nyerere African Union Scholarship Scheme
ASRIC –African Scientific Research and Innovation Council	NEPAD - New Partnership for Africa's Development
AUC -African Union Commission	PACTED -Pan African Conference on Teacher Development
AU-YVC -African Union Youth Volunteer Corps	PAU - Pan African University
AYC -African Youth Charter	RECs -Regional Economic Communities
BMZ -Federal Ministry for Economic Cooperation and Development of the Federal Republic of Germany.	STISA -Science, Technology and Innovation Strategy for Africa
CIEFFA - International Centre for Girls' and Women's education in Africa	STRC -Scientific Technical and Research Commission
COMEDAF -Conference of Ministers of education of the African Union	TVET -Technical & Vocational Education and Training
COMY - Conference of the African Union Ministers in Charge of Youth	UNESCO -United Nations Educational, Scientific and Cultural Organization
CPA -Consolidated Plan of Action	

Building a people centered African Union



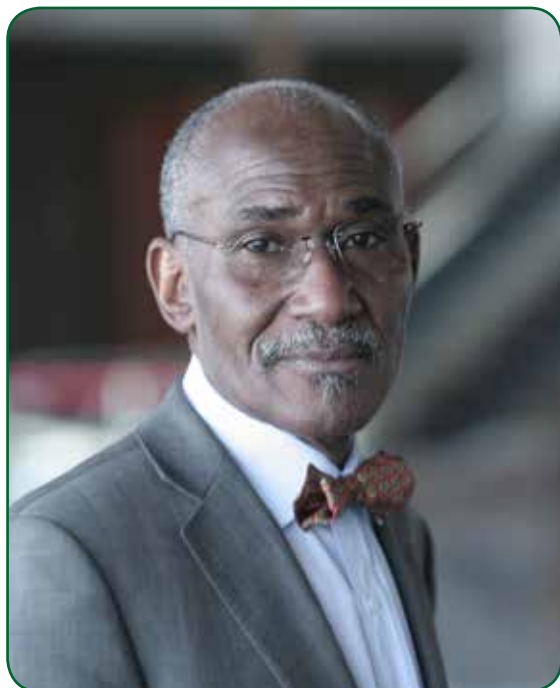
'We consider that the people who are going to drive Agenda 2063, those who will develop this continent to be prosperous, integrated and peaceful are the young people along with women. You are part of that youth!'

H.E. Dr. Nkosazana Dlamini Zuma

Chairperson of the African Union Commission

At the 6th Batch African Union Youth Volunteer Corps - volunteer pre-deployment orientation and training session - 07 – 18 DECEMBER, JOHANNESBURG, SOUTH AFRICA





It is with great joy that I hereby present the first edition of the Annual Continental Activity Report (RACA) of the African Union Commission on Education, Science, Technology, Innovation and Youth.

If we did not expect to turn our attempt into a huge success only three months after its presentation and adoption by African Ministers of the Specialized Technical Committee (STC) on Education, Science and Technology within the framework of the mechanisms to assess the 2016-2025 Continental Strategy on Education (CESA 16-25), I may confess that it is encouraging to note that 20 countries out of 54, two Regional Economic Communities (RECs) out of eight and nine partners have agreed to get involved in the elaboration of this first edition of RACA. May all these pioneers (countries, RECs and partners) find here the expression of our admiration.

The three-month deadline was the main reason for postponing in the 2016 edition, the insertion of blank pages for countries which would not have presented their report. This deadline would not have allowed us to present at the same time versions in the different working languages of the African Union. It is also for this reason that ten of the twenty reports have been presented in French. As reports are under the responsibility of issuing countries, an English translation would have required the prior approval of the text by the issuing country.

It is true that, all the reports received did not meet the formal requirements namely a one-A4 page report using font

size 12. When data were available, we as much as possible presented summary tables which not only contributed to clearly interpret the data provided but also helped in making some interesting comparisons. This work clearly demonstrates the key relevance of school statistics for the management of school systems and mainly the need to harmonize all these information to be able to compare a country to another and obtain consolidated statistics for the continent.

Some tables were not presented when we found difficulties interpreting them.

With regard to budgetary issues, we kept the national currencies indicated by member States. In the future only one reference currency will be used to facilitate the above-mentioned comparisons.

We are confident that in 2016 no country would like to be absent considering that each country's flag will decorate a blank page labelled "unavailable details". Not because there will be no justification to support such a shortcoming but because RACA would have proven to be an absolute necessity.

In fact, taking into consideration the activities of AU member States, RECs and partners beyond the presentation of the annual activities of AUC HRST Department, we aim at witnessing RACA move from an emulation tool to a reference document with a set of benchmarks: a kind of almanac for the great coalition for education, science, technology and innovation that we are strongly calling for the African youth.

Since the statistical data provided by each country, REC and partners will be improved every year, their compilation will give a clear indication of the situation of education, science, technology and innovation in our continent making RACA an efficient management tool.

It is the responsibility of all the readers and users of RACA to improve it with time by strengthening important details and cancelling superfluous items.

Finally, I would like to express my appreciation to all those who worked for the production of this first edition of RACA in its current format.

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

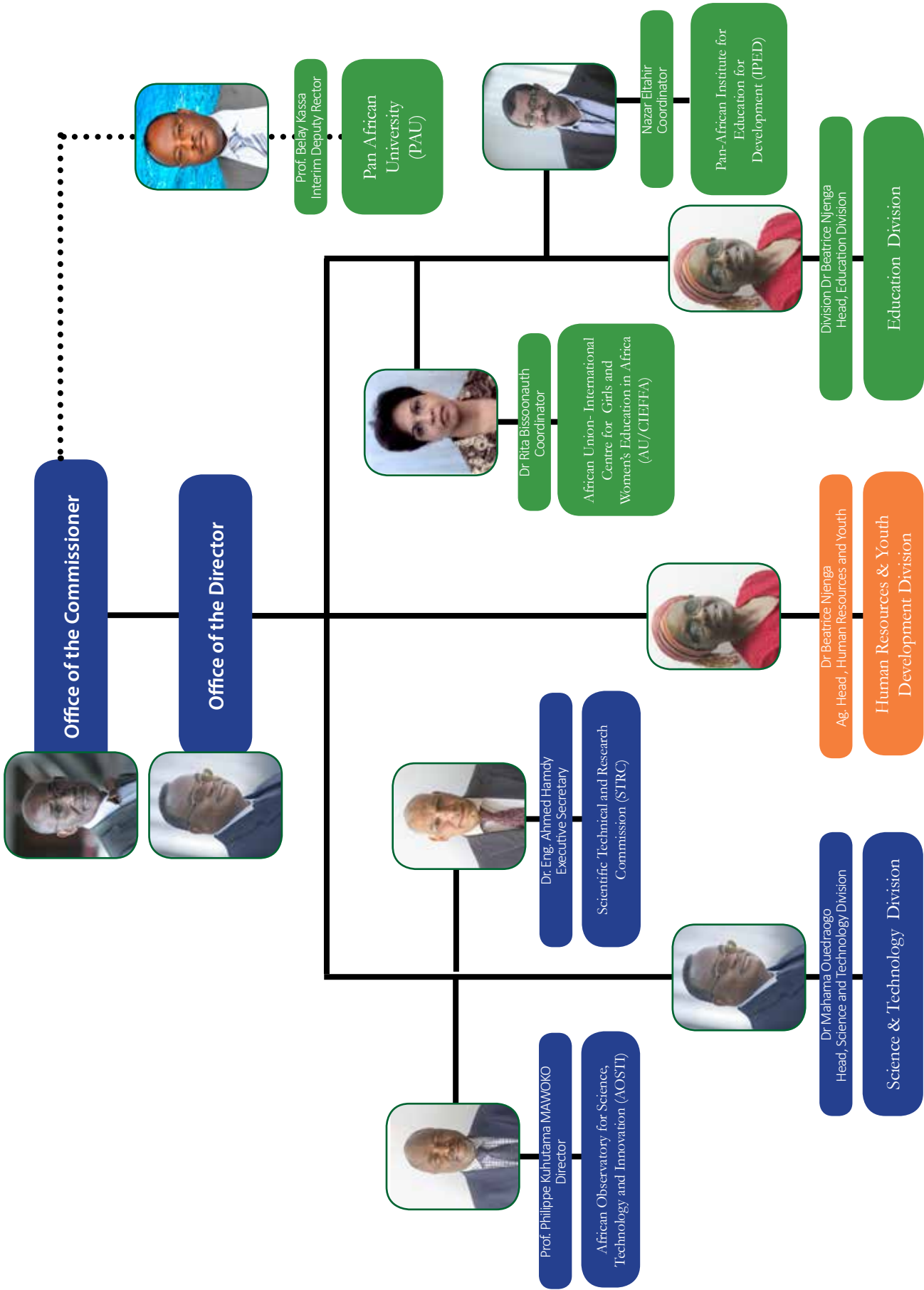
2015 AU Assembly and Executive Council Decisions

Division	Date	AU Assembly	Executive Council
Science and Technology	June 2015	Assembly/AU/Dec.572(XXV) B Decision on Committee of Heads of State and Government championing Education Science and Technology	
Human Resources & Youth	June 2015	Assembly/AU/Dec.525(XXIII) Decision on the AU Continental TVET Strategy Doc. EX.CL/840(XXV)	
Education	January 2015	Assembly/AU/Dec.551 (XXIV): Decision on Elections of the President and Vice President of the Pan African University (PAU) Council –Doc. EX/CL/885(XXV)	EX.CL/Dec.862 (XXVI): Decision on Election of the President and Vice President of the Pan-African University (PAU) Council-oc.EX.CL/885(XXV)
	January 2015	Assembly/AU/Dec.552(XXIV): Decision on the Designation of the Host Country of the Pan –African University Rectorate-Doc.EX.CL/886(XXVI)	EX.CL/Dec.863 (XXVI): Decision on the Designation of the Host Country of the Pan-African University Rectorate -Doc.EX.CL/886(XXVI)
	June 2015	Assembly/AU/Dec.572(XXV): Items Proposed by Member States	

Ministerial Conference - 2015

Conference	Date	Venue
1ST SPECIALIZED TECHNICAL COMMITTEE MEETING ON EDUCATION, SCIENCE AND TECHNOLOGY (STC-EST I)	30TH OCTOBER 2015	ADDIS ABABA, ETHIOPIA
2nd Bureau Meeting of the Specialized Technical Committee (STC) on Youth, Sports and Culture	03rd September 2015	Brazzaville, Congo

Departmental Organogram



Education Division

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

1. Teacher Development

A study on the living and working conditions of the teacher in the African education system is underway, to be started in the last quarter of 2015. The outcome will inform strategies to valorize the teaching profession.

A joint Workshop with the International Institute for the Capacity Building in Africa (IICBA) was under the theme partnering for ensuring quality teaching and learning through Teacher Development. The purpose of this workshop is to conduct a further review of the programs of the two entities and share with key partners to give an insight into these programs and mobilize support from various partners. The HRST and IICBA established a Memorandum of Understanding in April 9, 2014 in order to contribute to the development of the teaching profession in Africa through the implementation of the Action Plan of the African Union Second Decade of Education.

The participants from the European Union, the Embassy of France, the Embassy of Japan, the Embassy of South Korea, GIZ, OIF, JSSO, and UNFPA have shown interest and expressed their commitment in supporting the joint programs.

2. POST 2015 EDUCATION AGENDA

As the Second Decade of Education for Africa was coming to an end, the AU Summit requested Member States to undertake self-evaluation with respect to their implementation of the Plan of Action for the 2nd Decade of Education for Africa in their respective countries, follow up on the end-term evaluation and develop a new ten-year strategy for education in line with the aspirations and expectation of African citizens and the Agenda 2063.

In order to implement this decision, and for African countries to organize to contribute to the ongoing development of the global education goals among the global post 2015 Sustainable Development Goals, an extra-ordinary session of the Bureau of COMEDAF VI was held in Kigali, Rwanda in February 2015. The meeting was called so COMEDAF could contribute to the African position on the global post 2015 Education Program. Moreover UNESCO had called for a meeting of Ministers for sub-Saharan Africa to meet for the same purpose, and the African Union was committed to ensuring that the outcome of the meeting organized by UNESCO would represent all Africa geographically and

politically. The Bureau meeting was therefore open to all African ministers who are present. The Bureau discussed the process of end-term evaluation of the Second Decade of Education for Africa, relative to the Education For All; and the process for development of the new African Strategy for Education; and perspectives to be taken on board in the global discussions. The Bureau agreed to consider the joint efforts through the midterm evaluation of the 2nd Decade of Education for Africa, and the EFA evaluation as sufficient to provide the basis for Africa's contribution to the global education position; and for developing the post 2015 continental education strategy for Africa.

The AU Commission was invited in collaboration with the COMEDAF Bureau VI to synthesize the EFA evaluation for North Africa with that of the SSA and to complete the key aspects left out of the report and to move forward in the development of the continental education strategy 2016-2015.

Kigali Meeting

UNESCO in partnership with the African Union Commission, the Government of Rwanda, and other EFA partners, organized the Africa Regional Ministerial Conference on Education Post-2015 in Kigali, Rwanda from 9-11 February 2015. Presentations at the conference were made by various key stakeholders including the African Union Commission, the COMEDAF VI Bureau, United Nations agencies, bi-lateral and multi-lateral cooperation partners, civil society organizations, Youth Representatives and the media.

A total of 45 sub-Saharan African countries presented profiles on the progress made so far in education since the year 2000 as well as national reviews in preparation for the post 2015 education agenda in their respective countries. The issues discussed ranged from Early Childhood Care and Education (ECCE), to Universal Primary Education (UPE), to the educational needs of youths and adults, and adult literacy. Attention was also given to issues regarding quality, equity, inclusiveness, and gender parity in education on the African continent.

Agreement was reached to anchor the post-2015 education agenda in a lifelong and sector-wide perspective that would address access, equity and quality for all – children, youth and adults - at all levels of education from ECCE to higher education and adult learning, and across formal, non-formal and informal sub sectors.



Incheon Meeting

The Africa region was well represented in Incheon at the World Education Summit which concluded the global education development goals for 2030, as contribution to the post 2015 Sustainable Development Goals.

At the end of Regional Ministerial Conferences on education such as that of Kigali for Africa, the World Conference on Education in Incheon aimed at consolidating at the global level the assessment of MDGs and mainly EFA and adopting a post-2015 common position on education.

Issues directly related to education are part of SDGs priority 4 (Ensure inclusive and equitable education and promote lifelong learning opportunities for all), given that other priorities shall resort on education for their efficient implementation. This is for instance the case of peace and security and environmental protection ((priorities 16 and 15).

During the world conference on education in Incheon, the Commissioner HRST took part in the high level panel dedicated to the global and regional follow-up of the results of the Incheon conference and SDGs.

After the adoption of SDGs, a meeting was held in Paris on 04th November 2015 to finalize this world follow-up policy which was lacking for MDGs.

3. THE CONTINENTAL EDUCATION STRATEGY FOR AFRICA 2016 - 2025

The Commission of the African Union has proceeded to take into account the outcomes of the Kigali Meeting and the Incheon Meeting together with the African Agenda 2063 to draft the continental education strategy for Africa 2016-2025. The strategy is driven by a visualization of "a transformed and integrated African education and training system geared towards the development of knowledge, skills and values for achieving the vision of African Union. Its mission is to "reorient Africa's education and training systems to meet the knowledge, competencies, skills, innovation and creativity required to nurture African core values and promote sustainable development at the national, sub-regional and continental levels.

The new draft strategy moves away from prescriptive and minimalist goals of human rights, and calls for human

empowerment and creating enabling conditions to help individuals and nations to realize their potential. It addresses the need to deliver better living standards, higher levels of quality employment, entrepreneurship and innovation, through establishment of robust and dynamic inter-sectoral linkages; while also addressing Africa's quest for increased capacity, and human capital development, as a key to realizing that common developmental approach the continent has taken. The draft strategy demands that education and training programs be directly linked to national human

resource development programs as well as national social economic development visions. It demands pedagogic discipline and curriculum development and delivery mechanisms that respond to the aspirations expressed in Agenda 2063.

The Commission convened a workshop involving experts from Member States of the COMEDAF VI Bureau and others, RECs and partner agencies, to produce Draft Zero of the strategy which was circulated to member states, RECs and education agencies for input. I trust that you have had opportunity to send in your inputs so that we can endorse the draft strategy and request the Commission to present it to the January 2016 AU Summit for adoption. The strategy will be the basis for designing and implementing programs at the continental, regional and national levels.

4. Basic Nyerere Scholarship

To encourage the participation of young African students with physical disabilities at postgraduate level in Masters Programmes, the African Union Commission made a special call of the Nyerere Scholarship only for applicants with Physical Disabilities in 2015. A total of 107 applications were received from 24 Member States. Eligibility checks were done to identify applications that are qualified to be considered for selection based on clear criteria as advertised. Physicians' statements of disability were verified by the AUC Medical Services. A Scholarship Selection Panel short-listed 40 candidates to be considered for scholarship award. Disbursement of stipends and tuition fees are underway to facilitate payment of scholarships to selected candidates.

In September 2015, monitoring and evaluation missions are undertaken in 4 Kenyan universities: University of

Nairobi, Jomo Kenyatta University, Kenyatta University, and Strathmore University to assess the implementation status of the Nyerere Scholarship, including logistics of tuition fees disbursements and academic supervision of students.

The team discussed with host universities' concerned officials and met face to face with the Scholarship students. The purpose of the mission was to ensure a close follow-up of the Nyerere scholarship scheme and the implementation other AU higher education initiatives at institutional level.

Of the 82 Nyerere scholarship students that were admitted previously, 47 have already graduated successfully and 31 female students are undertaking their studies at Masters and PhD levels.

5. Intra-Africa Academic Mobility Scheme

Currently, 15 Networks involving 72 universities are in the process of implementing intra-African academic mobility. The university partnerships are facilitating mobility for 798 individuals, including 465 Master Students, 259 Doctoral Candidates and 74 staff from 39 African countries. The mobility distribution by region is shown in Table 1 and 2.

A Steering Committee meeting was held in Brussels from 26 - 27 February to discuss the implementation results from on-going university partnerships and to seek possible adjustments for the current programme and to draw lessons that could be learnt for the future. A monitoring tool (evaluation document) is developed jointly by Executive Agency and AUC that will be employed to monitor the implementation of academic mobility in university partnership when undertaking evaluation missions. The need for integrated planning of visits and information sharing was highlighted to ensure coordinated monitoring.

A Conference on academic mobility was held in November

2015 in Windhoek, Namibia to discuss the outcomes from the implementation of the scheme and to share lessons learnt and good practices in mobility management. As an extension to the current mobility scheme, a new Intra-Africa Academic Mobility Programme is foreseen for the period 2016-2020.

6. Harmonization and Tuning

A pilot project for harmonising curriculum development using the Tuning Approach has been successfully carried out, involving 53 African Universities from 29 countries. Learning outcomes and competencies were developed for five subject areas: Medicine, Teacher Education, Mechanical Engineering, Agriculture, and Civil Engineering.

A second phase of tuning is launched that is scaled-up to 110 universities from 42 countries, and with three more subject areas: Economics, Geology and Higher Education Management. The Harmonisation/Tuning Management Committee met in June 2015 to undertake the selection process of new Universities that will participate in the second phase of the Harmonisation and Tuning Project. The Call for participation was signed by HRST Commissioner and EU Commissioner for Education and Culture.

A Tuning Africa Project Advisory Group is established, where AUC is a key member. A policy forum of the advisory group was held in July 2015 in Antananarivo, Madagascar. The First General Meeting on "Tuning Africa II Project" was held in Cairo, Egypt in October 2015. The meeting brought together curricula experts from various African universities to exchange experiences and discuss the use of Tuning Approach in ensuring quality of higher education programmes and establish credit transfer system to facilitate Intra-Africa mobility of students. The Tuning Africa II Project will be implemented in the period 2015 – 2017.

7. Revised Arusha (Addis Convention)

In implementing the African Union Harmonization Strategy for Higher Education, the AUC is working jointly with UNESCO to facilitate the ratification and implementation of the Revised Arusha Convention. An International Conference of African States has been convened in December 2014 in Addis Ababa and adopted the revised Convention on the Recognition of Academic Qualifications.

In July 2015, UNESCO in collaboration with the AUC organised a meeting in Paris to discuss the modalities for establishing Working Group to



The team also met some of the scholarship students with physical disabilities.

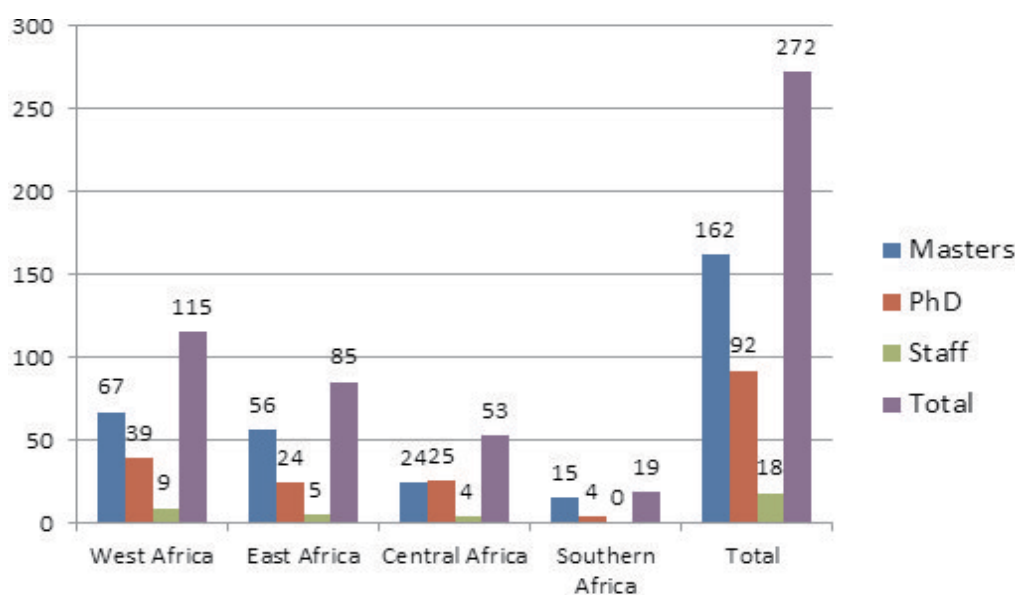


Table 1: mobility distribution by region

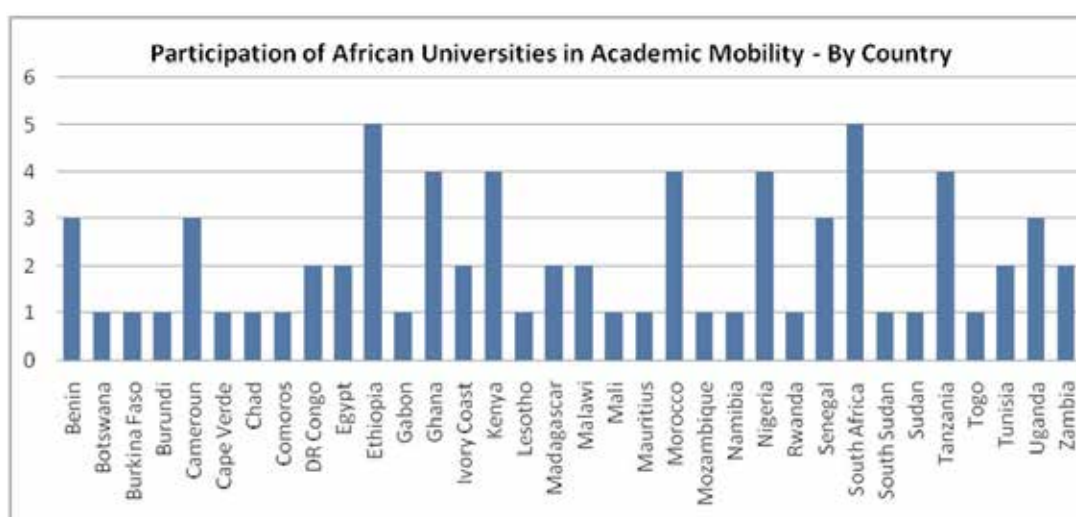


Table 2: Number of participating African Universities by Country

facilitate the implementation of the Addis Convention. Member States are urged to designate a country focal point with relevant expertise to for follow-up of the ratification process. The progress in the implementation of the Addis Convention will be reported regularly to the AU Specialised Technical Committee (STC) on Education and Science & Technology. UNESCO will also consider regular reporting on implementation progress to the Executive Board. Currently, 16 States in African Region have signed the Addis Convention. UNESCO and the AUC are coordinating the establishment of an Informal Working Group to be designated from ministries of all Member States.

8. African Quality Rating Mechanism (AQRM)

The African Quality Rating Mechanism (AQRM) has been developed as a tool to facilitate a culture of continuous quality improvement in African higher education institutions through self-evaluation exercises and external validation. The AQRM holds much prospect for improving the quality

of higher education in Africa by fostering the development of internal quality assurance systems in institutions and by providing a means for external validation of quality assessment. The AQRM focuses on both programme and institution levels, with major criteria covering the focus areas shown in Table 3.

For each focus area, the AQRM includes specific standards against which institutions can assess their own quality levels. The institutional level involves 49 specific indicators while the programme level rating mechanism comprises 35 indicators. A pilot validation of AQRM rating was carried out end of 2014 by external reviewers in 9 higher education institutions, selected from the five geographic regions. AQRM validation reports of all the nine institutions were prepared by the respective assessors. A consolidated report of the AQRM validation is under way.

9. Pan-African Quality Assurance and Accreditation Framework

To implement the AU Executive Council Decision on establishing a continental Accreditation Agency for higher education, the AU Commission has initiated the development of a Pan-African Quality Assurance and Accreditation Framework (PAQAF), in collaboration with the European Commission and the Association of African Universities. As initial step to facilitate the development of PAQAF, a study has been conducted with the support of the Joint Africa EU Strategy Support Mechanism. On the basis of the study, a consultative meeting was held in Accra, Ghana in May 2015, to brainstorm and reach consensus on the process of establishing a PAQAF and possible operational modalities.

To validate the process for establishing PAQAF, a validation workshop was held in July 2015. The workshop was attended by 56 participants from 28 African countries representing universities, national and regional QA and accreditation agencies, directors of ministries for higher education, quality

experts and practitioners as well as experts from European QA and accreditation institutions.

The workshop validated the operational modalities for the development of PAQAF. The mandate, roles and functions of a continental Accreditation Agency were also identified. It was agreed that the following instruments are crucial for the appropriate functioning of the Pan-African Quality Assurance and Accreditation Framework (PAQAF).

The validated PAQAF was forwarded to the AU Specialised Technical Committee (STC) on Education and Science & Technology in October 2015 for endorsement to ensure political endorsement and commitment by AU Member States.

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

Table 3: Focus Areas covered by AQRM criteria

<ul style="list-style-type: none"> Continental Qualifications Framework Ratified Addis Convention Agreed continental standards and guidelines for QA and Accreditation African Quality Rating Mechanism African Credit Transfer System; 	<ul style="list-style-type: none"> African QA Portal which includes: <ul style="list-style-type: none"> i. African Register of QA and Accreditation Agencies; ii. Register of Quality Assured HEIs; iii. Database of peer reviewers; Any other instruments as appropriate
--	---

Pan African University

1.1. Introduction

The Pan African University continues to evolve as an African Union initiative designed to foster excellence in African higher education and research, and serve as a driver of innovation, relevance and competitiveness for the continent's education sector. The PAU Rectorate and the University's four operational Institutes have been active in planning and implementing various policy and operational initiatives geared towards ensuring effectual teaching and learning, sound administration and management as well as holistic development. The following report reflects PAU's undertakings in year 2015.

1.2. The PAU Rectorate

The 2014/15 academic year in Yaoundé, Ibadan and Tlemcen began in October 2014 and PAUSTI started its academic year in January 2015. A new call for student applications was issued for the academic year 2015-2016, which attracted 5629 applicants, representing an overall increment of 361% from the previous year. The number of female applicants increased by 560.3 percent, and the proportion of female applicants increased across institutes. The percentage increment is more pronounced in the case of PAUGHSS where currently 38 percent of the applicants are female. In relative terms, there are fewer applicants for PAUWES. The Southern and Northern African regions are

September 2015, the President of the PAU Council, Professor Tolly S. Mwette, led a delegation of PAU staff to Yaounde for discussions with the government on the relocation of the Rectorate. The two parties agreed on a roadmap which illustrates the process leading to the final relocation of the Rectorate in March 2016.

Currently, the PAU Rectorate is staffed by an Interim Deputy Rector, Coordinator, Senior Legal Officer, Communications Officer, I.T Officer, Program Assistant, Administrative Assistant and Procurement Assistant. All of the Rectorate staff are on short term appointment with contracts of 6 months. Recruitment is underway for regular Rectorate staff positions, including the Rector, Deputy Rector, Senior Academic and Student Affairs Officer, Senior Finance and Administrative Officer, Senior Procurement Officer, Senior Legal Officer, Communications Officer, Program Assistant and Administrative Assistant. The I.T Officer is appointed on secondment from GIZ, whilst the rest of the Rectorate positions are maintained under the AfDB Grant.

The process has also begun for the recruitment of regular academic staff for all PAU institutes, with the launch of a call for Professors, Associate Professors, and Lecturers to be appointed across all PAU institutes. A team of experts will be engaged to preside over the selection of applicants for the teaching positions.

1.3. PAU Partners Meeting

The Pan African University Partners Meeting took place at the African Union Commission Headquarters in Addis Ababa, Ethiopia, on 1 June 2015. The meeting was convened in the context of regular dialogue between the AUC and PAU Partners, and ahead of the inaugural meeting of the Pan African University Council scheduled to take place on 25 June 2015, at the AUC Headquarters in Addis Ababa. The meeting featured reports and discussions on the status of PAU Institutes, Partner contributions and major need for coordination of PAU partnerships, coordination between the AUC, PAU Rectorate and Key Thematic Partners, the



PAU Rectorate

under-represented in the applications. These trends call for the implementation of the PAU Communications strategy and more investment in publicity and dedicated PR to increase the visibility of the PAU particularly within these two regions. The Call was closed in early March and the eligibility check has started at the level of the Institutes.

The January 2015 Summit also selected the Republic of Cameroon to host the Pan African University Rectorate, following evaluation missions to the countries that applied to host the Rectorate including Benin, Cameroon, Ethiopia and Tunisia. Consultative communication has been ongoing between the Commission and government of Cameroon. In



PAU Partners Meeting

development of a PAU Strategic Plan and roadmap for its implementation, and preparations for the first PAU Council meeting.

The meeting ended with concrete agreements tabulated as resolutions agreed upon by all parties. The resolutions reflected the meeting's expression of the strong need for closer coordination in the activities of PAU partners, the development of strategic and work plans for the PAU with a clear roadmap and timelines; as well as the presentation to the PAU Council of priority areas identified by the Rectorate and PAU Partners.

1.4. The Establishment and First Meeting of the PAU Council

The January 2015 Summit of Heads of State and Government appointed Prof. Tolly S. MBWETTE (Tanzania) as the President and Prof. Paulo Horácio de Sequeira e CARVALHO (Angola) as the Vice President of the PAU Council for a three-year term, based on regional nominations. The Commission proceeded to constitute the broader membership of the Council in line with provisions of the PAU Statute, and the PAU Council held its inaugural meeting on the 25th of June 2015 at the AUC Headquarters in Addis Ababa. The first Council meeting resolved to among other things set up a Technical Team to map out a way to finalize and implement key PAU policy plans and strategies including the strategic plan, terms of reference of various Council Committees, entitlements of Council members, amendments to the Statute, as well as recruitment of long term academic staff.

In accordance with the mandate given to him by the PAU Council, the Commissioner for HRST, H.E Dr. Martial De-Paul Ikounga, constituted the Techcal Team of eminent experts who met at the AU Commission in Addis Ababa from the 5th to the 6th of October 2015. The experts reviewed all the documents pertaining to the issues identified by the Council for their deliberation and provided expert inputs, as well as proposals for the Council to consider during its extra ordinary meeting at the end of October.

1.5. PAU Planning Meeting

The PAU Rectorate team and Institute Directors convened a planning meeting at the Institute for Water and Energy



Sciences (including Climate Change) PAUWES, in Tlemcen, Algeria, from 30 to 31 August 2015. The meeting, which was also attended by officials of the PAUWES GIZ team, afforded the Rectorate and Institute Directors the opportunity to discuss and address important issues pertaining to the operations and development of the Institutes. The Tlemcen meeting centered mainly on student admission for the 2015/2016 academic year; a harmonized academic calendar; PAU budget management; PAU Communications Strategy; the PAU Strategic Plan; the PAU Statute; PAU Student Handbook; harmonized admission and graduation requirements; and curriculum development.

1.6. Curriculum Development and Review Workshop

The Pan African University convened a curriculum development and review workshop for the PAU Institute in Governance, Humanities and Social Sciences (PAUGHSS) hosted by the University of Yaounde II in Cameroon. The workshop was convened against the backdrop of the need to review the Masters programs and curriculum to ensure the sequencing of courses and alignment of specializations, and allow for a smooth transition into the PhD programs.

The workshop also convened within the framework of the pedagogical use and teaching of the UNESCO volumes of the General History of Africa (GHA) at PAUGHSS and at other PAU institutes. This is necessary to elaborate the PAU History of Africa module in line with the orientations defined by the Scientific Committee of the Pedagogic use of the GHA project, whose overall objective is to help renew history education in Africa, by highlighting the common heritage of African peoples with a view to mutual understanding, regional integration, peace building and the strengthening of



links between Africans and people of African descent across the world.

Participants in the workshop were selected, with due consideration to regional representation, from among PAU institutes, host universities, the African Union Commission, the PAU Rectorate, African curriculum and subject matter experts, Africans in the diaspora and members of the Scientific Committee for the pedagogical use of the General History of Africa Project. The next level for the exercise is the development of content for the courses by experts through online synergies before the pre-validation and validation meetings.

1.7. Student Admission - 2015/2016 Academic Year

At PAUSTI, the international jury met from 20th to 24th July 2015 to conduct selection, with representatives from all five regions of the continent except North Africa. Various criteria including age limit, gender balance and academic qualification were considered in the selection. The gender balance criterion was however not met, due to the failure on the part of some female applicants to meet the basic requirements. A reserve list was created by exceeding the



number of required candidates to fill potential gaps. Some of the selected candidates for PhD were PAUSTI Masters graduates.

PAUWES presented a system of workflow around the process of selection, from the issuance of the Call to the commencement of the academic year. From the list, some candidates were rejected based on age limit, inadequate academic qualification or incomplete application. A reserve was created, but the gender quota has not been adequately filled due to reasons similar to those experienced at PAUSTI. The statistics is not too different from the previous admissions, and it was that one factor responsible for the low number of applications is the variance in the beginning of academic calendars between North Africa and PAU institutes, whereby the results of most universities in the region are not issued when PAU conducts its selection.

The PAULESI selection Committee comprising regional, international and host country representatives met to

conduct the selection based on academic excellence, gender balance, country of origin and host country. PAULESI had constraints in following gender and country representation because of the limited spread of applicants by country and gender.

PAUGHSS reported that it has received applications for both its Masters and PhD programs from a wide spectrum of countries in Africa, but is yet to convene an international jury for selection due to funding constraints.

All institute Directors mentioned the challenges faced by both applicants and institutes in uploading and downloading documents on the PAU Website, and maintained that online application procedures on the web should be clear to all students, who should also be guided on the number of words they needed to enter for their motivation letters. They also recommended that the application portal be customized to register only complete applications. The PAUWES GIZ team volunteered to contribute in resolving the problems around the application portal.

1.8. PAU Institutes

1.8.1. PAULESI

PAULESI has an overall student population of 86 students enrolled its Masters and PhD programs in Environmental Management; Reproductive Health Sciences; Plant Breeding; and Mineral Exploration Geosciences.

The Institute will hold its first graduation on 17th November 2015, which will coincide with the host University's Founders Day. The Host University – University of Ibadan, has proposed to honor the Chairperson of the AUC with an honorary PhD degree during the graduation, and extended a request for the Commission to provide return tickets for the graduating students to enable them attend the ceremony from the home countries. The Institute has not had an active engagement with its Key Thematic Partner, India, and is calling for intervention by the AUC to address the issue.

1.8.2. PAUGHSS

PAUGHSS has a total of 114 students (1st and 2nd batch) enrolled into its Masters programs in Translation, Interpreting and Governance and Regional Integration respectively (GRI). The Institute is planning to graduate its first batch of 53 students in early December 2015.

A curriculum development and review workshop was held at PAUGHSS in September 2015, for the Institute's existing Masters programs. The workshop also developed a curriculum for the new PAUGHSS PhD program in GRI. PAU is also finalizing preparations to designate the Pan-African Masters Consortium in Interpretation and Translation (PAMCIT) as a Centre affiliated to the Pan-African University Institute for Governance, Humanities and Social Sciences (PAUGHSS), hosted by the University of Yaounde II, Soa in Cameroun.

The consortium is presently comprised of a core group of five African universities representing the five linguistic blocs of the continent.

1.8.3. PAUSTI

PAUSTI graduated its first batch of 55 students in November 2014. It has an overall current student population of 67 students, enrolled into its Masters and PhD programs in Civil Engineering, Electrical Engineering; Mathematics (Finance); Mathematics (Computational); Mathematics Statistics; and Molecular Biology and Biotechnology.

PAUSTI has been conducting seminars with various Professors from the host University and from around the world. The Institute's new complex has been inaugurated by the President of the Republic of Kenya, and Civil Engineering equipment for the Institute have been acquired and will soon be commissioned.

1.8.4. PAUWES

PAUWES has a total of 27 students enrolled into its Masters programs in Energy and Water respectively, with both Policy and Engineering options.

The basic structures for the administration at PAUWES have been set up and the University of Tlemcen provided facilities for the students to move with the administration of PAUWES to the same facilities at the end of September 2015. PAUWES has received major contributions from GIZ, and DAAD, in terms of technical assistance and the provision of international expertise in various areas. The German Ministry BMBF has also reached out to provide support for PAUWES, in the development of a research agenda for the institute, and in financing 2 positions at PAUWES: Research Coordinator and his/her Assistant for two years, beginning January 2016.

H.E. Dr. Martial De-Paul Ikounga, Commissioner for HRST, signed the PAUWES 2015 operational budget prepared by the technical group composed of the representatives of African Union Commission (PAUWES), the Algerian Partner (Tlemcen University) and the German Partner (German Embassy in Algiers) H.E. Dr. Martial De-Paul Ikounga, Commissioner for HRST, and Prof. Belay Kassa, PAU Interim Deputy Rector, paid a working visit to Algeria to discuss the progress made in operationalizing PAUWES.

1.8.5. PAUSPACE

H.E. Dr. Martial De-Paul Ikounga, Commissioner for HRST, Dr. Beatrice Njenga, Prof. Belay Kassa and Dr. Yaw Nyamong paid a working visit to South Africa to discuss the hosting and operationalization of the Pan African University Institute for Space Sciences, 1-3 March 2015. A Note Verbal was prepared and sent to the Delegation of the European Union to the African Union to discuss potential areas of partnership and collaboration between the African Union Commission and the European Union regarding the establishment and

operationalization of the Pan African University Institute for Space Sciences in the Republic of South Africa. A similar Note Verbal was prepared and sent to the United States Mission to the African Union.

1.9. Funding of PAU Programs



1.9.1. Support from the African Development Bank to the Pan African University

Prolonged delays have been encountered in the AfDB second disbursement of funds, with problems associated with the stringent reporting requirements. This underlines the need to train Directors of the Institutes, Finance Officers and Rectorate staff on the AfDB and KfW/GIZ reporting requirements. The AUC Finance Officer and a representative of the AfDB had embarked on a mission to the three PAU Institutes, with the aim of integrating relevant financial data and reconciling the Institutes' accounts in order to fully meet the Bank's reporting requirements. This resulted in the release of 50% of the disbursement to allow for the payment of student stipends and other outstanding liabilities of the Institutes.

The Bank's Human Development Department Director, Madam Sunita PITAMBER, embarked on a mission to the AUC Headquarters to follow-up on the implementation status of the Bank's support to the PAU project from the Technical Team as represented by the Interim Rectorate staff, which include academic, financial and legal status in order to understand the issues pertaining to implementation gaps. It was also meant to agree on a set of key actions and timelines for the smooth implementation of the PAU project.

The mission observed overall satisfactory progress in meeting the project objectives. In respect to the specific intentions of the mission, it was agreed that a number of actions need to be undertaken in order to expedite the rate of project implementation. These actions include recruitment of related staff at the project implementation units, long term academic staff and staff for the Rectorate. Also important are conclusions on the development of the procedure manual, actions for governance and sustainability of resource mobilization beyond the project life span.

1.9.2. Support from the Government of Germany

Under the partnership agreement with the government of the Federal Republic of Germany, a new financial agreement



in support of the PAU Rectorate is being prepared, after the formal closure of the previous one. The new agreement totaling 220 000 USD, is to be disbursed in two tranches. The amount is earmarked for various activities of the Rectorate including policy and operational planning, staff training, supervisory missions to the Institutes, purchase of office equipment, Communications and publicity. This follows discussions between the Rectorate and GIZ on the list of priority areas for funding. Upon GIZ's request, the PAU Rectorate has prepared and dispatched a concept note alongside the request for disbursement of funds.

1.9.3. Support from the European Union

At present, there is no direct support from the European Union to the Pan African University. There is, however, a plan to engage the European Union to provide support for the establishment and operationalization of the Pan African University Institute for Space Sciences in the Republic of South Africa (2015-2020). The Pan African University is finalizing preparations to designate PAMCIT a Centre affiliated to PAUGHSS. PAMCIT as a consortium of training Centers of Excellence for professionals in linguistic communication on the African continent has been benefiting from support from the European Union. It is therefore expected that PAMCIT would continue to receive financial and technical support from the European Union after it is designated as a Centre of the Pan African University.

1.9.4. Support from the Government of the United States

The United States Agency for International Development (USAID) has agreed to provide support for the preparation

of a strategic plan for the PAU Institute for Space Sciences (PAUSS) in South Africa. So far, it has committed 266,000 U.S Dollars to the operationalization of the Institute. The work plan and disbursement of the provided support has been prepared. The U.S Mission to the African Union is also offering support towards the pre-academic English Language Programs across all PAU Institutes. A U.S Consultant, Dr. Tim Collins, was dispatched in December 2015 to embark on a needs assessment study at PAU's four Institutes, and make recommendations on how to integrate and augment the pre-academic language programs. The PAU Rectorate has received a January 2015 Report on Dr. Collin's mission to the Institutes.

1.9.5. PAU Communications

A draft four-year Communications Strategy has been prepared by the PAU Communications Officer, and a process has been charted for its validation. It was shared with the AUC Department of Information and Communications, and PAU Partners, and discussed at PAU planning meeting in Algeria. All technical feedbacks have been incorporated into the document. It is now awaiting a stakeholders workshop for its validation. Similarly, proposals for the production of publicity documentaries and materials were set for implementation under the new GIZ Financial Agreement. After GIZ discounted the possibility of funding the documentaries, the DIC has requested for the relevant proposal with a view to exploring possibilities of funding the project.

The PAU Communications Officer has presented a proposal on a biannual PAU Magazine, detailing its objectives, scope, design and production format. This is intended to contribute immensely to increasing PAU visibility, and it is hoped that the new GIZ funding framework earmarked for communications can be used to support the magazine's production and distribution.

The PAU Website was also appraised at a presentation by the I.T Officer and Webmaster. The Website has since undergone some structural and content adjustments responding to the need for more aesthetic appeal and vibrancy. PAU Communications is consulting further with DIC to explore the possibility of creating French and Arabic versions of the PAU Website.



The Pan African Institute for Education for Development (IPED)

The Pan African Institute for Education for Development (IPED) is a specialized institution of the African Union, charged with the responsibility to function as Africa's Education Observatory. This is a central role in ensuring that quality, responsive, inclusive education development in Africa to meet the individual and collective goals for the development of human resources and intellectual capacity in Africa. Implementation of continental Education Management Information System for Africa (EMIS) is the key area for IPED and the hosting at the continental level of EMIS

The recruitment of the Coordinator of IPED was finalized while the recruitment for the other positions is underway with the regular budget approved for 2016. Efforts are underway to get agreement from the 11 members (Angola, Benin, Burkina Faso, Central African Republic, Congo, Gabon, Gambia, Guinea, DRC, Senegal and Sudan) of the original Executive Committee of IPED to facilitate clearing of the outstanding debt of around USD 3 million. Clearing this debt is urgent for IPED to carry out its important task of the African Education Observatory. Member States are called upon to commit to clearing the debt.

EMIS

Education Management Information Systems (EMIS) presents perhaps the most crucial area of focus in education development in Africa. Robust EMIS is essential for effectual policy development based on sound, accurate, timely and meaningful statistical information. Quality EMIS enables an accurate portrayal and accounting of the education situation that is necessary for good planning and development of appropriate interventions. HRST has facilitated with partners that Regional Economic Communities develop their own regional EMIS Norms and Standards (based on the continental framework) using the expertise of EMIS experts in Member States' Ministries of Education. To date, SADC, ECOWAS and EAC have adopted their own EMIS Norms and Standards codes of practice and are currently assessing their member states compliance on these frameworks by using peer review by Member States.

- The launching of ECCAS NORMS and Standards workshop was conducted 28-30 July in Gabon, Libreville involving ECCAS Member States. The ECCAS EMIS Norms and Standards framework was developed ready to be presented to the ECCAS Ministers of Education for adoption.
- Ghana EMIS peer mission on implementing the ECOWAS EMIS Norms and Standards May 2015: Norms and Standards Assessment Framework was

developed for the ECOWAS region and subsequently endorsed by ECOWAS Ministers of Education in 2011 in Bamako and in 2012 in Abuja. These 17 minimum Norms and Standards cover policy and legal frameworks, resource availability and utilization, statistical procedures as well as information dissemination strategies. This EMIS Peer review aims to benchmark good practices, identify challenges encountered in EMIS, assess how Ghana has embraced the ECOWAS EMIS Norms and Standards. The review report is available making recommendations on how Ghana can enhance its EMIS system.

- EMIS Restricted Technical Committee Meeting (RTC) is rescheduled to November 2015 with the Strategy for Harmonization of statistics in Africa (SHaSA) Meeting. The EMIS Restricted Technical Committee's primary role is to provide technical advice and quality assurance to the African Union's Observatory on methodological, logistical and feasibility issues related to the implementation of the EMIS priority area of the AU Plan of Action for the Second Decade of Education for African
- Working Session on Education and STI Indicators and Preparation for SHaSA Expert working Group on Education, Science and Technology and RTC meeting. The workshop was conducted in South Africa 26-28 August 2015. STI and education indicators were proposed to measure African SDGs and the AU Continental Strategy and NEPADs APRM section on socio-economic development. The meeting discussed the creation of the Specialized Technical Group (STG) on Science, Technology and Education and preparation for the 1st STG to be in November in Cairo.

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

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

The centre is located in Ouagadougou, Burkina Faso. AU/CIEFFA has been established under the Department of Human Resources Science and Technology at the African Union Commission to coordinate the promotion of girls and women's education in Africa, with a view of achieving their economic, social and cultural empowerment.

The centre works closely with AU member States and government, civil society and international partners to implement its programme and activities and maintains specific working relationship with UNESCO to ensure a strong partnership in the implementation of its programs.

This report has as objective to briefly outline the activities undertaken by AU/CIEFFA since November 2014:

1. Operationalization of AU/CIEFFA
2. Activities addressing AU/CIEFFA's mandate

1. Operationalization of AU/CIEFFA

The Operationalization of AU/CIEFFA comprises the following areas:

1. Negotiate the legal status of AU/CIEFFA

Following Assembly Decision (Assembly/AU/DEC.44 (III)), on the need for requisite studies to be conducted on the operational modalities of AU/CIEFFA, discussions have been held with Legal experts from AUC on the best way of operationalizing AU/CIEFFA.

2. Finalize the structure of AU/CIEFFA

TOR's for international regular staff have been developed and the posts are being advertised.

3. Recruit Human resources

Currently, twelve local staff are working for AU/CIEFFA in the Ouagadougou office, and all of them are seconded from the Ministry of Secondary and Higher Education of Burkina Faso.

We are currently in the process of also recruiting short-term staff.

4. Discuss existing host agreements between Burkina Faso and AUC; and Burkina Faso and UNESCO

Presently there are three host agreements between the Government of Burkina Faso and the AUC (March 2008) and two between the Government of Burkina Faso and UNESCO (April 2006 and April 2014). There is need to re-negotiate these host agreements as AU/CIEFFA is presently both an AU institution and a UNESCO Category 2 institution.

5. Look for operational and program Budget

The operational budget for 2016 has been approved by the Heads of State and Government during the July 2015 Summit held in Johannesburg, South Africa. We are currently trying to raise funds for program budget.

6. Find adequate office premises

The AUC is presently negotiating with the Government of Burkina Faso for more adequate offices.

2. Activities addressing AU/CIEFFA's mandate

Several activities have been undertaken by the Coordinator as well as the staff in the Ouagadougou office. They are:

1. Develop the Strategic Plan for AU/CIEFFA -2015-2017

In order to operationalize activities of AU/CIEFFA, a strategic plan has been developed with its mission translated into broadly defined aims and objectives as well as a sequence of steps to achieve them.

The AU/CIEFFA strategic Plan for 2015-2017 includes four key strategic priorities:

- i. Legal framework for Rights of girls and women in schools and universities
- ii. Gender-responsive curricula in schools and universities
- iii. Retention of girls in schools
- iv. Documentation, advocacy, communication and publications

The key strategic priorities stem from Agenda 2063 and discussions with partners

2. Resource mobilization and collaboration with partners

The Coordinator has held meetings with partners for mobilization of funds for the implementation of activities proposed in the AU/CIEFFA Strategic Plan.

As a UNESCO Category 2 institute, AU/CIEFFA needs to submit two reports yearly to UNESCO. The first report was submitted in August 2015 and the second report will be submitted at the end of 2015.

3. Case studies on girls' education and inclusive education in Africa: UNESCO/AU CIEFFA

AU/CIEFFA in collaboration with UNESCO is preparing in-depth case studies of countries providing education to diverse groups of learners, with special emphasis on girls' education in the five geo-political regions of the continent. Choices of Member States to be involved in these case studies were made by RECs based on certain specific criteria.

4. Audit mission to Ouagadougou office, Burkina Faso

A fact-finding mission was carried out from 5-12 February 2015 to discuss on existing agreements, look at the infrastructure status, initiate the inventory of the human resources present in the centre to date, its financial situation, the office materials and logistics available, as well as the relationship of the Centre with the Government of Burkina Faso and other partners.

5. Meetings attended by the AU/CIEFFA Coordinator

The Coordinator has attended several meetings:

- i. 4th meeting for UNESCO Education Centres of Category 2, which was held in Manila, Philippines. The aim of this meeting was to enhance partnerships and cooperation among Education UNESCO Category 2 centres and Category 1 centre, regional/field offices, UNESCO headquarters and national commissions.
 - ii. 2nd AU High Level Panel on "Financial Inclusion of Women in Agribusiness" held on the margins of the 25th AU Assembly in June 2015 in Johannesburg, South Africa.
 - iii. Summit on Education for Development in Oslo, Norway, July 2015. The Summit was initiated to help reverse the negative trend in international support for education and to contribute to enhanced domestic resource mobilisation.
6. Advocacy and communication resources

Pamphlets and brochures on AU/CIEFFA's mission, aim and objectives as well as its activities have also been produced.

7. Activities carried out by staff in Ouagadougou Office

The officers in the Ouagadougou office were mandated with the following tasks:

- a. Create a newsletter for AU/CIEFFA Letters
- b. Revamp the website of AU/CIEFFA
- c. Attend meetings organized by partners



The African Union-International Centre for the Education of Girls and Women in Africa (AU/CIEFFA), a specialized institution of the African Union, organized a capacity-building workshop for AU Member States and RECs from 14-16 December 2015 in Addis Ababa, Ethiopia.

The objectives of this workshop were:

- i. Understand the importance of gender in a learning environment
- ii. Outline measures to develop gender-sensitive teaching and learning resources
- iii. Identify equitable strategies that prepare teachers to be sensitive to issues of gender equality

The participants identified measures needed be taken in their countries so as to have gender friendly and gender-sensitive teaching and learning resources. Participants took the commitment to urge their ministries to include the gender dimension in curriculum development, textbook policies, to set up a monitoring mechanism for textbooks at all levels, and to define relevant evaluation criteria for the quality of teaching and learning resources.

The following are some of the outcomes of this capacity-building workshop:

1. All the member states present confirmed that their teaching and learning resources would be revised following this workshop and would integrate gender-sensitive components.
2. CENSAD in collaboration with AU/CIEFFA will host a capacity-building workshop for its Member states on gender education
3. Two working groups have been set up: linking gender education and research and developing teaching and learning resources with a gender dimension

Science and Technology Division

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

1.0 STISA-2024 Implementation Framework developed

Following the adoption by the Heads of State and Government, in June 2014, of the 10-year Science, Technology and Innovation Strategy for Africa (STISA-2024) through decision Assembly/AU/Dec.520(XXIII) that requested the Commission and NEPAD Agency to work out the implementation modalities supported with clear monitoring, reporting and evaluation mechanisms, the Commission and NEPAD lead a process of developing framework to guide the implementation of STISA-2024. To achieve this a series of consultative technical meetings were convened from March 2015 to September 2015.

The first meeting in March 2015 jointly convened by the NEPAD Agency in South Africa, set-up an experts drafting team co-chaired by Dr. Irene Annor-Frempong and Dr. Valanathan Munsami to elaborate the Implementation

The drafting team convened two meetings in South Africa in May and July 2015 and produced the draft Implementation Framework for STISA-2014. This led to a broader consultative workshop 7 – 8 September 2015 that brought together all stakeholders including Member States, Regional Economic Communities and Regional Institutions and the Diaspora to agree on the modalities set-out in the implementation framework document. H.E. Dr. Martial De-Paul Ikounga, Commissioner for Human Resources, Science and Technology attended workshop.

This consultative workshop was hosted by the Forum for Agricultural Research in Africa (FARA) at its Head Quarters and was attended by Hon. Mahama Ayariga, Minister of Environment, Science and Technology, and the Hon. Prof.

Nana Okpoku, Minister of Education of the Republic of Ghana. The ministers underscored the role of science and technology for the entire continent and welcomed STISA-2024 as an African policy instrument for collectively addressing Africa's socio-economic development challenges. The Commissioner reminded the participants that outcome of this workshop was going to be reported as progress in the implementation of STISA-2024 to the Specialized Technical Committee on Education, Science and Technology in October 2015 and the Assembly of the Heads of State and Government in January 2016.



4 – 6 March 2015 Consultative workshop for STISA-2024 Implementation, South Africa

Framework for STISA-2024. The same meeting agreed on the Action Plan for implementing the Pillars of STISA-2024. This Action Plan will drive the improvement and strengthening science, technology and innovation capacities at the national, regional and continental levels through building and upgrading research infrastructures, enhancing professional and technical competencies, promoting innovation and entrepreneurship development and creating an enabling environment for STI.



7-8 September 2015 Meeting hosted by FARA, Accra Ghana

2. AU Kwame Nkrumah Scientific Awards 2014 Edition

The African Union Commission launched on 9 September 2008, the prestigious African Union Kwame Nkrumah Scientific Awards Programme. The objective of the programme is to give out scientific awards to top African scientists for their scientific achievements and valuable discoveries and findings. The programme is implemented at national level for young researchers, regional level for women scientists and continental level open to all scientists. The Continental level is the highest and level of the programme. Prizes are awarded to top African scientists in each of the following two sectors (a) Life and Earth Sciences; and (b) Basic Science, Technology and Innovation at the national, regional and continental levels.

This is one of the holistic and deliberate measures taken by the Commission to maintain science and technology on top of Africa's development, cooperation and political agenda. The Commission urges its Member States, Regional Economic Communities and other key stakeholders to popularize science among African citizens, empower them, celebrate their achievements and promote all efforts to transform scientific research into Africa's sustainable development.

(a) National level

A total of seven countries successfully implemented the programme and a number of young researchers got monetary maximum \$5,000. The table below shows the winners of the AU-TWAS National Award

1	Sereme Drissa (Life and Earth Sciences)	Burkina Faso
2	Kembe Assah Felix (Life and Earth Sciences)	Cameroon
3	Youssef Ahmed Mahmoud Abd El-Wahab (Basic Sciences, Technology and Innovation)	Egypt
4	Monjerezi Maurice (Life and Earth Sciences)	Malawi
5	Adewuyi Adewale (Basic Sciences, Technology and Innovation)	Nigeria
6	Okoye Festus Basden Chiedu (Life and Earth Sciences)	Nigeria
7	Swanepoel Daniël Christiaan de Wet (Basic Sciences, Technology and Innovation)	South Africa
8	Middelkoop Keren (Life and Earth Sciences)	South Africa
9	Eltoum Mohammed Sulieman Ali (Basic Sciences, Technology and Innovation)	Sudan
10	Mohamed Nashwa Abbas Farah (Basic Sciences, Technology and Innovation)	Sudan
11	Magdoleen Gamar Eldeen Osman (Life and Earth Sciences)	Sudan

2015 Kwame Nkrumah National Award winners

(B) Regional level

The regional component of the programme implemented through the Regional Economic Communities which continue to serve as fundamental pillars for the execution of regional development. The successful laureates walked away with a Cash Prize of USD 20,000, a Medal and a Certificate, during the Gender Pre-Summit event that was attended by EC Representative, Representative of the RECs and AU Ambassadors in Addis Ababa.

2015 Edition - Kwame Nkrumah Regional Award Winners



Prof. Yalemtehay Mekonnen
2015 Edition Eastern Africa Region
Laureate from Ethiopia



Prof. Merzouk Hafida Algeria.
2015 Edition Northern Africa Region
Laureate from Algeria

(C) Continental awards

The Continental level of African Union Kwame Nkrumah Scientific Awards is the highest and most prestigious level of the programme where cash prizes are awarded to top African scientists excelling in each of the two sectors (a) Life and Earth Sciences; and (b) Basic Science, Technology and Innovation. The winners of the Continental Edition for 2014 received their awards on January 2015 during the AU Assembly of the Heads of state and Governments in Addis Ababa. The eminent African scientists, Prof. Salim Abdool Karim from South Africa, and Prof. Timoleon Crepin Kofane, from Cameroon, each received USD 100,000 for their achievements and outstanding work in scientific research. The winners of the 2015 Edition will be awarded in January 2016 during a similar occasion.

2014 Edition - Kwame Nkrumah Continental Award Winners



Prof. Salim Abdool Karim, Centre
for the AIDS Programme of Research,
South Africa, winner in the field of
"Earth and Life Sciences"



Prof. Timoleon Crepin Kofane,
University of Yaoundé, Cameroon,
winner in the field of "Basic Science,
Technology and Innovation"

3. AU Research Grants Projects

Monitoring of the research projects funded by the African Union Research Grant programme continued through the year, as most of the projects were in their final execution year. Many of the research projects requested for an extension of their contract period, at no financial cost, to enable them finalize their activities. The extension was necessary as many projects were late in starting their implementation, mostly due to delays in signing their partnership agreements and arranging their kickoff meetings.

In addition to evaluating the progress of the research projects, the monitoring visits conducted also revealed the success of the research projects, their societal impact, and their overall contribution to improving the livelihood of the different communities in the action locations across the continent. Some projects have been able to setup large installations to help the local communities, for example in one of the project sites, the project was able to install milling machines and connect the villages to electricity using *Jatropha* oil. Previously, these villagers travel 15 kilometers to mill grain and also charge their mobile phones at a price. Following this success, the community, led by the local chief, took ownership and management of the installation, ensuring the long-term sustainability of the project. The government has also recognized the success of this project, and engaging with the project team to upscale replicate this installation to

other communities with the country. Other projects have also setup similar installations such as solar power stations, green house based dryers and boreholes.

A clear lesson from this is that to an extent, local communities are willing to support research that brings clear development to their society.

To highlight and create the necessary awareness of the successes recorded, the Programme Management team prepared a summary book of all projects and a short movie to document the outcome of the projects is in progress. Some of the projects were invited to COP 21 as projects in Africa that provides direct solution to curb climate change.

Other activity carried out in the course of the year was the preparation of call packages in anticipation of a third call for research proposals. This third call will focus on thematic continental priorities aimed to contribute to attainment of socio economic objectives of Africa as highlighted within the Africa's Science Technology and Innovation Strategy -2024 and EU-Africa Priority area 3 on Human development in which the High Level Policy Dialogue (HLPD) on science, technology and innovation is the key platform in the JAES for priority-setting and implementation design for STI.

Projects Code	Country	Research Institution
AURG/1/098	Benin	University of Abomey Calavi
AURG/1/141	Tanzania	Tanzania Food and Nutrition Centre (TFNC)
AURG/1/163	Burkina Faso	Institut International d'Ingénierie de l'Eau et l'Environnement, 2iE
AURG/1/149	Senegal	Institut Sénégalais de Recherches Agricoles (ISRA)
AURG/1/108	Kenya	International Centre of Insect Physiology and Ecology (ICIPE)
AURG/1/094	Senegal	École Nationale Supérieure d'Agriculture (ENSA) / Université de Thiès (UT)
AURG/2/209	Mali	Ecole Nationale d'Ingenieurs Abderhamane Baba Touré (ENI ABT)
AURG/1/031	Cameroon	Institut de Recherche Agricole pour le Développement
AURG/1/097	Mozambique	Eduardo Mondlane University
AURG/2/058	Uganda	Makerere University
AURG/2/121	Ghana	CSIR Water Research Institute
AURG/2/088	Malawi	Department of Agricultural Research Services Malawi (DARS)

AU Research Grant Program - Monitoring Visits Conducted in 2015



Monitoring Field Visits - Installations at the different Action locations

THE 1ST SPECIALIZED TECHNICAL COMMITTEE ON EDUCATION, SCIENCE AND TECHNOLOGY (STC-EST),

Following the AU Summit Decision EX. CL/Dec.420 (XIII) to reconfiguration all sectoral Ministerial Conferences into 'Specialized Technical Committees' in order to enhance the methods of work, and improving sectorial relationships, synergies, effectiveness and efficiency, the Commission organised and hosted at its Headquarters in Addis Ababa the first Ordinary Session of the Specialized Technical Committee (STC) on Education, Science and Technology (STC-EST) from 27 to 30 October 2015.

The STC-EST brings together in a complementary fashion the Education and Science and Technology sectors as multi-function tools and enablers for achieving Africa's socio-economic development goals. These sectors foster and accelerate the transition of African countries to innovation-led, knowledge-based economies. Hitherto, the African Union Commission has been convening separately the Ministers responsible for Education under COMEDAF and Ministers responsible for Science and Technology under AMCOST. The STC-EST 1 elected a Bureau composed of the following Members States from the Ministries in charge of Education and the Ministries in charge of Science and Technology from Egypt (Chair), Nigeria (1st Vice-Chair), South Sudan (2nd Vice-Chair), Cameroon (3rd Vice-Chair) and Botswana (Rapporteur).

In his statement H.E. Dr. Martial De-Paul Ikounga, Commissioner for Human Resources, Science and Technology (HRST) humbly requested the Ministers to deepen reflect on mobilizing domestic resources for the sustainability and ownership of AU continental programmes on Education, Science and Technology and Innovation. The outgoing Chairperson of COMEDAF VI, H.E. Mrs. Youssouf Hadidja

Alim Minister of Education, Republic of Cameroon, underlined that the new STC provided the Ministers the opportunity as leaders and policy makers for these critical sectors for renewal for self-reliance, enhancing ownership, providing domestic resources and lessening over-dependence on external funding.

Prof. Calestous Juma, Professor of the Practice of International Development, Belfer Center for Science and International Affairs, from Harvard Kennedy School, in his address to the Ministers underlined that Africa's Agenda 2063 provides an ideal framework for embarking on long-term institutional reforms that will help to reposition the continent as a strategic player in the global economy. He announced the offer of Harvard Kennedy School to provide executive training to the African leaders in Technology, Innovation and entrepreneurship.

Among others the Ministers endorsed the comprehensive 10-Year Continental Education Strategy (CESA 16-25), the institutionalisation of 30th October as an African day of school feeding, the draft African Space Policy and Strategy to be submitted for consideration by the AU Assembly in the 2016 January Summit. The full report of the STC-EST-1 is available on the AUC website.

AU BIODIVERSITY PROGRAM

4. AU BIODIVERSITY PROGRAM

4.1 AU Guideline for the Coordinated Implementation of the Nagoya Protocol on Access and Benefit Sharing of Genetic Resources (ABS)

Recognizing the need to incorporate biodiversity in the development agenda the 16th ordinary session of the Assembly of Head of State and Government of the African Union has passed a decision to include biodiversity among its priorities. The Assembly also called on the Member States to become Parties to the Convention on Biological Diversity (CBD) and all its Protocols of which is the Nagoya Protocol on ABS. Reiterating its commitment to the Assembly's decision, the 15th session of the African Ministerial Conference on the Environment (AMCEN) in March 2015, considered and adopted the draft African Union Guidelines on ABS. Consequently the 25th ordinary session of the Assembly in June 2015 adopted the recommendations of the AMCEN with regards to the AU guidelines on ABS.

The AU Guidelines contains a 'Strategic Framework' that intends to give policy direction to Member States and 'Technical Guidelines' that elaborates step-by-step actions to be taken by the relevant players in ABS implementation in Africa. In the course of the year the Department has been popularizing the AU Guidelines at important regional and international forum.

4.2 Mutually Supportive Implementation of the Nagoya Protocol on ABS and the International Treaty on Plant Genetic Resources for Food and Agriculture (ITPGRFA)

The Department has entered into collaboration with Bioversity International to undertake a complementary set of activities focused on raising awareness about the International Treaty on Plant Genetic Resources for Food and Agriculture (ITPGRFA) among the AU Member States and to develop options/decision making tools that will assist to implement the multilateral system on ABS under the ITPGRFA in harmony with the CBD and the Nagoya Protocol. Bioversity International is an international research organization dedicated to the conservation and use of agricultural biodiversity and supports research on sustainable agriculture. In this regard in the course of the reporting period, the Darwin Initiative Project that is being implemented by Bioversity International is supporting a range of stakeholders in two African countries namely Benin and Madagascar to make ABS agreements that contribute to rural development and offset the cost of conserving genetic resources. The Department is one of the nine members of the Expert Project Guidance

Committee (EGC). As such, it has been providing guidance on the yearly project plans and reports for the Madagascar and Benin teams, challenges encountered, and technical questions that arise in association with project activities. The Department has been facilitating linkages, as appropriate, on-going developments and projects within the AU related to the implementation of the CBD/Nagoya Protocol and the ITPGRFA.

4.3 Reinforcing Collaboration with Partners

The Department of HRST has been entrusted to coordinate support to the African Group of Negotiators on Biodiversity alongside its sister Department of Rural Economy and Agriculture (DREA). In this regard the Department and DREA have entered into a five year collaborative agreement with the multi-donor ABS Capacity Development Initiative on the following clusters of partnership:

- Cluster 1: Collaboration in the coordinated and harmonized implementation of the AU Guidelines on ABS
- Cluster 2: Support to AU Member States in the Negotiations related to ABS
- Cluster 3: Support to National Implementation and its up scaling
- Cluster 4: Genetic Resources Valorisation and Mainstreaming into National Development Policies and Plans
- Cluster 5: South-South Exchange
- Cluster 6: Sustainability Mechanism: Internal and External Mobilization of Funds

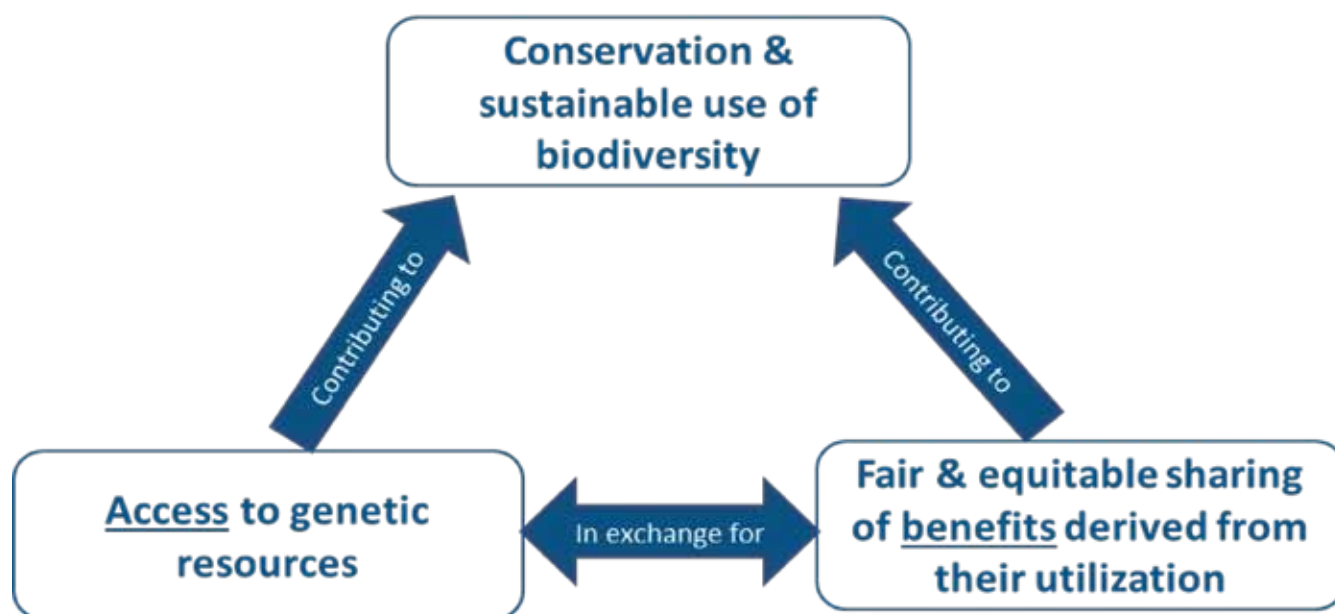
In addition, the Department has been liaising with the International Development Law Organization (IDLO) to put in place a program that assists Member States in the implementation of the Nagoya Protocol on ABS by building innovative legal frameworks in Africa. This concept is premised on the idea that law is at the center of the Nagoya Protocol as countries face the challenge of translating its global ambitions into national legal frameworks. National laws will have to strike a fine balance between safeguarding genetic resources and opening doors to the creativity of local and global innovators using their genetic resources.

Hence the program goal is that Member States develop and strengthen their national legal frameworks to implement the Nagoya Protocol through a coordinated regional approach. IDLO will commit to provide technical support at the national level, to ensure AU Member States are



The International Treaty and The Nagoya Protocol: A Tandem Workshop for National Focal Points, FAO, Rome, Italy

supported at every step to undertake a comprehensive national legal preparedness process to implement the Nagoya Protocol and at the regional level, to partner with the Department to facilitate sharing of experiences, progress and innovations amongst AU Member States on Nagoya Protocol implementation. The financing mechanism of this program is still being explored.



5. Strategic Engaging with Partners on STI in Africa

5.1 Roadmap for the EU-Africa partnership on Research and Innovation focusing on 'Food and Nutrition Security and Sustainable Agriculture'

In view of the outcome of the second meeting of the EU-Africa High Level Policy Dialogue (HLPD) on Science, Technology and Innovation in November 2013 in Brussels, during which the senior officials agreed to work towards a long term jointly funded and co-owned Research and Innovation Partnership (R&IP) with, as a first priority, the role of science, technology and innovation (STI) in ensuring "Food security, nutrition and sustainable agriculture" (FNSSA). The HLPD tasked an expert working group (EWG) to prepare a roadmap setting out short, medium and long-term-milestones.

The call for a roadmap was prompted by the level of global hunger, with 805 million people going hungry, the expanding nutritional imbalances in Europe and in Africa, characterized by persistent under nutrition and growing diet-related disease, and the challenging target for agriculture to sustainably respond to the demand of a global population predicted to pass over 9 billion by 2050, with the majority of this growth expected to occur in Africa. Further, these challenges must be addressed in the complicating context of climate change, dwindling natural resources, increased energy costs, and other anticipated future trends.

In defining the roadmap cognizance was taken of African and European regional goals for agriculture and food systems. Substantial convergence exists between the main policy objectives of the European Common Agricultural Policy, CAP, and the objectives of the Comprehensive Africa Agriculture Development Programme, CAADP, as well as of the Science, Technology & Innovation Strategy for Africa, STISA-2024. Both the EU and AU share the policy objectives of producing more food with appropriate inputs, enhancing income growth and promoting rural development.

The Bureau is working on the next senior officials meeting scheduled for March 2016 in Addis Ababa, Ethiopia.

5.2 Meetings of the Bureau of the EU-Africa HLPD"

In the course of the year the Bureau of the EU-Africa HLPD organized three face to face meetings in addition to monthly Video conference in bid to finalize the work of the Expert working group on development of Roadmap on Food security, nutrition and sustainable agriculture" (FNSSA).

The first face to face meeting was held in London in March 2015 and co-organized with the support of CAAST-NET plus to respond to the lack of joint ownership on bi regional STI cooperation back to back with meeting with expert working

group on the roadmap to discuss finalization of the document and timeline. The meeting discussed and worked extensively on the roadmap in order to facilitate its completion by the following month, The analyses of responses from the consultation process were also discussed to ensure wider consultations from both continents.

The other agenda item of this meeting discussed plans by agencies (ERAfrica, CAAST-NET and RINEA) and EU and Africa country representatives in attendance to support the roadmap implementation. The various funding agencies country representatives deliberated on how some of their future activities can take up some aspects of the roadmap, though some highlighted the need to include their country interest in the roadmap. The funders also emphasized the need for coordination to avoid duplication, in this, regard they request the bureau to come with a logical framework on where activities interact with added value. In general the funders expressed their support for the roadmap. In this meeting it was also decided that the next meeting of the senior officials will be held in Addis Ababa in MARCH/ APRIL 2016.

The second face to face meeting of the Bureau took place in April 2015 in Brussels. This was the final meeting of the EU-Africa HLPD expert working group (EWG) on food and nutrition security and sustainable agriculture back to back with the 25th meeting of the HLPD Bureau April 2015.

The chair of the EWG during this meeting, officially presented the final work on the roadmap, highlighting three characteristics of the Roadmap which makes it different from related past initiatives. First, is that the policy perspective of the roadmap which represents a true Africa- Europe joint and balanced partnership because it was developed by a group of 5 European and 5 African experts, working under the guidance of the EU Africa HLPD bureau.

Secondly, within this policy perspective of a balanced partnership, the roadmap proposes an all-encompassing R&I framework, covering all aspects of food security, nutrition and sustainable agriculture. This framework provides the required perspective to align, under a common vision, all existing (and under development) joint R&I activities, irrespective of their funding mechanisms or legal instruments. This enables the emergence of synergies and the optimisation of investments. Thirdly the proposed framework also enables local actions - adapted to the huge diversity of local contexts both in Africa and in Europe - to be linked with National, regional, continental and bi-continental policies in research, innovation, trade, capacity development, knowledge management. The co chairs also highlighted the extent to which the outcome of the stakeholder's consultations confirmed the choice of the thematic area.

The Bureau agreed to publish the document online, while the

Bureau continues with internal consultation processes and finalization of the implementation chapter of the roadmap. The third EU-Africa HLPD meeting is scheduled to take place in Addis Ababa in March or April 2016.

5.3 Iran Meeting

On the invitation of the Iranian Vice-Presidency for Science and Technology, H.E. Dr. Martial De-Paul IKOUNGA, Commissioner in charge of Human Resources, Science and Technology (HRST) lead the delegation to the Islamic Republic of Iran from 06th to 10th January 2015. This official visit constitutes an essential step following the prior working sessions in Addis-Ababa between the Ambassador of the Islamic Republic of Iran and the HRST Commissioner, whereby the Commissioner gave an insight into the AUC/HRST portfolio and programs. The main objective of this mission was to expand the Scientific and Technology cooperation between HRST and the Iranian Vice-Presidency for Science and Technology in all the fields related to Science, Technology, Innovation and Human Resources such as: Hi-Tech (Nanotechnology; Biotechnology; ICT, etc.) products and equipment; Entrepreneurship, Technology Parks, Technology Incubators etc. In view of this mutual objective, both parties signed a communiqué.

It is in the light of this premier visit, that the Isfahan Regional Center for Technology Business Incubators & Science Parks Development invited the commission in May 2015 to a 3 days Technopreneurship Festival. This festival happens to be the most important event in the field of entrepreneurship/technopreneurship. It is a place where technology holders/owners of ideas and investors meet each other, introduce their novel ideas and innovative technologies, show their potentials and interests, and participate in the sideline exhibition and workshops in an interactive atmosphere. A training workshop was organized in the margins of this festival in which the representatives of the Commission participated. Participation to this workshop was in line with the incorporation of innovation, entrepreneurship and commercialization of technology within STISA-2024 and Pan Africa University programmes.

5.4 H.E Dr. Martial de-Paul Ikounga, Commissioner for Human Resources, Sciences and Technology addresses the Non-Aligned Movement (NAM Ministerial Conference of Science, Technology and Innovation Tehran, 22 - 24 February 2015

The Islamic Republic of Iran invited the African Union Commission to participate, as an international observer organisation in the first Ministerial Conference on Science, Technology and Innovation of the Non-Aligned Movement (NAM) that was held in February 2015, in Teheran. H.E Dr. Martial De-Paul Ikounga, Commissioner for Human Resources, Science and Technology attended the conference. The Commission used this opportunity to inform the meeting on the 10-year Science, Technology and Innovation Strategy for Africa (STISA-2024) that is part of the African Union Agenda 2063. He underscored that the implementation of STISA-2024 will opens up new strategic cooperation and collaborative opportunities between Africa and the world. He noted that innovation is currently one of the key drivers that influence the development and economic growth, international competitiveness of enterprises, job creation, reduction of poverty and social well-being. He urged therefore, countries to integrate in their development agenda; science and technology policies based on supply and demand to enhance production, dissemination, transfer and use of science, technology and innovation.

The conference was held under the theme "Science, Technology and Innovation for Sustainable development", with the objectives to promote cooperation in science, technology and innovation cooperation among NAM member countries. South-South cooperation, North-South partnerships, technology and innovation development and the concept of knowledge-based development, were amongst the issues that were discussed at the Conference.

The Conference was officially opened by H.E. Dr. Hassan Rouhani, the President of the Islamic Republic of Iran. In his statement, the President highlighted the role of science



Workshop on science and technology parks (STPs) in Tehran, Iran



Non-Aligned Movement (NAM) Ministerial Conference of Science, Technology and Innovation Tehran, 22 - 24 February 2015

and technology as the common heritage of humanity. The meeting was also addressed by H.E Dr. Mohammad Farhadi, Minister of Science, Research and Higher Education of the Islamic Republic of Iran and Mrs. Irina Bokova, UNESCO Director General.

5.5 CAAST-Net Plus 3rd Annual Meeting

Johannesburg, South Africa, May 2015

CAAST-Net Plus, a network of 26 partner countries from Africa and Europe is project funded by the Seventh Framework Programme of the European Union (FP7) to support and promote bi-regional cooperation in research and innovation. CAAST-Net Plus is a built up of the initial CAAST-Net project that came to an end in 2012. The project allows both EU and Africa Member States to collaborate and jointly explore various innovative approaches for strengthening bi-regional research and development and bringing together public and private sectors to enhance public-private partnerships, and increase the potential role of the private sector in bi-regional cooperation to foster improved uptake and translation of research outputs into innovative technologies, good and services. The project offers practical support to the EU-Africa High-Level Policy Dialogue on science, technology and innovation.

The Commission participated in the CAAST-Net Plus Meeting, held in Johannesburg during the Association of Commonwealth Universities and the Southern African Research & Innovation Management Association conference¹⁰ - 14 May 2015. The Commission was also invited to ACU-SARIMA Conference as a speaker to contribute to the debate on research uptake and knowledge transfer value chain focusing on building enabling partnerships for promoting the uptake process.

The Commission further hosted a CAAST-Net Plus Meeting 26 - 27 October 2015 in Addis Ababa that was organized with the objective of promoting the participation of the Regional Economic Communities in the broader EU-Africa Cooperation and the dialogue on science, technology and innovation given the central role the RECs play in the implementation of the continent's STI objectives.

5.6 Commissioner Human Resources, Science and Technology H.E. Dr. Martial De-Paul Ikounga was a panellist on Ebola Session during World Health Summit, 11 – 13 October 2015, Berlin Germany

Underscoring that the Ebola outbreak in West Africa in 2014 was the largest, complex and most severe crisis that was declared by the World Health Organization (WHO) a "Public Health Emergency of International Concern" and by the UN Security Council "threat to international peace and security", H.E. Dr. Martial De-Paul IKOUNGA urged the regional actors to play a crucial role in strengthening the preparedness and response to outbreak of communicable diseases by

urgently adopting policies that push for the strengthening of health systems, development of critical human resources and investment public health infrastructures. Member States should improve their surveillance and laboratory capacities that are required for detection, contact tracing, timely diagnosis and treatment of the cases. Promotion of community engagement and cooperation in controlling the outbreak is the key. At African Union level he highlighted that enhancing African solidarity through exemplary mechanisms such as ASEOWA an African Union Support to Ebola in West Africa initiative for mobilization of financial and technical was most welcome. Given that Ebola is a global health concern he further called for the mobilization of the entire International Community to double our efforts and provide a global response both in terms of preparedness and policy to deal with and prevent future occurrences. Strategically, scientific research in communicable diseases and vaccines should be vigorously promoted to develop new medical products, prevention and response tools, treatment and finding a cure. There is a need to support the establishment and operation of the Africa Centre for Disease Control (CDC) to champion research and lead response to infectious diseases.

5.7 H.E Dr. Martial de-Paul Ikounga, Commissioner for Human Resources, Sciences and Technology addresses the G7 Science Ministers Meeting 8 – 10 October 2015, Berlin Germany

H.E Dr. Martial de-Paul Ikounga Commissioner for Human Resources, Science and Technology was invited by H.E. Prof. Dr. Johanna Wanka, the Germany Federal Minister of Education and Research, to the G7 Science Ministers. The Commissioner addressed the G7 Ministers on "Outreach Africa" as a mechanism to promote long term relation and to engage the G7 in Africa's efforts to tackle the sustainable development challenges. The G7 Science Ministers' meeting was a direct response to agree on their implementation of the outcomes of the Heads of state and Government in 2014. The meeting deliberated on key global topics such as "Neglected and poverty-related diseases; Global research infrastructures, digital infrastructures; Future of the oceans; marine litter, deep-sea mining and Clean Energy".

In his statement, the Commissioner said that besides the positive economic and social development trend we are registering in Africa, the continent still remains a host of most Least Developed Countries (LDCs) and is still disproportionately affected by all known development challenges. To address these challenges, Africa just adopted a people centred long-term Agenda 2063 which requires action in many domains. To do so, "We ensured that this agenda is underpinned by Education, Science and Technology as enablers and tools for achieving its goals and deliver on the rising aspirations of African citizens and global expectations.

In this regard, the Commission developed requisite continental policy instruments for Education; Technical and



H.E. Dr. Martial de-Paul Ikounga Commissioner for Human Resources, Science and Technology addressing the G7 Ministers

Vocational Education and Training; and Science, Technology and Innovation (STISA-2024) to strategically and effectively contribute to the implementation of the Agenda 2063 and subsequently achieve the Global Sustainable Development Goals (SDGs) and create long-term economic benefits for the continent and beyond.

In conclusion the Commissioner underscored that concrete initiatives identified under the G7 Outreach Africa will provide all stakeholders with the opportunity to engage and collectively resolve global challenges and will have far reaching impact.

5.8 Alliance for Accelerating Excellence in Science in Africa launched on 10 September 2015 Nairobi, Kenya

The "Alliance for Accelerating Excellence in Science in Africa" is a financing instrument for developing research leadership and promoting scientific excellence in health. It is jointly championed by the NEPAD Agency and the African Academy of Sciences to promote the well-being of African citizens through combating diseases in such as malaria, HIV/AIDS, Hepatitis, cholera, dysentery, yellow fever and recently the Ebola Virus Disease.

AESA, as the initiative is called in short, presents a totally new "paradigm shift" on mobilizing key financing institutions both in and out of Africa to work together to achieve a greater impact by combining resources to support large-scale transnational programmes that directly tackle Africa's health challenges. Partnering with institutions like Wellcome Trust, the UK Department of International Development (DFID) and the Bill and Melinda Gates Foundation in support of Africa, places AESA as an interface for aligning and coordinating funding to research priorities and reducing fragmentation. The launch of AESA amount to the tune of.....mobilised for health research, leadership and capacity building for Africa.

This was direct response to the implementation of the 27th AU Summit decision mandating NEPAD Agency and African Academy of Sciences to establish and operationalize the Alliance for Excellence in Science in Africa with the aim of improving livelihoods of marginalized and stigmatized communities. AESA is instruments, oriented to the

implementation of Priority 2 of STISA 2024 that focuses on "Prevention and Control of Diseases" in the continent.

Her Excellency Ameenah-Gurib Fakim, the President of Mauritius, and a 2009 laureate of the African Union Kwame Nkrumah Scientific Awards Programme, who attended the launch, urged her fellow African governments to increase their funding for research in line with their commitment to allocate 1%GDP to science.

The launch was attended by the Head of the NEPAD, Science, Technology and Innovation Hub Prof. Aggrey Ambali, Mr. Simon Kay, the Head of International Relations at the Wellcome Trust, Mr. Haddis Tadesse, the Country Representative to Ethiopia and Representative to the African Union for the Bill & Melinda Gates, Ms. Julia Kemp, the head of the DFID East Africa Hub, and Mr. Jacob Kaimenyi, Kenya's Cabinet Secretary for Education, Science and Technology.

5.9 RUFORUM Develops Implementation Plan Oriented to STISA-2024 Priority One

The Regional Universities Forum for Capacity Building in Agriculture (RUFORUM) in collaboration with the Ministry of Education, Science and Technology of Republic of Malawi and Lilongwe University of Agriculture and Natural Resources (LUANAR), organized a workshop from 15 – 16 October 2015 in Lilongwe to develop an Implementation Action Plan for RUFORUM. This Action Plan is well aligned and oriented to the implementation of STISA-2024 Priority One which focuses on "eradication of hunger and ensuring nutrition and food security" in the continent.

The Commission was invited to the workshop and its delegation was led by H.E. Dr. Martial De-Paul Ikounga, Commissioner for Human Resources, Science and Technology. The Commissioner said that STISA-2024 is itself innovative, ambitiously mobilizing all stakeholders, academic institutions, researchers, innovators, funding bodies, entrepreneurs, private sector, civil society and the public at the national, regional and continental levels to collectively and inclusively participate in its implementation. The meeting was officially opened by Hon Emmanuel Fabiano, the Minister of Education, Science and Technology of Republic of Malawi, who reaffirmed the readiness of Malawi and indeed Africa to harness science,

technology and innovation for socio-economic development.

RUFORUM which envisions “a vibrant agricultural sector linked to African universities that produce high-performing graduates and high-quality research responsive to the demands of Africa’s farmers for innovations”, has a critical role to play in the implementation of STISA-2024 especially through its network of universities on the continent. RUFORUM is well placed as articulated in its institutional mandate to promote building Africa’s critical mass of high caliber human capital responsive to stakeholder needs and national/regional development goals in agriculture; collaborative research and upscaling training facilities that achieve economies of scope and scale; and increase the use of technology within the Agricultural sector in Africa.

5.10 The Research and Innovation Network for Europe and Africa, (RINEA) Project convenes a roundtable discussion on non-traditional and non-government funders for Research and Innovation on 2 October 2015, Brussels

EU-Africa cooperation on STI is rapidly becoming a success story, demonstrating once again our deep conviction that investment in STI will promote sustainable development goals of our continents. The EU-Africa High Level Policy Dialogue on STI was created to enhanced this cooperation and agree on priority-setting for a long-term co-owned Research and Innovation Partnership. To achieve various projects as mechanisms that support and add value to our bi-regional cooperation by widening and promoting inclusive participation of different stakeholders chief among them our Member States, Researchers and Private Sector, and Funding Agencies were created. Among them is the Research and Innovation Network for Europe and Africa, (RINEA), a project funded under Horizon 2020 RINEA that brings in unique and important contribution to the partnership. The Project brings together a consortium of AU and EU Member States. RINEA convened a roundtable discussion on 2 October 2015, Brussels, focusing on the role of non-traditional players

such as NGOs and philanthropic foundations for funding R&I, including promoting and strengthening new models of funding such as ERAfrica. The Commission participated in this discussed and urged RINEA to play a critical role in building a wider understanding of the objectives of our bi-regional policy dialogue and supporting the implementation of agreed priorities starting with FNSSA.

5.11 African Congress for Women and Youth in Science, Technology, Innovation and Entrepreneurship 23 November 2015 and 4th African Congress for Science, Technology, Innovation and Entrepreneurship 24 November 2015

H.E. Dr. Martial De-Paul Ikounga, Commissioner for HRST attended the African Congress for Women and Youth in Science, Technology, Innovation and Entrepreneurship 23 November 2015 at Mena House Hotel – Cairo – Egypt. He also attended the 4th African Congress for Science, Technology, Innovation and Entrepreneurship 24 November 2015 at the National Research Centre of Egypt (NRC) host by Prof. Ashraf Shaalan President of NRC.

Both events were attended and H.E. Amb. Molhamed Edreesi Assistance Minister for African Affairs, H.E. Amb. Amgad Abdel Ghaffer, Assistant Minister of AU Affairs and African Organisations. UNESCO was presented by Mr. Getachew Engida, Deputy Director General, and the representative of UNECA Mr. Nassirou Ba Agro-Economist in charge of economic affairs, among others

In his remarks during the Congress for Women and Youth, the Commissioner highlighted that many African countries are embarking on an unprecedented historic mission of modernizing various sectors such as agriculture, industry, health, infrastructure among others based on science and technology development. This is gradually transforming Africa into a modern and powerful continent with attractive economic growth rates and high returns on investment. He



Workshop from to develop an Implementation Action Plan for RUFORUM - 15 – 16 October 2015, Lilongwe, Malawi

said he believes that "Our unique and greatest asset is our own people projected to represent about 19% of the total world's population. 65% of it is comprised of youths and over 55 % of this population are women.... are the driving forces of Africa's development due to their sense of life and the capacity, zeal and aspirations they demonstrate to survive. They are the future of the continent". He said that there was untapped economic force and talent that women and youth in Africa represent, and that Science, Technology, Innovation and Entrepreneurship were among the tools to empower them.

In his statement during the 4th African Congress for Science, Technology, Innovation and Entrepreneurship on 24 November 2015, H.E. Dr. Martial De-Paul Ikounga, Commissioner for HRST, "The theme of this Congress: "Scientific Research and Technology for the Africa Union 2063 Development Agenda and Post 2015 Development Agenda" is clear testimony and an important signal that Africa is more than ready to contribute towards its vision of "An integrated, prosperous and peaceful Africa, driven and managed by its own citizens". He lamented the question of funding saying that there is a lack of political will to finance science, technology and innovation development towards the 1% GDP allocation.

H.E. Dr. Martial De-Paul Ikounga also held a consultative session on the 24th November 2015 with the Chairperson of Specialized Technical Committee (STC) on Education, Science and Technology, H. E. Prof. Ashraf El-Shihy, Minister of Higher Education and Scientific Research, the Arab Republic of Egypt. The two exchanged views on several issues including, the outcome report of the First Ordinary Session of the STC on Education, Science and Technology held in Addis from 27 – 30 October 2015, organisation of the First Congress of the African Scientific Research and Innovation Council (ASRIC), and the draft African Space Policy and Strategy.

5.12 DAKAR MINISTERIAL CONFERENCE ON INTELLECTUAL PROPERTY FOR AN EMERGING AFRICA

From 3rd to 5th November 2015, Dakar hosted the African Ministerial Conference on Intellectual Property whose theme was "Intellectual Property for an Emerging Africa". The conference was jointly organized by WIPO, the African Union, the Government of the Republic of Senegal and the Government of Japan.

On this occasion, AU Commissioner for Human Resources, Science and Technology delivered a speech on behalf of AU Chairperson, in which he presented Intellectual Property as a powerful driver for development in Africa. According to him, Intellectual property organizations should push African leaders to develop IP policies as they will enhance creativity and innovation among the youths and lead to scientific and technological transformation, economic and social development and poverty alleviation in Africa. The

conference was an opportunity to give a better insight into the key role and strategic use of Intellectual property in the development of Africa. It was held in six sessions, each addressing critical issues and recommendations relating to the role of Intellectual Property in the development of innovation, science and technology, agriculture, wealth creation, industrialization for sustainable growth in Africa.

African Ministers in charge of Intellectual Property declared their commitment to promote Intellectual Property in Africa by building an enabling environment for innovation and creativity and supporting research and development among others actions. In this perspective, WIPO was called upon to strengthen its partnership with the AU, RECs and African countries; while the African Union was urged to establish an expert working group on innovation and creativity for the implementation of the Dakar Declaration on Intellectual Property in Africa.

5.13 Study visit to Brazil organized by the World Food Program Centre of Excellence against hunger and the World Food Program offices to the AU and to Niger.

The Commissioner for Human Resources Science and Technology led a high level delegation of the African Union to a study visit to Brazil from 22nd to 30th August 2015 organized by the World Food Program Centre of Excellence against hunger and the World Food Program offices to the AU and to Niger.

The visit aimed at exchanging experiences in home-grown school feeding. Though Africa succeeded in increasing its enrolment rates, several challenges still need to be met including hunger and undernourishment. To tackle these issues, some African countries developed and implemented home-grown school feeding programmes. The visit to Brazil was therefore an occasion to draw inspiration from the successful Brazilian experience, which generated social and economic benefits, and encourage African Governments to increase investments in these programmes.

Following the visit, Commissioner Ikounga who stated that home-grown school feeding programmes will make a significant contribution in achieving Agenda 2063, gave the opportunity to H.E Mrs Ali Mariama Elhadji Ibrahim, Minister of Primary Education and Literacy of the Republic of Niger to present this programme and the report of this visit to the STCs on Education, Science and Technology which took place in Addis Ababa on the 30th October. The Ministers took note of report and CALLED for:

- The establishment of a multidisciplinary technical committee of African experts under the chairmanship of the AUC. Further call for the support of institutions such as the WFP and the Centre of Excellence Against Hunger in order to undertake a general study on the relevance and impact of school feeding in the AU Member States. The study will also

take into account the Brazilian experience;

(i) The institution of an African day of school feeding on the 1st March

(ii) The drafting of modalities for observing the African Day of School Feeding by the AUC, the Member States and relevant partners

(a) ENCOURAGED Member States which have school feeding programs, whether or not inspired by the Brazilian model, to continue their efforts;

(b) INVITED the Member States who do not have any experience in school feeding to learn and adapt lessons from others, given the clear value of school feeding to enhancing access and retention of children in school.

6. African Union Space STI Initiatives

6.1 African Union Policy and Strategy

Protection and utilization of Space and its applications is well depicted in Aspiration 7 of the Agenda 2063 for realization of 'The Africa we want' and it forms a core part of the delivery of STISA-2024. The 8th Partnership of the "2008-2010 Action Plan for implementation of the Africa-EU Joint Strategy" underlines the relevance of space-technologies for development of policies.

In 2010, the Ministers in charge of Science and Technology (AMCOST) established the African Union Space Working Group to develop an African Space Policy and a Strategy, as the first in a series of instruments to formalize an African Space Programme, as now articulated in STISA-2024 and the broader AU Agenda 2063. This is also a direct response to the Executive Council Decisions EX.CL/Dec.744 (XXII), EX.CL/Dec.746 (XXII) and EX.CL/Dec.739 (XXII), which are related to the establishment of an African Outer-Space Programme.

African Space Policy and Strategy focuses on two overarching continental objectives, that are to create:

1. A well-coordinated and integrated African Space Program that is globally competitive, but yet responsive to the needs of the continent;
2. A regulatory environment that promotes and supports an African agenda, but yet ensures that Africa is a responsible user of outer space

In 2015, various activities were undertaken in the roadmap towards the adoption of the African Space Policy and Strategy document by the Assembly of the Heads of State and Government in January 2016.

The Draft African Space Policy and Strategy has four main Strategic focus areas

1. Earth Observation
2. Satellite Communication



3. Navigation and Positioning

4. Space Science and Astronomy.

In order to ensure inclusiveness and broad consultations, relevant Ministerial bodies, space experts and other stakeholders were considered to provide inputs to the draft African Space Policy and Strategy documents. The draft documents were presented to the African Ministerial Conference on Meteorology (AMCOMET) from 10th to 14th February 2015 in Praia, Cape Verde, in order to gather concrete contributions from experts in the Earth Observation sector. This task was undertaken in line with the recommendations of the 2014 experts workshop in Brazzaville that requested due consultations with AMCOMET in preparations for the final drafts.

The African Union Space Working Group convened in Johannesburg, South Africa from 20-21 May 2015, to integrate all inputs as observed and addressed by AMCOMET and other experts. During this meeting, the Working Group initiated a discourse on overall Governance and implementation plan. Discussions to appropriate the Governance and Implementation plan is expected to continue to the next Space Working Group meeting scheduled for December 2015 in Cairo, Egypt.

The Draft African Space Policy and Strategy documents were also presented to the African Ministers in charge of ICT on 1st September 2015 in Addis Ababa Ethiopia. The task was undertaken to provide further contribution to and capture the interest of the Satellite Communication and Navigation sector in order to enhance intra-African cooperation in Space programmes.

The nearly-finalized African Space Policy and Strategy will be presented to the Specialized Technical Committee on Education, Science and Technology (STC-EST) for consideration and recommendation to the Assembly of Heads of State and Government in January 2016.

A technology audit and study as pertains to existing national

and continental level space activities will be undertaken in preparation for implementing the African Space Strategy.

6.2 GMES and Africa activities report 2015

Global Monitoring of Environment and Security in Africa (GMES & Africa) was formally launched in Lisbon Portugal on 7th December, 2007 during the 2nd EU-Africa Summit with an objective to provide sustainable and timely space-derived environmental and security information for socio-economic needs at national, regional and continental levels.

In order to enhance Space Cooperation between the two Commissions and to ensure implementation of agreed initiatives such as GMES & Africa, a Space Troika was set up in 2011 by the "College-to-College" bringing together relevant African union Commission Departments and the European Commission Directorates.

Nine technical thematic chapters were integrated into the Action Plan after they were agreed upon at the expert level. Expert workshops for each of the first three thematic areas were held and their respective chapters developed. In 2013, a validation workshop was convened in Johannesburg, South Africa drawing together all continental key stakeholders to consolidate the three thematic chapters. In that occasion, the first 3 thematic chapters were adopted offering a clear framework for implementation and giving clear indications on the way forward for the infrastructural, policy and institutional frameworks. The workshop also agreed on a 'Call for the implementation of GMES & Africa'.

GMES & Africa Cooperative Agreement between AUC and EC was signed in the margins of the 4th EU-Africa Summit in Brussels on 1st April 2014. The Summit also agreed to implement the initiative in phases to allow for robust realization of defined objectives. The first phase focuses on the first three thematic chapters that were validated in the Johannesburg workshop. In this regard, the EC in collaboration with AUC and the regional economic communities (RECs) launched an Identification Study.

The Identification Study produced the Formulation Report that was presented to the stakeholders during the Monitoring of the Environment and Security in Africa (MESA) Project Steering Committee meeting held in April 2015, in Mauritius. The objective was to gather inputs from experts and include them in the final document. The consultation exercise leading to the final version of the Formulation Report concluded in June 2015. The Report identified 2 services and 23 applications to be undertaken in the implementation of the first phase.

The 6th Space Troika held in Brussels in April 2015, adopted a Road Map towards the operationalization of GMES &

Africa foreseen to commence in mid-2016. This phase will be implemented with a proposed budget of Euro 28M to be funded from the Pan African Program. AUC and EC have jointly agreed on three financial arrangements;

1. The Indirect management (PAGODA) amounting to Euro 21M that will be managed by AUC and issued to successful Regional Implementation Centers (RICs) and their consortia in form of competitive Grants;
2. A Service contract for the Technical Assistance Team (TAT) to augment the AUC GMES & Africa Secretariat, amounting to Euro 4M and to be managed by EC;
3. An Administrative arrangement for technical backstopping with the Joint Research Center (JRC) amounting to Euro 1.5M.

The pre-implementation process will entail identification of Regional Implementation Centers (RICs) and Service Implementation Partners (SIPs) through a Competitive selection exercise to be overseen by AUC/HRST. HRST convened a stakeholders' workshop in Nairobi Kenya from 3-4 September 2015 in the margins of the MESA Forum to agree on the overall approach. The outcome of this meeting was a consensus on a roadmap and modalities of issuing the Grants. The agreed modality was that a two-step approach will be followed:

1. Issuing out a Call for Concept Note;
2. Call for proposal.

The agreed roadmap of activities is as follows:

1. Guidelines preparation for inviting Implementation Concept Notes and its publication on the AUC website in October 2015. The guidelines were developed in consultation with the RECs and the EC. The call was published on the AU website on 5th October 2015;
2. Analyses of submitted Concept Notes in November 2015;
3. Preparation of technical specifications to Call for Proposal by AUC, January – March 2016;
4. Launching the Call for proposal by AUC in April 2016.

As part of fulfillment of the 6th Space Troika roadmap, AUC is currently negotiating with EC on Copernicus Data Sharing Agreement that will ensure data availability to serve the two services and all the 23 applications.

Preparations are now underway to provide a clear process towards the launch and operationalization of GMES & Africa in mid-2016 including a smooth transition mechanism from the predecessor project i.e. Monitoring of Environment and Security in Africa (MESA).

As of 2015 the PAGODA (Pillar Assessed Grants or Delegations Agreement) template has replaced the Indirect Management Delegation Agreement (IMDA) for accessing EC funds. In GMES & Africa, AUC will be the Delegated Authority implying that it will carry out the following budget implementation tasks: managing and enforcing the contracts concluded with RICs/SIPs (making payments, accepting or rejecting deliverables, enforcing the contract, carrying out checks and controls), and also running the procurement and grant award procedures preceding the conclusion of such contracts, including the award and rejection decisions.

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

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

- AU S&T framework on Infectious Diseases,
- African Union Network of Sciences,
- Documentation and Protection of African Indigenous Knowledge including African Pharmacopeia Series.
- Africa's STI challenges and climate change

7.1 Implementation of AU S&T framework on Infectious Diseases

The African Union, Science and Technology Framework for the Detection, Identification and Monitoring of Infectious Diseases of Humans, Animals and Plants in Africa endorsed by the AU Executive Council EX.CL.766 (XXII) in January, 2013) calls upon the establishment African Union Network of Infectious Disease Surveillance that is functional through an effective network of national and regional centres of excellence in all the AU levels. The following Member States designated the National Centres of Infectious Disease Surveillance (NatCIDS) Algeria, Egypt, Ethiopia, Ghana, Mali, Niger and Nigeria and the process is a continuing one. A draft legal agreement was sent out for clearance to the AU Legal Counsel, finalize and ready for signature. Consultations with RECs are ongoing to identify their Regional centres. East African Community (ECA) nominated the Integrated Disease Surveillance Network as the regional hub (RCIDS) for the AUNIDS which was endorsed by the ECA Council of Ministers in October, 2014. While modalities are put in place for the initiation and take up of WACIDS. Two collaborative networks were identified and partnered with (Southern African Centre for Infectious Disease Surveillance (SACIDS), and the Connecting Organizations for Regional Disease Surveillance (CORDS).

As a response to the Ebola outbreak STRC with SACIDS and partners organised workshops on "Lessons learned from past Ebola Disease outbreak risk management". The outcome centred on improved infectious control, communication, capacity building, collaboration, coordination and network-working. The outcome of the meeting resulted on a tripartite CORDS, SACIDS and STRC to develop Intensified Preparedness Programme (IPP) on building capacity in communication and community work to better manage Ebola outbreak initiative.

7.2 African Union Network of Sciences

The African Union Network on Sciences is a virtual network that involves a wide range of individuals/institutions working together to address Africa's scientific and technological development challenges. It is a platform where African Scientist, Engineers, Innovators, Inventors and Technology developers will be able to interact, cooperate, exchange

information/knowledge and complement one another in research and academic work. It is also an innovative way to enhance brain circulation and bridge the African based Scientists and those in the Diaspora to address Africa's Challenges. The project is to be implemented in four phases:

STRC conducted a survey on existing Scientific networks Virtual/physical to develop the network data base. STRC achieved in identifying over 163 institutions and obtained data base of members of different networks and institution and assembled over 2000 database presently. However, STRC is in follow up with some African Universities and research institution to furnish the network with their data base. TWAS offered to support and partner with STRC in the development of AUNS project and graciously unveiled its database to STRC while The African Academy of Sciences (AAS) has applauded and welcomed the project and provided the AUNS with the database of its fellows.

The Network's E-portal, modules, data base and digital library are in design stage where currently the consultation between the STRC and Management Information Service (MIS) Division resolved that it is economical to out-source the hosting while a back-up should be in STRC. The Bibliotheca Alexandrina (library of Alexandria) has offered to partner with STRC and assist in the design, construction and hosting of the network portal.

7.3 AU Project on Documentation and Protection of African Indigenous Knowledge

Under this project the Volume one 2nd edition of the African Pharmacopeia was produced. The first edition of the African Pharmacopeia book was published in 1985 and since then there had been progresses made in the field technically and scientifically in other continents' pharmacopeia. The STRC was able to finalize the 2nd edition of the African Pharmacopeia with an updated data on the plants identified under the 1st edition, not only that but additional 100 plant species was included in the book along with a photograph. The book was despatched to all Member States and specialised institutions.

The office is planning to commence work on the Volume two 2nd edition of the African Pharmacopeia that involves general methods of analysis, physical, chemical, biological including efficacies of species.

7.4 Africa's STI challenges and Climate Change

This is a continuing project that analysis the Africa's challenges on climate change impact. Science and technology cut across all realms of live just like the climate change. The STRC carried out a survey on green innovation policy in the continent and the result shows that greater proportion of the Member State does not have green innovation policy. Among the RECs only SADC has one. The survey was carried out with aim of developing framework for the continent.

The STRC developed a document 'Africa's STI challenges and Climate Change' is ready for publication.

7.5. STI for Youth Empowerment and Wealth Creation

Youth in STI for empowerment and wealth creation in Africa is to build the capacities of youth in Africa through the use of STI for self-development and community prosperity. The project will establish micro businesses, and/or similar institutions that are based on technology transfer, adoption, and diffusion in Member State as stipulated in the STISA 2024 priority areas 'Live Together-Build the Society' and 'Wealth Creation'. It will also expose communities to environmental friendly technologies that address their daily challenges such as Water and Sanitation, Healthcare, Energy, Food, Agriculture & Environment, Housing and Construction, Waste & Recycling, and ICT.

In this regards, project document has been developed and the first phase of the project is targeting at leveraging/ building the individual experience and capacities of Young Arms to utilize basic technologies for their economic sustainability, integration and community development.

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

During the year 2015, AOSTI continued to operationalise its office in Malabo and implemented its capacity building programme on STI measurements and policy analysis in the regional economic communities and in the member states of the African Union. AOSTI staff participated in international workshops and conferences where they delivered positions papers on various themes relevant to AOSTI's mission. AOSTI strengthened collaboration with its partners through Memorandum of understanding.

8.1 OPERATIONALISING AOSTI

AOSTI presented its governance instruments to the first Specialized Technical Committee on Education, Science and Technology (STC-EST 1) held in Addis Ababa, 27-29 October 2015. The instruments included the statutes documents, the structure and financial implications. The Ministerial Session of STC-EST1 adopted the instruments on 30 October 2015. It is noted that the presentation was an update since the same instruments were already adopted by the AMCOST extraordinary session in April 2014. This concluded the implementation of the Decision Assembly /AU/Dec.452 (XX) of the 22nd Ordinary Session of the Assembly of the AU held in January, 2013.

8.2 AOSTI's ACHIEVEMENTS DURING 2015

AOSTI implemented its capacity building programme at the regional and national levels as follows:

- 1. Governance of STI for development in the Economic Community of Central African States (ECCAS) Region.** AOSTI collaborated with the Yaoundé-based UNESCO Multi-Sectoral Regional Office for central Africa. Both organizations led a three-days training workshop for twenty senior officials from the

ECCAS region from 24 to 26 February 2015 in Brazzaville (Congo Republic). . The training focused on STI policy instruments which help to collate evidence for better STI governance. This training was an implementation of the AMCOST recommendation Meeting held in Brazzaville in November 2012.

- 2. Science, Technology and Innovation Policy in the CEMAC Region: The Role of the Parliament.** In February 2015, and on the invitation of the CEMAC Parliament, AOSTI delivered papers on the role of parliamentarians in STI policy making.
- 3.** A project on developing and providing specific support documents to the CEMAC Parliament on STI decision making was presented by AOSTI and discussed. As an outcome of this second meeting between the two institutions, both parties agreed to enter into an MOU in order to sustain the thus generated momentum. The MOU has been prepared and will be signed as soon as the calendars of the authorized officials are harmonized.
- 4. STI policy instruments to support socio-economic development.** On the request of the UNESCO (Dakar and Bamako offices), AOSTI trained 25 experts from the

Sahel region (Mali, Senegal, Burkina Faso and Niger) on STI policy instruments. The training was held in May 2015 in Bamako.

5. **Assessment of the scientific production of the African Union (2008-2013): with focus on ECOWAS.** AOSTI has published its second volume of the bibliometric series as part of the African Science, Technology and Innovation Outlook. This project was commissioned by the ECOWAS Commission in the context of its ECOPOST strategy.
6. **Assessment of the scientific production of the African Union (2008-2013):** An update. The profiling of knowledge production in the 54 member states and the RECs is underway. This study will allow the assessment of trends of scientific production in the AU from 2005 to 2013.
7. **In May 2015, the Egyptian Ministry in charge of STI called on AOSTI expertise** to support its national training workshop in Cairo on the theme: "Monitoring and Evaluation Tools for Science, Technology and Innovation Policies, Policy instruments and Governing Bodies". The workshop focused particularly on GO-SPIN concepts, methodologies and survey. About twenty experts attended the workshop.
8. AOSTI and NEPAD joined hands to train the trainers in R&D and Innovation surveys in the Republic of Congo (DRC). In April 2015, both organizations trained about thirty (30) experts in the Democratic Republic of Congo (DRC) on the concepts and methodologies which are used to undertake R&D and Innovation surveys.
9. **Vice Chancellors' Leadership Seminar 2015 at the ACU & SARIMA Conference held in Johannesburg, South Africa May 11-14, 2015;** AOSTI delivered the keynote address entitled "Global Importance of Research Uptake and the Role of Universities: -Measurement and Policy Perspectives". About 22 Vice chancellors from the following countries attended the lecture: Nigeria, Ghana, Cameroon, Ethiopia, Kenya, Uganda, Rwanda, Zimbabwe, Zambia, Botswana, Mauritius and South Africa.
10. AOSTI is a member of a consortium which will implement the Research and Innovation Network for Europe and Africa (RINEA) project. AOSTI leads a work package which will analyse partnerships, frameworks and obstacles and will implement networking activities for reinforcing an Africa-EU bi-regional STI partnership between research and innovation actors.

In 2015, AOSTI published the following Policy Brief/ Publications

1. Assessment of the scientific production of the African Union (2008-2013): the case of ECOWAS (December 2015).
2. "Innovation for Development in Southern and Eastern Africa, Challenges for Promoting ST&I Policy" (2015). Policy brief available at <http://www.merit.unu.edu/innovation-for-africa-series-deip-kenya-2014>.

Progress on the African's STI information system

AOSTI prepared the Terms of Reference for the selection of a consultant who will build the information system for education, science, technology and innovation. It is expected that by the end of 2015, the consultant will be appointed and start the development of the platform. The platform is expected to be fully functional in the last quarter of 2016.

Human Resources and Youth Division

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

1. Youth Policies

1.1 The African Youth Charter

In July 2006, African Union Head of States and Governments meeting in Banjul, Gambia, endorsed the African Youth Charter (AYC). The Charter is a political and legal document which serves as the strategic framework that gives direction for youth empowerment and development at continental, regional and national levels. The AYC aims to strengthen, reinforce and consolidate efforts to empower young people through meaningful youth participation and equal partnership in driving Africa's development agenda.

To date, 42 Member States have signed and 37 have ratified the African Youth Charter and deposited the relevant instruments at the Commission. In collaboration with the Statistics division of Economic Affairs Department, indicators of the Youth Charter have been developed and endorsed by the Statistics Director Generals. The indicators will be instrumental in monitoring and reporting on achievements on

1.2 Decade plan of Action

The African Youth Decade Plan of Action (DPoA) 2009-2018 is a framework for multi-sectoral and multi-dimensional engagement of all stakeholders towards the achievement of the goals and objectives of the African Youth Charter. The DPoA will also facilitate more coordinated and concerted actions towards accelerating youth empowerment and development.

The DPoA is intended for use by a broad spectrum of stakeholders including

African Union Member States, development partners, the AU Commission and constituents of the AU organs. A consultant has been recruited to review the DPOA to align it more with Agenda 2063 and develop a mechanism for tracking implementation progress. This is intended to help continue the momentum set by African Heads of state to create an enabling environment to better address the needs of the youth and thus empower them.

Implementation of the DPOA includes youth mainstreaming. Youth mainstreaming guidelines have been drafted and submitted for expert review by the DPOA consultant. AU Youth Volunteers had opportunity to discuss and make contributions to the document.

2. Youth Employment and Participation

Youth and Women Employment is one of the 6 Key Priority Areas (KPAs) of the Declaration and Plan of Action on Employment, Poverty Eradication and inclusive Development will be covered over the period. The Youth Division undertook an extensive elaboration of the First Five Year Priority Programme on employment, poverty eradication and inclusive development.

This first Five-Year Priority Programme (FYPP) seeks to identify key strategies, policies and programmes that will ensure the creation of robust, transformational employment for youth and women, in line with the two per cent annual target for reducing unemployment, and supporting other targets and success indicators of the AUC Agenda 2063, as well as the CAADP 2015-2025 Results Framework, and the Malabo Declaration Implementation Strategy and Roadmap.



African Youth Charter Ratifications

the Youth Charter.

A report card on Member States with robust Youth programmes has been drafted, including the nature of youth-friendly policies in operation. The Commission has started discussions with the Gambia ministry responsible for youth on the holding of the 10 year anniversary of the AYC in the Gambia in 2016.

2.1 Technical and Vocational Education Training (TVET)

The African Union Commission in an effort to revitalize TVET in Africa and to establish a pool of high-quality TVET centres across Africa, launched a competition to uncover the 20 most promising models in TVET for the 21st century from the five AU regions. The selected model centres will serve as examples of best practice of TVET in Africa, in order to provide exemplars and learning models for enhancing TVET development in Africa. A total of 46 applications were reviewed, out of which the 20 centres were selected. Key areas identified and in line with the Continental Strategy for TVET to Foster Youth Employment included; program accessibility to all particularly the minority, private sector partnership and engagement, linkage with employers' associations, provision across all learning pathways (formal, informal and non-formal), sustainability, scalability and innovativeness.

The selected Model Centres were exhibited during the 1st session of the AU Specialised Technical Committee on Education, Science and Technology held in Addis Ababa from 27th to 30th October 2015.

The African Union Continental TVET expert Group was also inaugurated. The purpose of the group is to serve as a think-tank to support the AUC, RECs and Member States to help them design and implement effective, innovative TVET on the continent. The Working Group shall advise on activities towards the implementation of the Continental TVET Strategy.

The 10 member expert group is charged with advising, supporting and advocating for the strengthening and scaling up of investments in TVET, greater links with industry and alignment to labour markets, resulting in a TVET Paradigm Shift for Africa. It will also provide an additional layer of accountability as part of monitoring and evaluation of implementation progress.

The Department of HRST, through the JLMP is also undertaking a study on Skills Portability regimes at the Regional Economic Community (REC) and Continental

levels. The study will inform policy options for African Union Member States on Recognition of Qualification Frameworks leading to enhanced labour mobility. This will enable workers gain access to job opportunities and to adjust to changing labour markets within RECs.

2.2 Youth Participation

i. Africa Model United Nations

The Youth Division in its aim to enhance youth participation co-organised the second continental Africa Model United Nations from the 5th to the 9th of March 2015 in collaboration with the Model United Nations of Addis Ababa University on the theme, "African Diplomacy on multiple fronts."

The purpose of the conference was to provide an opportunity for upcoming youth leaders to deliberate on issues of fundamental importance to Africa and its future, through simulations of AU and UN meetings of Heads of State and Government. The event enables young people to understand high level decision making processes, and provides them an opportunity to explore concrete solutions to the overarching challenges that are manifesting on the continent.

Afro-MUN is a continental programme initiated by a group of youths, to produce young African diplomats and promote meaningful engagement of African youth in key development processes for achieving Africa's collective vision of peace, integration and prosperity with technical support of the Commission.

ii. Africa Youth Day

Africa Youth Day is a day set aside every year to promote the increased recognition of youth as key agents for social change, economic growth and sustainable development in all facets of African Society. It is an occasion to celebrate the youth on the continent, opportunity to contribute and channel youth motivation, energy and creativity towards the achievement of the African agenda. All young people contribute to shaping society to lead it towards political, social and economic renewal.

The purpose of this event is also, to contribute and channel the youth voices, energy and idealism to reinforce the efforts towards the achievement of sustainable development in Africa. The theme for 2015 was "African Year of Human Rights towards Agenda 2063 - the Africa We Want" with a special focus on the rights of Young Women. This year saw the showcasing of various youth achievements, and celebrating of youth heroes. The University AU Clubs, and initiative of the AU Chairperson, were also launched.

iii. Intergenerational dialogue with the Pan African Parliament and African Youth

The Pan African Parliament (PAP), African Union Commission (AUC) and Pan African Youth Union (PYU) together with African Youth convened for the 3rd Intergenerational Dialogue on 21 – 23 May, 2015 under the theme "Promoting



Inaugural TVET expert working group meeting



Dr Njenga, Ag Head of the youth division, Mr Zemedeneh Negatu-Managing Partner for Ernest and Young, Dr Tasew Woldehanna – Addis Ababa, University and Afromun Participants

a culture of good governance for citizen's action for empowerment of young women, as well as youth innovation and entrepreneurship". In this regard, the Intergenerational Dialogue explored the role of Lawmakers and Legislators in Delivering on Agenda2063 as well as promoting youth development and empowerment. The discussions were under the following thematic areas: Education & Capacity Building, Youth participation and Leadership, Youth Socio Economic Welfare, and the role of youth in conflict situations and amassing their potential towards silencing the guns by 2020.

In her speech, the Chairperson of the AUC Dr Nkosazana Dlamini Zuma highlighted the importance of the dialogue as a space for young people to engage, discuss and influence Agenda 2063 since it will touch on their lives, their communities, their countries and their continent.

Some of the Outcome statements for Intergenerational Dialogue

a. Youth Education

- African Union Commission and RECs should create an accountability mechanism to enhance Member States



Intergenerational Dialogue with Pan African Parliament and African Youth

implementation of the Education for All Strategy towards providing free, compulsory and universal and primary education. The African Union must ensure that strong monitoring and evaluation mechanisms and strategies are implemented.

- Member states must align educational curricula at all levels to match and fill in the skills gaps related to the African context.

b. Governance Issues

- Member States, RECs and the African Union must introduce and effectively implement quotas to enhance youth participation in governance.
- Members of Parliament must ensure that member States allocate resources towards capacity building in governance.

c. Socio-Economic Issues

- Member States must be encouraged to create and implement policies which lean towards Continued fight against inequality in all countries, particularly focusing on increasing employment of youth.
- Members of Parliament must ensure that member states allocate adequate resource to the implementation, monitoring and evaluation of the African Industrial Development Plan of Action in order to enhance value addition.
- Members of Parliament must allocate adequate resources towards capacity building programs including mentorship, business incubation, and talent development and nurturing.

d. Peace and Security Issues

- Members of Parliament must begin to create legislation regulating the control of arms procurement and circulation. Member States should be encouraged to undertake strong interventions to fight tribalism, class discrimination and xenophobia to reduce sectorial violence.

-African Union must include youth at the negotiating table in conflict resolution dialogues.

- Members of Parliament must ensure the support of democratic processes particularly through respect for constitutionalism and rule of law.

iii. AUC Chairperson's Town Hall Meeting and tweetchat with youth on International Youth Day 2015

International Youth Day took place on the 12th of August 2015. The HRST Youth Division together with the Department of political affairs hosted a town hall meeting and Tweet chat between the AUC Chairperson Dr Nkosazana Dlamini Zuma and the African youth under the theme, "Youth Civic Engagement." The International Youth Day Celebrations were preceded by a special gathering dubbed "Youth Corner" on the 11th August 2015. The Youth Corner brought together young people working in the African Union Commission and others who live and work in Addis Ababa, Ethiopia, including participants from Youth Alliance for Leadership and Development in Africa (YALDA) to share comparable lessons, experiences and practical ideas on enhancing youth civic participation in Africa..

Key Issues and Recommendations

a. Active citizenship and civic engagement beyond politics

Youth civic engagement and active citizenship transcend participation in electoral processes. While it is important to remain vigilant, participate and actively engage in political processes in Member States, young people should play active roles in exercising leadership, public service, local governance, urban management, promotion and protection of human and peoples' rights, respect for constitutionalism and rule of law, demand for accountability, addressing impunity, humanitarian assistance, and promotion of peace and security. Civic participation of young people is critical to the transformation of Africa and youth must believe in themselves in order to change our paradigm & our continent.

b. Harnessing demographic dividends

More than 65% of population of Africa is below the age of 35. Young people in Africa can thus be a boon or bane to Africa's development depending on how their potential is tapped. Investing in Africa's largest resource - young people

– calls for innovation that taps into their demographics, skills, energy, passion, dynamism and affinity for taking risks. Such innovation includes providing opportunities for channeling their energy productively to create and solve societal problems at minimal costs.

c. Addressing unemployment, education, entrepreneurship and innovation

Unemployment statistics across Africa are of serious concern. The number of unemployed graduates in most AU Member States is overwhelming and demands urgent and holistic interventions at national and continental levels beyond creating more formal jobs.

d. Access to health

By consciously adopting the principle of "a healthy nation is a working nation" AU Member States and the African Union should invest more in the health of their people especially young people by preventing and addressing diseases that are wiping out their largest resource - young people - particularly HIV/AIDs. Universal access to antiretroviral drugs, sex education and preventive precautions should be actively promoted by all actors including young people at local, national and continental levels.

e. Management of diversity, natural resources and climate change

Young people concede that the current generation does not own the lands and natural resources and environment we occupy but have rather borrowed it from future generations and as such it is imperative to use it wisely for posterity. The ramifications of mismanagement of natural resources across Africa are way too obvious and familiar to young people. It is therefore critical that young people are actively involved and engaged in management and utilization of natural resources and importantly play an active watchdog role to prevent mismanagement of natural resources.

3. African Union Youth Volunteer Corps (AUYVC)

The African Union Youth Volunteer Corps (AU-YVC) is a continental development program that recruits and works with youth volunteers, to work in all 54 countries across the African Union. AU-YVC promotes volunteering to deepen the status of young people in Africa as key participants in the delivery of Africa's human development targets and goals. It



Town hall meeting, Addis Ababa, Ethiopia



African Union Youth Volunteers

brings people together to share skills, knowledge, creativity and learning to build a more integrated Continent and by implication strengthen Africa's relevance in the globalized world.

The Commissioner for HRST called for a review and overhaul of the AU-YVC to enhance its effectiveness and impact both on the young people themselves and on Africa and the international scene. This process is ongoing, with contributions from existing AU Youth Volunteers, and technical support from UNV and FHI 360.

Other Key highlights on the AU-YVC activities in 2015

- 1) 71 AU Youth Volunteers are serving in the program January – October 2015
- 2) Over 1,200 youth from 41 Member States applied to be considered for the 2015 intake of AU-YVC;
- 3) The 6th Batch AU-YVC training took place in November/December 2015;
- 4) A consultant has been recruited through UNV (UN Volunteers) to conduct 5 years impact assessment of the AU-YVC program

5) An IT Expert was recruited through partnership with FHI360 to revamp the AU-YVC web platform to enhance visibility, communication among the youth, with the youth and with potential employers; and to enable follow up of AU-YVC alumni, among other new features.

Capacity Building

Another innovation this year is the introduction of regular capacity building sessions for the African Union Youth Volunteers. The capacity building comes in light of the importance of Youth Mainstreaming as stipulated in the AUC policy frameworks, and the need for the Volunteers to be exposed to as much knowledge and information that will assist them in building employability skills, African values and pan Africanism. Mainstreaming Women and Youth in all AUC and continent wide activities is identified in the African Union Strategic Plan 2014 – 2017 as the fifth of the eight priority areas. Similarly, under aspiration six of agenda 2063, "all forms of systemic inequalities, exploitation, marginalization and discrimination of young people will be eliminated and youth issues mainstreamed in all development agenda."

A training on youth mainstreaming was conducted 24 June 2015. Participants were taken through the available tools and resources that ensure youth are mainstreamed in a development agenda. Another training was conducted on the 30 of July 2015 to help youth marketing themselves when looking for employment. This was done in collaboration with department of Administration and Human Resources.

6th BATCH AU-YVC TRAINING

07 – 18 DECEMBER, JOHANNESBURG, SOUTH AFRICA

The 6th Batch African Union Youth Volunteer Corps - volunteer pre-deployment orientation and training took place 04 - 18 December 2015 at the University of Johannesburg in South Africa. In total 103 young professionals from 39 AU Member States (including 17 South Africans) took part in the training. Furthermore, in line with the African Union Year of



Women Empowerment, 64% of the participants were female.

The AU-YVC pre-deployment orientation and training prepares prospective volunteers for their role as AU Youth Ambassadors during their 12 months deployment across the Continent. The training covers topics on pan African orientation, mainstreaming of African Union tools and policies, youth empowerment and leadership.

During the training, participants were addressed by multiple high level dignitaries, including: H.E. Dr. Nkosazana Dlamini Zuma, Chairperson, African Union Commission; H.E. Dr. Martial de Paul Ikounga, Commissioner, Human Resource Science and Technology; Mr Luwellyn Landers, Deputy Minister, Department of International Relations and Cooperation among others.

The 6th batch AU-YVC training was made possible through the support and partnership from the Department of International Relations and Cooperation (South Africa), the African Union Foundation, the University of Johannesburg, Government of Korea, the Ford Foundation, the City of Johannesburg, Johannesburg Metro Bus and the Nelson Mandela Foundation.

4. 2nd Bureau Meeting of the Specialized Technical Committee (STC) on Youth, Sports and Culture

The 2nd Meeting of the Bureau of the 1st African Union Specialized Technical Committee Meeting on Youth, Culture and Sports was held in Brazzaville, Congo on 03rd September 2015. The Bureau Meeting was organized in the margins of the 11th African Games to be held in Brazzaville, Congo from 04th to 19th September 2015. The main purpose of the meeting was to review progress made in the implementation of the AU Summit Decisions following recommendations of the First Session of the Specialised Technical Committee on Youth, Culture and Sports (STC-YCS 1); and to endorse the meeting of the Sub-Committee of Ministers in charge of Sports. The Representatives of the Commission made sectorial (youth, culture and sports) presentations on the progress made in the implementation of STC-YCS Decisions on Youth, Culture and Sports. The Bureau took note of the report.

Office of the Commissioner		
1	H.E Martial De-Paul Ikounga	Commissioner, HRST
2	Ms. Chancelle Claudette Bilampassi Moutsatsi	Special Assistant to the Commissioner
3	Ms. Rahel Mesfin	Private secretary to the Commissioner
Office of the Director		
4.	Dr. Mahama Ouedraogo	Acting Director for HRST
5	Mr. Samuel Teshome	Clerk, HRST Registry Office
6	Ms. Tsehay Degaga	Mail Runner
Education Division		
7	Dr Beatrice Njenga	Head of Education Division
8	Mrs. Woudase Abebe	Documentalist
9	Mrs Olga Kebede	Programme assistant (Education Div.)
10	Dr Callistus Ogol	Senior Education Expert
11	Dr. Yohannes Woldetensae	Senior Expert Mwalimu Nyerere
12	Mr. Nazar Eltahir	Program Officer
13	Dr. Rita Bissoonauth	Coordinator AU/CIEFFA
14	Prof. Belay Kassa	Interim Deputy Rector (PAU)
15	Dr. Yaw Nyampong	Senior Legal Officer (PAU)
16	Mr. Adiatou Fatty	ICT and Communication Officer (PAU)
17	Mrs. Heromen Assefa	Administrative Assistant (PAU)
18	Mrs. Eelata Asmelash	Administrative Assistant (PAU)
19	Mr. Alemayehu Wondimu	Administrative Assistant (PAU)
20	Mrs Reguebe Kelemu	Mail Runner PAU
21	Sylvie Kazenga Umuhoza	AU YVC
Science and Technology Division		
22	Dr. Mahama Ouedraogo	Head of Science & Technology
23	Mr. Hambani Masheleni	SPO Science & Technology
24	Dr. Monica Ebele Idinoba	Principal Scientific Officer (PMU)
25	Mr. Dereje Belachew	IT Officer (PMU)
26	Mr Yayehyirad Kassa	Finance Officer (PMU)
27	Ms. Kedija Seid	Secretary (S&T Division)
28	Mr. Meshak Kinyua	Youth Volunteer (S&T Division)
29	Mrs. Mahlet Teshome	Biosafety Expert
30	Mrs. Meseret Eshetu	Administrative Assistant
Scientific, Technical and Research Commission (STRC) Abuja, Nigeria		
31	Dr. Ahmed Hamdy	Executive Secretary
32	Dr. Mohammed Kyari	Senior Scientific Officer Coordination
33	Mr. Bather Kone	Principal Scientific Officer (IDS)
34	Mr. Gilbert Byatuhare	Documentalist
35	Mrs. Grace Udounwa-Edison	Secondee from Nigerian Government


36	Mr. Nebyat Ayele	Youth Volunteer (STRC)
37	Ms. Hawawu Hussein	Youth Volunteer (STRC)
38	Mrs Ajimustapha Samateh	Assistant Accountant
39	Mrs Dorcas Akinyele	Secretary (Finance & Admin. Section)
40	Mr. Iniobong Charles Philips	Store and Protocol Assistant
41	Mr. Albert Mensah	Mail Runner
42	Mr. Godwin Kabowe	Security Guard
43	Mr. Tetteh Larteh	Driver
Human Resources and Youth Division		
44	Dr Beatrice Njenga	Acting Head of Human Resource and Youth Development
45	Ms. Wonguelawit Leguesse	Secretary HR and Youth Development
46	Ms Ngwenya Nonkululeko Prudence	SPO HR & Youth Development
47	Dr. Raymonde Agossou	Technical Expert
48	Mr. Daniel Adugna	Consultant on AUYVC
49	Nicolas Ouma	Senior Youth Advisor
50	Frimpong Musa	AUYVC
51	Diana Diallo	AUYVC
52	Ms. Pamela Charidza	AUYVC
African Observatory of Science, Technology and Innovation (AOSTI), Malabo, Equatorial Guinea		
53	Dr. Philippe Kuhutama Mawoko	Interim Director
54	Dr. Bi Irie Vroh	Senior Expert Science and Technology Policy
55	Dr. Almamy Konte	Senior Expert Innovation Policy
56	Mr. Johnstone Kang'otole Kimanzi	Administration and Finance Expert
Staff who left HRST in 2015		
1	Mr. Michael Afful	Youth Volunteer (Space Expert)
2	Mr. Etim Offiong	Youth Volunteer (Space Expert)
3	Mrs. Alemzewd Tarikou	Secretary, Education Division
4	Mr Ian Kaliwo	AU-YVC field officer
5	Mr. Sylvester Ademola Adesina	Consultant
6	Ms. Paula Maria Sabastio	AUYVC
7	Ms Vestine Uwera	Youth Volunteer (S&T Division)
10	Ms. Rehema Khimulu	Youth Volunteer
11	Prof. Chaibi Thameur	PAU Coordinator

Summary of Country Activities



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

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

	ALGERIE	Afrique du Nord UMA	superficie 2.381.741 km²
	Alger	population 39.500.000	Budget annuel >789 Milliards de DA

Informations générales

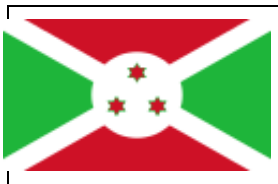
Tranche d'âge	Population %						Budget	
	Répartition générale (%)			Population scolarisée (%)			Cycle	%
	Total	M	F	Total	M	F		
0 - 3	2.17	1.11	1.06				Préscolaire	18,05
3 - 6	4.08	2.09	1.99	1.39	0.71	0.68	Primaire	
6 - 12	11.61	5.94	5.67	11.51	5.92	5.59	Moyen	9,43
12 - 18	9.14	4.67	4.47	7.13	3.50	3.63	Secondaire	10,43
18 - 25	10.72	5.45	5.27	1.02	0.47	0.55	Supérieur	
25 - 35							EFTP	
Total	37.73	19.26	18.47	21.05	10.60	10.45	STI	

En Algérie, l'éducation nationale est axée sur trois principes fondamentaux, la gratuite, l'équité et la parité afin d'assurer une éducation et un enseignement pour tous. L'éducation préscolaire regroupe, en amont de la scolarité obligatoire, les différents stades de prise en charge socio-éducative des enfants âgés de 3 à 6 ans. Nonobstant le caractère non obligatoire de l'éducation préscolaire, l'Etat veille au développement de cette éducation et en poursuit la généralisation avec le concours des institutions, administrations et établissements publics, des associations ainsi que du secteur privé.

Ainsi, pour l'éducation de la tranche d'âge des 3-4 ans, l'Algérie s'engage à réaliser une couverture de 60% d'ici à l'horizon 2030, avec le concours de tous les acteurs impliqués. L'éducation se fait à différents niveaux (préscolaire religieux, classes enfantines, préscolaire d'entreprise, communal, privé...) d'où la nécessité d'élaborer en 2015, un curriculum national pour le préscolaire, basé sur un socle de compétences communes à développer chez tous les enfants.

L'examen des indicateurs d'accès à l'enseignement primaire montre une quasi-universalité de l'accès, attendue depuis plusieurs années aussi bien pour les filles que pour les garçons. Les taux nets de scolarisation au primaire ont dépassé le seuil des 95% près d'une décennie. Le taux de scolarisation de la tranche d'âge des six ans est de 99,15% en 2015 alors qu'il n'était que de 43,42% en 1966. En outre, le taux de scolarisation de la tranche d'âge des 12-18 ans représente au titre de l'année 2015, 78.03%.

D'un autre cote, le Budget d'Equipeement Education représente 1,22% de Budget d'Equipeement de l'Etat, et le budget de fonctionnement représente 16.83%. L'Algérie réserve depuis des décennies les premières places au secteur de l'éducation nationale en matière de budget et de dépenses et convaincue de la nécessité de renforcer les stratégies de développement des ressources humaines et leur bien-être, le budget alloue à l'éducation, la formation professionnelle et l'enseignement supérieur dans sa globalité représente 7% du PIB du pays.

	BURUNDI	Central Africa ECCAS, CEA, COMESA	area 27.834 km²
	Bujumbura	population 10.396.000 inhabitants	Annual Budget

1. **A l'Enseignement de Base et Secondaire**, la population a été mobilisée pour la construction des infrastructures afin d'améliorer l'accès et désengorger les classes surpeuplées. La parité genre s'est nettement améliorée surtout au primaire où elle est de 1.

L'Enseignement de Base a été caractérisé par la poursuite de la réforme de l'Enseignement Fondamental (l'Enseignement de Base est passé de 6 à 9 ans: il compte le cycle primaire de 6 ans et les 3 ans du 1^{er} cycle de l'enseignement secondaire appelé également collège).

Activité : révision des programmes d'enseignement et formation continue des enseignants du fondamental et 1^{ères} années du post fondamental.


Au 1^{er} cycle de l'enseignement secondaire (4^e cycle de l'enseignement fondamental) des efforts ont été consentis pour l'éducation inclusive : accueil des enfants malvoyants et aveugles.

La semaine Mère-enfants a été réalisée par le Ministère de la Santé Publique pour la protection des enfants du niveau préscolaire et primaire (vaccination et déparasitage par des vermifuges).

2. **Le sous-secteur de l'EFTP** a élaboré le curriculum dans les filières innovantes dans le cadre de l'accueil des lauréats de l'enseignement fondamental. Sous l'appui financier de la BAD il y a eu construction et équipement d'un Centre d'Enseignement des Métiers.
Un centre d'incubation a été réhabilité pour accueillir des équipements en provenance de l'Inde.

Les services en charge de ce domaine ont tenu des réunions avec le secteur privé pour élaborer une feuille de route de la mise en application du contenu de la convention de partenariat public-privé.

3. Une journée dédiée à **l'alphabétisation** a été célébrée afin de continuer à sensibiliser la population sur l'adhésion aux programmes d'alphabétisation.
4. A l'Enseignement Supérieur il y a eu construction de deux amphithéâtres pour améliorer l'accès. Egalement, une Commission Nationale pour la Science, la Technologie et l'Innovation, organe chargé de la mise en œuvre de la politique nationale sur la recherche scientifique et l'innovation technologique a été mise en place.

	CAMEROUN	Afrique Centrale CEEAC	superficie 475.442 km²
	Yaoundé	population 22.535.000 habitants	Budget annuel

Informations générales

Population %							Budget global	
Tranche d'âge	Répartition générale (%)			Population scolarisée (%)			Cycle	%
	Total	M	F	Total	M	F		
0 - 3	10.28	5.20	5.08				Préscolaire	10 646 484
3 - 6	8.96	4.54	4.42	2.07	1.03	1.04	Primaire	158 078 000
6 - 12	15.50	7.90	7.60	18.36	9.77	8.58	Secondaire	232 628 000
12 – 18 (*)	15.69	7.85	7.84	9.07	4.91	4.16	Supérieur	49 252 000
18 – 25 (*)(**)	9.58	4.46	5.12	1.61	1.61		EFTP	15 427 628
25 – 35 (*)(***)	14.08	6.71	7.37	0.01	0.008	0.004	STI	
Total	74.10	36.66	37.44	31.12	17.33	13.79		

(*) : Les scolarisés les données des apprenants de la formation professionnelle qui commencent au cycle primaire

(**) : Données sur la répartition générale pour la tranche 20-24 (projections de la population 2015 du BUCREP)


(***) : Données sur la répartition générale pour les tranches 25-29 et 30-34 ans (projections de la population 2015 du BUREP)

Dans le cadre de la mise en œuvre de sa politique d'Education et de Formation (2013-2020), le Cameroun a au cours de l'année scolaire 2014-2015, initié un nombre considérable d'activités dont les plus notables sont les suivantes :

1. Au niveau de l'enseignement primaire :

- La mise en place d'un Système d'Information pour la Gestion de L'Education (SIGE) sectoriel ;
- Le recrutement de 3060 maitres de parents formés et titulaires du Certificat d'Aptitude Professionnel des Instituteurs de l'Enseignement Maternel et Primaire (CAPIEMP) ;
- La distribution gratuite de plus d'un million de manuels scolaires et autres matériels didactiques à la SIL et en Class One pour un coût de près de 900 millions FCFA ;
- La mise en place d'un programme d'urgence scolaire de construction d'infrastructures pour récupérer les enfants déplacés du fait de l'insécurité due aux exactions du groupe terroriste Boko Haram, ainsi que les enfants réfugiés au Cameroun du fait de la crise centrafricaine dont le coût est évalué à 3 milliards 700 millions FCFA.
- Le transfert des compétences aux communes dans le cadre de la décentralisation dont le coût de transferts est de 11 milliards 300 millions FCFA ;
- Le démarrage d'une étude en vue de la mise en place d'un enseignement fondamental;
- L'Elaboration de politiques sur ;
 - Le livre et du matériel didactique, en cours ;
 - L'alphabétisation de base non formelle et langues nationales ;
 - L'alimentation scolaire.

2. Au niveau de la formation professionnelle :
 - L'élaboration avec l'OIT d'un plan décennal du développement de la formation professionnelle afin de diversifier l'offre de formation.
3. Au niveau de l'Enseignement Supérieur :
 - Le développement de l'offre de l'Enseignement Supérieur dans la perspective de la professionnalisation et du renforcement des filières scientifiques. Les effectifs d'étudiants sont passés de 178500 en 2010 à 350000 en 2015.

	EGYPT	North Africa CENSAD, COMESA	area 1.010.407 km ²
	Cairo	population 88.918.000 inhabitants	Annual Budget

General Information

Population %							Budget global	
Age	General Distribution (%)			Enrolled by cycle(%)			School Cycle	%
	Total	M	F	Total	M	F		
0 - 3	10.60	5.40	5.20	1.60	0.8	0.8	Pre-primary	3.80
3 - 6	10.50	5.40	5.10	14.10	7.30	6.80	Primary	
6 - 12	10.60	5.50	5.10	6.30	3.20	3.10	Secondary	
12 - 18	22.60	11.60	11.00	4.40	2.40	2.00	Higher	1.15
18 - 25	8.70	4.30	4.40	1.60	0.70	0.90	TVET	n.d.
25 - 35	12.90	6.50	6.40				STI	0.68
Total	75.90	38.70	37.20	28.00	14.40	13.60		5.63

Science, Technology and Innovation activities

The Academy of Scientific Research & Technology (ASRT) was established in September 1972 as the national authority responsible for science & technology in Egypt. ASRT is a non-profit organization affiliated to the ministry of scientific research. ASRT mandate since establishment is to provide public service by ensuring independent, unbiased assessments of sciences. ASRT mission is to provide a source of credible, independent and integrated assessments of all fields of Science and Technology.

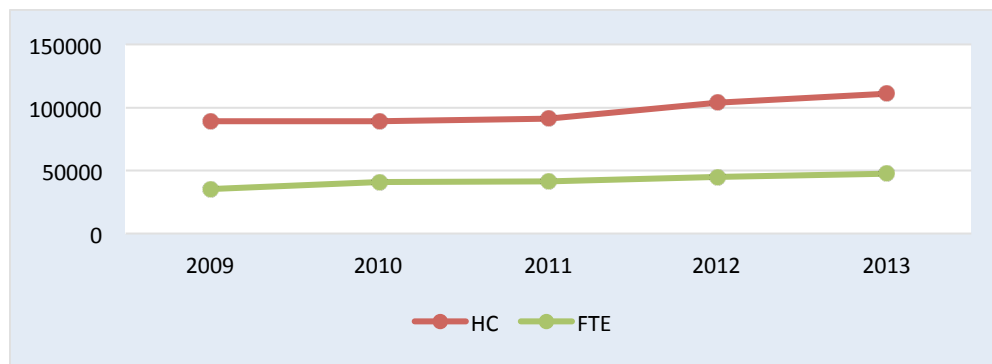
- **The vision of ASRT** is to be effective and reliable national think tank for the service of Science, Technology and innovation (STI) in Egypt, as the main pillar of knowledge-based economy.
- **ASRT is responsible for performing the following functions:**
 1. To recognize scientific excellence and its application through the development and implementation of programs of merit based grants and awards for distinguished scientists and researchers.
 2. To plan and promote scientific research and technological development programs and projects of a national and inter-disciplinary character, providing the financial and material resources necessary for their implementation.
 3. Raising the awareness and promotion of scientific culture & thinking and encourage the complete cycle of innovation.
 4. To organize and provide information that describes activities of scientific research and technological development, characterizes institutions and scientific and research personnel,

report the available scientific and research capabilities (STI Indicators), and to develop the ways of disseminating this information and facilitate its use.

- The Egyptian Science, Technology and Innovation Observatory (ESTIO), was established in February 2014 by Academy of Scientific Research and Technology (ASRT) as part of its efforts to promote the development of a knowledge-based economy, ESTIO is a tool to decision makers to analyze or justify the planning, financing and management of S&T activities.
- Core Activities of ESTIO:
 - Science, Technology and Innovation Indicators
 - Composite Indicators
 - S&T Foresight exercises
 - Evaluation and Monitoring

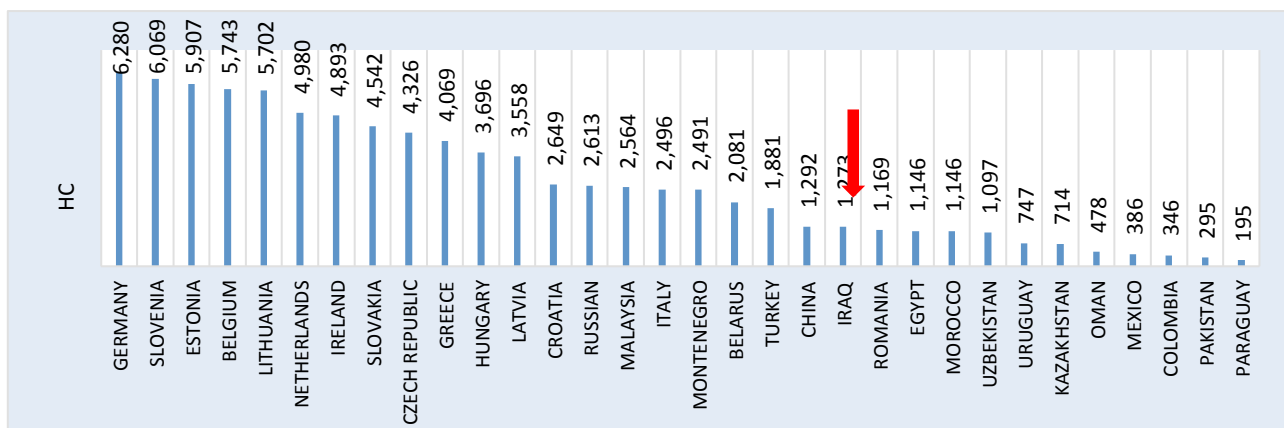
Main Indicators of Science and Technology

- The trend of R&D researchers increased from 108,504 in 2012 to 110,772 in 2013 with a growth rate of 2%. The trend of researchers FTE increased from 44,692.7 in 2012 to 47,652 in 2013 with a growth rate of 6.6%.



Source: ESTIO (Egyptian Science, Technology and Innovation Observatory), S&T Indicators 2014

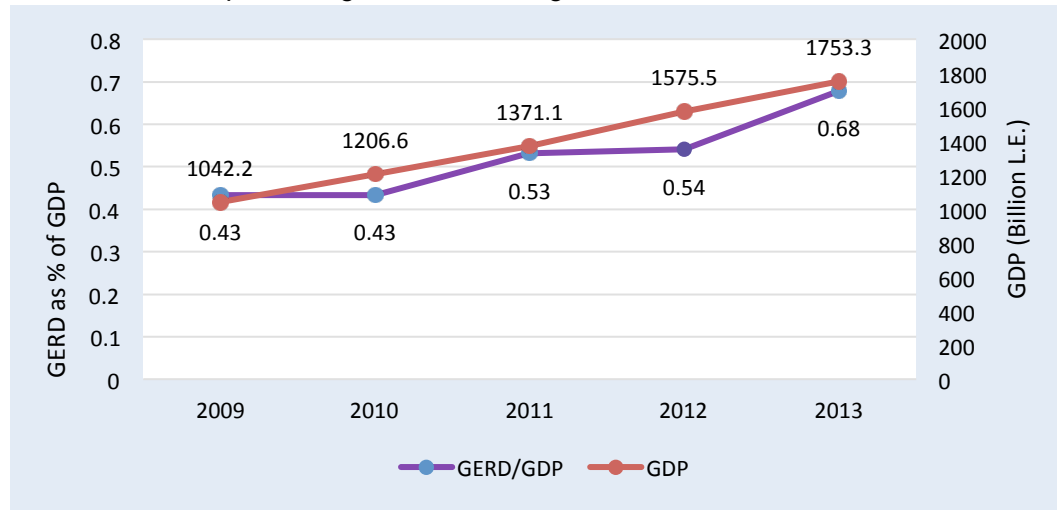
- Researchers per Million Inhabitants (HC) in Egypt compared to other countries, 2011



Source: ESTIO, OECD, Science and innovation - UNESCO Institute for Statistics – 2014

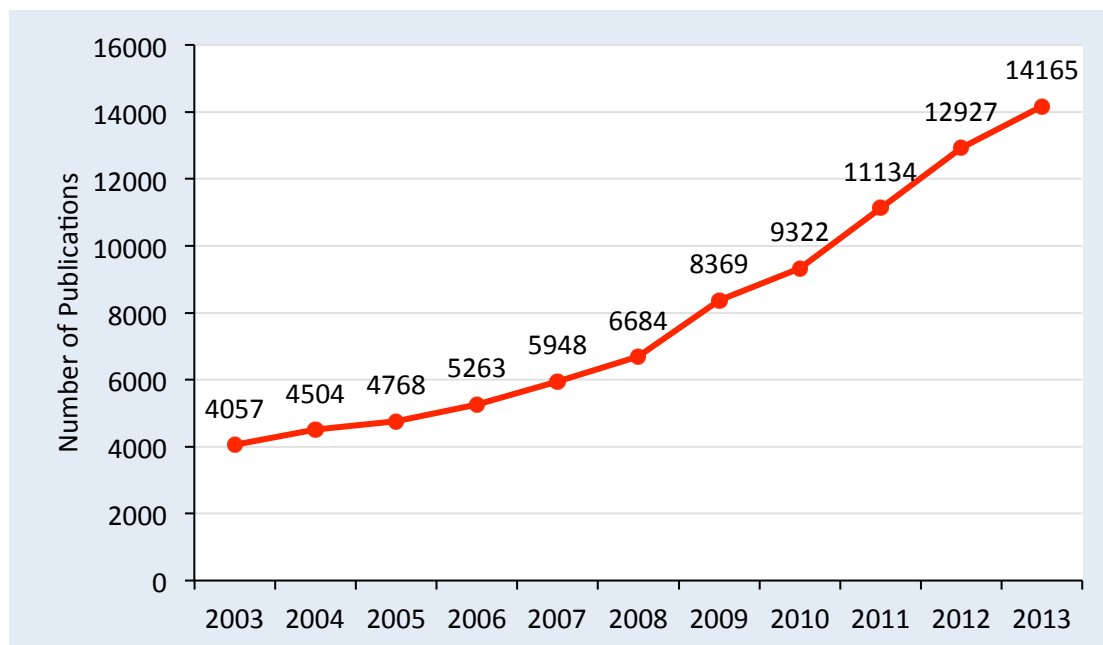
- GERD (Gross Domestic Expenditure on Research and Development) expressed as a percentage of GDP is an indicator of the intensity of R&D in an economy. GERD as a

percentage of GDP is one of the indicators used to compare countries' research efforts and competitiveness internationally. The trend shows that GERD as a percentage of GDP in Egypt remain constant during 2009 to 2010 (0.43) then increased from 0.43 in 2010 to 0.68 in 2013. The GERD as a percentage of GDP is targeted in the new constitution to reach at least 1%.




Source: ESTIO (Egyptian Science, Technology and Innovation Observatory), S&T Indicators2014

- The total number of international publications over the period 2003 -2013 totaled 87,158, the trend of international publication increased from 4057 in 2003 to 14165 in 2013 with an average annual growth rate 12%.



Source: ESTIO (Egyptian Science, Technology and Innovation Observatory), S&T Indicators2014

	ETHIOPIA	Eastern Africa COMESA, IGAD, CENSAD	Area 1,104,300 km²
	Addis Ababa	Population 87,849,516 inhabitants	Annual Budget 166,716,228,042 birr

General Information

Population %							Budget global	
Age	General Distribution (%)			Enrolled by cycle(%)			School Cycle	%
	Total	M	F	Total	M	F		
0 - 3	12.20	6.20	6.00	0.00	0.00	0.00	Pre-primary	0.09
3 - 6	8.30	4.20	4.10	2.82	1.47	1.35	Primary	4.85
6 - 12	10.40	5.30	5.10	14.26	7.58	6.68	Secondary	5.91
12 - 18	10.00	5.10	4.90	6.41	3.32	3.09	Higher	8.61
18 - 25	9.10	4.60	4.50	2.28	1.20	1.08	TVET	2.87
25 - 35	6.30	3.20	3.10	1.17	0.74	0.43	STI	0.71
Total	56.30	28.60	27.70	26.94	14.31	12.63		23.04

Statistics obtained for this table are from the 2013/14 Educational Statistical Abstract. The budget information was sourced from 2012/13 financial information, 23% of the national budget is dedicated to education. Pre-primary education starts at age 4 in Ethiopia and covers NGO funded kindergarten and government funded 'O' class and 'child to child' learning. Higher education includes all those students enrolled in undergraduate and postgraduate university education in government and nongovernment organisations. Ethiopia has also instigated an Alternative Basic Education (ABE) programme aimed at providing an opportunity for adults who missed out on traditional primary and secondary education. Data collection for ABE is not well advanced in the country, however an estimate for enrolment in 2013/14 is 6.5 million adults


Primary, Secondary and Higher Education: Primary enrolment in Ethiopia is high, with a gross enrolment ratio of 143% for males and 131% for females, enrolment exceeding 100% indicates that children younger or older than the stated age for the primary grades have enrolled. The Ethiopian government is committed to ensuring that children of the correct age are in each grade in future years. Gender equality at primary level has improved greatly and in 2013/14 the Gender Parity Index was 0.93. Enrolment and GPI at secondary level has also improved, however in the preparatory grades for university (grades 11-12) inequality still exists, with a GPI of 0.85 in 2013/14. In Ethiopia there is an Education Sector Development Plan V (ESDP V) that is aimed at improving all aspects of education from 2015/16-2019/20, one aspect of this is to improve schools and the teaching facilities that are available. The focus of this plan is to include the community in the improvements planned and for each school to have their own improvement plan tailored to the needs of the school. A school card is also being introduced as part of ESDP V to enable comparisons between schools to be publically available, it is hoped that this will also help to drive improvements between schools locally.

The higher education subsector has been prioritised for improvement by the Ethiopian Government, as shown by it having the highest proportion of the education budget at 8.61% of the national budget. The number of institutions has grown and the availability of places for a wider proportion of the population has increased, in 2013/14 there were 593,574 undergraduates enrolled across all programs and institutions. There are options of distance and evening classes at many institutions so that students are able to carry out paid employment and continue their education. Enrolment in higher

education is increasing, however there is large gender inequality at this level, with females comprising 30.3% of the 2013/14 intake. There is also a drive to improve quality as part of the ESDP V at this level, so that more students graduate with a degree from university and the level of teaching improves.

Technical and Vocational Education Training: TVET is available in Ethiopia to those students leaving grade 10 in secondary school and who are not going forward to the preparatory grades for university. There were 437 TVET institutions in Ethiopia in 2013/14. The aim of TVET in Ethiopia is to provide a lower and middle skilled workforce that is competent, motivated, adaptable and innovative to the demands of industry within Ethiopia. TVET enrolment was 238,049 in 2013/14, with 51% of those enrolled being female. Cooperative training takes place between TVET institutions and industry placements, where the two organisations work in partnership to ensure that students understand the realities of workplace life and prepare them for when they will leave the TVET scheme. It is hoped that cooperative training will increase, with more placements becoming available. Quality of teaching in TVET schemes is also improving due to a scheme being introduced to improve teaching standards, this has included individual teacher assessments and retraining where necessary.


College of Teacher Education (CTE): Ethiopia recognises the need to have appropriately trained teachers at all levels of education within the country. The proportion of primary teachers who have the appropriate teaching diploma in 2013/14 was 70%, indicating that improvements had been made but there are still teachers that are under-qualified for their role. There is a wide regional variation in the qualification of teachers, with the emerging regions of Afar and Somali much lower than the national average at 42% and 35% respectively. In 2013/14 there were 170,160 students enrolled in CTE programs, 41% of whom were female. The ESDP V aims at transforming teaching into a profession of choice so that the most able feel that it is a good career choice and there is more ongoing training and support. Centres of excellence in CTE training will also be established in universities and CTE institutions so that the best approaches to education are shared.

	GHANA	West Africa ECOWAS, CENSAD	area 238.535 km ²
	Accra	population 27.000.000 inhabitants	Annual Budget

General Information

Age		Population Distribution			Gross enrolment by cycle			Net enrolment by cycle		
		Total	M	F	Total	M	F	Total	M	F
0 - 3	Creche/ Nursery	11.32	5.69	5.63	1.24	0.62	0.62	1.24	0.62	0.62
4 - 5	Kinder garden	5.08	2.60	2.48	6.32	3.30	3.03	4.20	2.11	2.09
6 - 11	Primary	14.57	7.44	7.13	16.08	8.21	7.87	13.25	6.75	6.50
12 - 14	Junior High School	6.90	3.50	3.41	5.89	3.05	2.85	3.38	1.73	1.65
15 - 17	Second Cycle (SHS+TVET)	6.53	3.29	3.25	3.14	1.69	1.45	1.47	0.74	0.73
Total		44.40	22.51	21.89	32.67	16.86	15.82	23.55	11.96	11.59

Budget Secteur Education	
School cycle	7.60
Pre-primary	22.00
Primary	16.10
Junior High School	22.40
Senior High School	16.20
Higher	3.70
TVET	
Total	

	GUINEE	West Africa ECOWAS, CENSAD	area 245.836 km ²
	Conakry	population 11.474.383 inhabitants	Annual Budget

Informations sur l'éducation en République de Guinée :

Les groupes d'âges demandés par le tableau ne correspondent à ceux utilisés par les services statistiques des ministères du système éducatif guinéen.

Les données fournies sont les suivantes :

Tableau 1 : Taux brut de scolarisation 2013/1014


Primaire (7-12 ans)		Collège (13-16 ans)		Lycée (17-19 ans)	
Total	Filles	Total	Filles	Total	Filles
82,9%	75,5%	45,1%	34,3%	29,9%	21,0%

Source : Service Statistiques et Planification du Ministère de l'Enseignement Pré-universitaire et Alphabétisation

Tableau 2 : Budget

Cycle scolaire	Préscolaire	Primaire	secondaire	Supérieur	ETFP	STI
%	0,10%	43,00%	16,46%	36,00%	5,40%	0,04%

Source : Cadre des Dépenses à Moyen Terme du secteur de l'Education

	LESOTHO	Southern Africa SADC	area 30.355 km²
	Maseru	population 2.067.000 inhabitants	Annual Budget

The Government of Lesotho in an attempt to remedy the situation and also to align itself with the continental strategies such as STISA-2024 and TVET strategy has intensified technical and vocational education and training with the objective of widening appropriate opportunities to stimulate youth to start small and medium size businesses.

Education, Science, Technology and Innovation support research and innovation, which are the core for sustainable economic development, through funding of incubation projects with the intention to equip youth with skills that will improve their innovative entrepreneurial development. There are few incubation centres established mainly to capacitate the youth in managing and owning their own firms. STI clubs assist youth with additional teaching of mathematics and science in order to upgrade standard of mathematics and science in Lesotho. The collaboration with New Partnership for Africa Development (NEPAD) with member states, particularly at SADC level plays a critical role in assisting countries to collect Research, Development and data intended to showcase the status of research in the region.


The information and communication technology is integrated at all levels of the economy; therefore the high performance computing programme linked with broadband infrastructure will improve the standard of internet connectivity in Lesotho. The government has piloted the use of information technology in few schools.

The educational system in Lesotho is such that people starts at preprimary, primary, secondary, high schools and tertiary level.

There are ninety three (93) secondary schools offering technical and vocational training, mainly to equip youth with basic skills and knowledge that will help start projects during and after completing their studies. Due to the basic skill need and increasing unemployment, the government has integrated more infrastructure in nine (9) more secondary schools offering technical and vocational training, so that more pupils can be trained. The candidates are expected to be well equipped the practical skills and knowledge that will up lift the government in job creation.


There are scientific, technological and innovative skills training centers. Some are intended to accommodate vulnerable students and other members of the communities, while others are intended to accommodate those that will further their studies in Science, Technology, Engineering and Mathematics (STEM).

Some technical and vocational training programmes are being reviewed, to respond to industrial standards, aligned to regional (SADC) standards, enhance the employability and entrepreneurial skills incorporated. TVET policy revision completed to address TVET governance, TVET Funding, TVET access and participation, TVET quality assurance and TVET relevance and impact.

	LIBERIA	West Africa ECOWAS, CENSAD	area 111.369 km ²
	Monrovia	population 4M inhabitants	Annual Budget 630M

Informations générales

Tranche d'âge	Répartition générale (%)			Population scolarisée (%)				Cycle	%
	Total	M	F	Total	M	F			
0 - 4	13.29	6.70	6.59	0.00	0.00	0.00		Préscolaire	0.09
5 - 9	12.52	6.29	6.23	5.62	2.68	2.94		Primaire	
10 - 14	10.54	5.37	5.17	7.67	3.93	3.74		Secondaire	5.07
15 - 19	9.40	4.74	4.66	6.19	3.37	2.82		Supérieur	7.69
20 - 24	8.57	4.05	4.52	3.47	1.86	1.61		EFTP	0.72
25 - 29	7.30	3.53	3.77	1.75	1.05	0.70		STI	
30 - 34	5.49	2.68	2.81	0.69	0.41	0.28			
35 - 39	5.09	2.48	2.61	0.28	0.18	0.10			
Total	72.20	35.84	36.36	25.67	13.48	12.19			


	MADAGASCAR	Afrique de l'Est SADC, COMESA	superficie 587.041 km ²
	Antananarivo	population 22.095.000 habitants	Budget annuel Milliards d'Ariary 549.4

Informations générales

Tranche d'âge	Répartition générale (%)			Population scolarisée (%)			Cycle	%
	Total	M	F	Total	M	F		
0 - 3	13.52	6.84	6.68	0.02	0.01	0.01	Préscolaire	1.09
3 - 6	9.38	4.67	4.71	5.29	2.60	2.69	Primaire	43.37
6 - 12	16.88	8.48	8.40	16.57	8.22	8.36	Secondaire	28.59
12 - 18	14.87	7.43	7.44	6.42	3.34	3.08	Supérieur	4.68
18 - 25	6.70	6.07	0.63	1.06	0.60	0.46	EFTP	20.53
25 - 35	12.35	6.16	6.19	0.07	0.05	0.03	STI	1.75
Total	73.70	39.65	34.05	29.45	14.82	14.63		

Sources : Ministères en charge de l'Education (Ministère de l'Education Nationale, Ministère de l'Emploi, l'Enseignement Technique et de la Formation Professionnelle, Ministère de l'Enseignement Supérieur et de la Recherche scientifique)

Source Population : Projection des Nations Unies

	MALAWI	Southern Africa SADC, COMESA	area 118.484 km²
	Lilongwe	Population 16.310.431 inhabitants	Annual Budget MK114,000,000,000.00

Informations générales

Age	General Distribution (%)			Enrolled by cycle (%)			School Cycle	%
	Total	M	F	Total	M	F		
0 - 3	15.20	7.70	7.50	0.00			Pre-primary	
3 - 6	7.10	3.40	3.70	0.20	0.10	0.10	Primary	49.00
6 - 12	19.60	9.70	9.90	23.60	11.60	12.00	Secondary	14.00
12 - 18	13.60	6.70	6.90	5.80	2.90	2.90	Higher	0.50
18 - 25	12.50	6.10	6.40	0.00			TVET	
25 - 35	13.10	6.30	6.80	0.00			STI	
Total	81.10	39.90	41.20	29.60	14.60	15.00		

Early Childhood Development Education

- Implementation of Early Childhood Development (ECD) Education in Malawi is guided by the Revised National ECD Policy (2015) and the National ECD Strategic Plan (2009).
- The number of centres and number of children attending ECD have increased over the years. Centres have increased from 9,783 in 2012 to 11,105 in 2015, representing a growth of 24.2 per cent. During the same period, the number of children has also risen from 1, 057,533 to 1,400,965, representing an annual average growth rate of 9.2 per cent.
- However, child to trained care giver ratio still remains high, currently standing at 87:1

Primary Education

- Government of Malawi put in place deliberate policies to increase access to education, targeting the basic education subsector through abolition of user fees and uniform in primary education sub-sector.
- Number of schools stands at 5,738 in 2015, of which majority are public with only 323 owned by the private bodies.
- In 2014/2015 academic year, enrolment in primary schools was at 4.8 million pupils with Pupil to Qualified Teacher Ratio (PQTR) at 75:1
- Government has put in place interventions aimed at reducing the PQTR, such as implementation of Open and Distance Learning (ODL) mode of teacher training and construction of more Teacher Training Colleges.
- The Ministry is implementing the Early Grade Reading Assessment (EGRA) as one way of enhancing reading and numeracy skills among learners in junior primary school classes (Standard 1&2).

Secondary Education

- There are 1,094 public secondary schools nationwide (686 are community day secondary schools, 79 boarding secondary schools, 69 day secondary schools and 260 open secondary schools) while 360 are privately owned.
- In 2014/15, there were 358,033 learners in Malawi secondary schools (286,154 in public secondary schools and 71,879 in private secondary schools).
- Government is constructing a secondary school teacher training college in Lilongwe to reduce the pupil to science teacher ratio in secondary school which currently is at 56:1
- The secondary school curriculum has been revised to promote science subjects.

Higher Education

- National Council for Higher Education (NCHE) Act is promulgated. The National Council for Higher Education which is mandated to accredit and regulate operations of all higher education institutions is in place.
- Total University Enrolment (Public & Private) for 2014/15 was 15,509 (13,601 in public, 1,908 in private universities).
- Higher Education Students' Loans and Grants Act to facilitate the implementation of Student Financing Scheme with the aim of absorbing more students in higher education is in place. The board which is tasked with the responsibility of managing and administering students' Loans and Grants is also in place.
- Public Private Partnerships are being explored to address acute shortages of students' accommodation.

Technical Vocational and Education Training (TVET)


- Total Technical College Enrolment for the year 2014/15 was 8,125.
- Only 4 per cent of Secondary School graduates are enrolled in TVET.
- Government is constructing community colleges in all the districts across the country so as to absorb and equip majority of the youth with technical skills.

Education Budget

- The Ministry of Education was allocated 23 percent of the national budget during the 2014/15 Financial Year.
- In 2014/15 financial year, 49 percent of public education expenditure was allocated to primary education, 14 percent secondary education, 4 percent to primary teacher education and 28 percent to subvented organizations.

Education Standards

- The Malawi National Education Standards have been developed and launched.
- The Malawi Qualifications Authority Bill is being processed.

	MALI	West Africa ECOWAS, CENSAD	area 1.240.192 km km2
	Bamako	population 17.308.000 inhabitants	Annual Budget 1.714,5 billion of F CFA

Informations générales

Tranche d'âge	Répartition interne (%) en terme de genre			Population scolarisée (%) Répartition interne en terme de genre			Cycle	%
	Total	M	F	Total	M	F		
0 - 3		51.00	49.00		49.10	50.90	Préscolaire	1.30
3 - 6		50.00	50.00		57.70	42.30	Primaire	50.1
6 - 12		39.00	61.00		66.10	33.90	Secondaire	9.00
12 - 18		53.00	47.00		59.00	41.00	Supérieur	14.00
18 - 25		51.00	49.00		73.30	26.70	EFTP	13.20
25 - 35		51.00	49.00		46.70	53.30	STI	1.90
Total								

1. L'Education préscolaire et spéciale : L'éducation **préscolaire** concerne la tranche d'âge de 0 à 6 ans. Les structures de développement de la petite enfance sont au nombre de 1 356 dont 1 016 jardins d'enfants, 338 structures alternatives d'éducation communautaire et 2 jardins d'enfants spécialisés. Ces structures accueillent 91 607 enfants encadrés par 4 958 éducateurs. Le ratio est de 18 enfants/éducateur. Le taux brut de préscolarisation est de 3,61% loin de la cible de 10% en 2012. Il faut noter la réalisation en 2014-2015 de 107 Centres de Développement de la Petite Enfance (CDPE). **L'éducation spéciale** compte une dizaine d'établissements spéciaux créés et gérés par les associations caritatives : Union Malienne des Aveugles, Association Malienne des Sourds, Association Malienne des Déficiants Mentaux,

1. L'Enseignement fondamental : L'enseignement fondamental compte 16 795 écoles en 2015 dont 12 814 écoles du premier cycle. Ces écoles accueillent 2 858 898 élèves dont 2 227 082 au premier cycle fondamental, encadrés par 74 169 maîtres dont 52 148 maîtres du premier cycle. Le ratio est de 43 élèves par maître. Le Taux Brut d'Admission (TBA) au 1^{er} cycle a été de 75% en 2007 et 79% en 2011. Il a régressé à 60,5% en 2014. Le Taux d'Achèvement (TA) en 6^{ème} année est passé de 58,3% en 2011 à 48,3% en 2014. Le processus de la réforme des programmes scolaires se poursuit.

2. L'Enseignement secondaire Général (ESG) : L'enseignement secondaire général compte 77 établissements publics et 633 établissements privés environ. Ces établissements abritent 206 075 élèves en 2014-2015 encadrés par 15 967 professeurs. Il a été réhabilité en 2014-2015 sept (07) établissements, la réforme des programmes scolaires s'est poursuivie.


3. L'Enseignement technique et professionnel (ETP) : L'enseignement technique et professionnel compte 22 établissements publics et 499 établissements privés environ. Ces établissements abritent 120 666 élèves en 2014-2015 encadrés par 12 467 professeurs. Les activités en cours sont principalement la diversification des filières de formation en tenant compte des potentialités de développement du Mali, la préparation des sortants de l'ETP à s'insérer dans le marché du travail, la promotion de l'investissement privé dans l'ETP...

4. L'Education Non Formelle (ENF) : L'Education Non formelle est une forme d'éducation organisée et dispensée aux adultes hommes et femmes analphabètes et aux enfants garçons et filles non scolarisés ou déscolarisés précoces en dehors des structures classiques d'enseignement. Les structures de l'ENF sont : le CED, le CEI, le CAF, le CAFé. Le taux d'alphabétisation est de 27,7%, dont 19,8% pour les femmes et 36,1% pour les hommes. Un programme vigoureux d'alphabétisation est en exécution.

5. L'Enseignement Supérieur : Comprend cinq (5) Universités et trois (3) grandes écoles. Les Universités sont : l'Université de Ségou (US), l'Université des Sciences Techniques et Technologiques de Bamako (USTTB), l'Université des Sciences Sociales et de Gestion de Bamako (USSGB), l'Université des Lettres et des Sciences Humaines de Bamako (ULSHB), l'Université des Sciences Juridiques et Politiques de

Bamako (USJPB). Elles comptent 81 695 étudiants en 2014 dont 77 884 étudiants dans les facultés. Une étude sur la question enseignante est en cours de réalisation.


6. **Les sciences, la Technologie et l'Innovation (STI)** : les Nouvelles Technologies de l'Information occupent aujourd'hui une place importante dans les différents ordres d'enseignement. En plus de son enseignement spécifique, les NTI sont offerts dans les écoles, collèges, centres et universités. Pour ce faire, il est créé un département ministériel qui lui est spécifiquement dédié mais actuellement les NTI sont avec la communication. Les jeunes demeurent les grands utilisateurs des STI et y créent des innovations dans différents domaines.

	REPUBLIQUE DEMOCRATIQUE DU CONGO	Afrique Centrale CEEAC, SADC, COMESA	superficie 2.345.409 km²
	Kinshasa	population 77.434.000 habitants	Budget annuel

Informations générales								
Tranche d'âge	Répartition générale (%)			Population scolarisée (%)			Cycle	%
	Total	M	F	Total	M	F		
0 - 4							Préscolaire	0.50
5 - 9				0.40	0.20	0.21	Primaire	46.10
10 - 14				17.48	9.21	8.26	Secondaire + TVET	28.90
15 - 19				5.65	3.49	2.16	Supérieur	24.50
20 - 24				0.58	0.38	0.19		
25 - 35								
Total				24.10	13.29	10.82		

Source : DEP-ESU Annuaire statistique 2013-2014

N.B : La structuration des tranches d'âge (voir Annuaire statistique de l'Institut National de Statistique-RDC)

	RWANDA	East Africa COMESA, CEA	area 26.338 km²
	Kigali	population 12.587.000 inhabitants	Annual Budget

Informations générales								
Age	General Distribution (%)			Enrolled by cycle(%)			School Cycle	%
	Total	M	F	Total	M	F		
0 - 3	10.08	5.08	5.01				Pre-primary	2.00
3 - 6	7.20	3.59	3.61	1.22	0.60	0.62	Primary	31.00
6 - 12	14.39	7.15	7.23	15.44	7.63	7.81	Secondary	30.00
12 - 18	7.04	5.82	1.23	1.89	1.52	0.37	Higher	14.00
18 - 25	11.85	5.78	6.07	1.09	0.57	0.52	TVET	20.00
25 - 35	14.24	6.96	7.28				STI	2.00
Total	64.80	34.37	30.43	19.64	10.32	9.32		

The Ministry of Education aim is to transform Rwandan citizens into skilled human capital for the socio-economic development of the country. The Education sector has made commendable progress whereby the number of children enrolled in pre-primary schools increased from 142,471 in 2013 to 159,291 children in 2014. The total number of staff in pre-primary schools increased and this sub-sector recorded an increment of 863 staff representing 23% of increase in only one year. Concerning primary education, currently, the Net enrolment rate in primary education is 96.8%. To increase access, school construction was done using both government budget and unconventional method involving the community in construction works. In the Financial Year 2014/2015, 1,609 classrooms and 2,604 Latrines were constructed. Also, 37,007 desks for students, 1,609 chairs and 1,609 tables were provided to equip new constructed classrooms. To address the issues of skills among school leavers, Rwanda reviewed its curriculum for basic education from knowledge based to competency based curriculum and the revamped version will be implemented in 2016 school year.

Rwanda envisions becoming knowledge based economy and reaching 60% of graduates completing Nine Year Basic Education enrolling into TVET for 2017. To achieve this, much was done to improve TVET facilities, competency based curricula have been developed and implemented to serve the needs of industry and improving at the same time the attractiveness of TVET through role models and successful entrepreneurs and most importantly 3267 Trainers have been trained in various short courses for their capacity development. To promote science and technology, the Ministry of Education recorded great achievements in organizing science competition, distribution of science kits and construction of laboratories. Most importantly, the students' enrolment in science and technology fields increased greatly to 55% surpassing both the 2014/2015 Education Sector Strategic Plan (ESSP) targets of 45% and 2015/2016 ESSP target of 47%.


Higher Education also grew tremendously: today the sub-sector has 87,164 students (where 57% are in private HLIs). The University of Rwanda, a newly established comprehensive university, has played its role as a catalyst to drive forward quality reforms by improving quality assurance, consolidating the skills and expertise of academic staff, creating centres of excellence for teaching and research, and improving utilization of resources and modern facilities.

Concerning the relevance of Higher Education, the Tracer Study on Graduates completed in 2014 under the supervision of Higher education Council revealed that 80.2% of employers were satisfied with graduates' competences. A same Tracer Study has revealed that at least 78.8% of the graduates are employed one year after graduation.

To embed the culture of excellence and research, the University of Rwanda has embarked on the path to creating Centres of Excellence in various areas aiming at providing leadership, best practices, research, support and/or training for the concerned areas. The Centre of Excellence in Biodiversity and Natural Resources Management, The Centre of Excellence in Health Supply chain Management and the Centre of excellence for "Innovative Teaching, Learning and School Support" were created and launched. In addition to one Laptop per

Child, the project *e-Teacher Training at Teacher Training Colleges* was launched to train TTC teachers how to use ICT their teaching and how to integrate it into the curriculum using student centered methods.

Overall, the Government of Rwanda recognizes that education is a critical investment for the country's future growth and development. In 2014/2015, the Ministry of education recorded many achievements, including increased access at all levels, improved quality of education, establishment of University of Rwanda and strengthened Information and Communication Technology, science, research and innovation in education including the promotion of centres of excellence and research partnerships.


	SENEGAL	Afrique de l'Ouest CEDEAO, Cen-Sad	superficie 196.712 km²
	Dakar	population 14.962.000 habitants	Budget annuel

Informations générales

		Population %				Budget	
Tranche d'âge		Répartition Générale (âge)		Scolarisée suivant cycle		Cycle scolaire	%
		M	F	M	F		
0 - 3						Préscolaire	
3 - 6						Primaire	
6 - 12						Secondaire	
18-35	Licence	89497	44080	65466	40263	Supérieur	
	Master			12745	6051		
	Doctorat			1961	834		
18 - 25						EFTP	
25 - au plus ²	Chercheur s	6139	2031			STI	
	Technicie n	442	163				
	Autre personnel d'appui	1178	691				

¹ Données 2013

² Données 2011

	SOUTH SUDAN	East Africa IGAD	area 619.745 km²
	Juba	Population 11,425,377 inhabitants	Annual Budget 10,642,138,993

Informations générales

Age		General Distribution (%)			Enrolled by cycle(%)			School Cycle	%
		Total	M	F	Total	M	F		
Non formal	AES	0.00	0.00	0.00	0.93	0.53	0.40	AES	3.00
3 - 5	PPR	20.93	10.54	10.39	0.78	0.41	0.37	Pre-primary	
5 - 13	PRI	24.57	12.79	11.78	9.78	5.83	3.96	Primary	
14 - 17	SEC	10.49	5.63	4.86	0.50	0.34	0.16	Secondary	0.70
18 - 24	TTI	15.00	7.69	7.31	0.01	0.01	0.00	Higher	2.70
>24	TVE				0.03	0.02	0.01	TVET	
	UNI				0.10	0.08	0.02	STI	
Total		70.99	36.65	34.34	11.20	6.68	4.52		6.40

Key:

1. **AES**- Alternative Education Systems or non-formal education (**various ages**)
2. **PPR**- Pre-primary Education (Early childhood Development and Education- **ECDE**), age (**3-5**),
3. **PPI**- Primary Education, age (**5-13**),
4. **SEC**- Secondary Education, age (**14-17**),
5. **TTI**- Teacher Training Institute, age (**18- 24**),
6. **TVET**- Technical and Vocational Education Training, age (**18 -24 or above**) and,
7. **UNI**- University and College, age (**18- 24 and above**).

I. Youth Activities:


The youth training activities are short-term programs running between 3-6 months and targeting primary schools dropout, disable and widows. The training programs were/ are carried out in six youth training centres. The programs includes the United Nations Funds for Population's Activities (UNFPA); Youth Lead (Youth Leadership, Empowerment and Advocacy) and Life Skills and Curriculum Development on going from 2012 up to now and has trained over 4,373 (3,153 males and 1,220 females) so far in the fields of Auto mechanic, ICT, English, Metal work (welding), Tailoring, Painting and Business Management.

II. Education Activities:

1. School Feeding is implemented in collaboration with partners through "Global Partnership for Education (GPE)". This feeding program has been and is targeting the followings institutions, Teachers Training Institutes, National Secondary Schools and Universities.
2. Harmonization of higher Education is carried out through curriculum, evaluation of certificates and common examinations. New curriculum has been launched in October 2015.
3. Curricula for the Specialist TVET Secondary Schools have been developed for the three (3) types of Specialist TVET Secondary Schools namely; *Technical, Commercial and Agricultural*.

III. Science, Technology and Innovation (STI) Activities:

Formed a Technical Committee on STI in the Ministry of Education, Science and Technology in January 2015; convened the 1st Brainstorming Workshop on STI on 2nd March, 2015 and formed a Steering Committee, and developed a zero draft STI policy and organizing a National Conference on STI that will approve the governance structure of STI in South Sudan.

	TANZANIA	East Africa: COMESA, EAC	Area: 947.303 km ²
	Dar es Salaam	Population 48,510,215 inh.	Annual Budget

Informations générales								
Age	General Distribution (%)			Enrolled by cycle (%)			School Cycle	%
	Total	M	F	Total	M	F		
0 - 3	13.05	6.53	6.52				Pre-primary	57.40
3 - 6	9.75	4.89	4.85	2.22	1.09	1.13	Primary	
6 - 12	17.03	8.51	8.52	14.52	7.17	7.35	Secondary	16.50
12 - 18	13.31	6.56	6.76	3.69	1.84	1.85	Higher	26.10
18 - 25	12.70	5.78	6.92	2.39	1.85	0.54	TVET	
25 - 35	13.99	6.56	7.43		0.05	0.04	STI	
Total	79.83	38.82	41.00	22.82	12.00	10.90		

During the year under review Tanzania inaugurate New Education and Training Policy 2014 which addresses challenges she faced in implementing national plans and strategies like Vision 2025, National Strategy for Growth and Reduction of Poverty (NSGRP) under cluster II and, regional, continentally and global plans like Second Decade for Education in Africa, MDGS, EFA and Education for Sustainable Development. In relation to AU strategies and plans the following were implemented.

Gender and Culture: Pre-primary and primary education fee free and compulsory was reinforced through guidelines and circulars, rehabilitation and construction of school facilities which are gender friendly including infrastructure. In lower secondary education efforts continued to construct at least 1 secondary school at each ward, reinforced subsidized fee and improvement of sanitation. In pre-primary up to lower secondary gender parity is 1:1. Upper secondary gender party is 1:05, Teacher education, vocational and Folk training HE 1:06 and Technical 1:08. Strategies to mitigate factors contributing to lower gender parity in these levels were developed. Pre-entry courses for girls who have not acquired required grades for TVET and higher education science fields.

EMIS: Strengthened National Education Management Information System (EMIS). EMIS was decentralized to local Government level for Basic Education. EMIS for Vocational Education and Training and Folk was centralized at VETA, EMIS for Technical was centralized at NACTE and Universities at TCU. The National EMIS is aligned to UNESCO, SADC and AU requirements.

Teachers: Increased the number of trained teachers such that teacher pupil ratio 1:43 for primary, 1:21 for secondary. This has attained through directives to all Universities to train teachers, Higher Education Loans Board prioritize teacher education by providing 100% loan. Increase in service training for science and mathematics teachers. Teacher salaries have been improved and are paid higher than most other professions except medical. The minimum qualifications for primary school teachers have been raised to diploma thus phasing out certificate teacher training.

Higher Education: Increased enrollments by establishing more public and private universities expand and rehabilitate existing Universities. Increase of. Establish more vibrant quality assurance systems and mechanisms by strengthening quality assurance at each Higher Learning institution and Tanzania Commission for Universities as a regulator. Continue to work closely with continental, Regional bodies such AU, EAC and SADC to harmonize and benchmark standards and various procedures including establishing regional and continental frameworks, conventions, centers of excellence. Service lower levels of education levels by offering education programs to service lower levels,


academicians are involved in education policy dialogues at national, regional and international levels, conduct research and continue to be hubs of knowledge and social economic solutions. Have forged partnerships and networks globally in the quest for search benchmarking sharing and exchange of best practice and internationalization. Continue to pioneer various initiatives like establishing unit cost, central admission system, online loans application system, increase number of students getting loans, promote open and distance learning by strengthening Open University of Tanzania to offer affordable flexible programs including to those who cannot attend full time programs nationally and across the border to countries like Kenya, Rwanda, Namibia, Uganda and Malawi.

Technical and Vocational Education and Training (TVET): In Tanzania TVET is enshrined in the education system. The Main activity was to improve equitable access to Vocational Education and Training (VET) through establishing VET centers to District Council level, establishing new fields of study; Dual-apprenticeship program through exchange of students between training centers and industry; Recognition of Prior Learning through identifying skills gaps in the informal sector and organize training to upgrade and certify the qualifications/skills. Skills enhancement program which upgraded skills and technologies of employees of industry; intergraded Training for entrepreneurship promotion targeted for un-employed, under employed and informal sector both urban and rural especially youth; rehabilitation of children removed from all worst form of child labour by offering them training in various skills to self-employ themselves or get decent jobs; others include Quality assurance, improving employability of VET graduates and collaborations locally, continentally, regionally and internationally.

Technical Education: Technical Education is regulated by National Council for Technical Education (NACTE) Increase enrollments by encouraging public and private sector to establish technical institutions in prioritized fields and programs. Students at this level are admitted by NACTE through central admission system for non-degree programs. Degree programs are centrally admitted by Tanzania Commission for Universities therefore entitled to loans in priority programs. Affirmative actions for girls to address gender balance, benchmark qualification standards, modernization of teaching and learning facilities and introduction of new programs. Collaborations bilaterally with industry, regional, continental and international organizations are on the increase.

Curriculum and Teaching and learning materials: With the new policy in place all levels are/have updated their curricula to make them competency based. The Government mobilized resources to train teachers on new curriculum. The curricular at various levels are in the process or have been harmonized at regional levels especially in the EC. Teaching and learning materials are being given special consideration through providing capitation grant to primary and secondary education and special initiatives such as Global Partnership, Big Results Now, retooling through World Bank, Program for results etc. are complementing Government efforts.

Quality Management: In Order to improve Quality infrastructure has been prioritized. Primary and secondary schools continue to be constructed throughout the country close and at walking distance for pupils. Construction of teacher's houses, laboratory for every secondary school, hostels for girls, pre-primary class for every primary school, sanitation facilities, establishment of basic education Quality assurance, Accreditation Systems, Institutional Frameworks and establishment of Teachers Professional Board in the process are all geared to enhance Quality. Well Decentralized Basic Education Quality Assurance System was established to school level, more teacher trainees were enrolled especially those of science and mathematics. Quality management at TVET and Universities is also being improved through standards set by regulatory bodies. Improvement of infrastructure and teaching and learning materials and environments are enhanced. Teacher Qualifications, competence and motivation continue to be improved through government and collaborative efforts. Use of ICT and e-learning is applied at all levels though in basic education is limited to selected areas and in higher levels more work is required.

	TCHAD	Afrique Centrale CEEAC, IGAD, CEN SAD,	superficie 1.284.000 km²
	N'Djamena	population 13.670.000 habitants	Budget annuel 1.506.744.000.000 FCFA

Informations générales

Population %					Budget	
Tranche d'âge	Répartition Générale (âge)		Scolarisée suivant cycle		Cycle scolaire	%
	M	F	M	F		
0 - 2	12%	11%			Préscolaire	0,6%
3 - 5	13%	12%	7,44%		Primaire	54%
6 - 11	20%	19%	107%	80%	Moyen	
12 - 15	9%	9%	39,8%	18,3%	Secondaire	23%
16 - 18	5%	6%	28,3%	8,8%	Supérieur	19%
19 -24	8%	10%			EFTP	1%
25-34	11%	14%			STI	0,4%
					AENF	2%

La Loi N°16/PR/2006 du 13 Mars 2006 portant orientation du système éducatif a structuré le système en sous-secteur.

L'Enseignement Préscolaire accueille les enfants de 3 à 5 ans et est organisé en trois sections. Les écoles du préscolaire accueillent 75 000 élèves avec un taux brut de scolarisation de 7,44%.

L'Enseignement Primaire qui s'adresse aux enfants de six (6) à onze(11) ans compte 11.490 écoles avec un effectif de 2.321.211 élèves. L'encadrement est assuré par 34.598 enseignants dont 67 % sont des maîtres communautaires qui n'ont pas de qualifications suffisantes. Toutefois, le Gouvernement s'est engagé à professionnaliser ces maîtres communautaires. C'est ainsi qu'en 2015, 3 768 ont reçu une formation dans les Ecoles Normales d'Instituteurs, sanctionnée par le diplôme d'Instituteurs Adjoints. Le taux brut de scolarisation au primaire est de 91%. Il convient de préciser que des centaines de milliers d'enfants en âge scolaire issus des zones rurales, des milieux nomades et insulaires, des handicapés n'ont pas toujours accès à l'école.

L'Enseignement Moyen s'adresse aux élèves de douze (12) à quinze (15) ans qui sont encadrés dans 921 Collèges avec un effectif de 375 661 élèves. Le taux brut de scolarisation est de 29%.

L'Enseignement Secondaire compte 363 lycées qui accueillent 142.034 élèves. Le taux brut de scolarisation est de 18%.


L'enseignement technique et professionnel regroupe 40 établissements fréquentés par 7.524 élèves. On compte 59 apprenants pour 100 000 habitants. La proportion des apprenants de l'ETFP par rapport à l'enseignement secondaire général est d'environ 2%. Une Stratégie Intérimaire pour l'Enseignement Technique et la Formation Professionnelle 2014-2018 est en cours de mise en œuvre.

L'Enseignement Supérieur a dû inscrire 30 764 étudiants pendant la rentrée académique. Ce qui représente une proportion de 206 étudiants pour 100 000 habitants. Seuls 39% sont inscrits dans les filières scientifiques et technologiques. Il est mis en place un plan de formation des formateurs (CONFOFOR) de l'Enseignement Supérieur afin de permettre aux enseignants d'accéder aux diplômes et titres requis pour l'enseignement supérieur. D'un montant total de 4. 043. 000.000 FCFA, ce plan étalé sur trois ans vise à assurer la formation à 127 titulaires de Master 2, 221 Docteurs, 194 Maîtres Assistants, 35 Maîtres de Conférences et Professeurs Titulaires. Pour les deux premières années 2 696 000 000 FCFA ont été mobilisés par le Gouvernement pour 867 bénéficiaires dont 129 pour préparer le Master 2, 590 pour le Doctorat, 64 en études postdoctorales dans les Universités au Tchad, en Afrique et en Europe. En outre 84 enseignants ont bénéficié des équipements de recherche.

L'éducation non formelle est organisée en deux phases. La première se déroule dans les **Centres d'Education de Base Non Formelle** qui accueillent 2 242 apprenants âgés de 9 à 14 ans. Cet effectif est loin de permettre de couvrir tous les enfants de cet âge qui étaient de 800 000 en 2009. La deuxième phase concerne **l'Alphabétisation des adultes âgés de 15 ans et plus**. A cet effet, 2 944 Centres sur l'ensemble du territoire national accueillent 142 227 apprenants.

Sur le plan de la Jeunesse, le Tchad a mis en place un fonds d'Appui à la Jeunesse (FONAJ) qui a pour objectif d'octroyer des crédits aux jeunes promoteurs des projets. Ce fonds opérationnels depuis 2012 a formé 6 010 jeunes en entrepreneuriat et financé 484 projets ayant créé 1 452 emplois pour un montant de 532 468 000 FCFA. Rien qu'en 2015, 277 jeunes ont reçu un financement d'un montant total de 285 803 000 FCFA.

En matière des sciences, le Gouvernement a élaboré en 2015 un plan de recrutement de 3 000 enseignants en sciences (mathématiques, physique et chimie, science de la vie et de la terre) pour les collèges et lycées. Il faut noter que le Tchad traverse en ce moment une période conjoncturelle très difficile, avec la baisse imprévue et continue des prix pétroliers et la crise sécuritaire qui affecte la sous-région, avec de nombreuses conséquences de toutes sortes pour le pays. Les ressources publiques en sont sévèrement affectées. La masse salariale étant très importante et incompressible, le budget 2015 des Ministères en charge de l'Education est à 80% affecté aux charges salariales.

	TUNISIE	Afrique du Nord UMA, Cen-Sad	superficie 163 610 km2
	Tunis	population 10982754 habitants	Budget annuel 28 900 000 000 Dinars


Le système éducatif en Tunisie avec ses trois composantes (éducation, formation professionnelle et enseignement supérieur) constitue un des piliers de la stratégie économique, social et culturel ainsi qu'un élément fondamental de développement de ressources humaines. Conscient de cette réalité, la Tunisie a fait du secteur éducatif un choix stratégique et prioritaire. Cette politique éducative soutenue depuis l'indépendance a permis au pays d'atteindre des niveaux relativement avancés dans les domaines de la promotion du capital humain, notamment l'émancipation de la femme, l'éducation, la santé et la réduction de la pauvreté.

En dépit de ces progrès remarquables et les réformes successives mises en œuvre pour faire face aux contraintes de la globalisation des économies et l'évolution technologique, les résultats se sont révélés insuffisants, notamment au niveau de l'employabilité des diplômés.

Dans le cadre des travaux de réforme post-révolution 2011 que connaît la Tunisie, une nouvelle vision commune et globale s'est imposée visant la synergie et la complémentarité entre les composantes du système éducatif (éducation, formation et enseignement supérieur) dans la mise en place des réformes propres à chaque composante et dans une perspective d'amélioration continue de leur rendement en rapport avec l'employabilité des diplômés. Les travaux stratégiques menés actuellement se font dans le cadre d'une concertation caractérisée par la forte présence des partenaires sociaux et avec une orientation politique visant :

- La mise en place d'une instance nationale chargée du développement des ressources humaines en termes d'identification des besoins en qualifications,
- L'ancrage du principe de la formation tout au long de la vie avec l'opérationnalisation des passerelles entre les différentes composantes du système de développement des ressources humaines et la mise en place du système de validation des acquis de l'expérience en rapport avec un dispositif national d'information et d'orientation au service des citoyens,
- L'assurance d'un partenariat solide avec les branches professionnelles dans le but d'une meilleure adéquation quantitative et qualitative entre l'offre du système éducatif et la demande du marché du travail en termes de compétences nécessaires à l'exercice des métiers dans un contexte professionnel,
- La mise en place de dispositifs de gouvernance répondant aux besoins de l'économie et de la société à une échelle nationale, consolidée par l'échelon déconcentré,
- La mise en place de systèmes d'évaluation des performances des composantes du secteur éducatif sur la base d'indicateurs clés, afin de garantir l'amélioration continue du système de développement des ressources humaines.

Informations générales	
Enseignement supérieur	292 291 dont 63 % F
Cycle préparatoire général et enseignement secondaire	876 711
Enseignement primaire	1 066 493
Formation professionnelle	100 000 dont 70 % en formation normalisée

	ZIMBABWE	Southern Africa SADC, COMESA	area 390.757 km²
	Harare	population 14.599.000 inhabitants	Annual Budget 5.972.266.531\$

General Information

Age	General Distribution (%)			Enrolled by cycle(%)			School Cycle	%
	Total	M	F	Total	M	F		
0 - 3	15.20	7.60	7.60	1.66	0.83	0.83	Pre-primary	0.90
3 - 6	13.00	6.50	6.50	8.03	4.02	4.02	Primary	9.57
6 - 12	13.00	6.50	6.50	3.28	1.64	1.64	Secondary	4.99
12 - 18	10.90	5.40	5.50	0.20	0.10	0.10	Higher	4.99
18 - 25	9.20	4.20	5.00	0.14	0.06	0.08	TVET	0.27
25 - 35	9.70	4.00	5.70		0.00	0.00	STI	0.48
Total	71.00	34.20	36.80	13.30	6.64	6.66		21.20

Statistics in the given table were obtained from the 2012 ZimStat report while budgetary figures were extracted from the Ministry of Finance 2015 Budget. The figures in brackets were the available ranges in the ZimStat Report. In the ZimStat report, Higher education refers to all levels of education above secondary school hence similar population distribution for TVET and TVET budget % combined that for Youth VTCs, Polytechnics and Agricultural colleges .The budgetary figures for STI were obtained by combining all allocations to research and development as well as scientific units in line Ministries, the bulk of which is going towards recurrent expenses, mainly labour costs. The figure for STI enrolled by cycle is from the ASTII survey report of 2012.

Zimbabwe's Literacy Rate as at 2014 stands at **98%**. In spite of Economic challenges that Zimbabwe is currently facing, Zimbabwe remains committed to maintaining the high standards of education that it is known for.

Teacher Education: The Teacher Education curriculum was reviewed to strengthen the teaching of Science, Technology, Engineering and Mathematics. Zimbabwe increased enrolment in Early Childhood Development student teachers from 4000 in 2014 to 6 769 in 2015. The set target is 11 000 ECD teachers by 2018. A draft Tertiary Education Policy on Inclusive Education has been developed to cater for issues of race, religion, gender, disability and access to Tertiary Education.

Technical and Vocational Education and Training and the Youth: In Zimbabwe, Technical and vocational Education and Training includes training done at Polytechnics, Industrial Training and Trade Testing to upgrade skills of the working force and Vocational Training Centers that are mainly for the Youth. The main thrust in Polytechnics for 2015 has been mainstreaming Science, Technology and Innovation to address value addition and beneficiation aspects of the Zimbabwe Agenda for Socio-Economic Transformation (ZimASSET 2013) economic blueprint. This has resulted in projects originating from the following Engineering disciplines: Industrial and Manufacturing, Chemical and Mechanical as well as Wood Technology and Food Science and Technology. Funding of TVET for Polytechnics has been mainly from the Zimbabwe Manpower Development Fund (ZimDEF) while the Government has been subsidizing with payment of salaries in all institutions of Education.

Since 1980, the Government has given skills training with enrolments at Vocational and Training Centers (VTCs) aimed at the Youth with enrolments currently at 7 789 and expected to rise to 10 000 annually to achieve a total of 50 000 cumulatively by 2018 if the necessary infrastructural capacity is

increased. Youths in these centers are empowered with technical, vocational and entrepreneurial skills through the Integrated Skills Outreach Programme (ISOP), Training for Rural Economic Empowerment (TREE) and Quality Informal Apprenticeship programmes (QIA) that are implemented with other Development Partners. The skills acquired are meant to enable the setting up of own businesses by young Zimbabweans as well as alleviate unemployment in the through programmes in various sectors of the economy. In order to spearhead Youth development, the government has programmes such as the Youth Development Fund meant to empower the Youths that is administered by various financial institutions. Challenges faced at the VTCs are at the systems development level which require the development and effective implementation of a Quality Management System based on international best practices

Science, Technology and Innovation: Zimbabwe has resuscitated the Innovation and Commercialisation Fund (ICF) to cater for research and development as well as its outputs and processes from individuals, companies and research institutions. Projects obtained from the 2015 evaluation were from Energy, water, agriculture, Information and Communication Technologies, Health, Mining and Indigenous Knowledge Systems sectors. A total of USD 250 000 has been set aside for the ICF. ZimDEF has devoted USD1, 5 million for Science and Technology Events, USD1 million for research and development, USD100 000 for promotion of Science and Technology, USD150 000 for Nanotechnology Programmes and USD1, 2 million for Technology Transfer. Zimbabwe is also working on the expanded usage of the High Performance Computing Centre for Research purposes.

In order to incentivize young pupils to take up science careers, the two Ministries of Education in Zimbabwe hold and award Science and Technology Exhibitions and competitions from district to provincial levels countrywide. Zimbabwe has also rolled out Nanotechnology awareness campaigns with a total of 55 teachers having been trained in August 2015.

Preparations for conducting the 2015 National African Science, Technology and Innovation Indicators Survey (ASTII) on research and development outputs and innovation are underway. The Government of Zimbabwe received USD20 000 as assistance grant from NEPAD. The Technology Transfer division has commenced Technology Needs Assessment with Mining and Tea production areas having been completed. Intellectual Property Awareness workshops have been rolled out for lecturers and researchers in institutions of higher and Tertiary Education during vacations. Preparations for IP audits to systematically review the intellectual properties owned, used or acquired by Higher and Tertiary Education institutions (Teacher Education, TVET and Universities) so as to assess and manage risk, remedy problems and implement best practices in IP asset management are underway.


Summary of Regional Economic Communities' activities



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

The information published here remains the responsibility of the Regional Economic Communities.

The RECs not represented did not respond to our appeal.

	IGAD		Member Countries (8): * Djibouti * Eritrea * Ethiopia * Kenya * Uganda * Somalia * Sudan * South Sudan
	Djibouti	Population of IGAD 253 343 000 inhab.	Global budget of IGAD Members States:
			Budget of IGAD:

1. Background and context

IGAD was established, in 1986, as a collective response to drought and famine that plagued the eastern and greater horn of Africa. Accordingly, its primary focus was on the promotion of agriculture, protection of the environment and natural resources, and coordination of humanitarian interventions. After it was revitalized in 1996, these priorities plus conflict resolution and peace-building, economic cooperation and regional integration as well as health and social development continue to be key priority areas of concern. In recent years, the issue drought and disaster resilience has taken center-stage for very many good reasons, the major one being the region's vulnerability to climate change and its devastating consequences.

Therefore, except for some fragmented efforts, IGAD was not in a position to put education, science, technology and innovation (ESTI) top on the region's development agenda. Part of the reason lies in the Treaty Establishing IGAD, which is silent about these sectors. The other part, a corollary to the first, could be attributed to lack of capacity in terms of both financial and human resources. Nevertheless, some encouraging efforts were made over the last few months, especially since the second half of the year.

2. Major activities undertaken in 2015

2.1. *Mainstreaming of ESTI in the IGAD Programs:*

During the reporting period, IGAD carried out a number of activities outlined below:

- Inclusion of “**Education, Science, Technology, and Innovation**” in the new IGAD five year Strategy (2016-2020) under the Health and Social Development (HESAD) Program. Each of the components is being elaborated and detailed plans of action being developed in the HESAD Sectoral Strategy for each year.
- IGAD has submitted proposals for funding to some partners and has launched preparations to hold a consultative/brainstorming meeting with member states and relevant stakeholders to develop an **IGAD Strategy for Education, Science, Technology and Innovation** integrating key elements of the AU strategies for each of the sectors.
- Another significant progress made in promoting ESTI this year is their inclusion in the **Revised Treaty of IGAD** which contains a number of key provisions towards strengthening cooperation among member states on the promotion of education, science, technology, research and innovation in the region.

2.2. *Contribution to continental, regional and international efforts on ESTI*

This refers to IGAD's involvement in regional and international consultative fora on ESTI. Just to highlight a few of the major events:

- IAGD participated actively in the review of the draft Continental Education Strategy of the AU in June 2015;
- IGAD took part in a high-level meeting under the theme “*The Responsibility to Protect and Rebuild Higher education during and after Conflict*” at York, UK, on 17 July 2015;

- In August 2015, IGAD, in collaboration with the Global E-school Community Initiative (G-eSCI), developed a Proposal for funding for African Leadership ICT Training (ALICT) with a view to provide training for 500 leaders within in all the members states of IGAD. The project is in the process of mobilizing resources and it can start as soon as the necessary funds are secured;
- In September 2015, IGAD participated in the AU validation workshop on the implementation plan of STISA24 held in Accra, Ghana in September 2015. IGAD is a member of the Taskforce on the M&E component of STIZA;
- IGAD also serves in the Organizing Committee for the convening of the Conference of Africa Scientific Research and Innovation Council (ASRIC) expected to take place in 2016. The Committee met in Abuja, Nigeria on 8 October 2015;
- Similarly, IGAD attended the first Specialized Technical Committee meeting of the AU held from 28 to 31st of October 2015 in Addis Ababa, Ethiopia;
- From 1-4 December 2015 IGAD took part in the UNECA Experts Dialogue on Innovation Hubs in Africa held in Nairobi Kenya' and
- This was followed by IGAD's own training and workshop on the Involvement of the youth in innovation and generation of original technologies held in Nairobi, Kenya, from 10 to 15 December 2015, in Nairobi, Kenya.

3. Challenges and opportunities

3.1. Challenges

As mentioned elsewhere, though IGAD is keen to contribute to the development of ESTI in the region, it has been constrained by a number of capacity limitations: human, financial and institutional. However, Organization is determined to address all these constraints in the coming years, beginning with 2016, in a concerted manner.


3.2. Opportunities

IGAD considers the AU Agenda 63 and its vision and mission expressed in the collective aspiration of Africa's leaders "the Africa We Want", as one of the frameworks for action. Moreover, the AU's STISA24, the Continental Education Strategy for Africa, the Sustainable Development Goals (SDGs) and the just concluded international Agreement on Climate Change, which among others, calls upon vigorous implementation of education, science, technology and innovation programs at continental, regional and national levels, constitute the major opportunities for the development of ESTI in the IGAD region.

4. The Way Forward

Given the important role of education, especially higher education, science, technology and innovation in regional integration and sustainable development, it is imperative to move these critical tools forward. Therefore, it is recommended that:

- IGAD should double its efforts to enhance the development of ESTI in the region;
- IGAD and Member States as well as relevant stakeholders should build the institutional capacity of IGAD to improve harmonization, coordination;
- For this reason it is essential to strengthen partnership and collaboration with the AU, other RECs and UN-Agencies, particularly UNESCA, UNESCO, UNIDO, AfDB, the World Bank, EU and other bilateral and multilateral development partners of IGAD.

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

1. Introduction

The SADC Region in the period 2014-15 placed its emphasis on re-aligning existing priorities with resources allocation in terms of their relative importance and greater impact on regional integration to focus on industrialization of the Region. This resulted in a Revised Regional Indicative Strategy Plan (RISDP) 2015-2020 with its costed Implementation Framework approved in April 2015. The Revised RISDP defines specific results and timeframes in the various areas of cooperation and integration in order to facilitate monitoring and evaluation. In addition a SADC Industrialization Strategy and Roadmap was also approved in April 2015. The Revised RISDP and its Implementation Framework provides a guiding framework for SADC Programme Action 2015-2020. The areas of focus for regional cooperation and integration are: Trade/Economic Liberalization and Development; Infrastructure in support of regional integration; Peace and security cooperation; and Special programmes of regional dimension. Taking into account lessons learned in the implementation of the RISDP as well as new developments that have occurred, these priorities remain relevant and have been re-organised in the Revised RISDP 2015-2020, as follows: Priority A – Industrial Development and Market Integration; Priority B – Infrastructure in support of regional integration; Priority C – Peace and security cooperation; and Priority D – Special programmes of regional dimension under Education and Human Resource Development, Health, HIV and AIDS and other diseases of public health importance, Employment and Labour, Food Security and Trans-boundary Natural Resources, Environment, Statistics, Private Sector, Gender Equality, and Science, Technology and Innovation and Research and Development. All specialization programmes have been designed to contribute to Industrial Development and Market Integration; Infrastructure and Services and Peace and Security.

Education and Skills Development, Science, Technology and Innovation as well as Youth falls under **Social and Human Development** intervention area whose overall goal is to enhance human capabilities, utilization and reduce vulnerability, eradicate human poverty and to attain the well-being of SADC citizens.

2. Planned Outputs for Education and Skills Development, Science, Technology and Youth 2015-2020

2.1 Education and Skills Development

The targeted outputs for education and skills development for 2015-2020 are follows:

- I. Regional Qualifications Frameworks (RQF) approved and implemented by 2017
- II. Centres of Specialisation and Centres of Excellence in priority sectors for industrial and infrastructure development as well as other sectors for regional cooperation and integration established, strengthened and fully operational by 2020
- III. Regional Database or Portal reflecting the supply and demand education and training to labour requirements developed and implemented by 2020
- IV. Regional human Resource Skills Development Plans for key sectors in priority A, B and C and other areas for social and economic integration and cooperation developed by 2020
- V. SADC Protocol on Education and Training, Continental and International Commitments such as the the SDG, CESA domesticated and implemented by 2020
- VI. Strategies and programmes for increasing access and reduction of attrition rates in the education systems developed and implemented by 2020

2.2. The targeted outputs for youth development and empowerment for 2015-2020 are as follows:

- (I) SADC Youth Employment Promotion Policy and Strategic Plan approved, implemented and monitored by 2019
- (II) Declaration on youth development and empowerment developed and implemented by 2020
- (III) Minimum standards Social protection for youth such as preferential programmes to empower out-of-school youth established and implemented by 2020
- (IV) Capacity of Member States (youth sector) on Minimum Standards for HIV/SRH Integration strengthened by 2019
- (V) Programmes, standards and guidelines for youth leadership development and participation established and implemented by 2017
- (VI) Structures and systems for coordinating youth participation established and implemented by 2016
- (VII) Research, monitoring, evaluation and reporting agenda on global, continental and regional commitments on youth developed and implemented by 2016

3 CURRENT PROGRAMMES

3.1 Education and skills Development.

The following programmes are currently being implemented at regional level.

- 3.1.1 Education Management Information System (EMIS):** Undertaking peer review of the approved SADC EMIS Norms and Standards in SADC Member States to improve the education management systems to ensure there is availability of current and accurate data to facilitate evidence decision making, research, monitoring and evaluation. In 2014 three SADC Member States were peer reviewed namely Botswana, Swaziland and Mozambique and in 2015 the peer review for Angola was planned but did not materialise. In addition, the region has agreed on common HIV and AIDS education indicators to collect through Education Management Information System. In this regard, SADC Member States were capacitated with integration of the indicators to EMIS.
- 3.1.2 Technical and Vocational Education and Training (TVET):** The focus is on the implementation of the SADC TVET Strategic Framework and Programme of Action which will be revised in 2016 to take into account new developments at both Continental and International level. i) Sharing of good practices in TVET and Skills Development among Member States in the Region and development of Regional Guidelines on Recognition of Prior Learning (RPL).
- 3.1.3 Higher Education and Training and Research and Development:** Focus is on the implementation of the SADC Protocol on Education and Training. A research on determining the cost barriers to access to higher education and student mobility in the SADC Region has been undertaken and recommendation to SADC Ministers responsible for education and training will be presented in their next meeting in 2016. In addition, the region has developed an Action Plan for Higher Education and Training, Research and Development 2016-2020 which includes amongst others establishment of regional Centres of Excellence and Specialisation and Human Resource Development Plan in priority Sectors to promote Industrialisation of the Region. A regional criterion for establishing and implementing these Centres is underway. Skill needs assessments have been undertaken in the Pharmaceutical and Mining Sectors. The region is also promoting the use of Open and Distance Learning and flexible learning. In this regard, it is implementing its regional Strategic Plan on ODL. This includes implementation of Quality Assurance Guidelines in ODL and Minimum standards for establishing and accrediting ODL Institutions that were approved in 2014.

- 3.1.4 **Regional Qualifications Framework:** The region is embarking on mapping SADC Member States qualifications frameworks with the Regional Qualifications Framework (RFQ) through development of a reference tool.
- 3.1.5 **Mainstreaming HIV and AIDS in the Education System:** The Region continues to implement Care and Support for Teaching and Learning Programme whose aim to advance the rights of all children and youth to quality education by reduction / removal of barriers to education that makes them vulnerable in order to improved education outcomes
- 3. 1.6 **Inclusive Education:** A draft Regional Strategy on Inclusive Education has been developed and will be submitted to SADC Ministers of Education and Training in their next meeting.


3.2 Youth

- 3.2.1 SADC Youth Employment Promotion Policy and Strategic Plan approved, implemented and monitored by 2019: The draft Youth Employment Policy Framework was developed by experts recently in December 2015 and awaits review by Senior officials and Ministers for employment and labour and for youth during 2016.
- 3.2.2 Research, monitoring, evaluation and reporting agenda on global, continental and regional commitments on youth: A project to strengthen capacity of Member States on monitoring, evaluation and reporting of orphans, vulnerable children and youth development and empowerment is underway.
- 3.2.3 Minimum standards Social protection for youth such as preferential programmes to empower out-of-school youth established and implemented by by 2020: Minimum Package of Services for Orphans, and other Vulnerable Children and Youth (OVC&Y), and a SADC Conceptual Framework for Psychosocial Support (PSS) were developed and approved in 2011 and implementation is underway in Member States. Meanwhile the region is implementing a programme to combat trafficking in persons especially women and children, which has seen many Member States reviewing and putting in place national policies and laws.
- 3.2.4 Capacity of Member States (youth sector) on Minimum Standards for HIV/SRH Integration strengthened by 2019: The Standards for Integrating SRH/HIV and AIDS were developed and approved in 2014, and were launched recently at the International Conference on AIDS and STIs in Africa in December 2015.
- 3.2.5 Structures and systems for coordinating youth participation established and implemented by 2016: SADC Youth have developed a draft Constitution for the establishment of the SADC Youth Union which now awaits Ministerial review and approval before the Union can be established
- 3.2.6 Declaration on youth development and empowerment developed and implemented by 2020: The Declaration was developed and approved /signed by SADC Summit of Heads of State and Government in August 2015. Initial dissemination of the Declaration to member States urging them to implemenent and report progress has recently been done.
- 3.2.7 Youth have been integrated in SADC Food and Nutrition Strategy for 2015-2025, and SADC Water Programme for 2016-2020.

Summary of Partners' activities

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

The information published here remains the responsibility of the Partners.

	<p>African Technology Policy Studies Network (ATPS)</p> <p>Website: www.atpsnet.org Email: info@atpsnet.org Tel: +254 20 271 4092</p>	<p>Nairobi, Kenya</p>
---	---	-----------------------

The African Technology Policy Studies Network (ATPS) is a trans-disciplinary network of researchers, policymakers, private sectors actors and the civil society that promote the generation, dissemination, use and mastery of Science, Technology and innovation (STI) for African development, environmental sustainability and global inclusion. Other details about the ATPS is available on our website at: www.atpsnet.org

Activities were based under the ATPS Thematic Programmes (January to December 2015)

1.0 Science, Technology and Innovation Policy Research and Research Capacity Building

(STI-RCB): ATPS programs focus on building STI capabilities for sustainable development in Africa (<http://atpsnet.org/programmes/RCB/index.php>). Activities include:

- 1.1 Project on Development and implementation of Systems for Sharing Sustainable Land Management Knowledge and Information (<http://atpsnet.org/projects/landpks/index.php>)
- 1.2 Improving the Relevance of University Training to Labour Market Demands in Africa (<http://www.atpsnet.org/projects/aau-uni-edu/index.php>).
- 1.3 Project on the “Review of policies and institutions for biodiversity information in sub-Saharan Africa” funded by JRS Biodiversity Foundation (<http://atpsnet.org/projects/bipl/index.php>).
- 1.4 Improving Agricultural Productivity and Resilience to Climate Change Using the Land Potential Knowledge System (LandPKS) Mobile Technology” supported by the Technical Centre for Agricultural and Rural Cooperation (CTA) (<http://atpsnet.org/projects/landpks-mobiletech/index.php>).
- 1.5 Market Scoping Study of Newcastle Disease in Village Poultry in Nigeria and Ghana supported by the Global Alliance for Livestock Veterinary Medicines (GALVmed) (<http://atpsnet.org/projects/galvmed/index.php>).

2.0 Intra- Africa and Global Collaboration and Partnership (IGCP): The ATPS promotes the establishment of intra-Africa and global partnership for achieving Sustainable Development Goals (SDGs) in Africa (<http://atpsnet.org/programmes/ICP/index.php>). Activities include:

- 2.1 Memorandum of Understanding (MoU) between ATPS and the Technical University of Kenya (TUK) for collaborative program on Entrepreneurship
- 2.2 Participated in 30 national, regional, and global Fora aimed at fostering STI development

3.0 Youth and Gender Empowerment (YGEP): This program aims to nurture and harness the innovative potentials of African youth and women

(<http://atpsnet.org/programmes/YGP/index.php>). Activities include:

- 3.1 Collaborative Fellowship program: ATPS is currently hosting 2 fellows from the African Climate Change Fellowship Program (ACCFP).
- 3.2 Collaborated with Woodrow Wilson Center for International Scholars, USA to exchange an ATPS Researcher for 3 months Fellowship under the Southern Voices Network Program.

4.0 Training and Sensitization (T&S): ATPS continues to enhance individual and organisational STI skills for sustainable development in Africa

(<http://atpsnet.org/programmes/TS/index.php>). Activities include:


4.1 Training Fiber Crops Directorate Technical Staff on the LandInfo Technology (<http://atpsnet.org/projects/affa/index.php>).

5.0 STI Knowledge Brokerage, Commercialization and Policy Advocacy (KB-CPA): The ATPS is engaged in brokering the commercialisation and sharing of scientific knowledge, technologies and innovations for sustainable development.

(<http://atpsnet.org/programmes/OKBPA/index.php>).

5.1 Influencing STI Policies in Africa through Policy briefs, advocacy, dialogue and communications (http://www.atpsnet.org/media_centre/news/article.php?article=167)

5.2 Television Interviews and Newspaper Contribution (<http://www.ibtimes.com/facebook-africa-social-media-network-faces-challenges-reaching-rural-populations-1994667>)

	ABS Capacity Development Initiative	Eschborn, Germany (implemented by GIZ)
--	--	---

Cooperation activities of the multidonor ABS Capacity Development Initiative, hosted by the Federal German Ministry for Economic Cooperation and Development (BMZ) and implemented by the Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH

1) 9th Pan-African ABS Workshop – Addis Ababa, 23 to 27 February 2015

The 9th Pan-African Workshop was organized and financed by the ABS Initiative and hosted by the Ethiopian Biodiversity Institute and the African Union Commission – Department of Human Resources, Science and Technology. It was convened with 73 participants from 36 African countries.

2) 15th Ordinary Session of The African Ministerial Conference on the Environment (AMCEN) – Cairo, 02 to 06 March 2015

The ABS Initiative financed the participation of two consultants to support AUC-DHRST in presenting the AU Strategic and Technical ABS Guidelines to the AMCEN experts' and ministers' meeting for discussion and adoption. In Decision 15/3, AMCEN decided "*to adopt the proposed African Union Strategic Guidelines for the Coordinated Implementation of the Nagoya Protocol on Access and Benefit Sharing and to take note of the accompanying Practical Guidelines for the Coordinated Implementation of the Nagoya Protocol in Africa*". AMCEN Decision 15/3 was endorsed by the Twenty-Seventh Ordinary Session of the Executive Council in June 2015. The AU ABS Guidelines were developed by African experts with the support of the ABS Initiative in a participatory approach from 2011 to 2014.

3) Collaboration Agreement – Addis Ababa, 25 March 2015


The AUC DHRST and DREA signed a collaboration agreement with the ABS Capacity Development Initiative on "*Matters of Supporting the Implementation of the Nagoya Protocol on Access to Genetic Resources and the Fair and Equitable Sharing of Benefits Arising from their Utilization (ABS)*". This agreement transforms the cooperation between the AUC and the ABS Initiative which started in 2011 to develop the AU ABS Guidelines and in other matters into a formal relationship to better support the AUC and its Member States in terms of ABS related awareness raising and capacity-building.

4) Experts Consultation Meeting on "*The movement and exchange of animal genetic materials and implementation of the Nagoya Protocol on ABS in Africa*" convened by the AU Interafrican Bureau for Animal Resources – Cotonou, 20 to 22 April 2015

The ABS Initiative printed and distributed its publication "*Access and Benefit-sharing of Animal Genetic Resources - Using the Nagoya Protocol as a Framework for the Conservation and Sustainable Use of Locally Adapted Livestock Breeds*" and financed the participation of one delegate, giving two presentations on the AU ABS Guidelines and ABS legal frameworks. The publication was taken up positively by the delegate and unfolded impact on the African ABS discussions outside the circles of environmental experts.

5) Workshop "*Embedding Mutually Supportive Implementation of the Plant Treaty and the Nagoya Protocol in the Context of Broader National Policy Goals*" – Addis Ababa, 16 to 20 November 2015

The ABS Initiative and the Secretariat of Bioversity organized and financed this workshop, supported by the Secretariats of the CBD and the ITPGRFA as well as by AUC DHRST. The meeting was also used to bring together experts from the organisers, DHRST, DREA and representatives of the PRC to discuss next steps in the implementation of the AU ABS Guidelines under the above mentioned collaboration agreement.

 African Virtual University Université Virtuelle Africaine Universidade Virtual Africana	AVU	Nairobi, Kenya
--	------------	----------------

The African Virtual University is a Pan African Intergovernmental organization whose mission is to “Prepare learners, using Open Distance and eLearning, to better contribute to the development of the African continent through provision of high quality tertiary and continuing education”. The AVU works with some 29 African countries among which 19 have signed its charter. The AVU has 40 active partner institutions in Anglophone, Francophone and Lusophone countries in Africa. Since inception, the AVU has enrolled 43,000 learners. Its governance structure includes a General Assembly and a Board of Directors. The AVU won the International Council for Distance Education (ICDE) 2015 Institutional Prize of Excellence. The AVU has an MOU with the AUC and is eager to support all countries and the AUC Pan African University. The 2015 activities are listed below.

1. AVU Africa wide online university project:

The AVU has been mainly focusing on enhancing the capacity of state members and partner institutions to increase access to education. This has now changed. In the 2014-2019 Business Plan, the AVU will become a full-fledged university and will launch a continent wide delivery of accredited programs; the target is to enrol some 60,000 learners in 5 years; the preparations and fundraising are on-going.

2. AUC e-university project :

The AVU held several meetings with the AUC on its e-university project and is a member of the AUC Task-Force on the same. The AVU shared several documents including a feasibility study for an Africa wide online university, its targets, budget and timelines. A Quality assurance Framework has also been developed and shared. It is our hope that the AVU will support and even merge its Africa wide online university project with the AUC e-university project, to avoid duplication.

3. AVU Multinational Support Project II

The overall objective of the AVU Multinational Project II, funded by the AfDB, is to strengthen the capacity of the AVU and a network of 27 institutions to deliver and manage quality ICT integrated education and training opportunities in 21 African countries. The project has the following activities: (1) Establishment of new Open Distance and eLearning (ODEL) Centers and/or upgrading of existing AVU Learning Centers and Internet connectivity provision at AVU Partner Institutions; (2) Development and/or improvement, and delivery of four ICT integrated Programs: ODeL Professional Development (ODELPD), Teacher Education (TE), Applied Computer Science (ACS), and Peace Management and Conflict Resolution (PMCR); (3) Gender Mainstreaming (4) Research and Development; (5) Promotion and development of Open Education Resources (OERs); and (6) Enhancement of AVU Capacity.


4. Research and Development on Open Distance and eLearning:

A research agenda has been developed. The AVU held its 2nd International Conference in July 2015 in Nairobi Kenya; 8 briefs have been developed from its first international conference in 2013, and have been shared with its member’s countries, partner institutions and the AUC. Preparations are ongoing for the launch of a peer reviewed journal. The 3rd conference will be held in July 2016, the theme focuses on Open Education and Mobile learning. Four studies on Open Educational Resources are being undertaken.

5. Capacity enhancement of African institutions and governments:

A total of 11 Open, Distance and eLearning (ODEL) centers were established in 11 countries; 16 ODeL Center Equipment were delivered to 16 partner institutions and installation is ongoing. The AVU launched the Open Distance and eLearning Professional Development (ODELPD), a training program to help institutional faculty and involves 102 trainees from 17 Institutions in 14 countries. 252 textbooks in 3 languages for 4 Bachelor of Education in Math and Sciences are being reviewed with 11 institutions, and 150 modules for a Bachelor of Applied Computer Science are being developed in collaboration with 18 institutions. The Center for Virtual Education Innovation (CVEI) was opened in

Nairobi to spearhead innovation in teaching and learning in Africa. The AVU Open Education Resources (OER) portal (<http://oer.avu.org/>) offers access to 219 courses freely and have had more than 2, 4 million visits to this website from 201 countries. The AVU also launched the AVU MOOC platform (<mooc.avu.org>) and delivered a MOOC on ICTs to Enrich Teaching and Learning; a total of 1700 participants registered.

	ANCEFA	Dakar, Senegal
--	---------------	----------------

1.0. Introduction

- Established in 2000 and with coordinating program offices in Dakar (Head office), Lome, Lusaka and Nairobi, ANCEFA is a continent-wide civil society education network bringing together Non-government organizations (NGOs) and Civil Society Organizations (CSOs) from currently 36 countries across Africa involved in monitoring and advocating for the right to quality education on the continent. ANCEFA signed a partnership Memorandum of Understanding (MOU) with the African Union Commission Department of Human Resources Science and Technology (AUC/HRST) on 16 July 2013. In 2015 ANCEFA carried out a number of activities from various programmes and projects, as summarized below.

2.0. Main Activities in 2015

- ANCEFA provided technical support and coordinated provision of financial support (of over US\$1.7 million through CSEF and other projects) to at least 26 national education networks to increase advocacy for the right to education in Africa. Successful advocacy initiatives included admission to the Local Education Group (Zimbabwe), secondary school fees reduction (Kenya), education in emergency situations (floods in Senegal and internally displaced persons in Nigeria), functional review of school management committees (in Ivory Coast), creation of education for all committee (in Zambia), admission of persons with disabilities (Burkina Faso) and enactment of a revised Education Act (in Malawi).
- Contribution to the development of the Post 2015 agenda and strategies at continental and global levels: ANCEFA mobilized civil society organizations in Africa to attend policy dialogue meetings and make input into the development of the AU CESA (2016-2025) as well as the United Nations Sustainable Development Goals (SDGs) and UNESCO led Education Agenda 2030 Framework for Action.
- Mobilization of resources for the AU HRST study on status of teachers in Africa: ANCEFA supported the AU/HRST in mobilizing funding amounting to US\$50,000 from OSISA to contribute to the study on status of teachers in Africa.
- Participation in the AU Conferences: ANCEFA took part in the Kigali Ministerial Conference on Education Post 2015 and COMEDAF Bureau (February 2015) as well as the first Specialized Technical Committee on Education, Science and Technology (STC-EST) held in Addis Ababa (October, 2015).
- Hosting of civil society regional policy forum: In November ANCEFA held a pan African Policy Forum in Dakar Senegal where the draft CESA was presented and discussed. At the same forum ANCEFA held its General Assembly where new leaders were elected.
- ANCEFA initiated the development of its strategic Plan 2016-2020 which is aligned to the CESA and Agenda 2063.

- Key results in 2015:** ANCEFA's results included strengthening capacity of civil society organizations; contributing positively to development of continental and global post 2015 agenda; and strengthened partnership with AUC through technical support and participation in stakeholder meetings organized by the HRST department.

 <p>Conférence des ministres de l'Éducation des États et gouvernements de la Francophonie</p>	<p>CONFEMEN</p>	<p>Dakar, SENEGAL</p>
---	------------------------	-----------------------

Le plan d'action 2015 – 2016 a été élaboré en tenant compte du contexte international marqué par la définition de l'agenda de l'éducation pour l'après 2015. À travers son plan d'action, la CONFEMEN entend poursuivre l'engagement et le soutien aux politiques éducatives de ses États membres dans l'atteinte des objectifs de l'EIQPT et mobiliser davantage de ressources pour appuyer le pilotage de la qualité et la gouvernance des systèmes éducatifs.

Elaboration et publication du document de réflexion et d'orientation (DRO) sur le thème «Éducation inclusive et de qualité pour tous en Francophonie : défis, priorités et perspectives pour l'après 2015»

L'élaboration de ce document a connu un long processus de concertations et d'échanges (travaux des experts, réunion débat et session ministérielle). Le document est le résultat d'un processus ouvert et riche de dialogues politiques et de discussions professionnelles alimenté par des travaux thématiques d'experts et des études sur des expériences nationales. Le document traduit la substance de toute cette réflexion en situant tout d'abord : i) le contexte marqué par les préparatifs relatifs à l'agenda post-2015 ; ii) les enjeux majeurs humains et de développement durable impliqués dans l'EIQPT ; iii) les principales problématiques que celle-ci soulève ; iv) les constats significatifs issus de l'évaluation de la marche vers l'EPT, v) les options de politique et les choix stratégiques susceptibles d'y répondre dans la perspective de l'agenda post-2015 (les politiques et stratégies de qualité pour tous, le financement durable de l'EIQPT avec plus d'efficience et d'efficacité et la gouvernance partenariale et décentralisée des systèmes éducatifs régulée par les autorités nationales).

Évaluation des systèmes éducatifs

Le Programme d'analyse des systèmes éducatifs de la CONFEMEN (PASEC) est un outil d'appui au pilotage des systèmes éducatifs en vue de l'amélioration de la qualité de l'éducation. Il vise à informer sur l'évolution des performances des systèmes éducatifs, afin d'aider à l'élaboration et au suivi des politiques éducatives. Le Programme a publié en décembre 2015, le rapport international de l'évaluation qu'il a menée en 2014 dans 10 pays : Bénin, Burkina Faso, Burundi, Cameroun, Congo, Côte d'Ivoire, Niger, Sénégal, Tchad et Togo. Cette évaluation, a permis de mesurer le niveau de compétences des élèves en début (2^e année) et fin de scolarité primaire (6^e année) en langue d'enseignement et en mathématiques. Pour la toute première fois en Afrique sub-saharienne francophone cette étude scientifique approfondie rend compte de manière comparative des performances des systèmes éducatifs. Pour la première fois pour ces pays, une échelle de compétences décrivant des niveaux précis et distincts d'acquisition des compétences en langue et en mathématiques a été construite. L'étude PASEC2014 aura permis d'établir que la situation des systèmes éducatifs de l'essentiel des pays étudiés est dans une situation critique, étant dans l'incapacité à assurer aux élèves de manière équitable l'acquisition des compétences nécessaires à leur réussite scolaire. Ainsi, la CONFEMEN attend que ces résultats interpellent sur la nécessité de rechercher des solutions urgentes et systémiques en mesure d'infléchir une situation très préoccupante.

Mise en place d'un Observatoire pour la qualité de l'éducation

La CONFEMEN a entamé la mise en place progressive d'un dispositif d'observation pour suivre et analyser les paramètres déterminants de la qualité de l'éducation. Cet Observatoire vise à appuyer

l'amélioration de la qualité des systèmes à travers un système de collecte et d'analyse de données contextualisées et actualisées et un système de partage d'information, de suivi et de régulation.

Elaboration du référentiel de certification des enseignants de l'Éducation de base

La CONFEMEN collabore avec l'UNESCO BREDIA pour l'élaboration d'un référentiel de certification des enseignants de l'Éducation de base des pays de la CEDEAO (Bénin, Burkina Faso, Côte d'Ivoire, Guinée, Niger, Togo, Sénégal, Nigeria, Gambie). Plusieurs ateliers ont été organisés à cet effet.

	RUFORUM	Kampala, Uganda
--	----------------	-----------------

Summary Report from RUFORUM on Implementation of Strategic Objectives and Actions for STISA 2024 Priority Area One - *Eradicating Hunger and Achieving Food and Nutrition Security* September 2015

	Key results by September 2015
Strategic objective 1: Enhance effectiveness of STI in addressing/ implementing priority areas [for STISA-P1 by aligning with and implementation to advance the CAADP targets and the 3AGT agenda]	
<i>Strategic Action 1.1:</i> Set priorities, develop and implement prioritised multidisciplinary flagship programmes supported by efficient management to meet the needs of society within context of the Science Agenda for Agriculture in Africa	<ol style="list-style-type: none"> 1. Stakeholders engaged and developed the STISA Priority One Implementation Plan and associated milestones with a 2024 time horizon 2. Developed a Strategic Business Plan for RUFORUM Member Universities that ensures alignment with CAADP, S3A, STISA and Malabo Declaration 3. RUFORUM mobilised African governments to fund, through the World Bank, establishment of African Higher Education Centres of Excellence (ACEII) 4. A knowledge repository developed to facilitate access and use of research outputs to support policy and enhance agricultural output
Strategic objective 2: Improve technical competencies and institutional capacity for STI development [for STISA-P1 – build and improve systemic capabilities at national level to a sufficient critical mass - human capital, technical competencies, infrastructure, enabling environment, innovation and entrepreneurial mindset and institutional capacity]	
<i>Strategic Action 2.1:</i> Support building, upgrading and/or enhancing quality of agricultural R&D and AET infrastructural assets core for scientific and technological developments to support Africa's agricultural growth and transformation, including access to their use by researchers	<ol style="list-style-type: none"> 1. Expanded the geographical coverage of RUFORUM operations to cover the entire continent 2. Established a RUFORUM Graduate Teaching Assistantship (GTA) exchange programme to upgrade and improve on the pool of PhD trained staff in African Universities 3. Established flagship regional PhD and MSc. Programs to support skill development in strategic areas required for implementation of CAADP, S3A and STISA. 4. Developed MoU among African Universities to facilitate the academic and administrative staff and students' mobility 5. Trained 1,373 MSc field based graduates to support the implementation of agricultural development programmes 6. Trained 315 PhD graduates for strengthening research and training capacities in Africa 7. Increased enrollment of women in agricultural sciences at postgraduate level from 8% in 2004 to 42% in 2015
<i>Strategic Action 2.2:</i> Develop and connect human and institutional capacities – enhancing technical and professional competencies, response capacities and capabilities to manage	<ol style="list-style-type: none"> 1. Developed a RUFORUM Capacity Development Strategy to guide postgraduate training and research in African universities 2. Commissioned case studies on the status of higher education sector in six (6) selected countries representing sub-Saharan Africa to inform policy interventions. 3. Convened 6 regional events for fostering university, private sector and civil society collaboration and partnerships to enhance delivery of university AR4D 4. Supported the development of curricula to equip youths with skills in

	Key results by September 2015
and govern the advancement of STI, integrate and co-create new knowledge to drive Africa’s agricultural transformative agenda	<p>agribusiness, entrepreneurship and agricultural value chains in member universities</p> <p>5. Developed demand driven curricula in response to emerging and gap areas to support implementation of CAADP. Postgraduate Programs have been developed in the following areas; Research Methods, Monitoring and Evaluation, Agro-meteorology, Climate Change and Dryland Resource Management, Agricultural Information and Communication Management, Aquaculture and Fisheries, Soil and Water Management, Agriculture and Rural Innovation systems, Food System and Ecosystem Management, Gender and Agricultural Policy Analysis</p> <p>6. Established a vibrant agricultural R&D community of practice with over 18,000 members</p>
<i>Strategic Action 2.3:</i> Build systems for data collection and analysis, as well as sharing of information on progress towards major goals and implementation of activities	<p>1. Initiated the collection of indicators to track research investments and human capacity development in African universities</p> <p>2. Supported regional and national convenings of academic and administrative leaders to improve academic performance including completion rates in African universities</p> <p>3. Facilitated academic staff and stakeholders to participate in national and international exchanges through online platforms (social media and D-groups)</p> <p>4. Promoted the use of ICTs for teaching, learning, research and outreach, through the development of online education resources and initiated processes of piloting Massive Open Online Courses (MOOCs)</p>
Strategic objective 3: Promote economic competitiveness through fostering innovation, value addition, industrial/ agribusiness development and entrepreneurship in synergy with other instruments	
<i>Strategic Action 3.1:</i> Develop National and Regional innovation and knowledge systems that add value to and ensure optimal returns from investments in STI	<p>1. Commissioned nine (9) Community Action Research Programs (CARPs) with focus on commodity value chains and deploying multi-disciplinary research teams with additional emphasis on systems approach and regional learning; with each CARP reaching on average, 5000 smallholder households</p> <p>2. Engaged 306 Junior and Senior researchers from African Universities working on agricultural research that is designed to have a potential reach of 30,000 households</p> <p>3. Member universities mobilised to engage in agribusiness incubation and entrepreneurship oriented training at Makerere University , Kyambogo University, Kenyatta University, Jomo Kenyatta University of Agriculture and Technology, Moi University and University of Zambia</p> <p>4. Facilitated university-industry partnerships to strengthen agri-entrepreneurship such as at Stellenbosch University (South Africa) with Standard Bank, Gulu University with Centenary Bank and Egerton University with Equity Bank.</p> <p>5. Engaged international partnership to share best practices such as with EARTH (Costa Rica), Wageningen University and Research Centre (Netherlands), SUPAGRO (France), University of Copenhagen (Denmark), Norwegian Agricultural University, Swedish Agricultural University, Fresh Water Fish Research Centre (China).</p>
<i>Strategic Action 3.2:</i> Foster value addition, agribusiness and entrepreneurship to address and respond to African socio-economic challenges	
Strategic objective 4: Protect knowledge production (including inventions, and indigenous	

Key results by September 2015	
knowledge) by strengthening IPR and regulatory regimes at all levels	
<i>Strategic Action 4.1:</i> Transform and strengthen Africa's agricultural STI environment into an effective innovation system to meet Africa's socio-economic needs	<ol style="list-style-type: none"> 1. Established 9 National Forums to strengthen university engagement with policy actors, to get feedback to enhance demand orientation of university research and training and improve advocacy for quality training and investment 2. Developed a regional Intellectual Property Rights policy for member universities to improve use of research outputs 3. Piloted use of regional programmes to test and validate joint implementation of academic programmes 4. Developed a regional quality assurance mechanism and credit transfer system for post graduate training in agriculture and related sciences
Strategic objective 5: Facilitate STI policy reforms, harmonization, science diplomacy and resource mobilization	
<i>Strategic Action 5.1:</i> Through effective policy practice provide an enabling policy and institutional environment for the sustainable application and performance of science - integrating STI in strategies, plans and programs at national and regional levels	<ol style="list-style-type: none"> 1. Held continental biennial convening in 2014 on Africa Higher Education Week to strengthen/foster effective partnerships and multi-stakeholder platforms for coordination. The next event is due 19-23 September 2016 in Stellenbosch, South Africa with focus on engaging the private sector and Civil Society 2. Worked with the President of Malawi to host a side event at the United Nations' General Assembly on 26 September 2015 at the UN headquarters in New York to mobilise partnerships and support for Higher Education in Africa 3. Developed a crowd funding model for financing agricultural higher education in Africa 4. Facilitated Universities in Eastern and Southern Africa to source for funding under the World Bank's African Higher Education Centers of Excellence
<i>Strategic Action 5.2:</i> Establish funds and financing mechanisms that promote national, regional and continental solidarity in agricultural STI.	<ol style="list-style-type: none"> 5. RUFORUM in liaison with the Government of Malawi initiated arrangements to identify and engage African philanthropies and private sector to fund postgraduate training in Africa


	<p>NEPAD</p>	<p>Johannesburg, South Africa</p>
---	---------------------	-----------------------------------

1. Science and Technology

- A draft 10 year implementation framework for STISA developed through the leadership of the CEO of the NEPAD Agency and Commissioner for AUC-HRST
- The Alliance for Acceleration of Sciences in Africa (AESA) established with a secretariat based in Nairobi, Kenya at the African Academy of Sciences as a platform for supporting research in health in Africa. Staff hired and currently in place. An IT system for managing research grant is being established and the first round of research grants in health is being processed. Funding totaling to US\$5.53 million mobilised from partners and the NEPAD Agency for institutional support to AESA
- Capacity development for AU member states in collecting, managing and analyzing African Science, Technology and Innovation Indicators underway. Countries that have benefitted from the training include Core d'Ivoire, Namibia, Niger, DRC, Togo, Zimbabwe, Malawi, Cape Verde and Sudan
- Funding of €7.0 million and €2.5 million equivalent secured from the Government of Finland and the Government of South Africa, respectively, to support biosciences activities in the Southern Africa region through the NEPAD Southern Africa Network for Biosciences (SANBio). This is through a tripartite partnership among Finland, South Africa and the NEPAD Agency.
- Funding of €6.0 million secured from the European Union to support capacity development, research and innovation in water and sanitation in the Southern and West Africa regions through the NEPAD African Networks of Water Centres of Excellence
- Indicators for monitoring implementation of STISA 2024 developed and piloted in Kenya, Zimbabwe, Tanzania, Cameroon and South Africa. These are also being refined for tracking post-2015 sustainable development goals

2. Education

- 20 students from the Republic of Congo commenced their specialised training programme in child and maternal nursing as part of the NEPAD project on Nursing and Midwifery Education in Africa
- 100 nurses graduated from the nursing and midwifery programme in 2015, these are from Kenya, Mozambique, Rwanda and Sudan
- Indicators for tracking progress on the post-2015 sustainable development goals for education developed in collaboration with the AUC Department of Human Resources, Science and Technology.

	UNESCO	Paris, France
---	---------------	---------------

Strengthening education systems for sustainable development in Africa: improving equity, quality and relevance

UNESCO provided technical support for capacity strengthening in **sector-wide policies and planning**, addressing data gaps and systems strengthening, with a particular attention to equity, inclusion, gender and harmonization with on-going development programmes. In several West and Central African countries, support for sector reviews and plans were provided either in view of preparing GPE requests or implementing GPE-funded activities (e.g. Central African Republic, Chad, Congo). Other support included establishment of EMIS and improvement of data collection and analysis, including use of education policy simulation model (Burundi, Cameroon, Côte d'Ivoire, Ghana, Togo, Guinea Bissau, Nigeria and Tanzania).

In **TVET**, progress was made through projects such as BEAR (Better Education for Africa Rise) in the SADC region. Synergy was reinforced between UEMOA and ECOWAS as regards TVET, Higher Education and STI, as reflected in the Kigali discussions (February 2015). Three countries in Africa have developed new TVET policies and related master-plans for implementation through UNESCO's support (Liberia, Madagascar and Mali). 9 Member States in Africa, (Benin, Botswana, DR Congo, Liberia, Madagascar, Malawi, Mali, Namibia, Zambia) are engaged in transforming TVET. They are benefitting from capacity development programmes, including through Capacity Development for Education for All (CapEFA) and Better Education for Africa Rise (BEAR) projects. Within the framework of e-Learning Africa a workshop was convened by UNEVOC with support from the Commonwealth of Learning (COL). UNESCO is also working on integrating literacy and vocational skills. A sub-regional workshop was held in Dakar May 2015, for the countries of Sahel region (6 countries attended: Burkina Faso, Cabo Verde, Guinea Bissau, Mali, Niger and Senegal). The workshop resulted in capacity development for 41 policy-makers and representatives of TVET and LNFE sub-sectors, civil society organizations and NGOs.

Literacy and Non-Formal Education (NFE) in Senegal and sharing the results with the Sahel region at a sub-regional workshop end of May 2015. In the other sub-regions, progress has also been made in improving the link between literacy and the world of work. Activities in literacy and skills development, including through use of ICTs, targeting girls and young women, have been implemented in Senegal, Nigeria and Tanzania. In Nigeria, for example, close to 2 million adults and youth are expected to be made literate through the Revitalizing Adult and Youth Literacy project (RAYL). The organisation further harmonized curriculum frameworks for bilingual education in a multi-lingual and multi-cultural context, as well as diagnostic studies of bilingual education in a multi-lingual context in West Africa.

In the area of **teacher** education, a national qualification framework for teachers in primary education in 9 ECOWAS countries was validated during a workshop in November 2014. Alongside it, the Abuja regional office is developing a regional curriculum framework for training of basic education teachers in ECOWAS/UEMOA countries. A landmark event was organized to adopt the 2014 Revised Convention on the Recognition of Studies, Certificates, Diplomas, Degrees and Other Qualifications in **Higher Education** (Addis Convention, December 2014), UNESCO worked closely with the African

Union Commission towards the adoption of this Convention, which takes emerging issues into account and provides a framework for harmonization and quality improvement of higher education in Africa. In the area of **ICT in Education**, a number of activities focusing on Open Solutions by the Communication and Information Sector have been undertaken. Activities focusing on the national contextualization of the ICT Competency Framework for Teachers (ICT CFT), using Open Educational Resources (OER), are ongoing in Djibouti, Ethiopia, Kenya, Rwanda, Tanzania, Togo and Uganda. In Kenya support for the open licensing of university courses has been undertaken. A Kenya National Statement on OER as well as support to OER MOOCs involving 30 African universities has been achieved. The publication 'Women in African History: An E-Learning Tool' was introduced into curricula in Ethiopia, Kenya and Tanzania, and translations of this tool are currently being completed in Amharic, Arabic, Kiswahili, and Lingala.

Harnessing STI and knowledge for the sustainable socio-economic development of Africa

Technical assistance was provided for designing policy instruments, consultation on STI policy and formulating STI legislation in more than seven African countries. The second Ministerial Forum for Ministers of Science and Technology (S&T) in Africa affirmed their support to harness science for accelerated economic transformation in Africa post-2015 with emphasis on enhancing youth employment through education and technical skills training (Rabat, October 2014) while Ministers of S&T of Indian Ocean SIDS developed strategies for climate change disaster prevention through sustainability science. Sida provided funding to upscale GO-SPIN in selected countries (2015-2016). Mid-career African bioscientists were trained in genomics, resulting in over 100 high level experts in genomics and bio-informatics in Eastern Africa. An online course in geology for ECOWAS countries was developed to train young African geological science students and to enhance environmental sustainability. Efforts to promote women's participation in science and engineering were done in partnership with both L'Oréal and Elsevier Foundation, through the award of fellowships to distinguished female scientists and engineers to pursue high-level research. UNESCO continues to implement its capacity building programmes through supporting, strengthening and extending its networks of research institutes to enhance short-term and long-term education and training in emerging areas of nanotechnology, climate change science, and engineering. Capacity building in renewable energy policy and technologies in Africa was furthered in partnership with Panasonic and the Government of Japan to train experts and policy makers from several countries to implement a solar electrification system in 75 rural schools. Youth Mobile Project empowered young women and men to develop and disseminate relevant mobile applications designed to address local issues of sustainable development.

Fostering science for the sustainable management of Africa's natural resources and disaster risk reduction

The UNESCO-Sida partnership (2014-2017) provided a new impetus to the Earth Science Education Initiative in Africa and to the Africa Drought Monitor, put in place in West Africa, which will be expanded to Southern Africa. IGAD countries have benefited from new tools on seasonal forecasts and floods. Through the Trans-boundary Water Assessment Programme, African countries used an adapted methodology for the characterization and assessment of trans-boundary aquifers. A more detailed methodology has been applied to the Stampriet aquifer shared by Botswana, Namibia and South Africa. Within the Africa capacity building programme, eight water capacity needs assessments have been finalized. An IHP Africa water platform has been put in place. Over fifty experts from Africa were trained on atlas and information portal development, marine instrumentation, ocean modelling and forecasting, marine biogeography and biodiversity. Four Regional Training Centres were established in Kenya, Mozambique, Senegal and South Africa as part of the Ocean Teacher Global

Academy, to provide more opportunities for marine science training. The MAB programme and BR network in Africa (AfriMAB) were continuously strengthened and expanded through capacity building and technical support from the MAB Secretariat; special attention was given to transboundary sites. The Green Economy in Biosphere Reserves (BR) project, funded by Koica, is being implemented in three BR (Tanzania, Ghana, and Nigeria). Three new BR have been approved (two in South Africa and one in Ethiopia). In 2014, 33 Master's students and 23 PhD students from 23 African countries were trained at ERAIFT (Regional School for Integrated Management of Forests and Tropical Territories, DRC). A feasibility study is currently underway to support Government of DRC's request to transform ERAIFT into a category 2 Centre. The UNESCO BR and World Heritage (WH) project (Lake Chad) was approved by the African Development Bank for funding through the Lake Chad Basin Commission. UNESCO and the African WH Fund organized a Risk Preparedness Training Workshop for 15 participants from WH sites from Lusophone African countries in Cape Verde in February-March 2015.

	African Academy of Sciences	Nairobi, Kenya
--	--	----------------

The **Alliance for Accelerating Excellence in Science in Africa** (AESA) is established as a partnership between the African Academy of Sciences (AAS), the New Partnership for Africa's Development (NEPAD), the Wellcome Trust, the Bill and Melinda Gates Foundation (B&MGF), and the UK Department for International Development (DFID). AESA was formally announced and endorsed by the AU summit of Heads of Governments in January 2015. AESA will initially focus on health research, expanding to other scientific research areas such as food and nutrition, energy, water and sanitation, and environment. This pan-African platform offers an opportunity for the long-term development of research leadership, scientific excellence and innovation that impacts on global health and development.

AESA will identify challenges that hinder rapid scientific advancement in Africa, run open calls for proposals with transparent review processes, actively manage grants and evaluate and measure the impact of such investments. Further, AESA will leverage funding from African sources and also from a broad range of funders from within and outside Africa so as to secure long-term sustainability. It is envisaged that this platform, which is Africa-led, African-centred and Africa-specific in its agenda for strategic research and development, will forge strong alliances globally with organizations that have similarly aligned objectives and interests

AESA will play a key role in building a world class scientific and programmatic unit that will also serve as a think-tank in setting priorities and aligning them with funders and governments. Although initially the platform will be an implementing body, its development over time as a think tank is important. The vision is that the platform will evolve beyond just being an implementing partner to become a strategic thought partner, setting and aligning a programmatic agenda for the continent.

AESA and its funding partners are guided by three key areas of focus:

- **People:** support bright African scientists with the best ideas through competitive grant award mechanisms in key priority areas of research, and within the R&D pipeline, support career paths from early, mid and eventual senior research leadership roles. Through this platform and the various programs implemented, we will attract and encourage the best minds in Africa to work in global public health and other R&D priorities.
- **Places:** Building scientific capacity and excellence will foster the right environments to attract, train, reward and retain excellent people.
- **Programs:** support the mobilization of sufficient resources from multiple sources that will sustain adequate funding of STI programs in Africa in order to realise positive impacts in global health and development.
- AESA is implementing the following major programs supported by our African and global partners and which are all aligned to STISA 2024:
- **Developing Excellence in Leadership Training and Science in Africa (DELTAS).** An initiative to produce world-class scientific research in health by helping to develop the next generation of African researchers and research leaders (supported by Wellcome trust and DFID)
- **Grand Challenges Africa:** A program that will allow Africa to join the Grand Challenges family of initiatives (e.g. Grand Challenges Canada, Brazil, India etc.) that are fostering innovation to solve key global health and development problems for the world's poorest people, many of whom are found in Africa.

- **Good Grants Financial Practice:** A program that will create a paradigm shift in financial governance by creating a standard and financial management tools that grant recipients can apply to management of grant funds received, and which will provide assurances to funders that their funds are well spent (funded by the Wellcome trust, UK-MRC, and the International Financial Governance Consortium , IFGC).
- **Think Tank Activities;** AESA is working closely with NEPAD to produce a Research and Innovation Strategy for the continent to be incorporated into the African Health Sciences Strategy 2015-2030. In addition AESA is conducting continent-wide surveys to establish priorities for grand challenges in health and to align them to the Sustainable Development Goals (SDGs) before issuing new calls for funding in 2016.
- **Climate Impacts Research Capacity and Leadership Enhancement Program (CIRCLE):** An initiative to strengthen the capacity of African scientists to use and undertake research on climate change and its impact on development (funded by the UK DFID, and implemented in collaboration with the Association of Commonwealth Universities).

	WIPO	Geneva, Switzerland
--	-------------	----------------------------

The World Intellectual Property Organization (WIPO), in collaboration with the African Union (AU) Commission, the Government of the Republic of Senegal and the Japan Patent Office (JPO) organized *The African Ministerial Conference 2015: Intellectual Property (IP) for an Emerging Africa*, in Dakar, Senegal from November 3 to 5, 2015.

Objective

Largely inspired by the African Union's adoption of the AU agenda 2063, as well as the 10 year Science, Technology and Innovation Strategy for Africa -STISA 2024, and the Common African Position on the Post 2015 development agenda, which both recognize the important role of IP in the STI debate, the main objective of the Conference was to highlight the relevance of intellectual property as a tool for the transformation of African economies through Science, Technology and Innovation. It was also to provide a forum for African policy makers and regional experts to meet and share views on how to make use of options available in the intellectual property system to promote innovation and creativity for economic transformation and to establish WIPO as a relevant partner in that context.

Participation

A cross sectoral group of 50 Ministers and policy makers responsible for IP, Science Technology and Innovation; the creative industries and Agriculture; African Regional Economic Commissions; heads of institutes of higher learning and research, *inter alia*.

Proceedings

The three day meeting began with a High Level Segment featuring, eminent experts from Africa, including H.E. Mr. Martial de-Paul Ikounga, AU Commissioner for HRST, who shared their perspectives on the technology/innovation readiness of African countries in a global knowledge-based economy. Within the context of the UN SDGs, the AU agenda 2063 and other regional initiatives, it explored the opportunities and challenges facing Africa in building a vibrant innovation ecosystem and in effectively using the IP system.

Following the High Level Segment, the meeting split into two Clusters, one focusing on Science, technology and Innovation and the other, on copyright and the creative industries. Experts and participants in these two clusters addressed, *inter alia*, governments' role in creating an enabling environment for the use of IP and innovation for development; participants were also guided on IP tools and the means to keep abreast with the latest trends and business models in the digital environment.

Conclusions

The collaboration of the African Union Commission in organizing this timely conference, and the high turnout at Ministerial and policy making level significantly demonstrated the continent's eagerness to accelerate its integration in the knowledge based economy. It generated high level continental awareness on the importance of IP in economic transformation; and established WIPO in the African IP dialogue as a relevant partner poised to support African Member states to harness and leverage their intellectual resources in the global economy.

The outcome document, the **Dakar Declaration on IP for Africa** is expected to be presented at the AU Summit in January and will provide the basis of cooperation activities between the AU and WIPO.



African Union Commission
Department of Human Resources,
Science and Technology
Year 2015

African Union Headquarters
P.O. Box 3243, Roosevelt Street (Old Airport Area) W21K19
Addis Ababa Ethiopia
Tel: (251) 11 551 77 00.
Fax:(251) 11 551 78 44

2015

2015 Report of Annual Continental Activities (RACA)

AUC

<https://archives.au.int/handle/123456789/9784>

Downloaded from African Union Common Repository