

2018



**Human Development, Education,
Science, Technology and Innovation**

RACA

**Report of annual
continental
activities**



H.E Moussa Faki Mahamat

**Chairperson
African Union Commission**

“Hence, the time has come for reinforced focus on our people as the drivers of development in Africa.

To enable our people to deliver, we must provide a viable environment through the implementation of policies which favour investments in the areas of progress. In addition, our people must be empowered with the resources and space needed to thrive which will create worthwhile advancement towards actualizing our shared goals.”

The Department's role is to ensure the coordination of AU programmes and projects on human resource development matters to promote science and technology. The Department encourages and provides technical support to Member States in the implementation of policies and programmes in its fields.

ABOUT THE DEPARTMENT

In developing and implementing policies and programmes as per our mandates in the three respective divisions of Science and Technology, Education and Human Resources & Youth Development, we have endeavoured to turn our commitments into action in four key areas namely; promoting research and publication on science and technology, promoting cooperation among member states on education and training, empowering young people and providing opportunities for youth and promoting knowledge and innovation to spur growth in Africa.

This report provides a number of examples of the policies and programmes that were implemented. These include the Launch of African Scientific, Research and Innovation Council (ASRIC), a Pan African platform that among others mobilises research and innovation excellence; strengthening the capacities of key stakeholders including Member States in various facets; launch of thematic clusters under the continental Education Strategy for Africa (CESA); en-

hancing the African Union Youth Volunteers Corps (AU-YVC).

Of course there is more to do. The challenge of youth unemployment and skills mismatches continue to assail our Member States. As we start the year 2019, we are determined to take the HRST Department forward, towards realization of our vision of “an integrated, prosperous and peaceful Africa, driven by its own Citizens and representing a dynamic force in the international arena.”

We want to build effective partnerships, explore linkages with other projects and programmes implemented on the continent to maximize impact and leverage resources. This is in addition to supporting scale-ups of promising interventions and strengthening of ecosystems promoting stronger linkages and cooperation between public, private sector, civil societies and the academia. Our aim is to effectively achieve the mission of building human capacities and fostering science, technology and innovation in Africa.

FOREWORD

H.E Professor Sarah Anyang Agbor

**Commissioner,
Human Resources, Science and Technology.**



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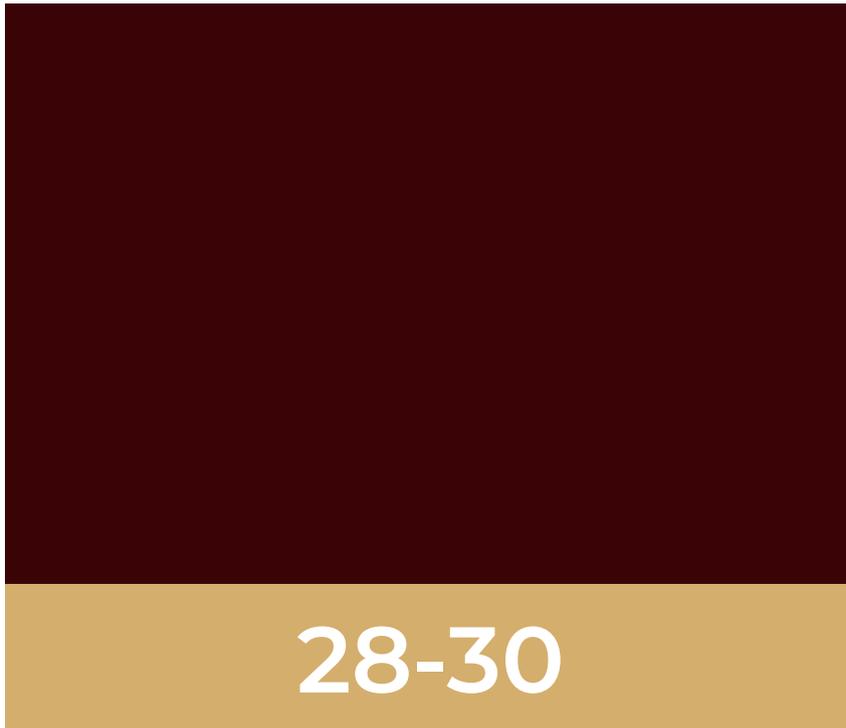
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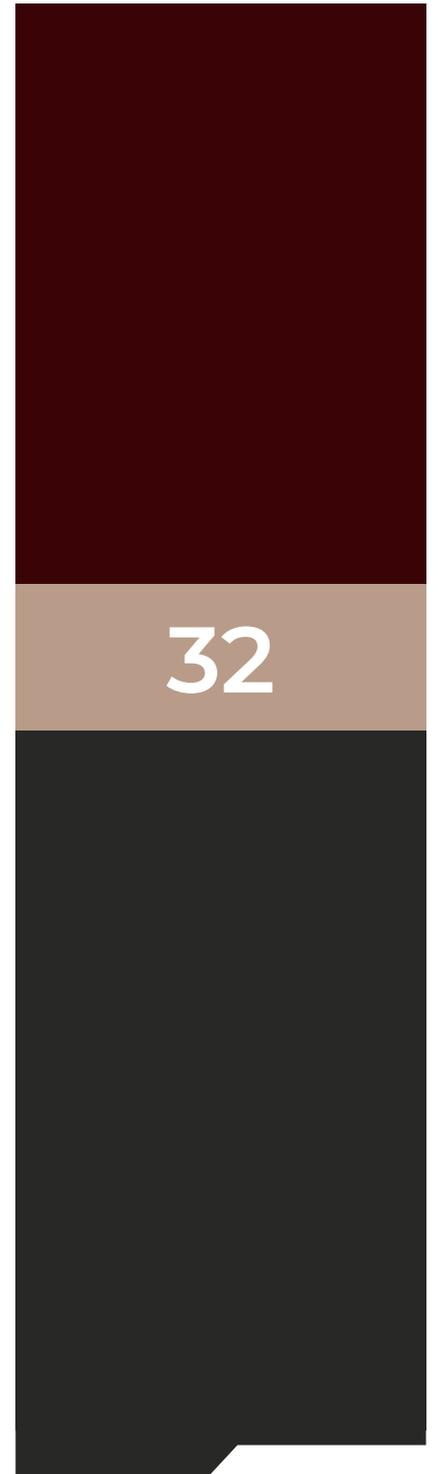
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SCIENCE AND TECHNOLOGY

INTRODUCTION

In view of the role of science, technology and innovation, as enablers and tools for spurring socio-economic development in Africa, several activities under the key programmes listed below were carried out during the year 2018 to expedite the implementation of Science, Technology and Innovation strategy for Africa (STISA 2024) which underpins Agenda 2063.

1.0 Consultative meeting with the Tunisian Authorities on Pan-African Intellectual Property Organization (PAIPO)

The Heads of State and Government in 2016 adopted the Statutes of the establishment of the Pan-African Intellectual Property Organization (PAIPO), and subsequently took note of the expression of the Republic of Tunisia to host it. The Commission undertook a consultative meeting with the Tunisian Authorities to discuss modalities for PAIPO Statutes ratification and roadmap to its operationalization and engagement of the stakeholders. They agreed on an MoU of engagement and the immediate steps to undertake for the realization of PAIPO.

2.0 African Union Kwame Nkrumah Scientific Excellence Awards (AUKNASE).

In order to raise the profile of science, technology and innovation in the continent the Commission during the January 2018 summit of Heads of States recognized two distinguished African Scientists - Professor Robert Peter. MILLAR, a native of South Africa winner in the category of Earth and Life Science and Professor Malik MAAZA, a native of Algeria, winner in the category of Basic Science, Technology and Innovation under the 2017 edition of AUKNASE. In April 2018, the 2018 edition was launched for regional and continental awards, a total of 42 applications were received and assessment process for selection of winners for the regional and continental awards will be performed by selected experts from 17 to 21 December to be awarded in January 2019.

3.0 Launch of African Scientific, Research and Innovation Council

Realising that Africa, needs a stronger, more dynamic and sustainable research enterprise that is important to its economy and the society; and the eminent role that African scientists, academics, researchers, engineers, innovators, funding agencies, the private sector, civil society, and entrepreneurs would play in the implementation of Africa's transformative Agenda 2063 and the Sustainable Development Goals, the African Union Commission launched the "African Scientific, Research and Innovation Council (ASRIC)", during its first congress held from 27 to 29, November 2018 at the Sheraton Hotel Abuja, Nigeria. ASRIC is a pan African, platform that mobilises research and innovation excellence, and provides a sustainable space for promoting dialogue and voice of the scientific community in shaping the discourse of research and policy nexus, and allows scientists, research and other key stakeholders to be involved in the science, technology and innovation programmes of the continent.

The Congress of ASRIC established its governance, by electing its Bureau.

4.0 The African Union Research Grant Programme

The African Union Research Grant (AURG) promotes research collaboration between African regions and beyond, builds African Research capacity and encourages the participation and involvement of African scientists, researchers and institutions in implementing the Africa's Science Technology

and Innovation Strategy-2024 which addresses the aspirations identified under Agenda 2063 and Priority 3 on Human development of the AU-EU STI partnership. Under the financing agreement (CRIS number: DCI/PANAF/037-621) between the African Union Commission and the European Union, which was signed in December 2015, two calls for proposals under phase II of the African Union research Grant were proposed within the agreed total budget of €17.5 million. In this regard, the 2018 call which happens to be the second call focusing on Agriculture and Food Systems for Nutrition was launched February 23, 2018 during a launching ceremony involving the AUC and the EC.

Soon after launching, information sessions kicked off around the 5 regions of Africa. Focus was more on countries where submissions of applications in the previous calls have been limited but also on countries willing to host or have requested information sessions for her researchers. The information session is part of the planned communication and visibility plan to create a

wider dissemination of the call for proposal to as many countries as possible. In these sessions, the call process, procedures, rules are presented and thereafter questions from the participants. A total of 294 applications were received by the deadline of submission from 32 African Countries. The services of an external assessment team was sought and supported by members of evaluation committee from the various technical departments of the Commission. After a rigorous 5 phases of assessment, 10 lead institutions listed in table 1 were selected for granting. Each receiving a grant of between 500,000 to 1000000 USD to conduct research in 18 Africa countries in collaboration with other institutions in the consortia. Contracts with these lead institutions will be signed before 23rd December 2018 after clearance from the office of legal counsel. It should also be noted that Contracts with 9 other beneficiaries of the 2016 call was finalized and signed in January 2018. Implementation of projects are ongoing by these 9 institutions together with their partners.

5.0 AU-EU High-Level Policy Dialogue on science, technology and innovation

The EU-Africa High-Level Policy Dialogue (HLPD) on science, technology and innovation serves both

(1) as a political structure (endorsed by the 3rd EU-Africa Joint Summit in Tripoli in 2010 and launched in October 2011), that enhances our dialogue through promoting better common understanding, building mutual trust and ownership of our partnership;

(2) as a technical platform for defining and setting priorities of mutual benefit for current and future collaboration and joint implementation design. In 2018, the AU-EU HLPD agreed to work together on innovation initiatives. This initiative entails a series of activities in order to facilitate the development of a fully-fledged innovation landscape in Africa interconnected with the EU innovation ecosystem.

These will include:

- i) to promote innovation support mechanisms' mapping exercises and gap analysis;
- ii) launching of Incubators and Accelerators Network across the continent and linking them with the EU innovation system;
- iii) to contribute to prioritisation through Smart Specialisation activities while fostering engagement in EU framework programmes; and iv) support technology transfer pilots.

6.0 Space Policy and Strategy Implementation;

A. Achievements

The Commission has been expediting its implementation of Decision Assembly/AU/Dec.589(XXVI), which called for further development of a governance structure in addition to evaluating the legal, structural and financial implications of the proposed African Space Agency. The following are the achievements done so far:

i. The Statute for the African Space Agency was adopted by the Heads of State and Government in January 2018 Assembly/AU/Dec.676(XXX).

ii. The Commission has successfully finalised the African Space Agency structural and financial implications studies that have been proposed to AUC organs for approval.

iii. The Commission launched an institutional arrangement process by inviting Member States to express their intentions of hosting the African Space Agency.

iv. The Chairperson of the Commission has appointed a high level panel of space experts that finalised the evaluation of the countries that expressed their interest to host the African Space Agency.

v. The Commission initiated two surveys that will inform the development of the earth observation and the navigation and positioning programmes by the African Space Agency: 1) One on the status of the earth observation private sector in Africa; 2) The status of the navigation and positioning in Africa.

vi. The Commission sponsored the participation of dozens of young engineers and scientists in the African Space Leadership Conference (in Abuja, Nigeria) and the African Association for remote Sensing for Environment (in Alexandria, Egypt).

vii. The African Union Commission signed cooperation arrangement with the European Commission in the area of free data access and use of sentinel data of the Copernicus programme by all African institutions and citizens (12th June 2018, Brussels (Belgium)).

viii. The Commission promoted the African Space Policy and Strategy in several international fora such as:

- Round table on "Space Climate Observatory – Towards a World Observatory on the impacts of climate change" at the Toulouse Space Show (26 to 26 June 2018, Toulouse, France).
- The Commission attended the WASCAL science symposium on climate change (19-21 June 2018, Accra, Ghana).
- The Commission attended the Third AFRIGEISS Symposium (22 to 29 June 2018, Libreville, Gabon)

7.0 The GMES and Africa Support Programme

One of the flagships of the African Outer Space Programme is the GMES and Africa Support Programme, co-financed by EC (€29.5 million) and AUC (€0.5 million). It aims at delivering on two services in using earth observation science and technology: 1) *water and natural resources service* and 2) *marine and coastal areas service*.

The key achievements are:

i) The Commission undertook GMES & Africa Due Diligence Missions to implementing consortia with the aim of assessing their institutional capacities in earth observation, ICT, financial and procurement areas, before the release of grants. Consortia Lead Countries Visited in the period: Egypt, Mauritius, Democratic Republic of Congo, Gabon, Namibia, Botswana.

ii) GMES & Africa training strategy has been developed and published. It addresses the capacity development and utilization approach and methodologies to strengthen capabilities of the consortia.

xi. The GMES & Africa Communication and Engagement Strategy has been validated in conjunction with EC and all consortia. It highlights the key messages, communication channels, tools and outreach and engagement model of GMES & Africa.

xii. Design and development of a geo-portal for GMES & Africa has been initiated. It will be a permanent tool for monitoring the performance of consortia and implementation progress of GMES & Africa.

xiii. The GMES & Africa corporate and information website has been designed in collaboration with the Department of Information and Communication (DIC) and it is operational. This will feature corporate information, news and events about GMES & Africa, as well as interactive social media platforms to engage stakeholders.

xiv. One International Workshop on the

Copernicus Service and several technical workshops on usage and applications of Copernicus Data for earth observation services delivery for water and natural resources and, for marine and coastal areas were held.

xv. The GMS & Africa continental forum bringing more than 500 stakeholders, experts, policy makers and end users was held in Libreville (Gabon) from November 19 to 23, 2018.

8.0 Third Africa Forum on Science, Technology and Innovation

A three-day Science Technology and Innovation Forum on the theme, "STI for Private Sector competitiveness and Economic Transformation in Africa" is organized by the AfDB. In view of the fact that inclusive growth and sustainable development are pillars on which socio-economic policies and frameworks such as the Agenda 2063, Agenda 2030 and the African Development bank's ten year strategy, the forum seeks to reflect on how to build and grow through the dimensions of Science Technology and Innovation in Africa.

9.0 Biodiversity Program

The main objective of the Biodiversity Program is to give concerted support to Member States in the areas of conservation and sustainable use of biodiversity, biosafety and biotechnology as well as access and benefit sharing (ABS) of genetic resources through the enabling mechanisms of science, technology and innovation. The activities undertaken in the year 2018 are as follows:

(i) Continental Coordination Committee

The Coordination Committee met for a 2nd time in April 2018 and discussed support activities for the year at the level of each institution. Information on allocated budget with regards to similar initiatives was also shared. Activities with similar objectives were agreed to be conducted in collaboration and a common action plan was

drawn regarding similar initiatives. The Department has hence implemented its activities for the year accordingly and through the active involvement of the Continental Coordination Committee.

(ii) Meetings of the Subsidiary Body on Scientific Technical and Technological Advice and the Subsidiary Body on Implementation

The Department with the NEPAD organized an African Coordination meeting prior to the meetings of the subsidiary bodies of the Convention on Biodiversity (CBD) in July 2018. Technical briefing documents were prepared for the African Group of negotiators which formed the basis of the African common position. The African Group was supported throughout the negotiation sessions of the two subsidiary meetings of the Conference of the Parties (COP) of the CBD. The meeting prepared recommendations for decision making for the upcoming COP 14 and the meeting of the Parties (MOP) of the protocols of the CBD scheduled to take place in November 2018.

(iii) Coordination Meeting for the Ninth Meeting of the Parties to the Biosafety Protocol and Negotiation Skills and Techniques Training

The NEPAD with the technical and logistic support of the Division organized an African coordination meeting for national biosafety focal points from Member States in preparation for the negotiation agenda items of the 9th Meeting of the Parties (COP-MOP 9). A negotiation skills and techniques training was also given to the negotiators by the United Nations Institute on Training and Research.

(iv) Pan African ABS Workshop

The 11th Pan African Workshop on access and benefit sharing (ABS) of genetic resources was organized by the ABS Capacity Development Initiative in collaboration with the Department in October 2018. Challenges in implementation of Member States obligations under the Nagoya Protocol on ABS and outstanding issues requiring global consensus were the highlight

of the workshop. The Division organized African coordination sessions for the national focal points on ABS in the course of the week during the Pan African ABS Workshop in preparation of COP-MOP 3 of the Nagoya Protocol on ABS.

(v) African Coordination at the UN Biodiversity Conference (COP 14 and the MOPs) and the African Biodiversity Summit

AU Coordination meeting was organized on the 12th and 16th November 2018 which was well attended comprising of about 150 participants from 44 Member States (3 focal persons per country), observer partners and the AUC and the AU-NEPAD team. The African Biodiversity Summit was hosted by the Arab Republic of Egypt on the 13th November. As to the outcomes of the COP 14 and the MOPs there were 5 contentious namely Synthetic biology, digital sequence information, marine and costal biodiversity, budget (administration of the Convention), and the post 2020 biodiversity framework process.

(vi) Launch of the Online Coordination System for the African Group of Negotiators

The Division has launched an Online Coordination system to increase stakeholder collaboration and participation. The online system had been piloted at the Pan African ABS Workshop and has been fully operational at the COP 14 with the participation of more than 198 participants comprising of national focal points of the biodiversity convention and its protocols, the AUC, NEPAD and resource persons in various technical fields.

AFRICAN OBSERVATORY FOR SCIENCE TECHNOLOGY AND INNOVATION

INTRODUCTION

During the year 2018, AOSTI increased its visibility in the world as measured by the number of hits on its website (www.aosti.org) averaging 40,000 per month. This is an indicator of its awareness capturing project outputs which were put in the public domain as well as its outreach to stakeholders including member states of the African Union (AU), Regional Economic Communities (RECs) and international partners.

In a nutshell, the main AOSTI outcome was to improve the significance and relevance of STI capabilities (STISA 24) for Africa's economic and social growth (Agenda 2063).

1.0 Summary

AOSTI contributed to the Agenda 2063 in several ways. The strategic priority No 2 “Expand Agriculture production” within the implementation plan 2013-2023 will be informed among others by the AOSTI spearheaded project namely “Indicators of Agricultural Expenditure and Agricultural Technologies” tested in 4 countries namely Burkina Faso, Egypt, Ghana and Sudan). The first goal of the first Aspiration of the Agenda will benefit from the knowledge that AOSTI imparted directly or indirectly to the aforementioned stakeholders through capacity building in the areas of scientific production and national innovation systems.

The outputs of projects implemented by AOSTI during 2018 are grouped as follows:

Output-1: National Research & Development (R&D) and Innovation Systems (NIS) Strengthened in AU member states. This was achieved by building capacity of relevant actors to assess and review their national innovation systems (the targets for 2018 were member states of ECCAS, ECOWAS and SADC).

Output -2: Capacity of the AU member states in the Design and Evaluation of Innovation Policy (DEIP) was strengthened. This was achieved through a week long training which developed the necessary capabilities to design and evaluate Innovation policies (the target for 2018 was member states of UMA). A Regional policy brief is in preparation and will be published in Q1 2019.

Output-3: STI data and indicators are managed at the RECs and member states levels. This

3.0 Monitoring and Evaluation of the STISA-24

On the basis of the STISA M&E workshop held in Malabo in August 2017, AOSTI conducted “A review of the status of implementation of the science, technology and innovation strategy for Africa, 2014-2024”. This review will underpin the main M&E framework of the implementation of STISA over the first ten years. In collaboration with Science Policy Research Unit (SPRU) at University of Sussex, A policy brief was published in December 2018. The title of the policy brief is “Evaluating Public Policies in Africa: insights from the Science, Technology, and Innovation Strategy for Africa 2024 (STISA-2024). Written by Chux Daniels, Philippe Mawoko and Almamy Konte. Available at www.aosti.org and www.sussex.ac.uk/spru.

was achieved through the following outputs. (i) Production of a beta version of an STI web platform. (ii) AOSTI consolidated its model for monitoring and evaluation of the STISA 2024; (iii) AOSTI collated data on Budget Appropriations on R&D (GBARD) in Egypt and Uganda as case study. (iv) The production of patent profiles of AU Member States has been initiated.

Output-4: Data on agricultural expenditures and agricultural technologies spanning the agricultural value chain in member states were compiled in four countries (Burkina Faso, Ghana, Egypt and Sudan). These data and related analyses underpin debates on sustainable agriculture and inform the national agricultural development plan and the Agenda 2063.

2.0 Indicators of Agricultural Expenditure and Agricultural Technologies

In 2018, AOSTI implemented this project in four member states in order to test the robustness and relevance of the indicators of agricultural expenditure and agricultural technologies. The outcomes will feed the rolling out of the full project when it expands to the entire continent. The four member states were Ghana, Sudan, Egypt and Burkina Faso.

The outputs of the implementation of this project are summarised as follows: (i) collation and update of data of agricultural expenditures; (ii) an inventory of agricultural technologies was established ; (iii) roles and portfolios (including technologies) of national and international agricultural research institutions mapped; and (iv) key areas of



Left:

Below:



collaboration and skill development were identified.

A minimum of 40 participants was recorded in each member states as follows:

- Accra-Ghana, 21-25 May 2018. This workshop included the participation of representatives and officials of the Ministry of Food and Agriculture, CSIR-STEPRI, MOFA, FARA, University of Ghana, Ministry of Finance
- Khartoum-Sudan, 6-10 August 2018. The workshop was called by the Sudanese Observatory for Science, Technology and Innovation (SOSTI) and supported by AOSTI.)
- Cairo-Egypt, 1-5 October 2018 The workshop was called by the Egyptian Academy of Sciences, Research and Technology (ASRT), and the Egyptian Observatory of Science, Technology and Innovation (EOSTI)., supported by AOSTI.
- Ouagadougou, Burkina Faso, 20-24 August 2018. This workshop was jointly organized by the Ministry of Higher Education Research and Innovation of Burkina Faso and AOSTI.

4.0 Capabilities for AU member states to Design and Evaluation of Innovation Policy (Case of UMA).

A week long training workshop was organised by AOSTI in partnership with the United Nations University-Maastricht Economic and Social Research Institute on Innovation and Technology (UNU-MERIT). The Ministry of Education, Higher Education and scientific Research of the Kingdom of Morocco

hosted the training during 17-21 September 2018 in Rabat.

The training was attended by thirty senior officials representing Morocco, Egypt, Sudan, Algeria, Tunisia and Libya and Chad. Also present were the new observatories for STI namely from Egypt, Sudan, Libya. Facilitators included international experts from UNU-MERIT, EU Commission, WIPO, Universities of Cape town and Johannesburg. The main outputs included the identification of different and common agendas in the national development plans. Several cross-cutting challenges involving ST&I, these included: - Improving agricultural productivity; - Diversifying economic activities; - Generating employment through private sector development; - Development of human resource capacity; and - Enhancing the linkages between university and industry.

5.0 Strengthening national innovation systems

This project was launched on May 15, 2017, in N'djamena, by the Minister of Higher Education, Research and Innovation of Chad. The project continues in 2018 and was implemented in Cameroon, eSwatini, Senegal, Liberia, Mali, Guinea and Niger.

The outputs are grouped as follows: (i) NIS related knowledge was impacted to participants; (ii) A list of indicators related to national innovation systems was produced and source of data identified; (iii) Weaknesses and strengths of the National System of Innovation were highlighted; (iv) Inputs for improvement of the STISA M&E model were provided for consideration and (iv) a roadmap for the production of the Innovation profile agreed upon. A minimum of 35 participants was recorded in each member states as follows:

Yaoundé- Cameroon, January 24-26, 2018. The workshop was organised in partnership with the Ministry of Scientific Research and Innovation. The workshop had an impact on the entire country since it had full media coverage through the main national TV and radio stations.

Ezulwini, Mbabane, the Kingdom Eswatini 26-28 February 2018. The workshop was organised in partnership with the Ministry of Scientific Research and Innovation.

Dakar, Senegal 20-22 June 2018: The workshop was organized in partnership with the Ministry of Higher Education, Scientific Research and Innovation (MESRI). The local e press (written, audio and national TV) helped disseminating the outcomes of the workshop.

Monrovia, Liberia 25-27 September 2018. The workshop was jointly in partnership with the Ministry of Education of Liberia. Drs Konte and Mawoko were invited for interviews at two Radio Stations in Monrovia. The interviews were broadcasted nationwide.

Bamako, Mali 30 July - 02 August 2018. The

workshop was organized partnership with the National Institute of Statistics of Mali.

Conakry, Guinea 5-7 November 2018. The workshop was organised in partnership with the Ministry of Scientific Research and Innovation.

Niamey, Niger 13-16 November 2018. The workshop was organised in partnership with the Ministry of Scientific Research and Innovation.

6.0 Continental data web platform for education, science, technology and innovation

This project seeks to organise and analyse STI data so that an information system turns the raw data into useful information that can be used for decision making. During 2018, three meetings were organised and the following were achieved

Johannesburg, South Africa 29 Jan- 02 Feb 2018; Road map for the development of the web-platform was agreed upon ; Consultant was sufficiently briefed to start writing the codes for the web-platform; Data structures for Education, Science, technology and Innovation were proposed; Data sources were identified; Web platform's functionalities, architecture and composition were agreed upon

Cairo 13-15 February 2018. The content of the Home Page and subsequent pages were discussed and agreed on; Two-phase development approach was proposed, Phase 1 will build the platform based on the aggregated data; and Phase 2 will upgrade the system with the inclusion of micro data (raw data).

Seychelles 30 April – 03 May 2018. Test the features of the platform using real data and indicators and agree on front and back end of the platform, create data structures to capture education, STI data and indicators and determine data sources and their sustainability.

SCIENTIFIC, TECHNICAL AND RESEARCH COMMISSION (STRC)

INTRODUCTION

The Scientific, Technical and Research commission (STRC) of the African Union is a specialized institution of the African Union with a long history founded in 1954, the AU-STRC has been at the vanguard of promotion of science and technology in the past 6 decades at continental level. Today STRC is at a crossroad with the Maputo Declaration which set forth the role of the Department of Human Resources Science and Technology (HRST) and its relevant Divisions whose mandate covers science and technology promotion; at that time STRC was integrated into the HRST department.

1.0 Summary

AU-STRC is mandated to implement programmes and projects that are guided by the Science Technology Innovation Strategy for Africa 2014-2024 (STISA-2024) as of this reporting period on the implementation of STISA-2024; considerable progress has been made in the implementation of projects and programmes; African Union Network of Sciences (AUNS); African Scientist Capacity Building; under this programme there are:

- a. India Africa Health Research Collaboration
- b. Capacity Building Training Workshop on Viral Hepatitis for AU Member States & African Liver Patients Association (ALPA)
- c. Research Translation from Bench To Bedside in Africa
- d. Young Engineering Capacity Building Programme

Capacity Building Initiative on Inclusive / Community-Based Innovation for AU Member States; Development of the AU Green Innovation Framework; and Capacity Building Workshop for AU Member States on Accessing Green Climate Fund.

2.0 African Union Network of Sciences

The AUNS is a virtual platform that gives comprehensive interaction within the knowledge society and posts the African Research and Innovation output/library. It also uplifts the intra Africa cooperation in Science, Technology and Research to improve the quality and the application of science, technology and innovation by promoting and sharing experiences/knowledge. 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.

Presently the work is in the second phase that requires development of the Network portal, modules, data base and digital library. The preliminary modules of the AUNS have been developed as shown below. While the development of the data base of scientist is a continuing process and has swollen to over 7000 scientists.

3.0 Information Day Meeting for African Union Network of Sciences (AUNS)

The AU-STRC in its effort to publicize the African Union Network of Sciences, has developed a publicity action plan that is pillared on a face to face advocacy with African Lead learning and research institution; publication at well recognized media gateways (newspapers, Television channels, internet and website homepages, and finally by participating in relevant exhibitions, conferences and meetings. The publicity/campaigning kicked off at the AU-STRC Headquarter, Abuja, Nigeria on 27th June, 2018 by hosting 35 Vice Chancellors from different Nigerian Universities for the 1st Information day on the AUNS pre-launching activities. Furthermore, this face to face publicity will take place in other Member States.

The 2nd AUNS information day took place also in Abuja on 26 September, 2018 with 30 the African Group of Ambassadors in Nigeria. In both meetings the participant recommended that AU-STRC to;

- a) Ensure that the AUNS serves as African Union Virtual Lab and Computing System
- b) Vice Chancellors to ensure that the IT Unit of their institutions links the AUNS homepage to their respective institution's website
- c) Work closely with the Regional/National RENS and to prepare to host future meetings with organizations under the Regional/National RENS
- d) Ensure quality control and data security through allowing members to report abuse or low quality/ below standard publication while also ensuring self-respect and control.
- e) Build upon the expressed willingness by the participants and representatives to avail and share data from their respective institutions to further build a more robust data repository, the AUNS technical team to work on creating the category of the librarians that to facilitate/ease the account opening and enable the data sharing which is one of the catalyst to the fulfilment of the vision of AUNS. Communications will be maintained as key factor to drive the above mentioned decisions by the

participants of the meeting.

4.0 African Scientist Capacity Building

a) *India Africa Health Research Collaboration*

Under the South-South regional collaboration in health sciences between the Government of India and African Union Commission, the MoU is cleared by the Office of the Legal Counsel for signature and dates will be communicated to the Indian side and it is foreseen to be in the first (1st) Quarter of 2019.

Pending the signing of the MoU the parties agreed in the interim work on the modalities of implementation and specifics of the needs. Accordingly a first meeting of the joint secretariat of the India-Africa partnership on health sciences

was held in the AU-STRC, Abuja conference room on the 5-6 April, 2018. The meeting discussed the Action plan for the predefined priority areas under the partnership which are; Training and Capacity Building; Health Sciences Research; Pharmaceutical and Manufacturing. The parties agreed in principles on the modalities of the implementation. The Indian side presented a list of course for training in various Indian institutes where the AU-STRC prioritized the course through the database of experts in the African Union Network of Sciences.

Image Captions



b) Capacity Building Training Workshop on Viral Hepatitis for AU Member States & African Liver Patients Association (ALPA)

Building upon STISA – 2024 strategy pillar on Building Technical and Professional Competence with a priority area “Prevention and Control of Diseases” with the technical support of the African Liver Patients Association (ALPA) the continental organization whose aim is improving care and treatment of people suffering from hepatitis through the co-operation of its members and stakeholders, the duo AU-STRC and ALPA realized the challenges of hepatitis virus and the strength of the continent in the prevention, control and management of the viral hepatitis to build the capacity of the continent.

The AU-STRC with the technical support of ALPA organized the Capacity Building Workshop on Viral Hepatitis for African Union Member States which took place in Cairo-Egypt 18th – 20th November 2018.



c) Research Translation from Bench To Bedside in Africa

During the 3rd UNESCO MARS Summit, the STRC designed a programme to develop an inventory on the Health Research and Research Translation in Africa, the programme was based on two main activities which are: Face to face consultation with Scientists that are drawn out from relevant Scientific disciplines related to health and health research; and finally, by conducting a wider consultation with members of the Ethic Committees of AU Member States; Members of the African network of Drugs and Diagnostics Innovation (ANDI); Independent Scientists from the AU Member States by instituting a questionnaire (e-survey) and analyze their input.

The inventory of the problem was received and an e-survey was done to identify the causative forces that hinder effective research translation from bench to bed side in Africa whereby a draft Book on Effective Research Translation from Bench to Bed Side in Africa, is produced. It captures the situational analysis of clinical research, research output dissemination, data sampling and handling protocols in Africa along with standard operating principles that to guide Ethic Committees on their approval systems.

d) Young Engineering Capacity Building Programme

The AU-STRC, Egyptian Engineering Syndicate, Schneider Electric Egypt and Federation of African Engineering Organization developed a programme on Capacity Building for Young African Engineers that includes laboratory practical, industrial visits and theory lesson. The programme had its first batch of training for Tanzanians Young Engineers

Image captions

in 2017 and 2nd batch took place in the Egyptians Syndicate Headquarters from the 1st September - 29th September; 2018 where 20 Rwandan Young Electrical Engineers were trained. At the end of every training questionnaire was developed to assess the significance of the training to the young engineers. The outcome of the analysis showed that Significant of the trained young engineers want to have more training and exposure to real life field works. It also motivates them to look for more course out of their home countries.

The third phase will train Ugandans engineers and gradually expand to other African Union Member States. As of today the Syndicate and the AU-STRC are working together to mobilize resources to benefit more young Engineers. There is preparatory meeting on the modalities of mobilizing resource is scheduled to palace at Egyptian Engineering Syndicate, Cairo, Egypt from 21 – 23 December, 2018.

e) Capacity Building Initiative on Inclusive/Community based Innovation for AU Member States

The capacity building initiative on inclusive / community-based innovation for au member states has been designed in response to the growing necessity for building competence and capacity of Member States' in STI to enhance efficiency of enterprise and entrepreneurship of African researchers and innovators to produce marketable products, on the other hand, the Capacity Building Initiative on Inclusive/Community-Based Innovation for AU Member States” has been developed to bring together various stakeholders from Member States to enhance their professionalism and equip them with requisite skills to boost Africa’s competitive advantage both locally and in the global market. Recalling that “Building Professional and Technical Competencies” is a pillar of STISA 2024 and its policy analysis recommended building of institutional capacities and promotion of professionalism. This workshop will take place from the 10th – 12th December 2018 and over 100 scientists from

Universities, Academies and Ministries, Industries were invited.

5.0 Development of the AU Green Innovation Framework

The continent has never had Green Innovation Framework or Strategy and the desk survey carried out by the AU-STRC on AU Member States on the subject shows that very few of the Member State had policies and some Member States have it embedded in their Science and Technology policies while majority of them do not have it. The quest for the green innovation strategy is driven by concern for realizing a low-carbon, recycling, and nature-conscious society as well as an effective Framework to reduce greenhouse gases GHG emission. We need Green Innovation policy/strategy because it is a powerful engine for stable growth and that which will link green innovation capacities with key challenges and turn them into opportunities for African countries and businesses. In this regards the AU-STRC developing AU Green innovation Framework as a guide line for AU Member States to develop their national Frameworks and strategies with the aim to propel economic prosperity and transit to green environment and sustainable development through technological, industrial and system innovation.

The policy will focus on the following objectives The AU-STRC has developed the Terms of Reference for High Level Panel for the development of the GIF and advertised. A Committee was set for the selection of the HLP and successfully selected the following persons; . Dr Joanes Atela, Prof Godwell Nhamo, Prof Chukwumerije Okereke, and Dr Vuyo Mjimba.

The first HLP meeting will take 17th – 20th December 2018 in Abuja, Nigeria and the draft framework will be ready by Mid-Year 2019.

6.0 Capacity Building Workshop for AU Member States on Accessing Green Climate Fund

There are many initiatives on funding climate change mitigation and adaptation programmes and projects in the past and presently. Within the United Nation Framework Convention on Climate Change UNFCCC policy instruments, the Clean Development Mechanism (CDM), Paris Agreement, the Green Climate Fund GCF, the Post-2015 Sustainable Development Goals (SDGs) among others presents a breath of opportunities for attracting fund however, there is insufficient technical and institutional capabilities to attract fund in accordance with best practices and standard requirement in design, execution and monitoring of projects.

Against this, the AUSTRC with the technical support of African Centre for Technology Studies ACTS organized a capacity building workshop for AU Member States on Accessing Green Climate Fund in Abuja, Nigeria from 28-30 August, 2018. The aim is to equip the participant from Member States with the requisite knowledge and competencies on the operations of the GCF, and how to develop competitive and fundable GCF project proposals supportive to the implementation of NDCs, in various sectors and contexts. The workshop attracted over 50 participants from within Africa.

EDUCATION

INTRODUCTION

The Continental Education Strategy for Africa has continued to inform the work of the department in Education Development, as has Agenda 2063 and other continental policy frameworks in the areas of Science, Technology and Innovation, Technical and Vocational Education and Training, and the global SDGs. 2018 has been a particularly fulfilling year for the education programme, since the programme was allocated more money than usual. Programmes that had hitherto attracted zero budget had some money. Newly funded programmes in 2018 include Teacher Development, School Feeding and operationalization of the Continental Education Strategy for Africa.

1.1 Operationalisation of the Continental Education Strategy for Africa (CESA)

The most strategic activity has been ensuring that the CESA is owned by stakeholders including Member States; and national, regional continental and global institutions and agencies working in education in Africa. The key tool for accomplishing this has been the CESA Thematic Clusters Platform. The Thematic Clusters are so far bringing on board stakeholders to own and support the implementation of CESA at all levels. This year, four new Clusters were launched, on Peace and Education (March); TVET (April); Early Childhood Care and Education (September); and Curriculum (December)- in addition to the eight launched before 2018. Each Cluster has a Road Map, and a Coordinating Team of agencies/ Member States who ensure communication, follow up and reporting among the membership, and submit biannual reports to the Commission.

Another particularly significant achievement was the completion of the CESA Indicators' Manual, along with a Monitoring and Reporting Framework, led by the AU Observatory- the L'Institut Panafricain pour L'Education pour Development (IPED). The first comprehensive evaluation of CESA implementation is scheduled for 2019. Data capture instruments have been developed and piloted, for the final outcome to be released in early 2019. A platform for management information systems for Education, Science and technology and Innovation was developed by the department in a partnership between AOSTI, IPED, NEPAD and ADEA.

1.2 Global Partnership with UNESCO

As members also of UNESCO, AU Member States are often over-burdened by reporting requirements for every continental and global framework to which they necessarily subscribe. To ease this burden in Education development, and ensure coherence between the global and continental strategies, the Commission partnered with UNESCO and the Government of Kenya to bring together all AU

member States to agree on a joint way forward. The Pan African Conference on Education (PACE) brought together all Member States and key education development agencies, and they called for enhanced partnership and cooperation between the AUC and UNESCO. The Statement is available. Following PACE, the Department, through IPED, has already adopted a joint reporting framework. Further engagement with the UNESCO Institute for Statistics is planned for early 2019 to rationalize monitoring and evaluation instruments, and agree on allocation of responsibilities for the benefit of Member States. Implementation of CESA is therefore a domestication of SDG4, and the Commission reported this to the Global Education Monitoring Conference in December 2018, to global approval. The AUC is now member of the global steering committee for SDG4

1.3 Financing Education

Financing Education is a major area of intervention, considering the place of Education in underpinning achievement of all Agenda 2063 Aspirations as well as SDGs. Millions of African children are still not accessing education, many having dropped out of basic education and others have never and are quite unlikely to ever attend school. Furthermore, Teachers are in insufficient numbers and quality; while infrastructure is woefully inadequate to provide access to all children, and to facilitate learning of STEM subjects. Meanwhile, Africa countries already spend 17 to 30 % of annual budgets on Education. There is therefore need for new injection of large sums of money, just to be able to have infrastructural capacity for all children to access school and complete secondary education.

A high level consultation was therefore held at the January 2018 Summit, involving the members of the AU Committee of ten Heads of State and Government Champions for Education Science and Technology, chaired by the Committee Coordinator, president of Senegal. Financing will therefore be a standing agenda item on every Summit of the

Committee of ten, as happened at the Committee's first Extra-ordinary Summit held in September in Lilongwe. At the Lilongwe Summit, the Committee committed to establishment of African Funds for education, Science and Technology. A Feasibility Study on this Fund carried out by ADEA and the AfDB will provide important basis for the establishment of such funds.

1.4 Innovating Education in Africa

Education is considered as the first nurturing ground for innovation in all forms, and is called upon to ensure that graduates of the systems are able to be imbued with skills to innovate, think critically and have entrepreneurial mind sets. On the other hand, education benefits from innovations within its sector, and education provides opportunities for entrepreneurship. With global change, the African youth bulge and rapidly developing technology, it is essential that we innovate our education systems in order to provide access to all as well as enhance quality and impact. The Commission therefore organised the first "Innovating Education in Africa Expo" in partnership with the government of Senegal in October 2018 in Dakar.

The event showcased practical, social and technological innovations aimed at enhancing access, quality, relevance and inclusion in education in order to realise the potential for empowerment, employability and inventiveness. Innovators that can be replicated were identified. The event provided a platform for engagement among innovators and their innovations, including education practitioners, researchers, learners, policy makers and financiers. The event attracted new and old partners, notably Association for the Development of Education in Africa (ADEA), Ford Foundation, One Campaign, GIZ, FAWE, USAID, Save the Children International, UNESCO-IICBA, Plan International and Ashoka among others.

A total of 335 submissions of education innovations were received, of which 50 were competitively

selected for receiving Certificates of Merit, while 10 were selected to win a range of cash prizes, with the 1st prize being 100,000 USD; next 40,000 USD; 15,000 USD; and seven prizes of 4,000 USD each. Ashoka will organise to link all the winners to a network through which they will be able to access capacity building in various aspects of entrepreneurship, and to access potential financiers to help grow their enterprises in education innovation.

Other deliverables from the Expo include the establishment of an African Education Innovators Platform online; and Education Innovations Handbook that will be updated annually. Botswana has committed to host the 2019 Innovating Education Expo.

1.5 Teacher Development

Following the report on the Study on Teacher Training, Working and living Conditions in Africa called for by the July 2014 AU Summit, the Study Recommendations are being disseminated and implemented. UNESCO International Institute for Capacity Building in Africa (IICBA) has taken the role of coordinating the Teacher development Cluster that is instrumental in implementing CESA and the Teacher Study recommendations. Education International, CEMASTEIA and IGAD are also members of the Teacher Cluster Coordinating Team.

The Commission has finalized a Continental Teacher Mobility Protocol (CTMP) in partnership with UNESCO IICBA. At the technical validation workshop, it was agreed that there is need to strengthen a database as a central repository on data on the Teacher Resource in Africa, to provide the necessary backbone for implementation of the CTMP. There is also need to strengthen Teacher Regulatory agencies, and the Commission has therefore initiated work to develop a Continental Teacher Qualification Framework in partnership with the African Federation of Teacher Regulatory Agencies (AFTRA) to inform the needed mutual verification of qualifications, as is being done in the SADC

region. The CTMP is necessary to assist in managing mobility of teachers from regions and countries that are under-supplied to those in great need, thus optimizing the use of the precious Teacher Resource. The Commission has also initiated work to develop continental standards and guidelines for the Teaching Profession, to enhance professionalization and the status of Teaching.

1.6 Higher Education

In implementation of the AU Strategy for Harmonisation of Higher Education, the Commission continued working with the EU in building capacity of African universities to establish vision based competence oriented curriculum development processes. This enhances quality, relevance and responsiveness of higher education, while providing a mechanism for comparability of credit. So far 200 universities have been involved from 43 Member States. The second phase of the project ended this year, with publication of the curricula developed. Further on harmonization, the Commission continues to publicise the Addis Convention on mutual recognition of qualifications, to the end that --- Member States have now signed and --- ratified the convention.

The Continental African Standard and Guidelines for Quality Assurance in higher education was completed and is under publication. Furthermore, a consolidated report on the third institutional evaluations using the African Quality Rating Mechanism (AQRM) for 15 higher education institutions has been finalized and published. The AQRM is better known within the higher education community, and efforts will be exerted to ensure that it becomes a regular instrument of choice for promoting continuous quality assurance. The Association of African Universities, as coordinating agency for the Higher Education Cluster will ensure continuing promotion of the AQRM and the African Standards.

In 2018, the Mwalimu Nyerere AU Scholarship Call

was focused on young women pursuing STEM studies at Masters and PhD levels. 20 new students have been selected competitively and contracts finalized and first semester payments made. So far the Commission has sponsored about 250 students studying in African universities, mostly outside their own countries. In 2019, as the year of refugees, efforts will be made to ensure that a number of young people living as refugees are included among the awardees.

The Intra-Africa Academic mobility programme sponsored by the EU completed the selection process for the 4th Call. So far --- Universities from 43 Member States have benefitted, with 1255 Africans having received full or partial scholarships for masters, PhD and Staff mobility. Efforts will be made in 2019 to publish the research outputs sponsored through the Nyerere and Intra-Africa mobility schemes, so they can be disseminated for greater impact.

1.7 Promoting Home Grown School Feeding

In implementing the AU Assembly Decision for School Feeding (Dec 589 XXVI)AU Assembly) the CESA thematic Cluster School Feeding was launched. WFP and FAO and key partners assisting with the coordination of the partnerships under this cluster. The Report on the Study on School Feeding in Member States was published and launched during the continental celebration of the 3rd Africa School Feeding Day in Harare in March 2018. The Road Map for the Cluster was adopted in 2018. Partner agencies have agreed to harmonise and enhance coordination of their work related to School Feeding. These include AUC departments of Social Affairs and Rural economy and Agriculture, and Political Affairs (for refugee children); FAO, WFP, NEPAD and others. In a meeting with the WFP Center of Excellence delegation from Brazil, it was agreed that there needs to be better communication, and recognition of the place of the AUC in the Centre's work with Member States, since WFP has agreed to help coordinate partners

working in this field under CESA.

1.8 Other CESA Clusters

1.8.1 Technical and Vocational Education and Training (TVET) and Skills Cluster

The CESA Cluster on TVET was launched during the 'Youth Skills and Enterprise in the Digital Era' which brought together senior policy makers, government administration senior officials, development partners, private sector, representatives of African youth, young entrepreneurs, civil society, and experts. The event was co-organised by the CESA ICT in Education Cluster, Tunisia and ADEA. Participants were able to showcase, share, and discuss comprehensive innovative TVET models and programmes that help to develop the leadership and digital skills of young people, and equip them with the necessary knowledge, tools and know-how to design marketable products and services. The Cluster is coordinated by NEPAD and chaired by AUC and ACBF as co-chair so as to create sustainable enterprises and generate employment.

1.8.2 Peace and education Cluster

The Peace and education Cluster was launched, with Save the Children International agreeing to be the Coordinating Agency. ADEA Inter-Country Quality Node on Peace education, Kenya, is part of the coordinating team of the Cluster. Since the launch, a consultant was recruited and is undertaking a Study on schools affected by militarization in Member States. Save the Children International also co-hosted a workshop on domestication and implementation of the Safe Schools Declaration in Member States in the SADC region, where senior technical officers were guided to produce a national version of a Safe Schools Framework.

The department is working with the Department of Political Affairs to produce a situational analysis of Democracy in Education, in order to ensure that key tenets of Democracy and good Governance are incorporated in regular education curricula.

1.8.3 Curriculum Cluster

The Curriculum Development Cluster was launched in December, 2018. The idea was conceived during the first International Conference on Curriculum for Sustainable Learning that was held in May 2018 in Entebbe. It is agreed that there is need to address issues of curriculum by African Union, to promote quality, relevance and responsiveness to Agenda 2063 and national visions, while ensuring that the graduates from our education systems have the needed values and competences, including skills for employability, entrepreneurship, innovation and responsible citizenship. It was acknowledged that curriculum needs particular attention since it is the building block for any strong education system, and that there is need for enhancing African content in African education.

1.8.4 Early Childhood Cluster

In implementation of the Continental Education Strategy for Africa (CESA), the African Union Commission has launched the Thematic Cluster on Early Childhood Education from 3rd to 4th September 2018 in Addis Ababa, Ethiopia. The Cluster Launch brought together experts from Member States and major stakeholder organisations in the field of Early Childhood, who adopted a joint work plan, as well as operational modalities of the CESA Early Childhood Cluster. The African Early Childhood Network (AfECN) agreed to coordinate the work of the Cluster, and Mauritius, as the Coordinator of the Inter country Quality Node on Early Childhood Education, will co-chair the Cluster alongside the Commission. The AfECN subsequently organized an international conference on promoting early childhood education, where the Cluster acquired more members and publicity.

1.8.5 Other potential Clusters

The Division is working with the Department of Social Affairs Culture Division on promoting African Writers, and intends to create a Cluster on promoting a Culture of Reading. The Cluster will bring on board also the Knowledge Management

Unit, and seek to work with the association of libraries.

A Cluster on Life Skills and Counselling is under discussion with the Youth Division, in view of the need of youth to be appropriately guided during their schooling years, so that they can make informed decisions concerning careers and life styles.

1.9 IPED: Monitoring and Evaluation in CESA Implementation

The division has finalised the publication of the CESA Indicators Manual, and started Piloting CESA indicators, data capture tools and reporting framework. The CESA Education Planning Cluster was instrumental in the technical validation process. The piloting includes capacity building on the use of the tools and indicators. This activity is part of the development of the IPED continental data platform. Once piloted processes have been completed, this platform will be integrated to existing National EMIS systems. The process of supporting monitoring and evaluation in CESA Thematic Clusters is ongoing. A draft monitoring and evaluation instrument has been presented to the established CESA Clusters for use on reporting. The development and management of the continental education management information systems (EMIS) database system is completed. After pilot is completed, IPED will begin collaboration with the RECs in order to implement the platform in Member States that have weak or non-functional NEMIS system.

In partnership with UNESCO, a draft joint reporting framework for SDG 4 and CESA 16-25 has been developed. This aims at reducing the report burden on Member States.

Also in partnership with UNHCR, Save the Children and UNICEF, a consultation on mainstreaming refugees into National EMIS system was held in Kampala, Uganda. More on refugee education will be accomplished in 2019, in implementation of the

theme of the year.

1.10 Communication and Publicity

The Department has done significant work in communicating the work of the Commission by engaging variously with a wide range of key stakeholders, including UN and REC events, as well as events organized by Partners such as AIMS-Next Einstein Initiative, ADEA and others.

CESA Journal Volume 2 and Volume 3 have been published and disseminated in hard copy and online to an increasing readership; The Teacher Study Summary has been published in French and English; A 2018 Calendar was published in partnership with IICBA; Indicators Manual is also published in French and English; and communication is regularly posted on the internet and Facebook pages.

AU/CIEFFA

INTRODUCTION

1.0 2nd High Level Dialogue on “Enhancing policies and practices to promote STEM-focused TVET for women and girls”

The 2nd High Level Dialogue on “Enhancing policies and practices to promote Science, Technology, Engineering and Mathematics (STEM) focused Technical Vocational Education Training (TVET) for women and girls”, was held on the 24th January 2018 in Addis Ababa. Participants comprised of Ministers of Education, Gender, and Finance from AU Member States, representatives of national governments, civil society groups as well as representatives of international organizations. The main goal was to identify best practices to boost girls’ and women’s interest in STEM and TVET-male dominated areas.

The outcome of the 2nd HLD was a call for action, where Ministers reiterated their commitment to promote Science, Technology, Engineering and Mathematics (STEM)-focused Technical Vocational Education and Training (TVET) for girls and women.

2.0 AU/CIEFFA’s Strategic Plan 2018-2020 Validation Workshop

AU/CIEFFA convened a two-day consultative meeting from 21-22 February 2018 in Bobo Dioulasso, Burkina Faso. For the past three years AU /CIEFFA has worked very closely with its partners namely, the AU Member States and Governments, RECs, Civil Society Organizations, international partners and the youth to implement its activities and programmes in accordance with the Strategic Plan 2015-2017.

Similarly the Strategic Plan 2018-2020 was developed in a participatory and consultative manner involving relevant stakeholders. The 2018-2020 Strategic Plan has been developed with a special focus and emphasis on the theory of change. The Strategic Plan comprises of four axis: (i) Legal framework for girls’ rights to education; (ii) Gender-sensitive Teaching & learning environments; (iii) STEM focused TVET; (iv) Advocacy and communication.

The meeting recommended to accelerate the recruitment of International and local staff to assist in the achievement of the goals and activities elaborated and also to set a consultative meeting once a year to discuss and share with all the staff members the annual agenda and agree on responsibilities within the implementation process.

3.0 Roundtable on “Strategies for retention of girls and young women”

AU/CIEFFA co-organised with the AUC Women, Gender and Development Directorate (WGDD), a side event on the 13th March 2018 on the margins of the 62nd Session of the Commission on the Status of Women (CSW 62). The Event was a Ministerial Consultative Meeting held at the AU Permanent Mission in New York, USA wherein, stakeholders gathered to discuss the overall theme of the CSW titled “Challenges and opportunities in achieving gender equality and the empowerment of rural women and girls”. At the conclusion of the meeting, Ministers of Gender from the AU Members States unanimously agreed to support AU/CIEFFA’s mandate of promoting girls and women’s education in the continent.

4.0 Field visit to « Centre Féminin d’Initiation et d’Apprentissage aux Métiers (CFIAM) »

AU/CIEFFA visited the “Centre Féminin d’Initiation et d’Apprentissage aux Métiers” (CFIAM), a training center in Ouagadougou, Burkina Faso on 11th April 2018. This Training centre was founded in 1996 by “Tout pour Tous Yennenga”, a national NGO which provides technical and vocational training to vulnerable girls and women in male-dominated sectors. This field visit is in line with the 3rd Axis of AU/CIEFFA’s Strategic Plan 2018-2020 on STEM-focused TVET for girls and women. The aim was to get a first-hand glimpse of girls working in TVET male-dominated areas.

5.0 Workshop on “Monitoring the implementation of Legal and Institutional Framework on Girls and Women’s Education”

AU/CIEFFA, convened with the Pan African Parliament (PAP), a two-day workshop on the theme “Monitoring the implementation of Legal and Institutional Framework on Girls and Women’s Education” on the margins of the 6th Ordinary Session of PAP from 18-19 May 2018 in Midrand, South Africa. The meeting was conducted on two levels: (i) a consultative meeting with Regional Economic Communities (RECs), African Union Organs and the African Union Commission (AUC) and other organizations and (ii) discussions/interactions with AU Parliamentarians.

The aim of the meeting with RECs was to validate the framework for monitoring the implementation of existing instruments and policies on girls and women’s education in Africa, elaborated by AU/CIEFFA. The meeting with the parliamentarians was a follow-up of the 2017 meeting, with the aim of reporting on their respective countries’ experiences on ratifying and implementing regional continental and international legal instruments.

One of the main recommendations was to have more collaborative efforts to popularize the strategy among the members of the Pan African Parliament and encourage cooperation between the AU/CIEFFA with the African Commission on Human and People’s Rights (ACHPR) in Banjul and the African committee on rights and welfare of the child. It was also agreed to start the processes for the appointment of a Special Rapporteur for Girls and Women’s education in the continent.

The main outcomes of the meeting were the amendment/validation of the framework for monitoring the implementation of existing instruments and policies on girls and women’s education and the elaboration of the Draft Action Plan on implementing the Monitoring Framework.

6.0 Celebration of Africa Day : Fighting against corruption in Africa

Africa Day is celebrated every year on the 25th May. AU/CIEFFA organized a poetry competition with high school students in Burkina Faso, on the AU theme of the Year 2018: “Fighting against

corruption in Africa”. In view of popularizing the theme, the youth were invited to reflect on the fight against corruption in Africa. The award ceremony was attended by Ministries, Embassies, School authorities, students and journalists. The five best poems, selected by a jury of professionals, were rewarded for their literary talent, the quality of the text and the interpretation or representation of the theme.

The initiative was a great success, and it was recommended that that the event be expanded to cover or integrate other AU themes and involve more the younger generation.

7.0 Meeting with Partners on Out Of School Girls

AU/CIEFFA held a partners’ meeting on “Out of Schools Girls” in Dakar, Senegal from 12th to 13th June 2018. The overall goal of this meeting was to share experiences and interventions with partners and other stakeholders on “out of school girls” in order to develop a better perception of the issue. The outcome was to reflect on realistic actions and strategies to ensure impact and sustainability by strengthening access and quality of education for girls and young adolescents in vulnerable situations. Participants included: Ministry of Higher Education, Senegal, Canada, UNHCR, UNESCO, IIEP-Pôle-de Dakar, ISU, UNICEF, UNFPA, ILO, IICBA, WFP, World Bank, ADEA, FAWE, Save the Children, ANCEFA, Ford Foundations, AUC Departments (Political Affairs, Social Affairs, Peace and Security), IGAD, IPED, and AU/CIEFFA. These partners were invited by virtue of their work in implementing specific programmes targeting girls’ education in difficult conditions, such as internal displaced persons, those living in refugee camps, victims of sexual and gender -based violence, early marriage, and conflicts, among many others.

Four categories of recommendations came up: reinforcing Legal instruments;; need for Policy, school data and Advocacy/communication to reinforce the community; accountability role of CSO’s , enhancing dialogue towards girls’ education.

8.0 Breakfast meeting on “Fighting corruption to increase gain from investing in girls & women’s education: ensure the effectiveness of reaping the demographic dividend”

AU/CIEFFA organized a Breakfast Meeting on the 22nd June 2018, at AUC Headquarters, Addis Ababa, Ethiopia as a Side Event on the Margins of the 31st AU Summit. The meeting brought together Members of the Permanent Representative Committee (PRC), development partners, and advocates against corruption, AUC Departments and AU Organs, such as African Union Advisory Board on Corruption. The aim was to share experiences of corruption in education systems as well as raise citizen’s awareness on increasing civic values while enhancing girls and women’s ethics in contributing to economic growth.

The key recommendation of this meeting was to undertake a deeper study on the fight against corruption and its correlation with girls’ education. The study was conducted, as recommended and the full report is available for consultation (see below for summary).

9. Policy Paper on the link between Corruption and girls’ education

This paper responds to one of the recommendations of the Breakfast meeting. Research shows that corruption has a negative impact on girls and women’s education in Africa and therefore addressing it, is a priority for everyone. In responding to this need AU/CIEFFA appointed a consultant to undertake a study and develop a policy paper on corruption and its link with girls and women’s education to shed light on this issue.

This research paper highlighted the impact of corruption on a girl’s education in Africa. The paper outlines some provisions of selected international conventions and/or instruments germane to the subject; clarifies the impacts of corruption in education, links the impacts of corruption with the reaping of demographic dividend and return on investment; makes recommendations on way

forward and mechanisms to combat corruption in education, including ways in which AU/CIEFFA could contribute to bringing change in teaching and learning environments.

10. Training of trainers on STEM Education in Africa

UNESCO in collaboration with AU/CIEFFA organized a training workshop for teacher trainers in STEM education for Francophone countries in Africa. This training took place from 12-16 November 2018 in Dakar for over twenty teachers from Francophone countries in order to enhance understanding of the factors influencing participation, skills development and retention of girls and women in STEM education, as well as Develop trainers’ capacity to promote gender sensitivity among participants.

11. 1st Innovation Education Africa Expo in Dakar, Senegal

AU/CIEFFA collaborated with the Education Division, AUC on organising an Innovation Expo on Education: “Meeting Continental Targets for Inclusive, Quality and Transformative Education and Training in the 21st Century from 4-6 October in Dakar, Senegal. The expo was an opportunity to showcase technical and social innovations in every area of education and training. It also provided a springboard for several innovators to meet with potential partners and gain insights that help to catalyse the growth of innovations and their replication across the continent.

AU/CIEFFA financially supported the participation of innovators in Girls and Women’s Education in Africa and organised a round-table discussion on “Enhancing access for women and Girl’s Education in Africa” to discuss affirmative actions to support girls and women’s education as well as facilitate their access to jobs market.

12. Gender-Responsive Education Sector Planning Regional Workshop

AU/CIEFFA co-organised with UNGEI and GPE, a capacity-building workshop on Gender Responsive

PAN AFRICAN UNIVERSITY

INTRODUCTION

1.0 Governance Structure

One of the new developments in the area of governance structure of the Pan African University is the affiliation of the Pan African Virtual and E-University (PAVEU), which is one of the Flag Ship projects of Agenda 2063 to the Pan African University. More precisely, the proposal to operationalize PAVEU as an ODeL (Open, Distance and E-learning) arm of the PAU was endorsed by the Executive Council in January 2018 (Executive Council Decision EX.CL/Dec 987 (XXXII) Rev.1. PAVEU is currently hosted at the PAU Rectorate Headquarters in Yaoundé, Cameroon.

In its 3rd Regular Meeting, the Pan African University Council resolved that a submission should be made to the African Union Commission for the name of the initiative to be reviewed to read “Pan African Virtual and E-Institute” instead of “Pan African Virtual and E-University” in coherence with the commitment to make it a part of the PAU rather than a stand-alone university.

A further development in the governance structure was the appointment of Professor Pierre Dominique Nzinzi from the Republic of Gabon as the new President of PAU Council (decision Assembly/AU/DEC.675) in January 2018. The Assembly further appointed Prof. Audrey Nthbiseng Ogude from the Republic of South Africa as the Vice President of the PAU Council (decision Assembly/AUI.Dec.14 (XXXI) in July 2018.

2.0 Relocation of the PAU Rectorate

The Agreement for the hosting of the Rectorate of the Pan African University was signed on 6 April 2018 between the Government of the Republic of Cameroon and the African Union Commission. Following the signing of the Agreement, the PAU Rectorate headquarters was relocated from Addis Ababa, Ethiopia to Yaounde, Cameroon in September 2018.

3.0 Graduation of Students

The Pan African University registered remarkable achievements in terms of responding to the continent’s demand for highly qualified and motivated human resources. More precisely, in the 2017-2018 academic year a total of 327 students (237 males and 90 females) graduated from the Pan African University Institutes. Of these 295 and 32 were awarded MA/MSc and PhD degrees. The breakdown of the graduates by Institute, gender and level of study program is presented in the table below.

Table: Graduation of PAU Students in 2017-2018 Academic Year, by Institute, Gender and Level of Study

4.0 Selection of New Students

The selection of students for the 2018/2019 academic years was launched in Mid-February 2018 and closed on 30th April, 2018 and attracted 13048 applications . International selection panels established at each of the four PAU Institutes finalized a list of 428 students (323 for Masters’ and 105 PhD degree programs) and submitted their list to the PAU Senate. The latter meticulously reviewed and submitted the lists to the Department of Human Resources, Sciences and Technology for its final approval.

Student Selection Summary Table for the Pan African University (by Institute and Study Program), 2018-2019 Academic Year*

of Member States to the Pan African University budget, it shows an increasing trend. More precisely, the proportion of PAU budget covered by Member States increased from 14 % in 2017 and 2018 to 93 % in 2019. This reflects increased ownership of and sustained commitment to the Pan African University by Member States.

Table: Breakdown of the Pan African University Budget by Source and Budget Year (%)

*36.7 percent of the selected students are females.

It is important to note that because of the stringent budgetary allocation process and the Commission's determination to cut expenditures, PAU's budget request for new students was not approved. In fact, the announcement of the results of the selection process to applicants has been put on hold until such time that funds are secured to admit the newly selected students.

5.0 Financial Provisions

PAU has benefitted immensely from the support of the African Union Member States, Host countries and Universities, as well as Key and Thematic partners, since its establishment. The Key and Thematic including African Development Bank, the European Union, the Government of the Federal Republic of Germany (through its development agencies), the Government of Japan, and the United States Agency for International Development provided financial and technical support for the PAU Institutes and the Rectorate. The host countries/ universities and other key thematic partners have also provided support in kind and/or cash as well as extended technical support necessary for PAU to realize its goals. It is important to note that most of the support from the partners will be deployed in the running of the programmes whereas construction works will be the responsibility of host countries. With respect to the contribution

6.0 Recruitment of Staff

The recruitment process for Long Term Academic Staff (LTAS) is among the key challenges facing PAU. Currently, the institutes massively depend on part-time academic staff, mainly contracted from host universities and from abroad and have limited contact with students, which has resulted in students not having enough consultation with the lecturers as well as levels of supervision that are not adequate. This situation has significant impact on the quality and delivery of the programs. Two calls were launched in 2015 and 2016 and interviews conducted in November 2017. The Recruitment process was based on international standards with a strong orientation towards quality. The onboarding of the selected staff has been put on hold on the ground that financial resources could not be committed for at least a period of three years. The PAU Rectorate and institutes are currently composed of Regular Staff, Short Term staff and Seconded staff. Of the Nineteen (19) Approved Regular positions for the PAU, two (2) have been filled, namely PAU Senior Academic and Student Affairs officer and PAU Senior Administrative and Finance Officer. The Rectorate is in the process of recruiting staff for the remaining positions. The Rectorate is currently staffed by Interim Deputy Rector, Program Manager, Finance Officer, Administrative Assistant and Program Assistant.

The institutes are run by Directors, Finance Officers and Procurement Officers with AUC short Term contracts, and seconded Project Management Unit

Staff (IT officer, Internship officers and Program coordinators).

The PAU has made provisions for the recruitment and onboarding of both Administrative and Academic Staff under its 2019 budget. It is recommended that the required staff for the University are recruited and assume duty by early 2019.

7.0 Institutional development processes:

PAU is currently developing the following strategic documents and guidelines:

- Five (5) year Strategic Plan (2019-2023),
- Financial Sustainability plan,
- PAU Academic Rules and Regulations,
- Manual for Financial Management and Administration of the PAU,
- PAU Staff Rules and Regulations, Salary Scheme and Management Structure,
- PAU Quality Assurance Framework
- Research and Publication Policy.
- Guideline for Entrepreneurship Center

The strategic plan is the overarching structure and input from the various experts (involved in all the processes) will be incorporated. A concept for achieving financial sustainability which lays out the anticipated costs of each of the components of the strategic plan will be tied to it. In accordance with the strategic plan, a new staffing structure that ensures implementation of the institutional development process has also been developed. All the ongoing PAU processes are monitored in order to be harmonized and aligned leading to their integration in the overarching Strategic Plan. The first draft of the Strategic plan was produced and validated in November 2018. The Pan African University Council is expected to review and approve the Strategic Plan in January 2019.

8.0 The Pan African Virtual and E- University (PAVEU) is one of AU's flagship projects that has been proposed for addressing the Agenda 2063 need for accelerating development of human

capital, science and technology and innovation through increasing access to tertiary and continuing education in Africa by capitalizing on the digital revolution and global knowledge; reaching large numbers of students and professionals in multiple sites simultaneously- anywhere, anytime; and by consolidating African initiatives and strategies on accelerated development of human capital; science, technology and innovation.

8.1 Objectives of PAVEU

- a) Increase access to quality tertiary and continuing education in Africa by reaching large numbers of students and professionals in multiple sites simultaneously and developing relevant and high quality Open Distance and elearning (ODeL) resources;
- b) Ensure the prospective African student a guaranteed access to the University from anywhere in the world and anytime (24 hours a day, 7 days a week), and countries of their choice;
- c) Develop infrastructure, human and financial support systems to facilitate the effective use of ODeL in rural and disadvantaged urban areas;
- d) Enhance the pedagogical and research capacity of African tertiary educational institutions;
- e) Raise the global standing of the Pan African University as well as build and sustain partnerships with institutions that can support the AU Agenda 2063 mission; and
- f) Promote development and delivery of responsive, demand-driven education programs.

8.2 Progress on Implementation

a) Project Implementation Framework
This has been developed by the PAVEU Task force comprising of 11 individual. This document provides the framework to guide the implementation of the PAVEU in terms of its mission and scope of work, principles and core values,, content delivery modes, scope of curriculum, modes of teaching and learning, access requirements, assessment modes, as well as accreditation and quality assurance, In addition, this document begins to address a possible

business plan and the financial sustainability of the PAVEU. It includes guidelines on the Institute's management structures, staffing and potential partnerships with other role players.

b) Learning Management System (LMS)

The MOODLE Learning Management System was recommended as a platform to be adopted by the Pan African University. In addition, a number of Moodle Plugins and Add-Ons are have been proposed, and shall add more functionality to Moodle.

c) Network and Infrastructure Topology

The African Union Commission was recommended to provide cloud hosting services for the Pan African Virtual and E-University. This implies that investment in the technology will be minimal as the cloud hosting shall remove the need for turnaround maintenance, replacement of out-dated technological investment, and large numbers of staff to manage the existing structures. However, minimal infrastructure must be acquired to support the administrative ICT needs of the PAU headquarters. PAVEU infrastructure will include equipped office space.

Challenge: A network and infrastructure that is robust enough to support learning resources, administration and research as well as accommodate learners in all the 54 countries of Africa and others in the Diaspora is required. Currently the Rectorate is serviced with very limited in-house outreach through a Wi-Fi.

d) Piloting of PAVEU

The proposed piloting of two online courses (History of Africa and Gender & Human Rights) cannot be implemented by 2018. More time is required to train the facilitators, develop a course template, develop multimedia components of the courses, package the online courses and orient the students to use the LMS.

e) Hosting of PAVEU

The Specialised technical Committee on Education, Science and Technology (STC- EST) approved the establishment of the PAVEU as an Institute of the PAU and to be hosted at the PAU Rectorate Headquarters in Yaoundé, Cameroon, a proposal that was approved by the Heads of State January 2018 summit. The acting coordinator of PAVEU relocated to Yaoundé on 30th August 2018. PAVEU is a Member of the ICT in Education CESA Cluster.

f) Recruitment

Three positions have been advertised. These include Coordinator (P5), Instructional Designer (P3) and Senior Educational Technologist- Two-positions (P3).

g) Procurement

Specifications of Office equipment for the Yaoundé office has been submitted to the AUC's procurement unit. Hopefully they shall be procured before end of 2018

YOUTH

INTRODUCTION

1. Youth Policies

1.1. The African Youth Charter

1.1. A: 2018 Status of the African Youth Report: The African Youth Charter Decade Plan of Action mandates the African Union Commission to produce a biennial report on the Status of African Youth, with accounts of good practices highlighting innovation, creativity and Pan-Africanism, as a means to broaden the information-sharing base on youth development in Africa. This mandate is further underscored by the call by the AU DD roadmap to create an index based on a set of indicators, specific to each pillar of the demographic dividend with the aim to measuring, monitoring and reporting on investments in youth at the country level towards harnessing the demographic dividend.

The fourth quarter of 2018 saw the finalization of data collection on indicators for the Status of African Youth report. Due to mounting challenges of the heterogeneity of collected data in terms of age brackets for youth and various metrics for measuring similar indicators across the 55 AU Member States, harmonization of data was a lengthy and rigorous process to identify gaps and standardize the comparability of data. With data analysis currently underway, the report is billed to be ready for validation by March 2019.

1.2. Coordination mechanism

1.2. A: AUC Youth Development Mainstreaming Framework

In a bid to ensure that the roll-out of Youth Mainstreaming initiative to Member States and Regional Economic Communities is successful, the AUC has been undertaking a pilot phase of Youth Development Mainstreaming within its own Departments and Units. This is with an aim of institutionalizing a multi-sectoral and interdisciplinary working group on Youth Development at the AU with the added value of leveraging on the limited resources available in the promotion of youth development outcomes. A capacity building workshop of the AUC

departments, AU organs and specialized agencies was undertaken to strengthen the institutional capacity of the respective departments and organs in youth development. This was undertaken in partnership with the Pan African Parliament. The capacity building workshop was also aimed at significantly bolstering the resource requirement needed to promote, support, finance and report on youth development and empowerment interventions in Africa

1.3. Youth Forums and Engagement Platforms

Several youth forums and engagement platforms have been undertaken by the division. These include; ***A-8th Africa Conference on Sexual Health and Rights***

Advancing Sexual and Reproductive Health and Rights of Women and Girls in Africa", was held in Johannesburg, South Africa, from the 12th to the 16th of February 2018, and built on the recommendations, opportunities and challenges arising from previous ACSHR's and a number of global and continental instruments, commitments and roadmaps such as the Maputo Plan of Action, Agenda 2063, and Sustainable Development Goals Agenda 2030.

The conference created spaces for young people to express their needs and concerns to policy makers and members of organizations and bodies.

B- ***2nd African Girls Summit***

The African Union (AU) in collaboration with other partners organized a Youth Pre-Adolescents and Youth Pre-summit was inspired by the 1st African Girls Summit held in 2015 that recognized the engagement of young boys and girls in pan African interventions aiming to respond to harmful societal practices such as Female Genital Mutilation and child marriage. The Adolescent and Youth Pre-Summit also afforded the AU and its partners to engage the young delegates on key AU policies and instruments such as the 5th Strategic Priority of AUs

Strategic Plan 2014 –2017 and AU's Agenda 2063 that relate to the rights of children and the youth.

C- Pan African Youth Forum for Youth in TVET

The Youth Division in partnership with the Commonwealth Association of Technical Universities and Polytechnics in Africa (CAPA), organized a Pan African Youth Forum for Youth in TVET. The event aimed to provide a regional platform for youth representatives in TVET from Africa to build their leadership skills and strengthen their capacity to contribute to the African Union community on youth and TVET.

The sessions in the forum focused on four key themes covering leadership, professionalism, sustainable development management, and intercultural understanding.

The Forum's Four Themes

1. Developing Future thought Leaders of Africa
2. Role of TVET in Africa's continental development Agenda 2063
3. Effective Professional Values and Skills and Career Guidance
4. Intercultural Understanding and life skills

Speakers at the forum offered informed perspectives on leadership and critical issues for TVET and youth in the African region. Sessions also solicited youths' viewpoints on leadership, professionalism, and sustainable development by way of their interaction with speakers and with each other throughout the forum on appreciation of diversity and the role of young people in enhancing the unity in diversity.

D- Launch of Career Guidance and Life Skills Cluster

The African Union Commission (AUC) in collaboration with the Commonwealth Association of Polytechnics in Africa (CAPA) also organized on the 29th August 2018 a meeting on the Launch of the AU Cluster on Life Skills and Career Guidance. Organized as a side event of the CAPA International Conference, the meeting was attended by more

than 60 delegates, representing officials of ministries of education, directors of polytechnics and vocational programs and development partners with interest in life skills education and career guidance in Africa. The Commissioner for HRST, H.E. Prof. Sarah Anyang Agbor, while speaking at the event called for strengthening of education curricula to include life skills and other key competencies such as civics. She also implored members present to encourage both parents, teachers and community at large to take guidance and counselling seriously as a means of imparting key values to young people. Among the key objectives of the cluster is the promotion of policy dialogues on life skills and career guidance.

E- Youth Skills and Enterprises in the Digital Age,

The 'Youth Skills and Enterprise in the Digital Era brought together senior policy makers, government administration senior officials, development partners, private sector, representatives of African youth, young entrepreneurs, civil society, and experts to showcase, share, and discuss comprehensive innovative TVSD/TVET models and programmes that aim at developing the leadership and digital skills of young people. It was held on 17th-20th of April. This is in addition to equipping them with the necessary knowledge, tools and know-how to design marketable products and services, in order to create sustainable enterprises and generate employment. The objective of the forum was to share knowledge, experiences, good practices and lessons learnt to better inform policies and programmes aiming a skilling the youth and enterprise creation in the digital age. A key outcome was the proposal for undertaking policy reforms and legal frameworks that will change mind-sets and attitudes of TVET as pathway for youth employment and the development of Africa's economies.

F- Youth Connekt

The YouthConnekt initiative was initiated in 2012 by the Government of Rwanda through the Ministry of

Youth and ICT (MYICT) in partnership with UNDP. The YouthConnekt platform enables young women and men aged between 16-30 to connect with leaders, role models, peers, skills and resources to promote employment and entrepreneurship opportunities. It coordinates and nurtures collaboration between existing youth empowerment initiatives. The second edition of Youth Connekt Africa summit was organised in collaboration with the Department for HRST who serves as the co-chair of its continental hub's steering committee.

G- ICPD REVIEW

A strong emphasis was put on youth development in the ICPD review as Member states paid a special attention to the demographic dividend. Key recommendations of the African Population Expert's Committee recommended that youth empowerment is a cross-cutting framework within population policies and in the common African position on population and development. It called for the improvement of data collection on youth and adolescent issues continents to improve monitoring of progress and accountability at continental level.

H- International Family Planning conference (ICFP)

The ICFP attracted world leaders in family planning and public health from Africa and all over the world. The Youth Division through a joint partnership with the David and Lucile Packard Foundation and the International Planned Parenthood Federation, Africa Regional Office facilitate youth participation in the Pre-Conference and intervened at the pre-conference session on the Demographic Dividend, presenting the outline and strategic direction of Agenda 2063 and the Demographic Dividend road map.

I- Model African Union

As part of the AUC Youth Engagement strategy to strengthen the relationship between African Youth and the AUC and encourage the young people's ownership of the development of the continent

towards Agenda 2063, and in the run-up to Africa Youth Day, a Model African Union simulation was held from the 29th to the 31st of October, 2017. The Model African Union (MAU) was an opportunity for African Youth to study and familiarize themselves with the African Union through simulating the AU decision-making processes. Convened by the AUC and in partnership with Freidrich Ebert Stiftung, MAU Tunisia, AISEC, other youth organizations on the continent, 120 youth across the continent came together to simulate the meetings of AU organs. The meetings simulated included the AU Assembly, the Executive Council, ECOSOCC, the Permanent Representatives Council, and the African Court on Human and People's Rights. The simulation process was preceded by a one-day workshop to familiarize participants about the AU Model African Union Toolkit, which, going forward, will be the guiding document for Model African Union simulations in Africa and worldwide.

J- Africa Youth Day (AYD):

On the 1st of November, 2018, as instituted by the Executive Council Decision of the Banjul Summit in 2006 (Assembly/AU/Dec.591 (XXV)), the annual celebration of Africa Youth Day took place at the AUC Headquarters. The theme for 2018 was "Raising Youth Voices Against Corruption in Africa, in cognizance with the AU 2018 theme of the year. The 2018 Celebration of Africa Youth Day sought to emphasize on youth action on corruption and emboldening to inculcate a culture shunning corruption. During this year's Celebrations two notable side events took place, inauguration of Africa Youth Envoy by the Chairperson of the AUC and Launch of the Africa Youth Charter App by H.E Commissioner of HRST The AYD celebration was also a culmination of several youth-centric activities during the Africa Youth Month period: the Model African Union, Africa Talks Jobs Conference and the AU-EU Youth Cooperation Hub.

Figure 1: Commissioner HRST H.E. Prof. Sarah A. Agbor and LabAfrique Developer Daniel Wesonga during the Launch of Africa Youth Charter App on Africa Youth Day

K- AU-EU Youth Cooperation Hub

The AU-EU Youth Cooperation Hub (AU-EU YCH), follow-up to the YPII, is a platform gathering young Africans, Europeans and Diaspora, to refine, pilot, monitor and report on concrete solutions from the Youth Agenda – working hand in hand with AU & EU services and other relevant stakeholders to the Africa-EU partnership (private sector, academia, civil society, think tanks, etc.). An open call for interest was issued in September 2018, leading to the selection of up to 42 young people on the basis of their expertise, proven results, networks and understanding of the six thematic areas. Business, job creation & entrepreneurship, Culture, sports & arts, Education and skills, Environmental preservation and climate change, Governance, political inclusion & activism, Peace and security, including prevention of radicalization and violent extremism. Gender, migration, and digitalization were cross-cutting themes.

An amount of 10M€ in the form of a Call for Proposals has been allocated by the EU for the implementation of pilot projects by CSOs and Local Authorities. The potential for involvement of other partners in support of specific clusters also makes the Hub an “energy aggregator”. GIZ and the

European Investment Bank are already partners for the business and education clusters respectively, while discussions are ongoing with UNICEF and the Mo Ibrahim Foundation.

Overall, the Hub is a potentially powerful vector to move from declarations to reality, to allow Youth from both continents – and their networks – to work closely together. The project won the support of Paris peace forum as one of the most innovative projects and recognized widely include the AU chairperson and the EU commissioner.

Figure 2: HRST commissioner and EU commissioner supporting AU-EU youth hub

1.4. Specialized Technical Committee on Youth Sport and Culture

The 3rd African Union Specialized Technical Committee Meeting on Youth, Culture and Sports (STC-YCS3) was held in Algiers, Algeria from 21 to 24 October 2018. The theme of the conference was “The Role of African Youth in Building a Strong Culture towards Fighting Corruption”.

The Meeting was held to provide a common platform for Ministers in charge of Youth, Culture and Sport and Senior Officials to review progress on the implementation of decisions of the STC-YCS2, to deliberate on the theme of the conference as well as on specific issues pertaining to the three (3) sectors. The STC –YCS3 was also geared towards enhancing

the establishment of synergies between the three (3) sectors of Youth Culture and Sports.

The 3rd Specialized Technical Committee Meeting on Youth, Culture and Sport (STC-YCS3) was attended by 45 AU Member States, youth organizations, Pan-African Cultural Organizations, Sport Organizations, UN Organizations and development partners

STC-YCS 3 accorded participants a common platform for Ministers of Youth, Culture and Sport and Senior Officials to review progress on the implementation of decisions of the STC-YCS1 and STC-YCS2 and to deliberate on the theme of the conference as well as on specific issues pertaining to the three sectors.

1.5. African Plan of Action for Youth Empowerment (APAYE)

Youth division conducted a meeting for the development of Africa Plan of Action for Youth Empowerment (APAYE). The meeting was organized by the Youth Division of the African Union Commission (AUC) from 3-5 December 2018 in Mahe, Seychelles to finalize the roadmap and actions towards launching APAYE by June 2019 by the Specialized Technical Committee Meeting on Youth, Culture and Sports (STC-YCS). The planning meeting brought together AUC Staff and consultants as well as key stakeholders and partners including external facilitators include UNICEF, UNFPA, IPPF and Plan International. The meeting identified the objectives principles, Key pillars, and the road map and key steps.

Discussions highlighted the need to have a number of areas, values, and principles covered by the APAYE which may include:

A commitment to mainstreaming youth development issues as a long-term national, regional and continental development approach should inform the interpretation, implementation, and evaluation of the success of the APAYE document.

A commitment to a youth-centred and an assets-based youth development programming approach. Underlying the APAYE is a strong belief and recognition that African youth have assets no matter their circumstance. Youth will not be simply viewed as lacking capabilities or as deprived of circumstances and opportunities.

2- Youth Employment

2.1: Skills Initiative for Africa (SIFA)

In order to enhance the implementation of the Skills Initiative for Africa, the Youth Division undertook a Design and Planning Workshop to review the implementation of the Technical Cooperation Module. The workshop was intended to adjust the project framework in terms of structures and targets while drawing lessons from one year of its successful implementation. The Workshop also reflected on targets for the year and sought to enhance the coordination of key implementing partners of the Skills Initiative for Africa. It also aimed at enhancing the engagement of the private sector in Skills Development and employment in Africa. An African Skills Portal for Youth Employment is being developed as a platform for enhancing knowledge exchange and community of practice

2.2: Strengthening Skills Recognition and Worker Mobility within the Leather Sector in COMESA, EAC, ECOWAS, SADC and UMA

The proposed intervention will support the drafting of a Model Regional Qualification Frameworks (RQFs) for Leather Industry in the targeted RECs. It is also envisaged that it will herald a framework for strategic cooperation between key stakeholders within the RECs (e.g. businesses, trade unions, universities, research, education and training institutions, public employment services, labour inspections, labour market information systems and development partners) in leather sector. The Youth Division initiated the development of a concept note on the programme.

2.3: African Decade of Technical Professional Entrepreneurial Training and Youth Employment

The African Union Assembly of Heads of States and Governments meeting in July 2017 declared 2018-2027 period, as the African Decade for Technical, Professional and Entrepreneurial Training and Youth Employment. Assembly/AU/Dec.652 (XXIX). The decision also requested the African Union Commission in collaboration with Burkina Faso and partners of the AU to develop a detailed plan of action for the Decade and also to set up a Continental Dialogue Platform on Skills Development in Africa. In response, the first Continental Dialogue on Education and Skills Development for Youth Employment was held from October 30th to 1st November under the banner "Africa Talks Jobs." In addition, a consultation process was initiated to gather feedback from Member States and to inform the development of the Action Plan for the Decade. In order to expedite the implementation of the Assembly Decision, a Consultant has been engaged to assist in the Development of a Plan of Action for the decade, as called for by the AU Summit in the Assembly/AU/Dec.652 (XXIX).

A Pre-Validation meeting was held from 6th to 8th June to offer pertinent perspectives that will enrich the development of the African Decade Plan of Action for TVET and guide the consultant in its finalization. Upon finalization, arrangements be made to have the document validated by RECs and Member States before presentation to the African Union Policy Organs - the Specialized Technical Committee on Youth Culture and Sports (STC-YCS) in October 2018 and later, the African Union Assembly in January 2019.

3- Technical and Vocational Education Training (TVET)

3.1: Development of the Plan of Action for the TVET Decade

Finalization of the development of the Plan of Action for TVET, Youth Employment and

Entrepreneurship. This is following the declaration of the period 2018-2027 as the African Decade for Technical, Professional and Entrepreneurial Training and Youth Employment. This is as called for by the African Union Assembly of Heads of States and Governments meeting in July 2017 that declared period, as the African Assembly/AU/Dec.652 (XXIX). The plan of Action is a response to the new demands for transformation of TVET Systems to address mismatch between education and training and labour market needs and foster Youth Employment and Entrepreneurship in Africa. The draft was presented to the STC on Youth Culture and Sports and is expected to be adopted by the relevant AU organs for implementation

3.2: World Skills Rwanda

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

3.3: Continental Dialogue Platform on Skills and Employment-Africa Talks Jobs

The African Union Commission (AUC), the New Partnership for Africa's Development (NEPAD) and Business Africa organized an experts and practitioners dialogue on youth entrepreneurship promotion from 30-31 October 2018 in Addis Ababa, Ethiopia. The dialogue was convened within the framework of the Africa Talks Jobs Dialogue

Platform. Around 100 representatives of youth, business, entrepreneurship hubs and networks, investment, education, policy-making and from across Africa as well as European partners convened at the AUC headquarters to deliberate on equipping Africa's youth with relevant skills, promoting youth entrepreneurship and youth-led start-ups, and making the private sector more productive. The principle objective of the convening was to look at the best approaches of promoting youth entrepreneurship and to move beyond talk to action to create decent jobs and sustainable enterprises in Africa. Deliberations focused on the role of education, skills development, incubation, acceleration, start-ups, the entrepreneurship ecosystem, and the private sector in entrepreneurship promotion. The resulting policy brief emphasized on the critical roles of the various stakeholders in enhancing private sector engagement and entrepreneurship promotion in Africa

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

The African Union Youth Volunteers Corps (AU-YVC) is a flagship program of the African Union which recruits, trains and deploys young African professionals to serve as professional volunteers for a period of 12 months across the continent. AU-YVC promotes volunteerism to deepen the status of young people in Africa as key actors in Africa's development targets and goals, enhancing their participation in policy development as well as design and implementation of relevant interventions towards the AU Agenda2063 – 'The Africa We Want'. In 2018 a total of 208 (116 (56%) female and 92 (44%) male) AU Youth Volunteers served across various organs and departments of the African Union Commission, Member States and partner organizations.

2018 AU-YVC Key Highlights and Events

I. AU-YVC Pre-deployment Orientation Training: In 2018 AU-YVC organized a record of three volunteer pre-deployment trainings for 225 aspiring Youth Volunteers.

- AU-YVC Training of Young Researchers in Yaoundé, Cameroon
- Agachiro Batch in Kigali, Rwanda
- Elikia Batch in Brazzaville, Congo

II. Recruitment of Youth Volunteers: a call for applications to recruit a new set of AU Youth volunteers was conducted from 15 May – 15 June 2018 using the AUC carrier portal: www.aucarriers.org. A total of 6,140 Applications were received during the call period from 53 Member States as follows.

III. Stake Holder Consultation: Continental Volunteerism Linkages Platform was that brought together representatives from National Volunteer Program, Regional Volunteer Initiatives, Volunteer Involving Organizations, Youth Organizations, Regional Economic Communities, Partners and Volunteers. The objectives of the workshop were aimed at the following outcomes: (1) Establishing a Continental Volunteer Policy; (2) Developing an Online Volunteerism Mapping Platform; (3) Providing technical support to volunteer involving organizations. The outcomes of the workshop were presented at the 3rd STC on youth culture and Sports and endorsed.

5- African German Youth Initiative

The African-German Youth Initiative (AGYI) is a multi-lateral initiative of the German Government and the Department of HRST aimed at enhancing youth exchange and mobility between African countries and Germany in the context of education for sustainable development. The intention is to contribute to the development of essential competencies and skills in young people from African countries and from Germany, skills that they can use in their private and professional lives and that can apply in the context of global sustainable development and global citizenship. Three pilot

countries (Benin, Tanzania and South Africa) have been selected, with one implementing organisation selected in each of these countries.

5.1: Study Tour

The Second AGYI Study Tour took place in Berlin Germany from the 4th to the 15th of June, 2018. The second study tour was an opportunity for partners and the implementing organizations to meet, dialogue and participate in action-based workshops, conferences, and activities in the framework of engaging stakeholders at the grass roots level, alumni of exchanges, youth groups, trainers, and experts in quality and volunteer management. The Study Tour brought AGYI stakeholders together to stimulate and systemize mutual learning processes within the AGYI network, capitalizing on special competences and experiences to share and facilitate stronger cooperation within the AGYI beyond the pilot phase. It was also an opportunity to acquire sound knowledge of the contents will increase mutual understanding by networking with German actors in the youth exchange industry; gain knowledge on selection processes; impactful mutual reflection and transfer workshops during preparation and follow-up seminars.

6- AU Youth Envoy and Youth Advisory Council

On 1st November 2018, the AUC Chairperson, acting on the guidance provided by Ministers of Youth, Culture and Sport during their Specialized Technical Committee on Youth Culture and Sports (STC-YCS 2), appointed the First African Union Commission Chairperson's Envoy on Youth (AUCEY) and Advisory Council with a mandate driven by the implications of the implementation of the AU reforms and the imperatives of the implementation of Agenda 2063, First Ten Year Implementation Plan, to go beyond the normative framework in advancing the strategic agenda of the Union to harness the demographic dividend of the African continent by investing in its youth.

The Youth Advisory Council is set up to support

the work of the AU Envoy, and is made up of nine young people from all regions of the continent; including gender balance. The board will focus on the key areas of participation, advocacy, partnerships and harmonization. The board will advocate on youth development and empowerment through championing the work of youth in the African Union. The composition of the board reflects the principles of gender equality and regional representation, which underpins the Commission's work.

Preparation meetings have been taking place between the AUC; particularly the Youth Division under HRST department and the Envoy Office. The aim of these meeting is to ensure clear mission and vision to the Office and provide support, promotion, consultancy and empowerment on youth engagement and activities. Looking ahead, the Envoy will, within the context of Africa's Agenda 2063 / First Ten Year Implementation Plan, the AU Reforms, (1) help galvanize sustained political commitment towards making youth issues a priority (2) advocate and raise awareness about the implementation of key instruments, policies and strategies pertinent to African Youth Development, particularly the African Youth Charter and its implementation framework; (3) promote and spur good practices on youth development and empowerment; (4) contribute towards mobilizing funding for advocacy efforts through strategic partnerships, particularly between the public, private and non-governmental sectors. Parallel to the later, The Youth Advisory Council will provide advice to the Office on thematic youth development areas, support on the delivery of a communication strategy on youth among the continent and represent the youth envoy on assignment.

SUMMARY OF COUNTRY ACTIVITIES

INTRODUCTION

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

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



Le présent rapport contient dans ses grandes lignes, une introduction retraçant les défis et enjeux majeurs soulignés et les politiques publiques annoncées par le Ministère du Tourisme, de la Culture et des Sports (MTCS) dans le domaine de la Jeunesse, une synthèse des activités réalisées par le MTCS, du 1er janvier 2018 au 30 septembre 2018, dans le domaine de la Jeunesse et une conclusion.

I. Introduction

Selon le recensement général de la population et de l'habitat (RGPH) de 2013, le Bénin est caractérisé par une population extrêmement jeune, composée de 45% des moins de 15 ans. Cette donnée est un atout pour le développement ; mais en même temps, elle impose une charge à la population en âge de travailler (entre 15 et 64 ans) qui doit subvenir aux besoins fondamentaux des enfants et des jeunes en matière de santé et d'éducation. A ce fardeau s'ajoutent les nombreux problèmes des jeunes comme le chômage, le sous-emploi, l'oisiveté, la délinquance et autres conflits divers avec la communauté, et auxquels il convient d'apporter une solution.

Pour y parvenir, la mission essentielle que le MTCS s'est donnée dans le secteur de la Jeunesse se résume à l'épanouissement des jeunes. Pour mieux accomplir une telle mission, le MTCS s'est dotée d'une

politique consistant à veiller à la formation civique et provoquer chez les jeunes des comportements favorables au développement national et communautaire. Cette politique est mise en œuvre à travers les activités de deux (02) structures du MTCS : le Fonds National pour le Développement des Activités de Jeunes, Sport et Loisirs (FNDAJL) et la Direction de la Jeunesse, des Loisirs et de la Vie Associative (DJLVA).

II. Point au 30 septembre 2018 des activités de jeunesse réalisées par le MTCS

2.1. Point des activités du DJVLA

Le point d'exécution budgétaire de la DJVLA peut être résumé ainsi qu'il suit :

| Libellé Activité | Montant inscrit au PTA (en milliers FCFA) | Source de financement | Montant dépensé(en milliers FCFA) | Taux d'Exécution |
|------------------|---|-----------------------|-----------------------------------|------------------|
|------------------|---|-----------------------|-----------------------------------|------------------|

Physique de l'activité Période d'exécution

Bénéficiaires/Valeur indicateur réalisée ou indicateur

Organiser un forum national des associations de jeunes et organisation de jeunesse 3 0 0 0 0

Budget National 0 5% janvier - juin

jeunes et organisations de jeunesse

Organiser les loisirs dans les centres de détention et en milieu universitaire 7 000 Budget National

1 750 20% juin-septembre les détenus de la prison de Cotonou, d'Abomey et Kandi

Elaborer les normes des centres de vacances et de loisirs 10 000 Budget National 0 0%

janvier - août CVL

Appuyer les associations de jeunes et de loisirs, les fédérations de loisirs et autres initiatives de loisirs 11 000 Budget National 0 35%

janvier - décembre JCI, Scoutisme Béninois, Guide du Bénin, Fédération de Scrable, Philadelphia

Organiser des journées internationales et africaine de la Jeunesse 5 000 Budget National 0

25% 1er novembre 50 responsables d'associations

Effectuer des missions à l'extérieur (réunions et activités statutaires au plan international - CONFEJES, CEDEAO, UNESCO, accord de partenariat, etc.) 1 7 000 Budget National 0 0%

DJLVA, Associations de jeunes

Acquérir des fournitures de bureau au profit de la DJLVA 4 000 Budget National 2 000 60%

janvier - juin DJLVA

Acquérir du carburant et lubrifiant au profit de la DJLVA 10 000 Budget National 5 000 55%

2ème trimestre DJLVA

Appuyer la finalisation de la Politique Nationale de la Jeunesse 2 000 Budget National 0

0% Janvier - septembre jeunes et organisations de jeunesse

TOTAL 96 000 8 750

Source : MTCS/DLJVA octobre 2018

Il ressort de ce point qu'en dehors de l'acquisition des fournitures de bureau et du carburant qui peut être considérée comme une activité à effet indirecte, aucune des activités à effet direct sur la jeunesse n'a connu une exécution. Il s'agit principalement de

l'organisation du forum national des associations de jeunes et organisation de jeunes pour un montant prévu de trente (30) millions FCFA et de l'appui aux associations de jeunes et de loisirs pour un montant prévu de onze (11) millions FCFA. La principale raison avancée à ce propos est la non mobilisation des ressources.

2.2. Point des activités de la FNDAJL

Le point des activités du FNDAJL se présente comme suit :

| Activités/ Tâches | Montant en milliers FCFA | Source de financement | Montant dépensé en milliers FCFA | Taux d'exécution financière (%) | Taux d'exécution Physique (%) | Période d'Exécution | Bénéficiaires/Valeur réalisée ou indicateur |
|---|--------------------------|--------------------------------|----------------------------------|---------------------------------|-------------------------------|--|---|
| Organiser des ateliers de formation des jeunes à l'élaboration des plans d'affaires | 2 000 | Ressources Additionnelles (RA) | 1 960 | 98% | 0 | Février-juin | Jeunes porteurs de projets |
| Pré-sélectionner et transmettre les meilleurs plans d'affaires (PPEJ) à la CONFEJES | 2 000 | RA | 1 400 | 70% | 0 | Janvier; Mars- Mai et Juillet | Jeunes porteurs de projets |
| Organiser la cérémonie de remise de chèques PPEJ | 1 000 | RA | 0 | 0% | 0 | Janvier - er-Février, Avril et Septembre | Jeunes porteurs de projets |
| Participer au concours excellence PPEJ 2019 | 2 000 | RA | 0 | 0% | 0 | Octobre - décembre | Jeunes bénéficiaires du PPEJ |
| Se mettre à jour des cotisations statutaires 2018 (CONFEJES) | 13 000 | Budget National (BN) | 13 000 | 100% | 0 | Mars-Avril | CONFEJES |
| Participer aux réunions statutaires et assises internationales | 2 000 | RA | 0 | 0% | 0 | Avril-Juin | Directeur et cadres |
| Appuyer les initiatives de promotion et d'épanouissement de la jeunesse | 11 000 | RA | 7 500 | 68% | 85 | Janvier à juin et septembre | Associations de jeunesse et Promoteurs |
| Séminaire de réflexion sur les activités de jeunesse | 3 000 | RA | 0 | 0% | 0 | Octobre - décembre | DJLVA, Personnes ressources |

TOTAL 36 000 23 860 66% 4 3 %

Source : MTCS/FNDAJL octobre 2018

Contrairement à la DJVLA, le FNDAJL a pu mobiliser des fonds pour la réalisation des activités qu'il a prévues dans le cadre de l'épanouissement des jeunes. Ainsi, elle a pu organiser un atelier de formation des jeunes sur l'élaboration du plan d'affaires pour la somme d'un million neuf cent soixante mille (1.960.000) FCFA sur une prévision de deux (02) millions, soit un taux d'exécution de 98%, sélectionner et transmettre des plans d'affaires à la CONFEJES évalués à un million quatre cent mille (1.400.000) FCFA sur une prévision de deux (02) millions, et appuyer des initiatives de promotion et d'épanouissement de la jeunesse pour un montant de sept millions cinq cent mille (7.500.000) FCFA sur une prévision de onze (11) millions.

III. Conclusion

En somme, on peut dire que le MTCS se préoccupe des questions de la jeunesse non seulement à travers sa mission mais également par le biais de sa déclaration de politique publique et la mise en œuvre de ses activités. Toutefois, il est important que le peu de ressources prévues dans ce cadre soit exécuté à 100% et que d'autres sources de financement soient recherchées pour prendre en compte un grand nombre de jeunes dans des domaines variés de formation touchant leur savoir-être et savoir-faire.



Rapport de mise en œuvre d'Activités Continentales et Annuelle (RACA) sur l'Éducation, l'Enseignement Technique et la Formation Professionnelle Cameroun

Introduction

Le présent Rapport de mise en œuvre d'Activités Continentales et Annuelles (RACA) met en lumière les réalisations du Cameroun en faveur de l'éducation, de l'enseignement technique et de la formation Professionnelle impliquant les administrations sectorielles concernées et les Partenaires Technique Bilatéraux et Multilatéraux. Il s'articule autour de trois axes stratégiques tels que définis dans la Stratégie du Secteur de l'Éducation et de la Formation (SSEF) à savoir : (i) l'amélioration de l'accès et de l'équité à tous les niveaux d'éducation et de formation ; (ii) l'amélioration de la qualité et la pertinence des apprentissages et (iii) l'amélioration de la gouvernance et du pilotage du système éducatif.

Amélioration de l'accès et de l'équité

Au niveau de l'Éducation de Base, le Gouvernement a mis en place les Centres Préscolaires Communautaires (CPC), transformé les écoles primaires publiques en écoles inclusives et a adopté des mesures incitatives pour les jeunes filles comme l'établissement des actes de naissance, l'octroi de paquets éducatifs essentiels et de bourses scolaires.

Au Niveau des Enseignements Secondaires, il est à noter l'augmentation et la diversification de l'offre en éducation avec l'ouverture des filières TIC, création des établissements secondaires orientées par la demande et l'adoption des mesures pour le recrutement des élèves handicapés et enfants vulnérables.

Au niveau de l'Enseignement Supérieur, diverses initiatives en faveur des étudiants en général et des étudiants handicapés et vulnérables en particulier ont été implémentées, notamment l'allocation des aides financières, la gratuité des prestations de santé et la priorité dans l'attribution des logements

dans les cités universitaires. En outre, le Cameroun a lancé le Projet e-National Higher Education Network (HEN) qui vise à doter toutes les universités d'État des infrastructures matérielles et immatérielles. Aussi, 500.000 ordinateurs sont distribués aux étudiants (don du Chef de l'État).

Au niveau de la Formation Professionnelle, le Gouvernement a adopté en juillet 2018 une nouvelle loi régissant la formation professionnelle à travers laquelle il garantit l'égalité d'accès à la formation professionnelle. Cette politique égalitaire est visible à travers l'octroi des bourses de formation aux apprenants issus des couches sociales défavorisées et par la construction progressive des Centres de Formation Professionnelle d'Excellence (CFPE) et des Centre de Formation aux Métiers (CFM) dans l'ensemble des régions du pays.

Amélioration de la qualité et de la pertinence

Au niveau de l'Éducation de Base, le Gouvernement a initié une réforme de la politique du manuel scolaire par (i) l'approbation des manuels pendant six années consécutives, ii) l'approbation d'un seul manuel par matière et par classe au niveau national ; et iii) la décision de financer et de distribuer des manuels gratuits pour les matières essentielles aux élèves inscrits dans les écoles primaires publiques sur l'ensemble du territoire national et la gratuité de tous les manuels scolaires dans les écoles des Zones d'Éducation Prioritaire (ZEP).

Par ailleurs, de nouveaux programmes de formation ont été élaborés et sont en cours d'expérimentation. Au Niveau des Enseignements Secondaires, en vue d'atteindre l'objectif de qualité et de pertinence, les mesures suivantes ont été prises et suivies. Il s'agit entre autres de (i) la limitation des effectifs dans les salles de classes;(ii) de la création des laboratoires et

des centres multimédias dans les établissements ; (iii) de la coordination du suivi pédagogique et de la discipline du personnel ; (iv) la mise en place d'un cadre administratif de coordination et de gestion des élèves et du personnel ; (v) du contrôle des établissements ; (vi) de la promotion des affiches sur la discrimination ; (vii) de la lutte contre la violence dans l'enceinte des établissements et (viii) du recrutement des cas sociaux et de la formation continue des enseignants.

Au niveau de l'Enseignement Supérieur, le Gouvernement a créé de nouvelles filières dans les Instituts Universitaires et technologiques (IUT) et a procédé à l'ouverture des filières professionnelles en TIC dans certains université. Il a par ailleurs autorisé l'élaboration du document sur les normes universitaires et du guide d'élaboration du cadre d'assurance qualité interne par les institutions universitaires camerounaises ainsi que l'élaboration du document des procédures à suivre en cas d'infraction à l'intégrité Rapport sur l'assurance qualité et évaluation de la gouvernance des institution Universitaire

Au niveau de la Formation Professionnelle, l'amélioration de la qualité dans se fait à travers l'octroi d'agréments aux promoteurs des structures privées de formation professionnelle chaque année et le contrôle de ces structures privées de formation professionnelle. De même, il élabore chaque année quatre (04) référentiels par l'Approche par Compétence (APC) en impliquant le secteur privé dans la conception, la mise en œuvre et l'évaluation de ceux-ci.

Par ailleurs, des réflexions pour la mise en place d'un dispositif de suivi post-formation, ainsi qu'un Cadre National de Certification (CNC) sont engagés avec toutes les parties prenantes.

Amélioration de la gouvernance et le pilotage du Système éducatif

Au niveau de l'Education de Base Parmi les activités menées pour améliorer la gouvernance, l'on peut citer la mise en place d'un système d'information statistique du sous-secteur Education de Base, le renforcement du partenariat public/privé, le transfert

de certaines compétences de l'Etat aux communes en matière d'Education de Base et d'Alphabétisation et la déconcentration de la gestion de la carrière des personnels enseignants au niveau des Régions

Au Niveau des Enseignements Secondaires, les activités principalement menées concernent : la production des données statistiques chaque année, la publication du Répertoire National des établissements ; le contrôle administratif des établissements ; la mise en place du SYGIES (Système de Gestion informatisé des Etablissements Secondaires); et la gestion des établissements en collaboration avec le conseil d'établissement et l'association des parents d'élèves.

Au niveau de l'Enseignement Supérieur, il est désormais admis qu'un représentant des régions siège dans chaque conseil d'administration des universités d'Etat. De plus, l'application de la gestion du personnel (SIGIPES) est en train d'être déployée dans les huit (08) universités d'Etat afin de déconcentrer la gestion de la solde des personnels.

Au niveau de la Formation Professionnelle, avec la loi du 11 juillet 2018 régissant la formation professionnelle, le Gouvernement a de manière précise fixée le cadre d'orientation de la politique de la formation professionnelle, les normes de l'évaluation et de la certification, le rôle des acteurs impliqués dans le processus de formation professionnelle ainsi que sa coordination, son suivi et son financement.

Conclusiopl

Malgré les progrès relevés dans le secteur de l'éducation, des défis demeurent.

En matière d'amélioration d'accès et de l'équité :re-centrer l'intervention publique vers une priorisation de la dernière classe du préscolaire (5 ans) en favorisant le milieu rural, élargissement de l'accès et de réduction des disparités régionales, développer les filières professionnalisantes ,étendre la création des centres d'orientation scolaire, universitaire et professionnelle à toutes les régions du pays , poursuivre le développement et la diversification de l'offre de formation, encourager la mise en place des formations

Ministère de l'Enseignement Supérieur et de la Recherche Scientifique (MESRS)

Le Plan National de Développement vise à redonner au pays un rôle moteur en Afrique subsaharienne. L'objectif affiché des Autorités est d'atteindre une croissance à deux chiffres et de faire de la Côte d'Ivoire un pays émergent à l'horizon 2020.

Pour atteindre cet objectif, un certain nombre de conditions sont à remplir d'ici 2020 :

- Mettre en œuvre de manière satisfaisante le programme économique et financier 2012-2014 élaboré avec le FMI et poursuivre les réformes de structure ;
- Promouvoir une croissance inclusive et renforcer l'accès des populations aux services sociaux ;
- Optimiser la gestion des ressources publiques par une programmation crédible et cohérente des investissements et le maintien d'une politique d'endettement soutenable ;
- Repositionner le pays comme pôle économique et moteur de l'intégration régionale.

Sur la période 2011-2015, l'hypothèse de base du cadre macroéconomique prévoit des dépenses d'investissement de 12 000 milliards FCFA (24 milliards USD). En 2011, l'investissement total a représenté un peu plus de 900 milliards de FCFA (1,8 milliards USD)

Sur la période 2012-2015, environ 4500 milliards FCFA (9 milliards USD) d'investissements sont assurés par le secteur public et 6500 milliards FCFA (13 milliards USD) par le secteur privé.

Le financement public d'environ 2 500 milliards FCFA (5 milliards USD) sur la période 2012-2015, a été couvert en priorité par des dons et prêts projets concessionnels de la part des partenaires au développement de la Côte d'Ivoire, par des émissions obligataires sur le marché régional dans la limite autorisée par le cadre de soutenabilité de la dette du FMI et de

la Banque mondiale. Des ressources publiques sont également affectées à des projets d'investissement dans les infrastructures marchandes dans le cadre de Partenariats Public Privé.

Selon le Directeur général du Plan, les agréments en 2016 se concentrent dans le BTP (26%), les TIC (17%), Agroalimentaire et Agro-industrie (15%), Transport/Entreposage (14%).

Le besoin de financement public est évalué, pour la période 2017-2020, à 4425 milliards FCFA (8,8 milliards de dollars Us), soit 39% des investissements publics.

Le financement du secteur de la recherche scientifique et de l'innovation est passé ainsi de 0 ; 2% du PIB en 2011 à 0,36 % du PIB en 2016.

-Place de la recherche scientifique et de l'innovation dans les politiques de développement

Il nous faut une recherche scientifique et technologique d'excellence, au service du développement économique et social de notre pays »

Ces propos du Président de République SEM Alasane Ouattara traduisent sa volonté d'inscrire l'activité de recherche dans le cadre d'une loi-programme dans son mandat.

La mise en œuvre de cette vision se traduit dans le PND, ou, la recherche scientifique ivoirienne et l'innovation est conçue comme un véritable moteur du développement culturel, social et économique de la Nation. Elle est le support indispensable aux formations disponibles dans les universités et les grandes écoles et à l'élévation du niveau scientifique, culturel, technologique et professionnel de la nation ivoirienne.

La politique ivoirienne de recherche scientifique et technologique vise à :

- L'accroissement des connaissances et la mise au point d'innovations technologiques dans tous les domaines ;
- L'amélioration des technologies existantes ;
- La valorisation des résultats de la recherche à des fins de développement durable ;
- La diffusion des connaissances scientifiques et technologiques et le développement des pôles technologiques régionaux ;
- La formation à la recherche par la recherche.

La recherche scientifique est une activité au service du développement qu'elle doit constamment accompagner et soutenir.

Buts et responsabilités

Ces missions sont définies dans la Déclaration de Politique Générale de la Recherche Scientifique du 20 décembre 1994 et dans la Déclaration de Politique Générale de la Recherche Scientifique de mars 1995 :

- Développer les connaissances sur les écosystèmes (naturels et aménagés) afin d'améliorer les produits et les techniques de production de l'agriculture, de l'élevage, de la pêche et de l'exploitation forestière ;
- Développer la recherche technique et technologique pour la conservation, la transformation et la valorisation des produits et sous-produits de l'agriculture, de l'élevage, de la pêche et de l'exploitation forestière ;
- Développer les recherches relatives à la santé publique, en améliorant les connaissances sur les maladies et en valorisant la pharmacopée africaine ;
- Promouvoir et réaliser, dans tous les domaines, des travaux de recherche susceptibles de contribuer, d'une part, à une meilleure connaissance de l'Homme, de la société, et d'autre part, au progrès social, culturel et économique du pays ;
- Rechercher et promouvoir les voies et moyens nécessaires à l'acquisition, la maîtrise,
- Diffuser, valoriser et vulgariser l'information scientifique, technique et technologique ;
- Valoriser les résultats de la recherche à des fins de développement culturel, social et économique ;
- Former à la recherche et par la recherche ;

- Diffuser les connaissances scientifiques.

Niveau de priorité des fonctions ci-après (à redéfinir avec monsieur le Ministre)

1. Planification/programmation/budgétisation d'activités de STI ; priorité la plus élevée
2. Promotion/financement/coordination d'activités de STI ; haute priorité
3. Réalisation/transfert/évaluation d'activités de STI ; priorité la plus élevée
4. Plaidoyer en faveur d'activités de STI ; Moyenne priorité
5. Avis généraux sur les politiques : haute priorité

EVOLUTION DU CADRE JURIDIQUE, REGLEMENTAIRE, INSTITUTIONNELLE, INFRASTRUCTURELLE, FINANCIERE ET HUMANITAIRE PAR RAPPORT A L'ANNEE PRECEDENTE

- Validation de l'avant-projet de loi d'orientation de la recherche et de l'innovation technologique ;
- Mise en place effective du Centre National de Calcul ;
- Création du Fond National pour la Science, la Technologie et l'Innovation (FONSTI) et du Fond National pour la recherche et l'Innovation (FONARI).

LES CINQ MEILLEURES ACTIVITES EN STI REALISEES PAR LE PAYS EN 2018

- Création du Fond National pour la Science, la Technologie et l'Innovation (FONSTI)

Le FONSTI est créé dans le cadre de la mise en œuvre du Programme d'Appui Stratégique à la Recherche Scientifique (PASRES), fruit du partenariat scientifique entre la Côte d'Ivoire et la Suisse.

Conçu sur la base du modèle du Fonds National Suisse, le FONSTI est une personne morale de droit privé, d'utilité publique et à but non lucratif, chargé du financement des activités de recherche.

En accord avec les partenaires suisses liés au PASRES, le FONSTI sera doté d'un capital initial de 5 milliards de francs CFA provenant de la dotation du PASRES. Les ressources du FONSTI seront essentiellement dédiées au financement de projets de recherche et à la valorisation scientifique et économique des résultats de la recherche.

Le FONSTI vient en complément du FIRCA (Fonds Interprofessionnel pour la Recherche et le Conseil Agricole) qui lui est spécifiquement dédié au financement de la recherche dans le domaine agronomique.

Cette décision est unanimement saluée par les chercheurs car elle permet à la Côte d'Ivoire de rejoindre les pays africains (Afrique du Sud, Rwanda, Zambie, Burkina-Faso, Kenya, etc.) qui, depuis plusieurs années, se sont dotés de fonds dédiés au financement de la recherche.

• Programme d'incubation de 28 porteurs de projets de création d'entreprises innovantes en Côte d'Ivoire

Ce projet concerne les startups dans les domaines de la Technologie, l'agriculture, la gouvernance, les substances naturelles et l'environnement. Les 28 meilleures startups innovantes ont été sélectionnés pour incubation au CR2I (Centre Régional d'Innovation et Incubation) en Côte d'Ivoire et à Bond'innov en France, dans le cadre du Programme Appui à la Modernisation et Réforme des Université et Grandes Ecoles (AMRUGE - CI) du projet Contrat de désendettement et de Développement (C2D).

• Développement du réseau national de Centre d'Appui à la Technologie et à l'Innovation (CATI) suivi de la formation des formateurs

Le CATI est un projet qui a pour but d'aider les pays bénéficiaires à réduire les écarts de connaissances techniques et scientifiques qui existent entre eux et les pays industrialisés membres de l'Organisation Mondiale de la Propriété Intellectuelle (OMPI).

L'objectif de cette formation est d'apporter un appui

à la création des CATI, dans les universités, grandes écoles et centres de recherche pour susciter l'innovation à travers l'utilisation de bases de données technologique et par la formation aux contrats entre les chercheurs, les innovateurs et leurs institutions de tutelles pour la PI et le transfert de la technologie.

• Organisation de la Journée Ivoirienne de la valorisation des résultats de recherche suivie de la réunion de haut niveau

Cette journée organisée par le Ministère de l'Enseignement Supérieur et de la recherche et l'IRD, dans le cadre du C2D, a pour objectif :

- Créer un cadre d'échanges entre toutes les parties prenantes liées à la valorisation et à l'innovation du pays ;

- De sensibiliser à la fois les enseignants chercheurs, les étudiants et le secteur privé à l'importance de valoriser les résultats de la recherche ;

- De Mettre à disposition un catalogue d'offres technologiques réalisé par la Direction de la Valorisation et de l'innovation du MESRS ;

- De proposer des projets d'appui aux services valorisation des institutions académiques et de recherche par des correspondants valorisation du pays ;

- De réfléchir sur un certains nombres de sujets en relation avec l'innovation.

• Journée de l'Orientation du Bachelier (Job 2018),

L'objectif de cette journée de l'orientation, instituée depuis 2017 par le MESRS, est d'aider les nouveaux bacheliers à choisir les filières d'orientation afin de faciliter leur réussite universitaire. Cette journée réunie chaque année des institutions académiques et de recherche, publiques et privés, nationales comme internationale, des panelistes, des professionnels d'orientation et des startups. Pour cette édition 2018, réalisée à l'Université Félix Houphouët-Boigny, le thème retenu est : « Innovations dans l'enseignement supérieur et amélioration de l'insertion professionnelle des diplômés ».

• Lancement des activités d'un incubateur de l'écosys-

tème entrepreneurial d'Abidjan dénommé « DREAM FACTORY » ;

La mise en service de cet Incubateur vient comme une réponse pour encadrer les PME en phase de création et leur permettre de démarrer sur des fondements solides et durables.

Placé sous la tutelle du Ministère en charge du Commerce, de l'Industrie et de la Promotion des PME, Dream Factory offrira une diversité de services à l'écosystème entrepreneurial et innovant de Côte d'Ivoire en proposant aux startups et Petites et Moyennes Entreprises (PME) un accompagnement stratégique, opérationnel et financier.

· Le Salon International du Tourisme d'Abidjan (SITA) 2018

Le Salon International du Tourisme d'Abidjan (SITA) est le salon de référence de l'industrie africaine touristique. Il réunit chaque année, à travers des rencontres et des échanges commerciaux, des professionnels et experts du tourisme mondial qui opèrent en Afrique. Le SITA donne une visibilité sur l'un des continents possédant la plus grande diversité culturelle et des pôles d'attractions touristiques.

Le thème « les nouvelles technologies au service du tourisme » a été choisi afin de promouvoir une nouvelle manière de voyager à l'aide des applications web et des TIC.

ACTIVITES EN PERSPECTIVES POUR L'ANNEE 2019

· Semaine de la Promotion de la Recherche Ivoirienne SEPRI

C'est une manifestation annuelle, d'envergure nationale, initiée par le Ministère de l'Enseignement Supérieur et de la Recherche Scientifique depuis 2008.

La SEPRI est un cadre de rencontre et d'échanges entre chercheurs, innovateurs et promoteurs ;

C'est un cadre permanent de promotion, de diffusion des acquis de la recherche auprès des opérateurs privés et de la société civile ;

Un cadre de réflexion et état des lieux sur l'innova-

tion et la valorisation de la Recherche Ivoirienne.

· Prix du patronat et de l'innovation 2019

La CGECI, dans le cadre des activités de la Commission Paritaire Ministère de l'Enseignement Supérieur et la Recherche Scientifique / Secteur Privé, en collaboration avec le MESRS a initié le prix du Patronat pour l'Innovation depuis 2013 dans le but de :

Encourager les innovations des chercheurs, enseignants chercheurs et inventeurs dans les différents pôles de compétences (Agriculture, Santé, Substances Naturelles, Technologies, Environnement, Mines et Energies , Gouvernance, Civilisations)

Contribuer à la promotion des chercheurs et innovateurs;

Transformer les résultats de la recherche en opportunités d'affaires.

· Quinzaine internationale des sciences et des technologies QIST

La Quinzaine Internationale de la Science et de la technologie, est un cadre de sensibilisation et d'éducation à la culture de la science et de la technologie.

La QIST est un événement annuel organisé sur l'étendue du territoire national visant à promouvoir la science auprès du grand public. C'est l'occasion d'organisation d'événements de médiatisation scientifique : expositions, conférences, ateliers pédagogiques, journées "portes ouvertes" dans les laboratoires de recherche.

C'est aussi une occasion de faire découvrir aux élèves le monde de la science et de rencontrer les femmes et les hommes qui font la science en Côte d'Ivoire.



Egypt



Education in Egypt is divided into two levels:

- Level one is the basic pre-university education, which is divided into three stages; 1) the primary stage that consists of six years, 2) the preparatory stage that consists of three years, and 3) the secondary stage that consists of three study stages. The Ministry of Education oversees the basic pre-university education stages.
- Level two which is the higher education and consists of undergraduates of Bachelor's degrees and

post-graduate of both Master's degree and PhDs. The Ministry of Higher Education and scientific research oversees the stages of the higher education.

Level I - Basic Education:

The Egyptian Education Ladder is divided into two stages: the basic education stage; comprising the primary and preparatory stages, and the secondary stage. Basic education stage covers 9 years. Education Law states that primary education aims to de-

velop the capacity and preparedness of pupils, satisfy their interests and provide them with the necessary values, attitudes, knowledge as well as scientific and Professional skills that are consistent with the circumstances of their different environments, so that those who Complete their basic education can continue their learning in a higher stage and face life after obtaining the appropriate professional training. All of the previously mentioned aim at preparing the individual to be a Productive citizen in his environment and society. Basic education is divided into two stages:

- The primary stage, which is for almost six-years that corresponds to (ISCED -1) according to the International Standard Classification of Education targeting the age group of 6 to 11 years. The student is enrolled in primary education at the age of 6 to 8 years, since 6 is the official enrollment age.

- The second stage of basic education is the preparatory stage, which is three years. Such stage corresponds to the age group of 12-14 years and ISCED-2. The Preparatory stage prepares the student to enroll in the secondary stage (ISCED – 3). At the end of this stage according to the performance and grade marks of the pupils, they have two pathways either enrolled in general Secondary school for university or post-secondary non-university education (technicians' institutes).

- The secondary stage that is correspondent to ISCED-3 has two branches.

- o The first branch is the general secondary education qualify for university and has two track:

- o Track 1 that study math, physics and biology and qualify for medicine, engineering and science colleges.

- o Track 2 that study social sciences and qualify for law, social sciences and non-scientific or engineering branches.

- o The second track of secondary education is known as technical secondary education (Part of TVET education), from 3 to five years, preparing the student to Join the labor market.

The acceptance of students in any of the tracks is determined by their performance in the Final test of

the preparatory stage and the student's desire as well as the available places available in each of the two tracks. It is worth noting that secondary education corresponds to the age group of 15-17 years.

The new Constitution of 2014 added the secondary stage to compulsory education, hence compulsory education now Includes basic education and secondary education with its both branches; the general and technical.

- The education sector in Egypt offers a program for kindergarten stage, age 4-5 years that corresponds to ISCED-0 in the International Classification but it is not an essential part of the educational ladder or of the compulsory education, meaning that the regularity at this stage is not a prerequisite for admission to the primary stage.

Level II - Higher Education

- Egypt has announced a US\$5.87 billion higher education plan – to run in two phases from 2014 to 2022 and including 61 initiatives – aimed at producing more market-ready graduates and promoting a knowledge-based economy. The budget to implement it will be obtained by constitutional entitlement, as articles 19 and 21 of the 2014 national charter require the state to allocate at least 4% of the budget to education, 2% to higher education and 1% to scientific research.

- Egypt's higher education system has qualification scheme from secondary schools that based on students' performance and grade marks. There are three basic types of universities; 1) governmental universities, which are financially subsidized by the Egyptian government, 2) non-profit private universities, and 3) private universities. All three types are under the umbrella of the Minister of higher education and scientific research guidelines and regulations. Currently, there are 26 governmental public university, 28 private universities, 50 Technological colleges, and 158 private high institutions. This higher educational system serves more than 2.7 million national undergraduate students, and nearly 71K international student.

TROISIEME VOLUME DU RAPPORT D'ACTIVITES CONTI- NENTALES ET ANNUELLES PAYS MALI

Au regard des enjeux et défis nationaux relatifs au développement du secteur de l'éducation et de la formation professionnelle et des nouveaux engagements internationaux pris par le Mali, une nouvelle perspective à long terme s'impose. Le Gouvernement du Mali a ainsi pris l'engagement d'élaborer un nouveau programme décennal de développement de l'éducation (2019-2028) pour soutenir davantage le secteur de l'éducation et de la formation professionnelle en tant que vecteur de tout développement socio-économique. En attendant, le secteur est couvert par un programme intérimaire qui prend fin en décembre 2018.

Les activités ont porté sur l'amélioration de l'accès équitable et inclusif pour tous, l'amélioration de la qualité de l'éducation et la gouvernance.

Au titre de l'accès, les activités suivantes ont été menées :

- Le développement de stratégies pour réinsérer les enfants déscolarisés précocement ou non scolarisés ;
- La généralisation progressive des cantines scolaires dans les écoles fondamentales ;
- La prise en charge des adultes analphabètes dans des formes alternatives d'apprentissages qui leur garantissent les compétences nécessaires à une meilleure insertion sociale et professionnelle à travers des Centres d'Alphabétisation Fonctionnelle et des Centres d'Education pour le Développement ;
- L'amélioration de la scolarisation des filles.

Au titre de la qualité, on peut retenir :

- La réforme curriculaire qui s'étend progressivement à tous les niveaux d'enseignement ;
- Les formations continues organisées pour les enseignants de tous les ordres d'enseignement.

En matière de recherche scientifique, de développement technologique et d'innovation le document de Politique Nationale de la Science, de la Technologie et de l'Innovation (PNSTI) qui porte sur la période 2017-2025 a été adopté par le gouvernement.

En matière de gouvernance, les activités de renforcement des compétences des acteurs en charge de la gestion décentralisée de l'éducation ainsi que le renforcement de la gestion intégrée des données statistiques du secteur de l'Education.





Le rapport du Ministère de la Jeunesse et des Sports de la Mauritanie.

I Dans le domaine de la Jeunesse.

. Préparation et lancement du projet : Autonomiser la jeunesse mauritanienne par la formation, le leadership et le progrès personnel, financé par l'USAID et exécuté par l'OIM en collaboration avec le ministère.

. Appui et supervision d'une campagne contre l'extrémisme dénommée « Je ne suis pas extrémiste »

. Appui à la Commission chargée de l'octroi de financement à des projets présentés par des jeunes (AGR) au Gorgol environ 600 bénéficiaires.

. Appui à cinq structures de jeunes pour assurer la promotion de la loi sur la sante reproductrice au niveau des villes de Nema de kiffa, et de Kaédi

-Signature d'un protocole d'accord entre les départements de la jeunesse et des sports et de la sante pour prodiguer des services et conseils au profit des jeunes en sante de la reproduction au niveau des centres d'écoutes d'Aioun, de kiffa, et de Kaédi.

-L'équipement de 4 centres d'écoutes dans le cadre du WEDD à Nema, Aioun, Selibaby, et Kaédi.

-l'organisation à partir du 27 juillet de la colonie nationale des vacances à kiffa au profit de 116 élèves représentants 58 Moughataas du pays à raison d'un garçon et d'une fille par Moughataa.

-La mise en œuvre du projet prévention des conflits et dialogue interculturel a permis au niveau des wilayas ciblées par le projet.

- L'opérationnalisation des maisons de jeunes de Rosso et de kiffa.

-le renforcement du leadership des jeunes et l'amélioration de leur connaissance des politiques publiques notamment celles relatives à leur autonomisation création et gestion des projets, recherche de financement.

-L'encadrement des jeunes par des animateurs points focaux afin de les orienter et d'appuyer les actions d'intérêt public qu'ils entreprennent et qu'ils peuvent entreprendre.

--l'appropriation par les associations et organisations

des jeunes des axes de la stratégie nationale de la jeunesse des sports et des loisirs et l'amélioration de leur connaissance des autres politiques de développement nationales, sectorielles et locales.

-le renforcement des capacités des jeunes sur les TIC et réseautage afin de leur permettre de mieux tirer profit des possibilités offertes par ces technologies.

. Promotion de la citoyenneté et des droits de l'homme chez les jeunes.

. Formation de 100 filles et garçons et appui pour 20 d'entre eux à la création d'entreprise de production maraichère.

II Dans le domaine du Sport.

. Appui financier accru de l'Etat aux Fédérations sportives et aux équipes nationales.

. Réhabilitation du Stade Olympique.

. Achèvement des travaux des stades régionaux de cinq capitales régionales.

. Huit stades régionaux en cours de réalisation.

. Lancement de l'étude technique d'un nouveau complexe olympique de 30.000 places à Nouakchott

. Célébration de la Journée Nationale des Sports 2018 avec plusieurs épreuves sportives et une participation de plus de 8.000 jeunes.

. Organisation du Marathon international annuel de Nouakchott.

.Organisation du premier Tour Cycliste de Mauritanie.

.Organisation du championnat scolaire ds différentes disciplines sportives ;

. Participation accrue des équipes nationales sportives aux compétitions internationales.

.Organisation d'un Salon sur l'investissement privé dans le sport : Sponsoring.

. Organisation de plusieurs championnats sportifs nationaux.

. Organisation par la Mauritanie en 2021 de la CAN U20 de FOOTBALL.

Federal Ministry of Science and Technology is one of the strategic Ministries in Nigeria and is saddle with the responsibility to make the country one of the acknowledged leaders of the scientifically and technologically developed nations of the world.

FMST's Activities Aimed At Promoting STI Culture In Nigeria

2.1 The Ministry in its determined effort to strengthen Science and Mathematics Curricula and Disseminate Science Knowledge and Culture in the country, has carried out the following activities:

School Children Feeding Programme: This is the Federal Government Initiative aimed at meeting the need of children suffering from severe acute malnutrition (SAM) across the country. The FMST as part of its effort to help the present Administration achieve success of this initiative, has developed High Nutrient Density biscuit through one of its Agencies (Federal Institute of Industrial Research Oshodi (FIRO) Lagos).

Junior Engineers, Technicians and Scientists, (JETS): Junior Engineers, Technicians and Scientists, (JETS) was introduced into the school system in June 1987 at Enugu by the FMST. It was aimed at providing a forum where young people under the guidance of experts in Science and Technology engage in co-curricular activities with scientific and technological orientation. It is an organ that would harmonize out-of-class students' activities with classroom/laboratory experience thus bridging the gap between theory and practice while membership of JETS' club is open to Primary School Pupils and Secondary/Technical college students.

774 YOUNG NIGERIAN SCIENTISTS PRESIDENTIAL AWARD: This is a national competition across the 774 LGAs of Nigeria to select LGAs' best, States' best and National best for presidential Award thereby producing at least one scientist yearly in each

of the 774 LGAs in Nigeria. The aim of this is to encourage state and local governments' participation in STI related activities as well as entrenching its culture in the citizenry. The first edition took place on 9th March, 2017 while the 2nd Edition took place on Monday, 19th February, 2018. The awards to the deserving students: the first, second and third positions were given during the Technology and Innovation Expo's 2017 on 3rd April, 2017 and Technology and Innovation Expo's 2018 on 5th March, 2018 respectively.

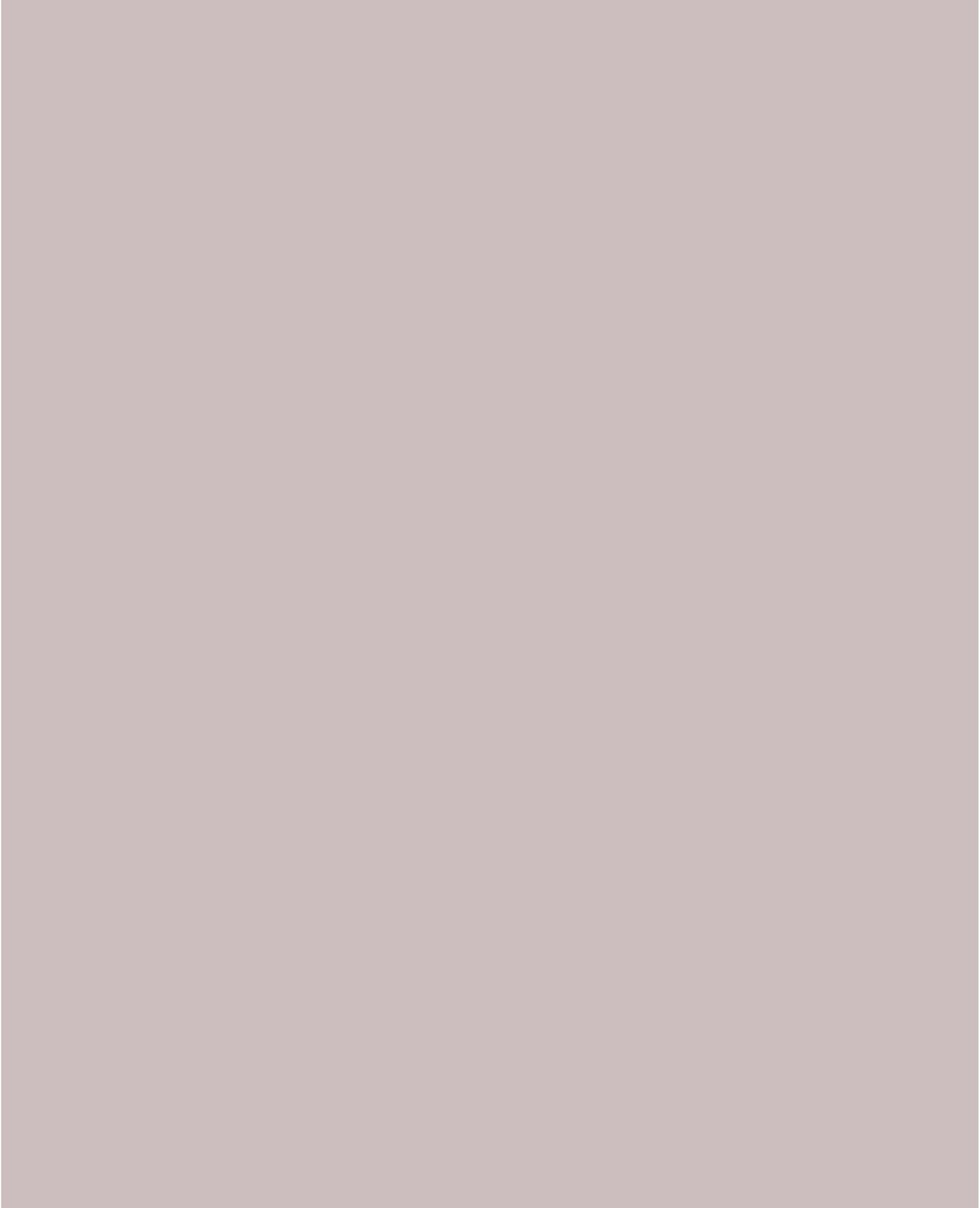
INTERNATIONAL JUNIOR SCIENCE OLYMPIAD (IJSO): The International Junior Science Olympiad (IJSO), is an annual individual and team competition in the natural sciences (Biology, Chemistry and Physics) for secondary school students under the age of 16 held in December of every year in the organization's member countries. The Ministry has been in the front burner in ensuring that Nigerian Young Scientists within the age bracket 16 to participate at the Competition annually

Presidential Standing Committee on Innovations and Inventions (PSCII): The program is a special intervention established by the Federal Government anchored by the FMST, to ensure that Young Nigerian Scientists are discovered and empowered through engagement in different Agencies for deepening their S&T knowledge. Over 118 innovators and inventors had benefitted from the programme since inception.

Presidential Executive Order 5 for Planning and Execution of Projects, Promotion of Nigerian Content in Contracts and Science, Engineering and Technology:

The Executive expressed the readiness of the Nigerian Government to develop and deploy Nigerians capacity and skills in the field of Science, Engineering and Technology for global competitiveness.

National Science, Technology and Innovation Roadmap 2017-2030 (NSTIR-2017-2030): The Roadmap is developed to re-direct the STI sector and drive the diversification of the economy.





CONTRIBUTION DU SENEGAL AU RACA

Le Sénégal, en 2018, a entamé la planification de la deuxième phase du Plan Sénégal Emergent (PSE) qui présente une vision stratégique articulée autour de réformes clé et de projets structurants pour favoriser une croissance économique à fort impact sur le développement. Sur la même période, le secteur de l'éducation et de la formation a élaboré une nouvelle Lettre de Politique générale sectorielle (LPGS) pour la période 2018-2030.

La nouvelle LPGS, dont la vision « un système d'éducation et de formation (SEF) pacifié et stable, diversifié et intégré pour inclure en toute égalité chacune et chacun, motivant et de qualité pour la réussite de toutes et de tous, pertinent et efficace en tant qu'outil de développement des compétences nécessaires à l'émergence d'un Sénégal prospère et solidaire ». définit les nouvelles options et orientations stratégiques du secteur. Elle est opérationnalisée par le plan stratégique mis à jour du Programme d'Amélioration de la Qualité, de l'Equité et de la Transparence du secteur de l'Education (PAQUET).

Le PAQUET mis à jour articulé à l'axe II du Plan Sénégal Emergent (PSE) « Capital humain, Protection sociale et Développement durable », est aligné aux Objectifs de Développement Durable (ODD) à l'horizon 2030 notamment à l'ODD 4, « Assurer l'accès de tous à une éducation de qualité, sur un pied d'égalité, et promouvoir les possibilités d'apprentissage tout au long de la vie ». Il est ainsi articulé autour de trois axes stratégiques du PAQUET que sont la qualité améliorée, l'accès équitable et la gouvernance transparente.

Les priorités retenues dans le secteur de l'éducation et de la Formation sont entre autres :

- l'inclusion par une prise en charge des enfants à besoins spéciaux, le repositionnement d'une offre d'éducation et de formation adapté à la demande par la prise en compte des daara et des écoles franco-arabes, la place des langues nationales dans

le système éducatif, l'utilisation rationnelles des ressources basée sur des critères d'allocation équitables, la promotion des filières scientifiques, la formation enseignants et la pacification de l'espace scolaire ;

- l'accroissement du taux et du niveau de qualification professionnelle et technique au sein de la population ;

- la mise à disposition de tous les citoyens les compétences pour un travail décent à travers la formation initiale, la formation continue, la formation qualifiante et la formation par apprentissage ;

- la formation d'un nouveau citoyen autonome, compétent, novateur et porteur du développement économique et social pour un Sénégal émergent ;

- le développement du secteur de l'artisanat à travers la modernisation des entreprises, la qualification des artisans, la promotion et l'exportation des produits artisanaux ;

- la mise à disposition du pays une masse critique de ressources humaines qualifiées capables de stimuler la productivité du travail, d'accroître la performance des entreprises, d'élever la compétitivité des secteurs et de réussir la transformation structurelle de l'économie en direction de l'émergence ainsi que de développer l'initiative et l'innovation vers l'auto-emploi et l'entrepreneuriat ;

- L'amélioration de la qualité de la formation et l'employabilité des formés dans tout le système tout en y renforçant, à hauteur de la cible fixée, la place des STIM ;

- L'élargissement et la diversification de la carte de l'éducation supérieure

- Le renforcement de la gouvernance de l'éducation supérieure pour la rendre plus inclusive, plus efficace et plus efficiente ;

- Le renforcement de la qualité et de la pertinence de la recherche et de l'innovation pour en faire effectivement des leviers critiques du développement économique, social et culturel ;

- L'accroître des capacités de la recherche et de l'innovation afin d'élever et d'élargir le niveau des connaissances scientifiques et techniques ;
- Le renforcement de la gouvernance, de la recherche et de l'innovation ;
- L'améliorer des conditions de vie des étudiants dans les campus sociaux
- L'accroissement des capacités d'accueil des campus ;
- L'amélioration de l'efficacité et de l'exclusivité de la gouvernance du sous-secteur ;
- Le renforcement des ressources humaines, financières et matérielles du sous-secteur afin qu'il puisse répondre adéquatement à la demande sans cesse croissante ;
- La mise en place d'un dispositif intégré d'information et de communication appuyé sur l'in-

génierie numérique pour renforcer le pilotage du système.

- En plus, le secteur de l'Education s'est engagé dans la Gestion axée sur les résultats pour installer la culture de la performance, de la transparence et l'implication de la communauté dans l'exercice d'un contrôle citoyen, comme des facteurs clés de succès.

La contribution du secteur de l'éducation et de la formation au Rapport d'activités continental annuel (RACA) 2018 intervient au moment où le Gouvernement du Sénégal et les partenaires techniques et financiers ont endossé la Lettre de Politique générale sectorielle (LPGS), le plan stratégique sectoriel 2018-2030 de même que les documents de programmation du secteur de l'éducation et de la Formation.





South Sudan

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 carried out in six youth training centers. The programs include the United Nations Funds for Population's Activities (UNFPA); Youth Lead (Youth Leadership, Empowerment and Advocacy) and Life Skills and Curriculum Development which were conducted from 2012 to 2014 and has trained over 4,373 (3,153 males and 1,220 females) in the fields of Auto mechanic, ICT, English, Metal work (welding), Tailoring, Painting and Business Management. However, there were no youth activities carried out from the year 2015 to date due to lack of funds.

II. Education Activities:

1. The curriculum from ECD to Secondary has been developed and books will be printed for odd classes in 2019 and the remaining classes in 2020. School feeding is provided by WFP to primary schools, national secondary schools and national teacher Training Institutes upon meeting the set criteria of having WASH facilities, kitchen and store. Homegrown school feeding program is under processing.

2. Harmonized structures, curricula, evaluation of certificates, common examinations and centralized admission system in public and private institutions of higher learning. Students' feeding program implemented in the public universities. Capacity building of academic staff in all the public universities has been initiated and is on going.

3. Curricula for the Specialist TVET Secondary Schools have been developed for the three (3) types of Spe-

cialist TVET Secondary Schools namely; Technical, Commercial and Agricultural. Additionally, four competencies based short-term curricula and Teachers' guide has been developed in the areas of Hospitality, Hair and Beauty Therapy, Solar PV System and General Electronics and Agribusiness. The draft national TVET policy has been developed but awaiting approval.

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

Development of Structure and functions of the Directorate's of STI within in the Ministry of Higher Education, Science and Technology in 2015 and became a 2nd Vice Chairperson of the 5-member African Bureau of Specialized Technical Committee on Education, Science and Technology (STC_EST) of the African Union held on 27th - 30th October 2015 in Addis Ababa, Ethiopia. The Directorate secured funding from the United Nations Economic Commission for Africa (UNECA) to develop STI's governance and policy-making structure for the Republic of South Sudan in 2017 and supported the Consultant's to study the STI system in South Sudan and eight other Countries (6 African and 2 Asian) in November - December 2017. Moreover, the Directorate in consultation with UNECA consultant organized a one-day consultative workshop on 21st February 2018 in Juba to validate the consultant's study report and also with financial support from EASTECO, organized in collaboration with ICT Consults Ltd. a national stakeholders' Consultation Workshop on the development of the East African Science, Technology and Innovation Policy on 23rd April 2018, in Juba. In the year 2018, the staff of Directorate participated in a number of Regional and International meetings in Kampala and Cairo.

Government of Eswatini

Introduction

ESWATINI is signatory to a number of world or regional agendas for development. The government has revised its NDS and NDP to incorporate these commitments. This follows the adoption of the Sustainable Development Goals (SDGs), the SADC Regional Indicative Strategy for Development Programme (RISDP), the Africa 2063 Agenda amongst others. These have provided a strong justification for the education sector to reconsider.

Primary Education:

The primary education programme seeks to ensure that learners acquire skills, knowledge, values and attitudes required for general and vocational education and for execution of basic life roles. The successful implementation of the universal primary education has had positive impact on quantity while the issue of quality is at the core. Provision of quality education programmes relevant to labour market demands is one effective strategy to reducing poverty and promoting growth. According to the Southern Africa Consortium for Monitoring Educational Quality (SAC-MEQ) study on the quality of education, some learners reach upper primary without acquiring basic literacy and numeracy skills.

The focus on quality of education is not only important for achieving the national goals but also one of the areas under the Sustainable Development Goals (SDGs) to be achieved by 2030. Thus the ministry's strategies focus on promoting inclusive and equitable quality education at all levels; early childhood, primary, secondary, tertiary, technical and vocational training. Available data from the Annual Education Census (AEC, 2016) report indicates a decrease from 241 404 learners in 2015 to 238 928 in 2016. Gross intake rates are still above 100%. Gross graduation and Gross intake to the last grade of primary were above 100% in 2016. These showed improved efficiency as more pupils reached the end of primary. Net enrolment rates stands at 94.5% (AEC, 2016) and this shows a slight improvement of 0.5% from 2015 - it has been above 90% since 2011. The main challenge is keeping

learners in schools, so that they complete primary and then transit to secondary levels, so that the country will be in a better position to achieve the Sustainable Development Goals (SDG). The gender parity index has improved significantly in the last five years, that is, from 98.1% in 2012 to 101.5% in 2016.

In pursuit of quality and relevance of primary education, the Ministry with the support from the EU- SET project, developed a Competency Based Curriculum to be introduced in primary school during 2019. The aim is to articulate a strong and coherent curriculum that will provide all learners with skills and competencies necessary for the 21st century.

Secondary Education:

In line with the revised Education Sector Policy, secondary education is meant to equip learners with survival skills that will open doors for continuing on to post-secondary education, providing learners with skills to enable them find jobs in either the private or public sector and perhaps most importantly entrepreneurship skills. Access at this level increased in recent years, between 2014 and 2016. Current data indicate gender parity greater than 100%. This suggested that more girls were of the appropriate age than boys. There are fewer boys of the correct age at this level which confirms that boys are still trapped at primary level often due to higher repetition rates. Generally, the learner- teacher ratio remained unchanged at 1: 16 since 2012. Also, the ratio of pupils to appropriately qualified teachers also remained at 1:22. However, there is acute shortage of qualified teachers for Mathematics, Science, ICT and Prevocational subjects such as Design and Technology. The dropout rates decreased slightly from 4.2% in 2012 to 3.9% in 2015 at lower secondary education level while at senior secondary level, it increased from 2.8% to 4.8% during 2012 and 2015 respectively. The planned change towards a system of competency based curricula means that the current monitoring and assessment tools need to be revised and adapted to the new qualifications.

Tertiary. Access to Technical and Vocational Education and Training (TVET) as well as Higher Education (HE) institutions still remains limited. There is lack of reliable data on the number of secondary schools graduates who eventually access TVET and HE. In addition to this, quality of education and relevance of programme offered need to be improved: the quality and relevance of education at this level to ensure that graduates from these institutions are easily absorbed into the labour market or can start their own businesses or income generating projects.

Technical and Vocational Education and Training (TVET): The TVET has a mandate of sustaining the flow of skilled graduates in the technical and vocational fields. Good quality, broad-based and market responsive technical and vocational education, training and skills development programs supply the skills and competencies that immediately respond to labour market demands that drive growth in post-industrial economies. Skilled labour is critical for its capacity to apply knowledge and technology to realise higher value added productivity which is the base for sustainable growth. In terms of access, TVET provision caters to a very few people and is far from sufficient in terms of meeting the needs of the country's economic growth. Many TVET providers are not registered and they operate fairly independent. Currently there are over 70 TVET institutions in the country of which 27 are public and 29 are private, for profit, and 14 are run by NGOs, Churches and communities (private non-profit). These institutions offer 415 training programs in 60 areas ranging from vocational programs such as sewing, farming carpentry, etc. to high technical and professional programmes such as business management, computer programming, education etc. About 55% of the training programs are short term (less than 12 months) and many of them are vocational. Girls comprise about 40% of the total TVETSD enrolment in public TVETSD centres. However, girls' participation is concentrated in lower level programmes.

Higher Education: The overall goal for this sub sector is to restructure and redirect an inclusive, research-driven education to provide a recurrent flow of relevant high-level human resources in order to achieve ESWATINI'S socio-economic development

goals and enrich its intellectual and cultural environment. Higher education is vital to the provision of the skills and essential to the growth of a research-based, knowledge-driven economy. Currently, there are four (4) universities that are supported by government. One of these is a public institution and the main provider of higher education and training and the other three (3) institutions are private higher education and training providers that have recently been established. The public university accounts for about 61% of enrolment at post-secondary level. This is a decline from 70% in 2012. The drastic decline in enrolment at the University of Swaziland has been a result of the introduction of new institutions of higher learning. The Swaziland Higher Education Council (SHEC) was established in 2015 with the responsibility of regulating institutions of higher learning including qualifications.

Science Technology and Innovation: Science Technology and Innovation remains a very important area for economic development. However, despite its importance in providing high-level skills that are essential for economic revival, there is acute shortage of graduates in Science, Mathematics and Information and Communication Technology which are critical areas for innovation. Government through the Ministry of ICT has committed herself to develop and strengthen this area. For instance a relatively new Directorate of Research, Science, Technology and Innovation (RSTI) has been established and responsible for all issues pertaining to Research, Science, Technology and Innovations. The Parastatals that are under this Directorate are the Royal Science and Technology Park (RSTP) and the National Research Council (NRC). The function of the RSTP is to foster the conception of inventions and facilitate their patenting and help knit various elements of the R&D cluster together. RSTP will provide a focal point for research, facilitate the links between research and industrial communities and stimulate the development of knowledge-based businesses through the incubation of techno-preneurship and high-tech enterprises. It consists of two divisions: The Biotechnology Park and The Innovation Park

Republic of Uganda

1.0 Introduction

The Constitution of the Republic of Uganda (Chapter 4: Protection & promotion of fundamental and other human rights and freedom, Sub-section 30) states that “all persons have a right to quality education”.

The Ministry of Education and Sports therefore has the mandate to ensure that all school going-age children, “go to school, stay in school, and receive quality education”.

The National Development Plan (NDP II), Vision 2040, the Sustainable Development Goals(SDG4) in tandem with the Continental Education Strategy for Africa(CESA 2016-2025) are currently the planning frameworks for Uganda which underscore the importance of education in the development of human resources needed to transform the economy.

The CESA which is embedded within the African Union's agenda 2063, has 12 strategic objectives which will serve as a compass for the socio-economic transformation of the continent over the next 50 years.

2.0 Progress on Strategic Objectives of CESA

Listed below is a summary of the various interventions implemented in FY2017/18 in the education sector with a focus on the 12 strategies.

SO 1: Revitalize the teaching profession to ensure quality and relevance at all levels;

The sector:-

(i) Finalised the development of a comprehensive National Teacher policy in an effort to provide a legal framework for professionalizing and regulating the teaching profession;

(ii) Trained, a total of 11,773 teachers in early grade reading being implemented in 98 districts with the aim of enhancing literacy education;

(iii) Undertook face to face training of a total of 1,000 caregivers involved in ECD services in the West Nile region;

(iv) Retooled 180 Diploma in Instructor and Technical Teacher Education (DITTE) trainers in occupa-

tional skills assessment; and oriented 300 instructors in Assessment and Training Packages (ATPs) use and Competence Based Education and Training (CBET) approaches to skills delivery.

SO 2: Build, rehabilitate, preserve education infrastructure and develop policies that ensure a permanent, healthy and conducive learning environment in all sub-sectors and for all, so as to expand access to quality education;

The implementation of the policies that facilitate the establishment of a government aided primary school in every parish, and a government secondary school in every sub county and a vocational technical institute in constituency led to the following:-

(i) Under the primary sub- sector, construction of a total of 356 classrooms, 53 administration blocks, 108 five-stance VIP latrine blocks, 63 two-stance VIP latrine blocks, 9 teachers' houses and 63 rain water harvester tanks in 54 public primary schools was completed;

(ii) Under the secondary sub sector, construction was completed in 2 seed secondary schools, with 10 at different levels of construction;

(iii) Under the tertiary sub sector, facilities were rehabilitated in all the 8 public universities.

In addition, a number of policies were developed to ensure a healthy and conducive learning environment in all educational institutions and they include: a training manual for teachers and other stakeholders on menstrual health management (MHM); the Adolescent Girls' Development Framework, 2017-2022; with an aim of reducing barriers to girls' education through the facilitation of sanitation and hygiene initiatives in schools, and to reduce incidences of violence against children in schools to improve completion and retention rate.

The sector also finalized the formulation of the National Sexuality Education Framework,

SO 3: Harness the capacity of ICT to improve access, quality and management of education and training systems;

The sector in FY2017/18 undertook a number of initiatives that focused on equipping of educational institutions with computers and associated hardware / software, provision of internet connectivity, training of teachers and teacher educators in ICT, and the development / selection of digitised pedagogical content, and management systems as shown below:-

Under the Education Standards sub sector in a bid to improve learning outcomes developed a Teacher Effectiveness and Learner Achievement System (TeLA) where with the use of tablets were able to track head teacher and teacher attendance and Timetable implementation and time on task in 60 Primary schools.

In addition, under the pre-primary and primary sub sector, in collaboration the Literacy and Adult Basic Education (LABE) project, a total of 12 ICT hubs were set up in 6 districts with solar-based computers and printers to facilitate the training of 562 P1-P3 teachers. The access to the internet and use of hubs enhanced the capacity of the teachers to produce lesson plans and share teaching materials in Kakwa, Lugbarati, Madi, Aringati and Acoli languages.

The Integration of ICT into the curricula facilitated by the Government in partnership with Uganda Communication's Commission has continued to provide connectivity and new computers to schools to enhance access and usage of ICT in schools; and in FY2017/18, a total of 70 schools with computers had been provided with digital science and mathematics learning software.

This is done in tandem with the Energy for Rural Transformation (ERT) Programme in FY 2017/18, which maintained solar systems in 560 secondary schools with access to computer laboratories.

For three public universities, the establishment of ICT

based incubation centres (Makerere University Business School - Innovation court, Busitema - Technologies, business and innovations workshop), Muni - IT research laboratory and technology support Centre) will facilitate research and the creation of new technological innovations and products.

SO 4: Ensure acquisition of requisite knowledge and skills as well as improved completion rates at all levels and groups through harmonization processes across all levels for national and regional integration;

For the acquisition of requisite knowledge and Skills government continued to facilitate the use of the thematic curriculum in lower primary (i.e. Grade 1-3) and for children with special needs to emphasise literacy and numeracy. The curriculum is largely delivered using local languages/mother tongues as languages; and transitioning to the use of the English language in Grade 4.

Assessment of the early grade reading assessment (EGRA) was conducted by UNEB among P.1, P.2 and P.3 learners.

In a bid to facilitate the acquisition of requisite knowledge and skills to improve the completion rates and to meet the job requirements, soft skills were promoted in the form of East African Community essay writing competitions with 382 participants at national level; Music, Dance and Drama competitions where a total of 3,189 student's participated; and East African Games competitions where a total of over 3,500(1,062 from Uganda) participants/students from 200 different schools in the region competed in 13 sports disciplines.

In FY 2017/18, Under Uganda Teacher and School Effectiveness Project a midline Early Grade Reading Assessment (EGRA) was conducted by UNEB with a main objective to evaluate what the learners know and could do based on the baseline findings and in view of the multiplicity of EGR interventions that were carried out for the period under review.

The assessment was conducted among P.1, P.2 and P.3 learners, with emphasis on P.2 where study results indicated a general improvement in reading for all the 11 local languages than in English specifically for P.1 and P.2 learners and the reverse was true for P.3 learners in most of the program schools.

Additionally, Under Monitoring Learning Achievement (MLA) program assessment of P.2 Competence in literacy was conducted in 60 districts and key findings revealed that: Reading was not achieved and the other competences were partially achieved with the best performed competence being listening with a percentage score of 67.83%

Despite all these interventions, the completion rates at end of the primary education cycle reduced from 61.5 % (59.7M; 63.4%F) in FY2016/17 to 59.7 % (59.3%M; 60.0%F); and, also reduced from 37.8 % (39.6% M; 36.0%F) in FY2016/17 to 35 % (36%M; 33%F) in FY2017/18 at the end of the lower secondary education cycle. At the tertiary level, a total of 21,371 students graduated from 6 public universities.

SO 5: Accelerate processes leading to gender parity and equity;

The government in FY2017/18, continued to promote and encourage the involvement of children in education through programmes like the Girls' Education Movement (GEM), which is a child-centred, inclusive, girl-led movement, whose goal is to promote access to quality education for girls, retention, completion and achievement in their education.

Go Back to School campaign is another intervention undertaken for the restoration of education especially in post- conflict affected areas of Uganda to hasten enrolment, retention and completion of pupils (most especially girls) as well as reduce gender disparity.

In addition, a total of 1,012 (476M; 541F) senior women and senior male teachers and 7,425 learners (3,666

girls; 3759 boys) from 642 schools benefited from training in Adolescent Development, Safe Learning Environment, Gender Responsive Pedagogy and Sexuality Reproductive Health, in a bid to facilitate gender parity.

SO 6: Launch comprehensive and effective literacy campaigns across the continent to eradicate illiteracy;

A number of literacy campaigns have continued to be promoted to encourage reading in FY2017/18 namely:-

(i) "Drop everything and Read" (DEAR) Day where the sector dedicated every third Wednesday of March to reading. Everyone is supposed to drop everything that they are doing and read for 30minutes.

(ii) Spelling Bee competition now in its 6th edition, which was conducted in 4 categories; Junior Spelling Bee for children 5-8; Sign Language Spelling Bee for P.4 – P.6, English Spelling Bee for P.4 – P.6 pupils and Local Language Spelling Bee for P.3 pupils in Runyankole, Rukiga, Runyoro, Rutooro, Luganda, Lusoga, Acholi, Lugbarati, Leblango, Dhapadhola, and Ateso and Ikarimojong; and,

(iii) A three month national Uganda Learning campaign Tusomere Wamu" (Let's read together), that was undertaken in 98 districts and aimed at promoting parental engagement in children's reading practice at home.

SO 7: Strengthen the science and math curricula and disseminate scientific knowledge and the culture of science in the African society;

In 2005, government declared mathematics and sciences compulsory and examinable subjects in lower secondary (O' level) and therefore has continued to facilitate and enhance teaching and learning of science and mathematics in secondary schools. The Secondary Science and Mathematics (SESEMAT) programme in FY2017/18, through cost sharing (students pay Ushs.3000/= per term) enabled a total of 6,730 out of the planned 3,959 teachers in using ICT

to enhance the teaching of science (Biology, Physics, Chemistry subjects), and mathematics.

By the end of the FY, a total of 70 schools with computers had been provided with digital science and mathematics learning software.

SO 8: Expand TVET opportunities at both secondary and tertiary levels and strengthen linkages between the world of work and education and training systems;

The curriculum review process in FY2017/18 continued to focus on aligning the teaching and learning processes with global and national socio-economic needs, so as to strengthen the linkages between the world of work and education and training systems by supporting:

(i) The review and redesign of the Lower Secondary curriculum under the subject based approach with emphasis on competences acquired as opposed to objectives. Students will be able to select 8-9 subjects out of 20 to study. Topics were merged to cater for overlaps and the teaching of obsolete information has been stopped. It will be piloted in 2019 and rolled out in 2020;

(ii) The use of the Competence Based Education and Training (CBET) programme in BTET institutions in FY2017/18, whose assessment and outcomes is derived from the requirements of employment in the industries. The number of learners who completed and were assessed under CBET increased by 9% from 73,420 in FY2016/17 to 80,078 in FY2017/18.

(iii) The use of the Recognition of Prior Learning program (RPL) were a total of 520 learners received trained in FY2017/18, a 5% reduction from 549 learners in FY2016/17.

(iv) Internship programmes undertaken by a total of 6,182 students from the 8 public universities so as to enhance their exposure to work systems and practi-

es.
SO 9: Revitalize and expand tertiary education, research and innovation to address continental challenges and promote global competitiveness;

In an effort to expand tertiary education in FY2017/18 the sub sector undertook a number of initiatives that included:

(i) The provision of scholarships under the Support to Higher Education Science and Technology (HEST) Project to a total of 458 out of the targeted 475 needy but gifted students from the 6 public universities;

(ii) Rehabilitation and construction of science, technology innovations facilities in 8 public universities and one degree awarding institution.

(iii) Funding to 14 new research projects in Makerere University that include:-

o Developing a protocol from minimally processed jack fruit flakes,

o A community-based approach for delivering nutritious porridge flour to vulnerable communities in Kampala slum areas,

o Nutrient enriched probiotic fermented sorghum beverages for enhancing nutrition of children aged 6-23 months in Uganda,

o Developing a controlled solar drying system for improved drying and efficiency and nutritional quality of dried fruit products

o Development and fabrication of a continuous pasteurizer and promote already designed equipment,

o Developing high quality silver fish powder for utilization in the preparation of nutrient-dense and acceptable complementary flours for children aged 6-23 months in Uganda,

o Improved process for the production of good quality shelf stable kabalagala,

o Production of wine from local mango varieties,

o Unlocking potential of chia production and utilization in Uganda,

o Production of innovative food products that have emerged from the food product development class

2017/2018,

- o Energy recovery from waste plastics for thresher postharvest handling operations,
- o Development and evaluation of a tamarind dehuller,
- o Development of an instant potato soup flour from small sized non-marketable potatoes,
- o Pilot production and market development of high energy cassava biscuits.

SO 10: Promote peace education and conflict prevention and resolution at all levels of education and for all age groups;

In FY2017/18, Uganda as the only African country selected, successfully implemented a pilot study of the integration of Global Citizenship Education (GCED) into the Uganda primary school's curriculum.

This involved identifying entry points in two subjects Social studies and Religious education for P4, P5 and P6; and pilot primary schools were selected including 4 Schools in Refugee settlements in Kiryandongo District, and 90 primary School Teachers were trained to streamline GCED in School programmes and activities and to deliver GCED in Teaching and learning processes.

Additionally, in collaboration with UNESCO, a project for youth empowerment as agents for peace and sustainable development in Northern Uganda was implemented in twenty (20) primary and secondary schools in Amuru and Lamwo Districts. Among the outcomes were some policy recommendations made to the two Local governments on peace building among the youth.

SO 11: Build and enhance capacity for data collection, management, analysis, communication, and improve the management of education system as well as the statistic tool, through capacity building for data collection, management, analysis, communication, and usage; and,

A Teacher Management Information System (TMIS) for online teacher registration was developed for effective management of all teachers in the country. This would enable the sector to collect up-to date data on the teachers and eliminate the long distances teachers have to travel to register at the Ministry Headquarters.

Additionally, an Educations Management Information System (EMIS) policy is being drafted to guide the sector on the data and information management and usage. This was done concurrently with the identification of new indicators that were not being collected before by the EMIS system such as on global citizenship education, life skills-based HIV and sexuality education, human rights and other critical areas.

Furthermore at the tertiary level, a number of interventions were undertaken to enhance management, data collection, communication and usage as shown below:-

- (i) Busitema University - Developed an open digital repository to improve on the institution's publications;
- (ii) Makerere University Business School - Registered students on line for programmes jointly run with Makerere University;
- (iii) Makerere University - Transformed a total of 39 course units transformed into online courses increasing number from 592 courses in FY2015/16 to 777 courses in FY2017/18; and,
- (iv) Kabale University - installed a E-library system at School of Medicine

SO 12: Set up a coalition of all education stakeholders to facilitate and support initiatives arising from the implementation of CESA 16-25.

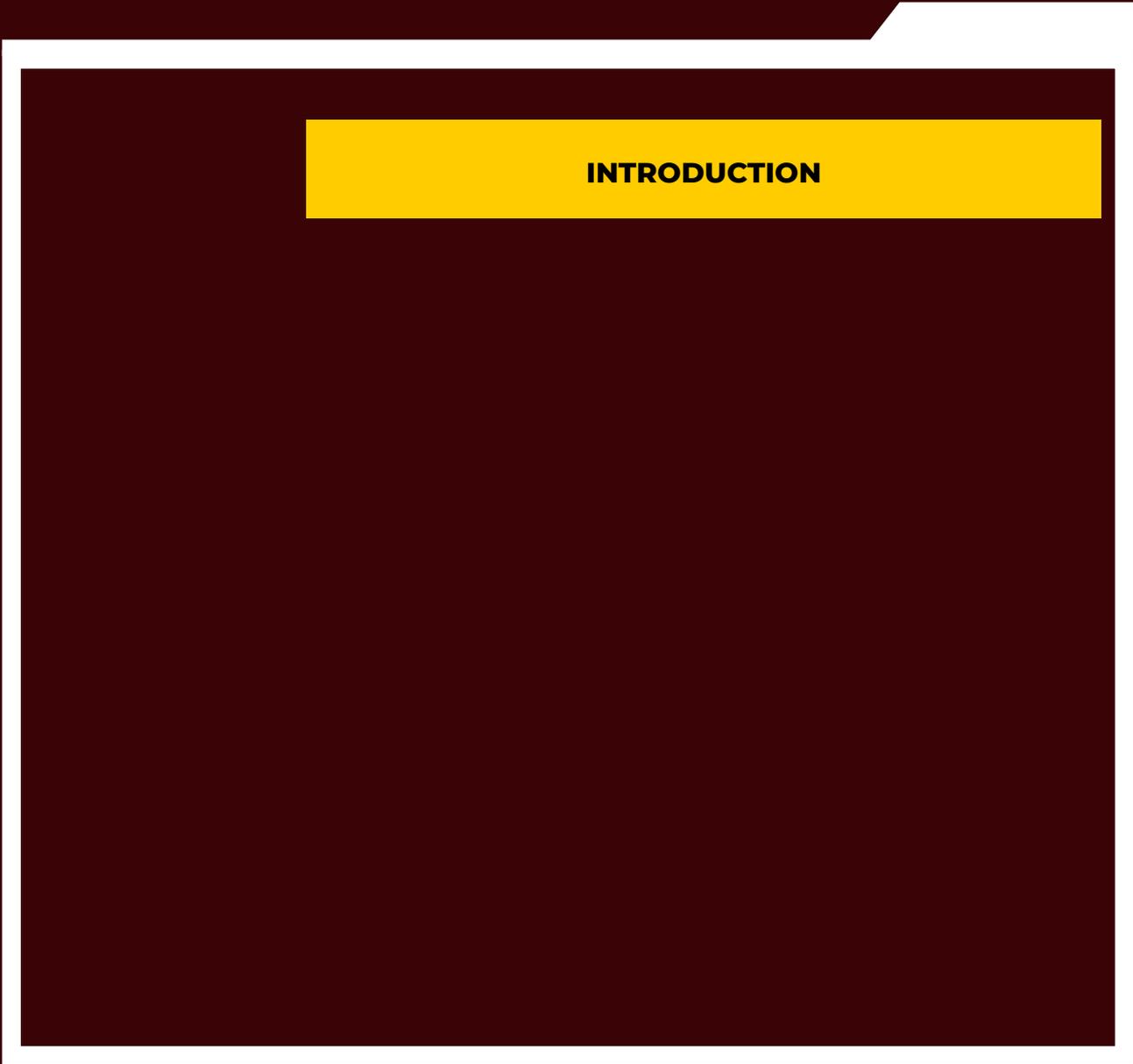
The Education and Sports Sector Review (ESSR) which is held at the end of every financial year serves as a forum for all education stakeholders to facilitate and support initiatives arising from implementation of education programmes, CESA inclusive. Here, the performance of the sector is reviewed and

the lessons drawn are used to guide the implementation of planned activities in the next financial year and to inform the budgetary process for the outer financial year (i.e. the year after the next financial year). The education and Sports sector will continue to use the ESSR forum for stakeholder engagement to deliver on the strategic objectives of CESA. The ESSR process is facilitated by structures of Working Groups throughout the financial year. These include departmental Working Groups, M&E WG, Sector Policy and Management WG, the Education Sector Consultative Committee, and the Top Management Meeting.

3.0 Conclusion

The successful delivery on CESA strategic objectives will call for concerted efforts within countries and between countries. Most of the countries are implementing education programmes which cover CESA or aspects of it. What remains to be done is to specifically integrate CESA related activities within the education programmes, and closely track and report on them on a regular basis.

SUMMARY OF PARTNER ACTIVITIES



INTRODUCTION

As a strategic partner of the AU, The AAS is laser focused to implement the strategic priorities of the AU in education, science, technology and innovation and the youth.

Overview

The African Academy of Sciences (The AAS)'s long term partnership with the African Union (AU) culminated in 2015 with the creation and endorsement of the Alliance for Accelerating Excellence in Science in Africa (AESA) at the 2015 Heads of State Summit. AESA is a funding and agenda setting platform, which is a collaboration between The AAS and the African Union Development Agency. This partnership was subsequently formalised in 2016 through the signing of an MoU to support evidence-based policy-making in Africa and implementation of the Science Technology and Innovation Strategy for Africa 2014-2024 (STISA 2024).

As a strategic partner of the AU, The AAS is laser focused to implement the strategic priorities of the AU in education, science, technology and innovation and the youth. The AAS has made progress in contributing to the priorities as below:

Supporting the commission's evidence-based policy-making processes in Africa

The AAS has close to 400 Fellows and 62 Affiliates across Africa who are distinguished researchers and promising men and women on the continent. The Fellows and Affiliates are a resource for governments and policymakers to inform wise investment and decision making. Through the Fellows, The AAS has contributed to the development of the AU Health Research Strategy. In addition, programmes implemented through the AESA platform are funding research and generating evidence to ensure more Africans lead better lives.

The AAS's contribution to STISA 2024

Building R&D Infrastructure

DELTA Africa: In 2015, The AAS launched the Developing Excellence in Leadership, Training and Science (DELTA) Africa, a five-year programme to develop world class researchers and research leaders in Africa conducting cutting edge research in communicable and non-communicable diseases, health systems and population studies.

Implemented with the support of Wellcome and the UK Department for International Development



(DFID), nearly \$100 M has been awarded to 11 leading African researchers to build R&D infrastructure and conduct research involving 54 partner institutions in 21 African countries. To date, 996 masters, PhD and postdoctoral trainees have been recruited from across four African regions, 50 % of whom are women. These programmes have published 174 peer reviewed papers and attracted an addition \$60 M from various sources to maximise their impact.

H3Africa: Human Hereditary and Health in Africa (H3Africa) was started by the US National Health Institute (NIH), Wellcome, and the African Society of Human Genetics. H3Africa supports population based studies that use genetic, clinical and epidemiological tools to better understand the relationship between human genes and environmental factors that influence disease susceptibility, pathogenesis and prevention to improve the health of African populations.

Nearly \$76 M was invested in the first phase for 25 projects in 27 African countries focused on communicable and non-communicable diseases. These projects have already documented some novel discoveries, including the development of chip containing 2.5 million genetic markers common in Africa that can now be used to study African populations with better precision. The second phase has seen an increase in the investment to \$170 M in 48 projects in 34 African countries involving 54,000 research participants.

The AAS joined the second phase to manage the Wellcome component of the programme and has invested \$12 M to four African researchers to understand the genetic and environmental factors influencing diseases, such as sleeping sickness, bilharzia, hearing impairment, malaria and tuberculosis. Their research will promote tailored public health interventions for African populations.

Rising Research Leaders

In line with the AU's African Youth Charter to create employment opportunities and reap Africa's demographic dividend, The AAS is implementing postdoc-

toral fellowship programmes supporting early career researchers:

- Climate Impact Research Capacity and Leadership Enhancement (CIRCLE), a programme which has provided 98 postmasters and postdoctoral fellowships to develop the skills and research results for early career African researchers in the field of climate change in five thematic areas: agriculture, energy health and livelihoods, water and policy. CIRCLE trainees have generated evidence to tackle climate change, some of which is focused on providing solutions to local farmers to improve their agricultural yields in the face of water challenges. Publications from CIRCLE trainees provides available African climate change evidence for use by the AU and member states.

- AESA-Rise Postdoctoral Programme has awarded seven fellowships to early career researchers in Botswana, Malawi, Tanzania, South Africa and Uganda to support the postdoctoral training and produce research leaders in areas that include material sciences and engineering.

- The Africa Postdoctoral Training Initiative (APTI), which is a partnership between The AAS, the Bill & Melinda Gates Foundation and the US NIH. Young researchers are hosted at the NIH for two years. A key component of its success is ensuring that African postdocs can return to strong home institutions where they can access both a support system and funding to continue their research.

Innovation and Entrepreneurship

Grand Challenges Africa (GC Africa) is a programme of The AAS launched in September 2015 to promote Africa-led scientific innovations by awarding seed and full grants to the continent's most impressive innovators. Since its launch, it has issued five calls to tackle maternal, neonatal and child health (MNCH); better understand antimicrobial resistance in Africa and develop relevant technologies; the discovery of new drugs for diseases endemic to Africa; and technology-based solutions to improve access to water and sanitation and for scale up. The first eight grant-

ees received funding for innovations in MNCH and were from Kenya, Senegal and Madagascar. Additionally, The AAS is managing 380 projects in 29 countries in central, east, north, west and southern Africa that have been funded by Grand Challenges partners, such as Grand Challenges Canada, the Bill & Melinda Gates Foundation and USAID since 2006. Some projects have produced ground breaking results including an innovation, which suspends amoxicillin, the preferred treatment for childhood pneumonia in oil allowing it to extend its shelf life and reduce the risk of contamination and a natural repellent that can be safely used on babies and provides protection for four hours longer and at a cheaper cost than the current repellents on the market.

Critical Gaps

The AAS has identified critical gaps that need to be addressed to create a thriving African research ecosystem as below:

The Science and Language Mobility Scheme Africa implemented in collaboration with collaboration between The AAS, Wellcome and Institut Pasteur will run for five years and provide grants to English and French-speaking African scientists to travel in either direction with the aim of promoting intra-Africa research collaboration while breaking language and cultural barriers.

The Africa India Mobility Fund (AIMF) is a partnership with the Wellcome Trust/DBT India Alliance provides travel grants which seek to establish links between African and Indian researchers and support collaboration in research in HIV/AIDS, tuberculosis, dengue, malaria, vector-borne diseases, parasitic infections, emerging infections, cancer, diabetes, hypertension, health systems research, antimicrobial resistance, microbiome, drug development and general biomedical sciences.

Promoting Good Financial Practices

The Good Financial Grant Practice (GFGP) is an innovative and integrated tool to standardise, simplify and

strengthen financial governance of grant funding worldwide. Institutions are benchmarked through a cumulative four tier assessment– Bronze, Silver, Gold and Platinum– that provides a rating of their capabilities to manage grants with the goal of making African organisations even more attractive to funders and to help them recognise potential areas of greater growth that can be addressed by developing appropriate responses to build their capacities.

Rwanda became the first African country to adopt the global standard promoting transparency and strengthens the governance of grant funding worldwide. The Rwanda Standards Board signed a three-year cooperative agreement with The AAS to foster interaction, knowledge sharing and the development and implementation of financial grant standards to promote the socio-economic growth of Rwanda and Africa.

Science communication

Activities include:

The AAS Open Research, an innovative open source platform to enable researchers to publish immediately within a matter of days and without barriers. The platform's objectives match those of the AU of ensuring that knowledge that benefits the continent is readily available. The continent's challenges call for expedited access to knowledge and research, which is not possible through the current publishing models.

Africa Science Desk (ASD): aims to ensure science is communicated to the public to promote understanding and use. The ASD has awarded grants for 33 science stories in topics of strategic significance to the continent, including health and wellbeing, climate change, food security and water and sanitation.

Strengthening research management systems

In response to a consultative process that found that absence of specialists in the field of research management can threaten the delivery, integrity and quality of research with many researchers spending a disproportionate amount of time on administration, the

Academy is developing a programme to strengthen research management systems. It focuses on four themes: Leadership – ensuring sufficient awareness, and hence continuity of support for strengthening research management functions across successive generations of institutional leadership and senior academic staff; Sustainability – finding mechanisms to help ensure that institutions can support their own research management functions, regardless of funder or government support; and aligning funder policies towards meeting indirect costs; Standards – reaching an understanding on common standards and good practice that constitute an acceptable level of provision, recognised both by institutions and funding partners and Developing Individual Capacity – promoting the notion of the research management ‘career’ pathway in institutions, supported by an appropriate infrastructure of networks and training opportunities.

Sustainable funding for African R&D

The Coalition for African Research and Innovation (CARI) is a platform being created at The AAS to place research and innovation at the forefront of Africa’s drive to achieve the SDGs through strategic objectives that include resource mobilisation, strategic advocacy and fostering greater systematic collaboration.



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.

1.0 STI Policy Research, Policymaking and Advocacy: ATPS programs focus on building STI capabilities, structures and conditions for co-production of scientific knowledge, technologies, innovations, and policies across its newly identified priority sectors for sustainable development in Africa.

1.1 Bridging Climate Information Gap to Strengthen Capacities for Climate Informed Decision-making in Africa.

The ATPS with its partners Stockholm Environment Institute (SEI) Africa Centre, IGAD Climate Prediction and Applications Centre (ICPAC), Observatoire du Sahara et du Sahel (OSS), AGRHYMET Regional Centre (ARC), and the Regional Centre for Mapping Resource for Development (RCMRD) continued the implementation of the “Bridging Climate Information Gap to Strengthen Capacities for Climate informed decision making in Africa”. The purpose of the project is to reduce vulnerability and foster a food-secure Africa through the strengthening of African countries’ capacities to understand and deploy appropriate climate information and best practices to inform decision-making and support development planning.

1.2 Networking Africa’s Science Granting Councils project.

The Science Granting Councils Initiative (SGCI) is a 5-year Initiative which aims to strengthen the capacities of Science Granting Councils (SGCs) in Sub-Saharan Africa in order to support research and evidence-based policies that will contribute to economic and social development. The project aims to strengthen partnerships and networks among Science Granting Councils and other science system actors in order to achieve increasingly coordinated and networked Councils in 15 sub-Saharan African countries. The SGCI theme on Networking Africa’s SGCs is being implemented by the ATPS in partnership with the Scinnovent Centre and is jointly funded by DFID, IDRC and NRF South Africa. (<https://atpsnet.org/projects/building-partnerships/>)

2.0: Training, Sensitization and Capacity Building (TS&CB): ATPS continues to enhance the skills and capacities of individuals and organizations in STI policy research, policymaking and policy implementation for sustainable development on the Africa. Activities under this program include

2.1 Staff training: - RECIRCULATE Knowledge Exchange workshop, 7th-12th January 2018, Lancaster University, Accra, Ghana.

The ATPS was represented in the workshop by Mr. Alfred Nyambane, Research Officer. The Lancaster University, UK together with ATPS and other partners are implementing the RECIRCULATE project in which ATPS is a phase II partner.

2.2 RECIRCULATE Innovation & Entrepreneurship workshop, 28th January to 2nd February 2018, Lancaster University, Accra, Ghana

Ms. Ruth Oriama, ATPS Research officer attended this workshop which was themed: Entrepreneurship and Innovation: Developing Entrepreneurial Capabilities for Capacity Building. The workshop aimed at exploring the impact of entrepreneurship and innovation in tackling complex African challenges, to develop bespoke Lancaster Residence Training Application, and, to begin to craft a set of collective and shared outputs to benefit all participants in the form of published ‘white papers’ and toolkits which would be developed in residences

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

4.0 STI Knowledge Brokerage, Management and Commercialization (KB-MC): ATPS plans to broker the adoption, commercialization and sharing of locally developed scientific knowledge, technologies and innovation that can transform Africa.



UNESCO International Institute for Capacity Building in Africa (IICBA)

In 2018, IICBA continued to support African Member States, directly and through Regional Economic Commissions in teacher related issues, in line with CESA 2016-2025 as follows:

- Support Member States in Teacher Policy Formulation and implementation: IICBA provided technical assistance to support teacher policy formulation in five countries (Burundi, Niger, Mali, Uganda and Seychelles). In Burundi and Niger, teacher issue studies have commenced for policy formulation. In Burundi IICBA attended a joint workshop to prepare a road map for teacher policy formulation, followed by a mission in mid-August to further support the development of the national teacher policy, now overseen by newly formed institutions—the national technical committee and the national scientific committee. In Mali, IICBA provided induction training on policy formulation methodology. In Uganda, the regulatory impact assessment of the National Teacher Policy was finalized in 2017 and is now with the Ugandan parliament for review. In addition, IICBA had a meeting with representatives from Seychelles Ministry of Education for potential collaboration in teacher policy and IICBA's technical assistance in the development of the policy was requested.
- Qualification and professional standards developed and implemented in African countries: IICBA provided technical and professional support to ECOWAS and ECCAS Member Countries in partnership with UNESCO regional offices in Abuja, Dakar and Yaoundé for the development and harmonization of teacher education curriculum for the basic education level. In Uganda, a situation assessment report for the development of a quality assurance framework for teacher training was finalized in May 2018.
- Support to Member States in peace and resilience building and education in emergencies: IICBA supported member states on the themes of education in emergencies, peacebuilding and the prevention of violent extremism (PVE); to ensure that teachers are prepared to raise these crucially important issues professionally in the classroom and to promote peace through education. A total of five country-level

needs assessments were conducted, which identified local context challenges and opportunities and were used for policy dialogue. Also, teacher resources for training and classroom practice were developed and 150,000 people were reached through advocacy videos and advocacy campaigns.

- Teachers supported in Early Childhood Care and Education (ECCE): In 2018, UNESCO-IICBA became the Play and Resilience project lead and organized a peer-review workshop as part of the Project in Addis Ababa in the first week of February 2018. Two capacity-building workshops were also organized in Zimbabwe, where 12 teacher educators, 78 teachers and school leaders, and 32 parents and community leaders were trained.

- Continental Teacher Mobility Protocol: In collaboration with the African Union, IICBA has been updating the Continental Teacher Mobility Protocol (CTMP) to enhance the recognition and management of teacher mobility/migration on the continent. This responds to the challenges of recognizing the credentials of migrant teachers, issues of teacher deployment to meet the teacher gap and lack of data for effective management of teacher migration. An abstract on the Protocol was sent to organizers of the International Conference on Migration held in September 2018 in South Africa.

- IICBA participated in the celebration of World Teachers' Day in the Sahel region by contributing to the development of an online communication strategy during the event

- IICBA with the SEAMEO Secretariat organized an online lecture on "Teacher Support and Motivation Framework for Africa" in Addis Ababa, Ethiopia.

Results: UNESCO-IICBA's activities, programmes and support to African member states have increased its impact in the continent. The Continental Teacher Mobility Protocol, supporting to Member States to formulate and implement Teacher Policies, and developing continental qualification and professional standards are good examples where the interventions support both national and continental priorities.



The Regional Universities Forum for Capacity Building in Agriculture (RUFORUM)

The Regional Universities Forum for Capacity Building in Agriculture (RUFORUM) is a consortium of 85 universities in 36 African countries spanning the African continent with a vision to create 'vibrant, transformative universities to catalyse sustainable, inclusive agricultural development to feed and create prosperity for Africa'. RUFORUM has grown radically over the years from its founding in 2004 by 10 university Vice Chancellors. RUFORUM Operations are guided by the RUFORUM Vision 2030 Strategy (The African Universities' Agenda for Agricultural Higher Education, Science, Technology and Innovation - AHESTI) that puts forward the business case and rationale for investment in Africa's AHESTI. RUFORUM's mandate is underpinned by a Memorandum of Understanding (MoU) with the African Union Commission signed in 2014 to support the implementation of the African Union Science, Technology and Innovation Strategy for Africa 2024 (STISA -2024), Priority One "Eradication of hunger and achieving food and nutrition security". Below is summary of activities for the financial year 2017/2018:

1. In collaboration with the World Bank Group, designed the Strengthening Higher Agricultural Education for Agri-Food System Transformation in Africa (SHAEA) Initiative. SHAEA is a USD 250 million investment by African governments in a transdisciplinary initiative for strengthening linkages between selected African universities and regional agricultural sector needs to develop the required human resources to accelerate agri-food systems transformation on the continent.
2. Developed and implemented nine Community Action Research Programme Plus (CARP+) that fosters collaboration between university and agricultural Vocational Education and Training (TVET) institutions in training and research to produce relevant human capital and innovations to meet the diverse demands of Africa's Agri-food system. The CARP+ are being implemented in Benin, Ghana, Kenya, Uganda and Zimbabwe.
3. Supported 47 additional junior academic staff to pursue PhD training outside their home countries and supported 22 short term staff exchanges across Africa.
4. With support from the Economic Social Research Council (ESRC) UK and in partnership with International Institute for Environment and Development (IIED), initiated meta studies to enhance understanding of the impacts, risks and trade-offs within and between social, economic and environmental dimensions of different agricultural development pathways that relate to SDGs 2, 10 and 15. The initiative target countries are Ethiopia, Ghana and Zambia, countries struggling with different challenges related to food insecurity, social inequalities and environmental degradation.
5. Supported strengthening of institutional leadership capacities in 66 African Universities through training of 85 middle level managers to enable them visualize and develop actions plans for Transformative Leadership for scientific relevance in Africa.
6. With the support from the Carnegie Corporation of New York, RUFORUM funded 19 Post-Doctoral Programme fellowships to allow young scientists to continue conducting research after the completion of their doctoral studies and ground their skills in STI leadership. The fellowships will also support training of about 40 PhD and 100 Masters Students in various universities across Africa.
7. Strengthened the institutionalisation of action research in agriculture postgraduate training through providing strategic oversight in on-going flagship Community Action Research Projects being implemented in 26 member countries in Eastern, Southern and West Africa.
8. In collaboration with the Food Agriculture Organisation (FAO), RUFORUM co-hosted the e-learning hub for building capacity of scientists, development practitioners and provide up-to-date quality knowledge on diverse topics in food and nutrition security, social and economic development and sustainable management of natural resources.
9. Initiated implementation of the RUFORUM Entrepreneurship Challenge Program (RECAP) projects aimed at establishing agri-business incubation hubs to strengthen innovation and incubation of student enterprises as a mechanism to enhanced entrepreneurship training at nine African universities. The pilot RECAPS have been established in Benin, Democratic Republic of Congo, Kenya and Uganda.
10. In collaboration with the Swedish University of Agricultural Sciences (SLU) and other partners RUFORUM hosted a three day convening for 130 Staff and



World Intellectual Property Organisation

I. WIPO SERVICES FOR ACCESS TO INFORMATION AND KNOWLEDGE

The Technology Innovation Support Centers (TISC) program was established in April 2009 to promote and support access to technological information and provide related innovation support services to local users in host institutions such as universities and research institutions, in developing and least developed countries. In 2018, national seminars were organized in ten countries in Africa namely Benin, Botswana, Burkina Faso, Comoros, Cote d'Ivoire, Egypt, Ethiopia, Gambia, Malawi, and Namibia. A sub-regional workshop was organized with the African Regional Intellectual Property Organization (ARIPO) and the financial assistance of the Japan Funds in Trust for Africa and Least developed Countries (LDCs) in August 2018 in Harare, Zimbabwe, bringing together 18 ARIPO member states with the objective of strengthening a sub-regional TISC network for the benefit of the IP user community.

II. WIPO ACADEMY

The WIPO Academy is the core entity in WIPO for training and human capacity-building activities, particularly for developing countries, least developed countries (LDCs) and countries in transition. In order to respond to the various needs and address the challenges, the WIPO Academy has developed a dedicated service and an annual training workshop for teachers in the fields of science, technology, engineering, arts, social sciences and math (STEASM).

The WIPO Academy launched in 2017 the intellectual property (IP) education toolkit and methodology which caters to the youth and their teachers in response to the high number of requests for support in this area from WIPO Member States. The IP-4Youth&Teachers is a multi-purposed service consisting of:

- Age appropriate educational material for the young

which includes gamified interactive lessons;

- A customizable teaching content and guide for educators encompassing lesson plans, student activities, teacher's notes and classroom-case studies;

- A coaching program for teachers and educators covering the challenges of IP in education for the young, the basics of IP (DL-101), the development of learning and assessment outcomes for the young, and a final project assignment for copyright, patents and trademarks;

- A hub of shared experiences from different countries on existing policy papers on IP in Education, and IP educational materials and tools for the young that have been developed by WIPO member states;

- An entry point for WIPO Member States to identify the type of assistance they need and to learn from collaborating with the Academy and other partners on how to implement the IP4Youth&Teachers program locally; and

- An Annual Regional Seminar/Workshop on IP Education for the Youth focusing on national strategies associated to youth curricula development that includes inventiveness and creativity, teachers' workshop on the role of IP in the innovation process, and addressing national challenges.

The Distance Learning of the WIPO Academy provides easy access to basic and advanced intellectual property (IP) education and training for WIPO member states, in particular developing countries, least-developed countries (LDCs) and countries in transition, in up to ten languages including the six UN languages and Portuguese. In 2017, 3,299 participants from 46 African countries took the WIPO Academy DL courses. Participants came from:

Angola, Benin, Botswana, Burkina Faso, Burundi, Cameroon, Cape Verde, Central African Republic, Chad, Comoros, Congo, Cote d'Ivoire, Democratic Republic of the Congo, Equatorial Guinea, Eritrea, Ethi-

opia, Gabon, Gambia, Ghana, Guinea, Guinea-Bissau, Kenya, Lesotho, Liberia, Madagascar, Malawi, Mali, Mauritius, Mozambique, Namibia, Niger, Nigeria, Rwanda, Sao Tome and Principe, Senegal, Seychelles, Sierra Leone, South Africa, Swaziland, Togo, Uganda, United Republic of Tanzania, Zambia, Zimbabwe.

The teachers came from the following beneficiary countries:

Botswana, Burkina Faso, Cameroon, Cote d'Ivoire, Ethiopia, Ghana, Gambia, Nigeria, Kenya, Namibia, Malawi, Morocco, Mozambique, Sao Tome and Principe, Sierra Leone, South Africa, Tanzania, Uganda, Zambia and Zimbabwe.

AIPT (Accessible IP Training- for the Visually Impaired and Print Disabled)

Following the Marrakesh Treaty and its provisions on Accessibility for persons who are blind, visually impaired or print disabled, the DL Program launched its flagship e-Learning course, the DL-101, in all UN languages and Portuguese in accessible format. The DL-101 course is considered indispensable for advanced and specialized knowledge in IP worldwide. The accessible DL-101 is aimed at ceasing the opportunity to expand the community of IP learners by extending the Academy's well-developed capacity in handling complex e-Learning methodologies. Over 100 participants from the African region have participated in AIPT.

WIPO and UNESCO (IP Knowledge for African Women Scientists in Applied Sciences)

In March 2018, HRMD and the WIPO Academy collaborated in offering the first IP training opportunity to women scientists within the framework of the L'Oréal-UNESCO Women in Science Program. The training consisted of a two-day meeting which took place in WIPO Headquarters and included meetings with Directors General Mr. Francis Gurry (WIPO) and the DG of CERN Dr. Fabiola Gianotti. Each year the L'Oréal-UNESCO Women in Science Awards program selects 5 laureates and 15 fellows based on their research to highlight scientific excellence and encourage talent among women. The 2018 laureates were selected by an independent jury of 10 high-profile members of the international science community

chaired by Professor Elizabeth H. Blackburn, the 2009 Nobel Prize winner in Medicine.

From the laureates and fellows selected this year, one laureate (from South Africa) and nine fellows (3 from Africa) came to Geneva to attend the training. Their fields of study and research included, inter alia, pharmacology, marine ecology and biological oceanography, genomic, plant and soil, and biological sciences, molecular biology, medicine, biochemistry, immunology, biomedical engineering.

Higher Education and Summer Schools

WIPO Academy run two Joint Masters in Intellectual Property (MIP) in partnership with the University of Yaoundé in Yaoundé and OAPI and with the Africa University, in Muthare in partnership with ARIPO. Both programs are open to students from across Africa and a limited number of scholarships are available to qualified applicants with the financial support of WIPO and the Government of Japan. Other Joint Master's programs offered around the world are also open to students from Africa and many have graduated from these programs. In addition, the WIPO Academy organizes annually the WIPO-South Africa Summer School in Intellectual Property and Technology Transfer in partnership with the Government of South Africa and with the support of the Government of Japan.

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2018

2018 Report of Annual Continental Activities (RACA)

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