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**THIRD ORDINARY SESSION FOR  
THE SPECIALIZED TECHNICAL COMMITTEE ON  
EDUCATION, SCIENCE AND TECHNOLOGY (STC-EST)  
10TH TO 13TH DECEMBER 2019,  
ADDIS ABABA, ETHIOPIA**

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**REPORT ON  
THE PARALLEL SESSION ON EDUCATION**

## INTRODUCTION

1. During the 3<sup>rd</sup> STC-EST meeting, the experts of Education had a parallel session on the 10<sup>th</sup> December 2019 to discuss progress made and challenges on the implementation of the Continental Education Strategy for Africa (CESA) and other policies and frameworks related to Education in Africa. The experts took note of the progress made in the implementation of the CESA and requested Ministers to adopt several decisions.

## ATTENDANCE

2. The experts from the following Members States : Algeria, Benin, Burkina Faso, Botswana, Burundi, Cabo Verde, Cameroon, Central African Republic, Chad, Cote d'Ivoire, Democratic Republic of Congo, Djibouti, Egypt, Ethiopia, Eswatini, Gabon, Gambia, Ghana, Guinea, Lesotho, Libya, Madagascar, Malawi, Mauritania, Mauritius, Morocco, Mozambique, Namibia, Republic of Congo, Rwanda, Senegal, Sierra Leone, Somalia, South Africa, South Sudan, Sudan, Togo, Uganda, Zambia, and Zimbabwe attended the meeting.

3. Development Partners and International Institutions namely: Africa Early Childhood Network (AfECN), Africa Federation of Teaching and Regulatory Authorities (AFTRA), Africa Network Campaign on Education for All (ANCEFA), African Curriculum Association (ACA), African Development Bank (AfDB), African Institute for Mathematical Sciences (AIMS), African Virtual University (AVU), Center for Mathematics, Science and Technology Education in Africa (CEMASTEA), Coalition on Media and Education for Development Africa Forum (CAFOR), Commonwealth Association of Technical Universities and Polytechnics in Africa (CAPA), Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH/ GIZ delegation to the African Union, EU Delegation to the African Union, Forum for African Women Educationalists (FAWE), International Planned Parenthood Federation (IPPF), ONE Campaign, Plan International, Regional Universities Forum for Capacity Building in Agriculture (RUFORUM), Save the Children, UNESCO, UNICEF, World Food Programme (WFP) also attended the session.

The Chair of the Education Parallel Session Dr. Cleophus Mugenyi, from Ministry of Education and Sports of Uganda introduced the session and gave the floor for presentations, discussions and recommendations on the following Agenda Items.

## AGENDA ITEM 1: CESA IMPLEMENTATION AT CONTINENTAL LEVEL

4. Dr. Yohannes Woldetensae, Senior Education Expert presented an overview on the implementation report of CESA, including the activities performed in the sub units of the Early Childhood Education and Development, Home Grown School Feeding, TVET, Teachers Development, Innovating Education and Quality Assurance and Harmonisation of Higher Education. Accordingly, he outlined annotated agenda items of each of the

subsectors in the CESA, requesting technical officials to request the Ministers of Education for approval.

## **A. EARLY CHILDHOOD EDUCATION AND DEVELOPMENT**

5. It was highlighted that the Continental Education Strategy for Africa (CESA) identifies pre-primary education as a neglected sub-sector that deserves special attention. The CESA clearly states that Early Childhood Education and Development (ECED) is the pillar for future learning and identifies it as the next frontier if Africa is to realize sustained quality education and training. The ECED Cluster was therefore launched in September 2018, Chaired by the African Union Commission and the Republic of Mauritius, and Coordinated by the Africa Early Childhood Network (AfECN). To achieve objectives of the cluster, four Working Groups have been operationalized, namely: Policy, Advocacy and Communication; Access to quality ECED Programmes and Services; Governance and accountability; Knowledge generation, documentation and dissemination. The Chair and Convener of each Working Group form part of the ECED Cluster Technical Committee.

The following issues were raised during the discussions:

6. The efforts being made by the Government of Seychelles to establish the Centre for the ECED was raised, and requested the participants to acknowledge the Centre as continental office. It was noted this initiative is useful to promote the quality of early childhood and it is welcomed provided that all Member States agreed on the matter. Accordingly, it was noted that this shall be incorporated as recommendation for decision

7. It was suggested to involve more the African Curriculum Association as well as bringing together experts and teachers to ensure the quality education in that stage. The comment was accepted as applicable to all ongoing CESA clusters.

8. The experience in Namibia was shared whereby the country currently has developed regulation which advocates for policies along with Ministries of gender, health and education in the promotion of ECED. It was also mentioned that the government has designated the first lady as champion to advocate for early childhood development.

### **9. The Experts request the Ministers to:**

**COMMEND** the Commission for efforts in Early Childhood Education and Development (ECED) through establishment of the ECED Cluster under the umbrella of the Continental Education Strategy for Africa (CESA).

**CALL FOR** a regional study to understand ECED financing models and levels in the region and recommend practical solutions for achieving prioritization of ECED in Africa.

**REQUEST** the Commission in partnership with the coalition of stakeholders in the CESA ECED Cluster to identify and mobilize champions to strengthen advocacy for key priority areas of ECED.

**SUPPORT** the efforts of the Government of Seychelles to establish the Centre for the Early Childhood Education and Development (ECED).

## **B. HOME GROWN SCHOOL FEEDING**

10. The Commission has celebrated the African Day of School Feeding under different thematic messages, in Niger-Niamey in 2016, Republic of Congo–Brazzaville in 2017, Zimbabwe-Harare in 2018 and Cote d'Ivoire-Abidjan in 2019 at continental level; while several countries have celebrated the day at national levels. The 2020 observance at continental level will be hosted by Chad. Furthermore, the Commission has carried out the study and produced implementable recommendations for ensuring access, retention and performance of children in school, while supporting local economies and strengthening social protection. The study report and its Recommendations were endorsed by the STC-EST 2 session held in Cairo in October 2017.

The following issues were raised during the discussions

11. The initiatives that AU has progressed in promoting the Home Grown School Feeding (HGSF) in Africa was commended.

12. It was informed that Namibia has adopted the national policy in the HGSF. The school feeding program is fully funded by the government and utilize local farmers.

13. **The Experts request the Ministers to:**

**ENDORSE** the Continental Home Grown School Feeding Cluster Strategy, Terms of reference, Work plan and Indicators 2019 – 2021.

**TAKE NOTE** of the progress made in the implementation of school feeding by the Commission.

**URGE** all member states to increase investment in HGSF so as to harvest increased impacts on education and learning indicators, Health and Nutrition, and Agriculture and Local Economic Development.

**REQUEST** the Commission to encourage Member States to implement National school feeding programs funded by the Government through the utilization of local farmers in the areas

### **C. TEACHER DEVELOPMENT**

14. Following a decision by the AU Heads of State and Government, a study was carried out on teachers' training, working and living conditions in Africa in 2016, with wide ranging recommendations including the need to enhance Teacher Motivation, Professionalization, Quality Regulatory Mechanisms, Teacher Mobility and Teacher Award, among others. Concerning the shortage of teachers in Member States, the study recommends the establishment of a Continental Teacher Mobility Protocol and 'Teachers without Borders' to facilitate optimization and sharing of the teacher resource in Africa.

15. The Commission therefore proceeded towards development of commonly agreed professional guidelines at continental level; establishment of teacher qualification frameworks which will provide guidelines for comparing teacher development outcomes and enable sharing of teachers and teacher training resources; and the establishment of AU Teacher Prize, as a means for demonstrating respect for teachers and the teaching profession, by encouraging and celebrating the committed teachers in Africa.

16. The First AU Teacher Award took place at the AUC Headquarter, Addis Ababa, Ethiopia, on 23<sup>rd</sup> October, 2019. Three Outstanding Teachers from Kenya, Uganda and Ghana were awarded.

The following issues were raised during the discussions

17. UNESCO IICBA, as the coordinator of the Teacher Development Cluster informed that a Continental Teacher Mobility Protocol was developed in collaboration with the African Union Commission that is instrumental to optimize the teacher force throughout the continent.

18. It was advised that it is important to identify the necessary skills that can further empower teachers through utilization of ICT tools and create motivation strategies.

19. It was requested for clarification on the standards in place for evaluation and criteria used to identify teachers of excellence. It was informed that the criteria used to award teachers would be clarified and documented to the Member States.

**20. The Experts request the Ministers to:**

**URGE** Member States and RECS to actively support and promote the AU Continental Teacher Prize and to recognize Teachers at National and Regional Levels as a means of raising the status of the Teaching Profession and facilitate sharing of best practices in Teacher excellence in Africa.

**COMMEND** the Commission for the establishment of the AU Continental Teacher Prize which seeks to celebrate the work of distinguished teachers on the African continent.

**URGE** the Commission to disseminate the Continental Teacher Mobility Protocol to Members States for further consultation.

#### **D. TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING**

21. An important goal of the African TVET systems is to develop skills that are relevant, up-to-date, sought after in the job market, and ultimately help their trainees to find employment or become successful entrepreneurs. Consequently, the Heads of State and Government in July 2017 declared through decision Assembly/AU/Dec.652 (XXIX) 2019-2028 as the “African Decade for Technical, Professional and Entrepreneurial Training and Youth Employment” and mandated the African Union Commission to develop a Plan of Action (PoA) for the decade. The preparation of the PoA which has been finalized involved carefully planned background studies and consultations with several stakeholders that included policy makers, TVET providers, employers and development partners.

22. The World Skills competition and conference was held in August 2019 in Russia. It aimed at leveraging investments and excellence in skills development to develop a human-centered agenda for economic and social policy as well as business practice. The event was useful to promote global competitiveness and provided the opportunity to exchange information and best practices regarding industry and professional education.

23. The Republic of Rwanda hosted the Commonwealth Association of Polytechnics in Africa (CAPA) conference under the theme “*Building Partnerships for the Promotion of TVET for Innovation, Entrepreneurship and Youth Employment in Africa.*” It was highlighted the TVET is an important sector to foster skills development and youth employment.

The following issues were raised during the discussions

24. The delegate from Namibia commended CAPA for promoting the TVET in Africa. He noted that a resolution was made to change the name CAPA to “Association of Technical Universities and Polytechnics in Africa (ATUPA). This is with a view to

making a bigger impact on skills development, advocacy for TVET and youth empowerment in the continent. Participants were requested to endorse the CAPA's initiative for aiming to be a TVET coordinating body in Africa for rolling out and advocating for TVET development.

25. It was noted that it is important to set a mechanism for the popularization of TVET and identify how the aspects of TVET will be linked to other higher education programmes through the African Continental Qualifications Framework and ensure that education is holistic and applicable at all levels.

26. It was informed that the upcoming World Skills Africa Competition will be hosted by the Republic of Namibia.

**27. The Experts request the Ministers to:**

**COMMEND** the commission for developing the Plan of Action for the African Decade for Technical, Professional, Entrepreneurial Training and Youth Employment (PoA)

**URGE** member states and TVET practitioners to closely align their TVET policies and strategies with this Decade Plan of Action, and undertake TVET reforms that will respond to aspirations of the youth by providing the needed skills for gainful employment and job creation.

**CALL ON** Member States, RECs and relevant partner agencies to popularize and implement the Decade Plan of Action and share country experiences in addressing inherent challenges in TVET and Youth Employment through the Continental Dialogue Platform.

**CALL UPON** Member States to support the rebranding of the CAPA to the "Association of Technical Universities and Polytechnics in Africa (ATUPA), and encourage Technical Universities and Polytechnics in their countries to join this continental association.

## **E. INNOVATING EDUCATION IN AFRICA**

28. The African Union Commission collaborated with Member States, RECs and several partner agencies across Africa to organize the Innovating Education in Africa Expo annually since 2018. The event is intended to showcase practical social and technological innovations aimed at enhancing access, quality, relevance and inclusion in education in order to release its potential for empowerment, employability and inventiveness.

29. The First Edition of Innovating Education in Africa Expo was organised by the African Union Commission in collaboration with the Government of the Republic of Senegal and several partner organisations from 4-6 October 2018 in Dakar, Senegal. The Second Edition of Innovating Education in Africa Expo was organised by the African Union Commission in collaboration with the Government of the Republic of Botswana and several key partner organisations from 20-22 August 2019 in Gaborone, Botswana. Both events showcased over 80 practical social and technological innovations which have the potential to be scaled to benefit education systems in Africa. The events provided a platform for education practitioners, policy makers, private sector, civil society and other stakeholders to exchange experiences and collaborate towards enhancing education and learning outcomes.

**30. The Experts request the Ministers to:**

**COMMEND** the Commission, the Republic of Senegal and the Republic of Botswana for successfully organising the two previous editions of the Innovating Education in Africa Expo which is imperative to the implementation of the Continental Education Strategy for Africa (CESA 16-25), the Science, Technology and Innovation Strategy for Africa (STISA 2024) and the Technical and Vocational Education and Training Strategy for Africa (TVET Strategy) towards the realisation of Agenda 2063.

**AGREE** to convene the Innovating Education in Africa Expo as an annual event to keep momentum for Education Innovation in Africa towards attracting and supporting young innovators across the continent, and **FURTHER ENCOURAGE** Member States and Regional Economic Communities to support the work of the Commission regarding the organisation of this event.

**REQUEST** the Commission to document selected innovations and best practices for the benefit of stakeholders including Member States and RECs, and establish a Network of African Education Innovators.

## **F. QUALITY ASSURANCE AND HARMONISATION OF HIGHER EDUCATION**

31. The African Union Commission is advancing harmonisation of higher education in Africa that incorporates a strong focus on establishing effective accreditation and quality assurance mechanisms. Several activities are currently ongoing and these include:

**i. Pan-African Quality Assurance and Accreditation Framework (PAQAF)**

32. Following the adoption of Pan African Quality Assurance and Accreditation Framework (PAQAF) by the AU Assembly in 2016, the Commission is working in its implementation in collaboration with the European Union and the Association of African



Universities. Coordinated efforts have been made collectively to support the development of a harmonised quality assurance and accreditation system at national, regional and continental levels by involving university associations, quality assurance agencies, and ministries of higher education.

33. The operational tools for implementing PAQAF include: (i) African Standards and Guidelines for Quality Assurance; (ii) African Continental Qualification Framework; (iii) African Quality Rating Mechanism; (iv) Pan-African Quality Assurance and Accreditation Agency; and (v) Addis Convention on Recognition of Qualifications.

## **ii. African Standards and Guidelines for Quality Assurance**

34. The development of the African Standards and Guidelines for Quality Assurance in Africa (ASG-QA) is successfully accomplished. The document is prepared in four languages (French, Arabic, English and Portuguese) and has been extensively consulted across diverse stakeholder groups. The ASG-QA is aimed to support higher education institutions and quality assurance agencies in implementing good practices. It will also promote an equivalent way of assessing quality in higher education in Africa and nurture coordination among national and regional quality assurance agencies.

## **iii. African Continental Qualifications Framework (ACQF)**

35. An Inaugural Workshop on Developing the African Continental Qualifications Framework (ACQF) was convened by the AU Commission at its headquarters in Addis Ababa from 2<sup>nd</sup> – 3<sup>rd</sup> September 2019 in partnership with the European Union, GIZ and the European Training Foundation. The workshop created an opportunity to discuss and develop stakeholders' views for a coherent and participatory ACQF development process, under the political leadership of the African Union Commission.

36. The ACQF, as a policy instrument, aims to contribute in enhancing comparability of qualifications from all sub-sectors of education and training. It also provides common principles and mechanisms supporting development, comparability and alignment of qualifications frameworks in Africa. A mapping study of national and regional qualifications frameworks will be conducted in 2020.

## **iv. The African Quality Rating Mechanism (AQRM)**

37. The African Quality Rating Mechanism (AQRM) has been developed as a tool to facilitate a culture of continuous quality improvement in African higher education institutions through self-evaluation and external validation. The AQRM has been piloted at various stages in a number of universities from all five regions of the continent. The

AQRM is now available for full-scale implementation to employ it for institutional evaluations and continuous quality improvement in African higher education institutions.

**v. Pan African Quality Assurance and Accreditation Agency**

38. Agenda 2063 First Ten-Year Implementation Plan envisages the creation of a Continental Accreditation Agency to promote harmonised quality assurance systems in Africa. The African Union Commission organised a workshop in December 2018 to convene a platform for key stakeholders to discuss on the process of establishing a Pan-African Quality Assurance and Accreditation Agency and possible operational modalities. It was proposed to establish a Technical Working Group that will work on the development of a Statute that specifies the legal framework and the organizational set-up of the Agency.

**vi. Addis Convention on Recognition of Qualifications**

39. The Addis Convention on the Recognition of Studies, Certificates, Diplomas, Degrees and other Academic Qualifications in higher education is an instrument for ensuring harmonisation of higher education in Africa. The Commission is working jointly with UNESCO to expedite the ratification and implementation of the Convention.

40. Until now the Addis Convention is ratified by Eight (8) Member States (Congo, Djibouti, Gambia, Mauritania, Mauritius, Senegal, South Africa and Togo) and it will become operational as soon as ten countries have ratified it. There is therefore an urgent need to advocate for expedited ratification and implementation of the Convention.

**41. The Experts request the Ministers to:**

**CALLS ON** Member States to employ the African Standards and Guidelines for Quality Assurance towards domestication at national and regional levels.

**URGE** Member States to actively involve and support the development process of the African Continental Qualifications Framework (ACQF).

**EMPLOY** the African Quality Rating Mechanism (AQRM) in universities as a tool for quality improvement through self-evaluation and external validation.

**ENCOURAGE** the establishment of National Quality Assurance and Accreditation Agencies in Member states that do not have them.

**REQUEST** the Commission to establish a Technical Working Group that develops a Statute specifying the legal framework and the organizational set-up of the Pan African Quality Assurance and Accreditation Agency.

**URGE** Member States to expedite ratification of the Addis Convention in their respective countries involving the relevant national

## **AGENDA ITEM 2: IMPLEMENTATION REPORT ON PAU AND PAVEU**

42. The Pan African University (PAU) since its implementation has four of its five institutes operationalized. The potential and progress of the university is pointed out, whereby it has shown an increase on its students' intake (from 111 students in 2012/13 Academic Year to 428 students in 2018/19. It also shows a higher representation of AU Members states (from 21 countries in 2012/13 to 53 in 2018/19). The university currently runs 48 programs and has graduated 1015 students as of 1<sup>st</sup> December 2019, whereby 929 were in the Masters programs (650 Male and 279 Female students), and 86 in PhD programs (62 Male and 24 Female students). 30% of the graduates are females.

43. The PAU published 400 scientific articles in per referred journals and obtained 9 patent applications. The University is currently carrying out institutional Development Processes such as the development of its the Strategic Plan (2020-2024), the Development of the Financial Sustainability Plan, the Academic Rules and Regulations, the PAU Staff Rules and Regulations, Salary Scheme and Management Structure, the Guideline for the establishment and operationalization of Entrepreneurship Centre, the Development of an Initial Quality Assurance Framework for PAU, the Development of the PAU Research and Publication Policy and the Development of the Financial Management Manual.

44. The key challenges are the delays in recruiting regular Long Term Academic and administrative Staff through the AU staff rules and regulations which are not adapted to an academic setting, the implementation of programs lead by the AU staff rules and regulations and meeting Partners' requirements in parallel, the delay in the operationalization of the Pan African University Institute for Space Sciences (PAUSS) and Sustainability of funding.

45. The PAU identifies its immediate Priorities which are completing the ongoing institutional development processes; operationalization of the PAUSS; Finalizing the ongoing institutional framework development (staff rules & regulations, financial procedures, procurement system etc.); the full operationalization of PAVEU which will be officially launched on 20 December 2019; and ensure the Financial Sustainability of PAU by exploring sources of funding for supporting research, entrepreneurship, internship,

innovation and business incubation in the PAU system and identifying Key and Thematic Partners for PAULESI, PAUGHSS and PAUSS.

46. In light of the above mentioned challenges facing the smooth running of the University, a proposal was tabled to amend some provisions of the Pan African University Statute. However, the legal counsel advised against the presentation of the proposal in the session due the need to consider review of the PAU statute holistically. Consequently, the session deliberated on the other elements in the progress report and endorsed it for presentation to the ministers.

### **AGENDA ITEM 3: UPDATE FROM CIEFFA ON GIRLS AND WOMEN EDUCATION**

47. Dr Rita Bissoonauth, AU/CIEFFA Coordinator briefed Experts on AU/CIEFFA's mandate and the activities implemented to advance the AU's agenda on girls and women's education through the four axes of its Strategic Plan (2018-2020). The 4 axes comprise: (i) Legal and institutional frameworks for girls and women's rights to education; (ii) Gender-sensitive teaching and learning environments; (iii) STEM education-focused TVET for girls and women in male dominated-fields; (iv) Advocacy and communication Strategy.

48. She presented some of AU/CIEFFA's projects and activities such as re-integration of out-of school girls and young women, capacity-building workshops for young women and men; roundtables with Pan-African parliamentarians, traditional and religious leaders, RECs, partners, CSOs and especially Member states to mainstream gender in their national education sector plan. She recalled the Gender Equality Strategy for CESA 16-25 jointly developed by the AU/CIEFFA and FAWE, and the Gender-Responsive Education Sector Plans (GRESPP), jointly developed by UNGEI and GPE with the support of the AU/CIEFFA.

49. She then presented a draft Decision on the appointment of a Special Rapporteur on girls' education in Africa which was fully supported by Experts.

#### **50. MINISTERS ARE REQUESTED TO:**

**RECALL** the recommendation made by AU Ministers during their 2<sup>nd</sup> STC –EST held in Cairo, Egypt from 21-23 October 2017, requesting the AU/CIEFFA and its partners to work on the feasibility on the appointment of an AU Special Rapporteur on Girls' Education in Africa who will champion the AU's Agenda on girl's education and present annually a report during the AU High Level Dialogue on Gender and Education.

**REQUEST** the AU Chairperson to appoint a Special Rapporteur on Girls' and women's Education in Africa.

**CONGRATULATE** the AU/CIEFFA for inclusion of various stakeholders namely the Pan Parliament, Regional Economic Communities, AU Organs and specialized Institutions, Traditional and religious leaders, CSO's, Media, the Youth and especially the African Governments for the implementation of policies pertaining to girls' and women's education.

**APPEAL to** Member states to adopt specific measures to re-integrate girls in school with affirmative actions as completion rates of girls are still very low due to early pregnancy, child marriage and various other socio-cultural, economic and socio-cultural factors.

**REQUEST** for the institutionalization of the AU/CIEFFA Dialogue with Traditional and Religious leaders on Girls retention in Educational systems, to be held every year in collaboration with the Council of Traditional Leaders (COTLA) and the Department of Social Affairs;

**REQUEST** Member States to reconsider the approved AU/CIEFFA structure and authorize recruitment of more international professionals for the Centre to efficiently fulfil its mandate.

#### **AGENDA ITEM 4: UPDATE FROM IPED ON EDUCATION MANAGEMENT INFORMATION SYSTEM**

51. Mr. Jaji Lukman presented on the work of the Pan-African Institute for Education for Development (IPED which has the mandate of ensuring quality, responsive, and inclusive education development in Africa is based on sound, accurate and timely information, to meet the individual and collective goals for the development of human resources and intellectual capacity in Africa. IPED carried out activities through the deployment of the EMIS System at national level as well as capacitating Members States in this area. He explained the process of the pilot phase on implementing the AU data platform. Experts discussed data availability as well as challenges in their collection especially the cost of Data management.

#### **52. The Experts request the Ministers to:**

**TAKE NOTE** of the progress made in strengthening National EMIS systems using new and modern technologies

**ENCOURAGE** Member States to link National EMIS Systems to the AU continental EMIS platform

**ENCOURAGE** Member states to increase funding for strengthening Education data collection, transportation, analysis and dissemination.

## **AGENDA ITEM 5: UPDATES ON IMPLEMENTATION OF CESA CLUSTERS FROM PARTNER INSTITUTIONS**

53. The following Partners UNESCO, UNIESCO-ICBA, UNICEF, Save the Children International, Africa Early Childhood Network (AfECN), IPPF, VMware and RUFORUM provided updates on CESA Implementation at Continental Level, and they stressed their support in the development and finalization of the Continental Teacher Mobility Protocol, Support for Early Childhood Education Development, Teacher Development in Africa, Early Childhood Education Development, Peace Education, ICT in Education, and enhancement of quality and inclusive Education for Girls and Women.

54. The following recommendations were made:

### **Safe to Learn Initiative championed by UNICEF:**

1. Consider AU Ministers' of Education collective endorsement of the Safe to Learn "Call to Action"
2. Encourage AU member states to individually endorse the "Call to Action", and accelerate efforts to end violence in schools;
3. Organize exchange of knowledge and good practices amongst AU members on interventions to end violence in schools.

55. Save the Children activities support CESA's Strategic Objective 10: To promote peace education and conflict prevention and resolution at all levels of education and for all age groups and recommended that: i. the need for improving the coordination of school safety and security initiatives and ii. Re-iterate that AU Member States expedite action in endorsing the Safe Schools Declaration and strengthening the coordination and resourcing of the implementation of its Guidelines and further encourage the endorsement and implementation of other related comprehensive school safety initiatives in peace times and reporting on them regularly at national and AU levels.

56. **UNESCO-IICBA** outlined that the Continental Teacher Mobility Protocol (CTMP) was finalized and need to be sent to Member States for consultation.

## **AGENDA ITEM 6: MEMBER STATES UPDATE ON CESA IMPLEMENTATION AT COUNTRY LEVEL**

57. Members States provided their updates on the CESA Implementation at national level.

58. The key elements presented were related to incorporation of CESA strategic objectives within the national education policies and programs and also key achievements on ensuring access to quality education in Members States.

59. Members States reported on their investment in infrastructures, use of ICT, teacher training incorporating innovating learning strategies, and also efforts done in line with gender equality in order to close to the gender gap in Education. They also discussed efforts being made to strengthen TVET systems and aligning it with labour market needs. Other issues discussed included among others:

- Addressing social norms that hamper girls' education and the promotion of girls in STEM education.
- Focus on competency based Education and Training that ensure quality and relevance with TVET institutions as incubation centres for innovation
- Integration of Peace education in school curricula
- Gender equality Child marriage base on social norms/ early pregnancy
- Strengthening school feeding program using local production
- Harmonization of education to facilitate intra African mobility of students and teachers

60. Some of the key challenges mentioned that hamper the implementation of CESA are related to the safe school environments, demography, finance, climate change that affect access to education institutions in African countries. Members States recommended that reflection should be made on new strategies on domestic sources of funding for Education. Also, Member States requested that CESA reporting template should be shared with them in order to harmonize their contribution to the CESA implementation at country level.

## CONCLUSION

61. The meeting adopted the report, with minor modifications.