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**THE THIRD ORDINARY SESSION OF
THE SPECIALIZED TECHNICAL COMMITTEE MEETING ON
EDUCATION, SCIENCE AND TECHNOLOGY (STC-EST)
10 December to 13 December 2019, ADDIS ABABA, ETHIOPIA**

Original: English

**HANDOVER REPORT OF
THE OUTGOING CHAIR OF STC-EST 2**

1. BACKGROUND

The Specialised Technical Committee on STC on Education, Science and Technology STC-EST is one of the thematic Committees that provide overall governance and reports to the AU Assembly through the Executive Council. It brings together Member States' ministers and senior officials responsible for Education and Science, Technology and Innovation. STC-EST works in close collaboration with Department of Human Resources, Science and Technology of the African Union Commission to provide continental governance and leadership in the education and Science, Technology and Innovation Sectors. The STC-EST drives the domestication and integration process into national and regional programming the implementation and monitoring of the African Continental Strategy for Education, (CESA 16-25); the Continental Strategy for Technical and Vocational Education and Training and the Science, Technology and Innovation Strategy for Africa (STISA 2024) to ensure that Education, and Science, Technology play critical role in Africa's socio-economic development. The STC-EST provides a platform for dialogue and engagement of all Member States, International Development Partners and the African Diaspora to mobilise resources; oversight, strengthen coordination and implementation of Education, Science and Technology policies, strategies and programmes in response to AU Agenda 2063 and the global Sustainable Development Goals.

2. INTRODUCTION

The Republic of Senegal assumed the chairmanship of the 2nd Specialized Technical Committee on Education, Science and Technology (STC-EST 3) in October 2017 during its Ordinary Session in Cairo Egypt for a period of two years. This *Handing Over Report* outlines the main activities and achievements of the STC-EST 2 during its tenures, in preparation of the new bureau of STC-EST 3, in December 2019.

3. GOVERNANCE

The Bureau of STC-EST 2, is made up of the following Members States from the Ministries in charge of Education and the Ministries in charge of Science and Technology:

REGIONS	COUNTRIES	POSITION IN THE BUREAU
West Africa	Senegal	Chairperson
East Africa	Sudan	1 st Vice-Chair
Central Africa	Burundi	2 nd Vice-Chair
South Africa	South Africa	3 rd Vice-Chair
North Africa	Egypt	Rapporteur

4. CONTINENTAL PROGRAMMES AND ACTIVITIES

4.1 OPERATIONALISATION OF COMMITTEE OF TEN HEADS OF STATE AND GOVERNMENT (C10) CHAMPIONING EDUCATION, SCIENCE AND TECHNOLOGY

4.2 The AU Assembly in January 2018 endorsed the ten Heads of State and Government as the team of Ten Champions for Africa's Education, Science and Technology at the highest political level to championing and advocating for Education, Science and Technology in the continent with a view to improve investments in education, science and technology as foundation for human capital development and STEM workforce. The C10 is pivotal for the implementation of the continental and regional strategies of education, TVET and science, technology and innovation. It is composed as follows:

No.	Region	Country	Member
1.	West Africa	Senegal (Chair)	President Macky Sall
2.		Sierra Leone	President Ernest Bai Karoma
3.	North Africa	Egypt	President Abdel Fattah El Sisi
4.		Tunisia	President Beji Caid Essebsi
5.	Southern Africa	Malawi	President Arthur Peter Mutharika
6.		Namibia	President Hage Geingob

7.		Kenya	President Uhuru Kenyatta
8.	Eastern Africa	Mauritius	President Barlen Vyapoory
9.		Chad	President Idriss Deby
10.	Central Africa	Gabon	President Ali Bongo Ondimba

The C10 held its 1st Extra-Ordinary Summit on 2nd and 3rd November 2018 in Lilongwe, Malawi and adopted its Declaration and Action Plan. The Summit facilitated discussions, experience sharing and identification of definitive actions to be taken by the countries and the leadership towards championing education, science technology and innovation. The Summit also served as a platform of engagement with the private sector, regional institutions and academia.

4.3 Implementation of the STISA-2024

During the tenure of the STC-EST 2, the focus was on the implementation of the 10-year Science, Technology and Innovation Strategy for Africa (STISA-2024). A number of initiatives were launched by the Commission, its technical Offices, NEPAD, Regional Economic Communities and Development Partners. Among the activities implemented by the Commission are:

4.3.1 AU Kwame Nkrumah Awards for Scientific Excellence

The programme aims at raising the profile of science and technology sector and promote a scientific culture amongst African citizens. The programme is implemented at national level for young researchers, regional level for women scientists and continental level open to all scientists and awards are given monetary prizes. During the reporting period (the 2017 and 2018 edition) the regional and continental level awards were given to 6 top African Scientists a total cash prize of about USD450,000.

4.3.2 AU Research Grants Programme (AURG)

The African Union Commission in collaboration with the European Commission, under the Joint AU-EU Cooperation Strategy (JAES), launched African Union Research Grant (AURG) programmes in 2011 to support as a competitive financial instrument to support R&D in the continent, in particular STISA-2024 priorities. The programme promotes research collaboration among African institutions, and/or European institutions. Between 2011 and 2016, the programme was funded by a total of 35 Million Euros from

various EU funding instruments such as the 10th EDF Intra-ACP Envelop and the EU PanAf. The Commission launched Calls for Research Proposals on: (a) Post-harvest & Agriculture; (b) Energy, Renewable & Sustainable Energy and (c) Water & Sanitation, with the inclusion of climate change and fisheries; and on Food Nutrition Security and Sustainable Agriculture. The fig. below show funding for each call (in millions of Euros), number of beneficiaries and the number of countries where the actions took place. In total 39 lead institutions in partnership with 185 other institutions from 36 African countries received grants ranging from 500,000 to 1000, 000 USD to support research in Africa. In addition, the programme also supports post graduate students attached to the research projects

4.3.3 Steering the EU-Africa High Level Policy Dialogue (HLPD) on Science, Technology and Innovation

The AU-EU High-Level Policy Dialogue (HLPD) on Science, Technology and Innovation (STI) platform was adopted at the third Africa-EU Summit in Tripoli in 2010 as a critical element of the Joint AU-EU Strategy (JAES) to serve both as a (1) political structure that enhances our dialogue through promoting better common understanding, building mutual trust and ownership; and (2) technical platform for defining and agreeing on shared priorities of mutual benefit for current and future collaboration and joint implementation between the Africa and Europe. The HLPD adopted two long-term roadmaps for jointly co-owned and funded Research and Innovation (R&I) Partnerships on (i) *Food and Nutrition Security and Sustainable Agriculture (FNSSA)* and (ii) *Climate Change and Sustainable Energy (CCSE)*. In November 2019 the Commissioned hosted the HLPD that adopted the conclusions which are shared with this meeting.

4.3.4 Progress on implementation of African Space Policy and Strategy

The decision Assembly/AU/Dec.589(XXVI) adopting the Africa Space Policy and Strategy formalized efforts for the creation of a globally competitive African Outer-Space Programme that is responsive to the social, economic, political and environmental needs of the continent through developing local capacities in Earth Observation, Satellite Communication, Navigation and Positioning, Space Science and Astronomy. This programme is one of the AU Agenda 2063 Flagships.

An effective outer-space programme, requires a number of institutional arrangements regulatory framework that supports the African space agenda and ensures that Africa is a responsible and peaceful outer space user. Chief among the institutions is the African Space Agency. To this Assembly in January 2018 adopted the Space Agency Statute

[Assembly/AU/Draft/Dec.13(XXX)]. The Statute establishes the African Space Agency as an Organ of the African Union.

In 2017, the Commission issued an open call to all Member States inviting them to express their intent to host the African Space Agency, in line with Assembly Decision. The Chairperson of the Commission appointed a high-level panel to assess the candidate countries that offered to host and provided recommendations. In 2019, the report of the High Level Panel was endorsed by the Executive Council, and adopted by the Assembly through Decision Assembly/AU/Dec.748(XXXII), in which the Republic of Egypt was decided to be the host Space Agency.

The Commission is in consultation with the Arab Republic of Egypt is finalizing the Hosting Agreement of the African Space Agency.

The Commission through Annual Space Dialogues with African space actors, produced two technical documents:

- a) Priority areas of implementation by the African Outer Space Programme;
- b) Study on Structural and Financial implications for African Space Agency in response to the Assembly Decision [Assembly/AU/Dec.589 (XXVI)], which will be considered by the relevant PRC sub-committees.

Meanwhile, the Commission committed to undertake baseline studies in Earth Observation, Satellite Communication, Navigation and Positioning, Space Science and Astronomy and successfully carried out 2 of the 4:

- a) Comprehensive Study on African Private Sector in Earth Observation, Geospatial and Allied Technologies
- b) Gap Analysis Study on Navigation and Positioning in Africa;

Through the GMES & Africa initiative, the Commission has been strengthening the African Earth Observation (EO) segment of the African Space Policy and Strategy. The Global Monitoring for the Environment and Security (GMES) & Africa programme, involves 13 consortia leading a network of over 122 institutions in the continent. The achievements to date include:

- On the Infrastructure and Data, the Commission signed the Copernicus data Sharing Agreement with EU to facilitate access to satellite data. A mapping exercise for the existing Earth Observation receiving Stations in Africa was conducted and revealed that about 200 receiving stations exist. GMES & Africa is maintaining these stations and is planning to install 12 new stations. GMES & Africa has built continental and

regional geoportals as repository for all the datasets, products and services. The portals facilitate data access for public use;

- With respect to the Services, AUC has developed a Earth Observation value-added service development plan and organized 4 continental workshops to guide and strengthen institutions in delivering effective EO services. GMES & Africa also facilitated collaboration amongst institutions from the 5 regions by providing platforms for synergies and cross-fertilization for Water & Natural Resources and Marine & Coastal Areas Services being currently developed by consortia and partners.
- On training and capacity building, AUC has developed database of all EO trainees and trainers from previous programmes. Training Strategy and Catalogue have been developed and are currently being implemented. Total of 406 trainees have been impacted on the continental and regional courses which are conducted by AUC, consortia and partner institutions. The Digital Learning Platform to invigorate skills evolution in Earth Observation is under development. A Network of Universities has been created and operationalized to facilitate research clouds at the regional level.
- Communication Strategy has been developed to strengthen awareness, outreach and engagement with users. Specifically, an integrated web portal (grant management, website) developed. Quarterly newsletters are published as well as print, mainstream and social media presence is maintained. Continental user forum has been organized in bringing together over 500 participants in EO user community, policy makers, private sector, and academia.

4.3.5 AU Biodiversity Program

The AU Assembly resolved to include biodiversity within the priorities of the AU in January 2010. The Commission has since been engaged in supporting Member States in the coordinated implementation of their obligations under the Convention on Biological Diversity (CBD) and its Protocols (the Cartagena Protocol on Biosafety and the Nagoya Protocol on Access to genetic resources and Benefit Sharing arising from their utilization (ABS). Albeit the recognition on the importance of biodiversity, there has not been much coordination at the level of the continent in the manner of support in implementing the CBD and its Protocols. It will be recalled that the Department constituted a Continental Coordination Committee on biodiversity comprised of the key pan-African actors which has been fully functional since 2017. The Department has been implementing its activities in the field for the reporting period accordingly and through the active involvement of the members of the Continental Committee. What is more capacity building support and coordination of African common positions at the negotiations of the 14th Conference of the Parties in Sharm El-Sheikh, facilitating the

African regional discussions for the global Post 2020 Biodiversity Framework and organizing African preparations for the interim technical meetings of the Convention has been made.

5. CONTINENTAL PROGRAMMES AND ACTIVITIES ON EDUCATION:

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

5.1 Continental Education Strategy for Africa (CESA 16-25):

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. 12 Thematic Clusters have been launched. The Thematic Clusters are so far bringing on board stakeholders to own and support the implementation of CESA at all levels. This year, additional one Cluster on Life Skills and Career Guidance was launched with the four Clusters launched in 2018 on Peace and Education; TVET; Early Childhood Education and Development; and Curriculum Development. Before 2018, Clusters were established for Higher Education, School Feeding, Teacher Development, ICT in Education, STEM Education, Education Planning, Girls and Women's Education and Gender, and these are fully operational. Each Cluster has an agreed Road Map, and a Coordinating Team of agencies and Member States who ensure communication, follow up and reporting among the membership, and submitting biannual reports to the Commission. All agencies that are members of the Clusters commit to aligning their work with Agenda 2063 and CESA, and this is enhancing visibility of the African Union.

The participating agencies, representing all the 12 Clusters of the Continental Education Strategy for Africa committed to supporting the work on CESA implementation towards strengthening the quality and value of education for 'the Africa we want'. They mentioned challenges including communication, resource mobilization and effective coordination.

5.2 Harmonisation of Higher Education:

In its effort to foster continental academic integration and to bridge the gap between the disparate educational systems, the HRST Department 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 among others are:

a. African Standards and Guidelines for Quality Assurance:

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. The African Standards and Guidelines are not meant to be prescriptive but they rather provide a mechanism for quality attainment in African higher education institutions and quality assurance agencies. They are developed to provide a unified framework, allowing an enhancement-led approach for the escalation of institutional and educational quality.

b. African Continental Qualifications Framework (ACQF)

An Inaugural Workshop on Developing the African Continental Qualifications Framework (ACQF) was convened in September 2019 to develop stakeholders' views for a coherent and participatory development process. The ACQF 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. The workshop created an opportunity to discuss and develop stakeholders' views for a coherent and participatory ACQF development process. A mapping study of national and regional qualifications frameworks will be conducted in 2020 that will provide a comprehensive and updated analysis of where Africa stands in respect to qualifications frameworks development, consolidation, and implementation.

c. Pan African Quality Assurance and Accreditation Agency

Agenda 2063 First Ten-Year Implementation Plan envisages the creation of a Continental Accreditation Agency to promote harmonised quality assurance systems in Africa. The Department 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. The creation of a continent-wide accreditation body will strengthen cooperation in quality monitoring of higher education institutions; development of comparable methodologies and harmonization of accreditation procedures.

d. Intra-Africa Academic Mobility

Further, the Commission continued working jointly with the EU Executive Agency in advancing the Intra-Africa Academic Mobility. In 2019, a new call was made with €10 Million EU grant and 75 project proposals have been submitted. Following eligibility checks and experts' assessment of applications, seven projects involving 35 African universities are selected for funding to support student scholarships and mobility of teaching and research staff as well to strengthen cooperation between higher education institutions from different African regions. Totally, 29 university partnerships involving 95 African higher education institutions from 34 Member States are engaged in academic mobility. So far, 1779 African individuals (993 Master Students, 498 Doctoral Candidates and 288 staff) from 50 Member States are benefited from the Intra-Africa Academic Mobility Scheme.

5.3 Addis Convention for Recognition of Academic Qualifications:

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 HRST Department is working jointly with UNESCO to expedite the ratification and implementation of the Convention. The ratification of the Addis Convention is necessary to establish political commitment to the process of harmonisation. The Convention is instrumental in strengthening cooperation between African countries in the recognition of qualifications and for reinforcing effective quality assurance and accreditation mechanisms at the national, regional and continental levels. The Addis Convention on recognition of qualifications is ratified by 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.

5.4 African Quality Rating Mechanism (AQRM):

The African Quality Rating Mechanism (AQRM) has been developed as a tool to facilitate a culture of continuous quality improvement in African higher education institutions through self-evaluation and external validation. It has been piloted at

various stages in a number of universities from all five regions of the continent. The AQRM will be available for full-scale implementation to employ it for institutional evaluations and continuous quality improvement in African higher education institutions. The Association of African Universities, as coordinating agency for the Higher Education Cluster will ensure continuing promotion of the AQRM within institutions of African higher education.

5.5 Pan-African Quality Assurance and Accreditation Framework (PAQAF):

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. 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

5.6 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, particularly through the CESA Teacher Development Cluster, in partnership with UNESCO Institute for Capacity Building in Africa (ICBA) and other agencies including Education International, CEMASTEIA and IGAD. In line with this, the Commission finalized the Continental Teacher Mobility Protocol (CTMP) that provides a framework for managing teacher mobility, for establishing 'African Teachers Without Borders'. This will contribute to quality education by making available Teachers from countries where they have excess to countries with serious shortfalls. Looking at the need to strengthen Teacher Regulatory agencies, the Commission therefore initiated work to develop a Continental Teacher Qualification Framework in partnership with the African Federation of Teacher Regulatory Agencies (AFTRA).

The work was commissioned to include development of Teacher Professional Standards and Guidelines, which is necessary for establishing teaching and a distinguished profession and preferred career. Qualification Frameworks are essential to facilitate the required mutual recognition and verification of qualifications. The work was validated in October 2019 with the Inaugural of the First AU Continental Teacher

Prize, in which three outstanding Teachers from Kenya, Uganda and Ghana were awarded, each with 10,000 USD. The First AU Continental Teacher Prize processes are designed to identify and highlight amazing teachers in the African education system, and contribute to development of a compendium of success factors in teaching and learning. It is aimed to raise the status of the teaching profession and the teacher, and inspire the best possible candidates to join the teaching profession. It is also aimed to serve as a catalyst for similar programmes at regional and national levels. The Teacher Prize is an important and valuable instrument that contributes to the success of Agenda 2063 and the Continental Education Strategy for Africa (CESA).

5.7 INNOVATING EDUCATION IN AFRICA EXPO:

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.

The Department in partnership with the Government of the Republic Senegal and several key partners organised the First Edition of Innovating Education in Africa Expo in 2018, consequently, this was repeated with the Government of Botswana, with several key partners for the Second Edition of Innovating Education in Africa Expo from 20 - 22 August 2019 in Gaborone, Botswana in attendance of the Vice President of Botswana, H.E. Slumber Tsogwane, Honourable Bagalatia Arone, Minister of Basic Education of Botswana, and H.E. Prof. Sarah Anyang Agbor, Commissioner for Human Resources, Science and Technology of the African Union.

Out of 455 submissions mostly from African Youth, 40 ICT based innovative education solutions were selected. The event also provided a platform for education practitioners, policy makers, private sector, civil society and other stakeholders to exchange experiences, policies and challenges in enhancing education and learning outcomes through ICT based innovation education. The Expo showcased the selected 40 ICT based innovative education solutions from across the continent for possible support including further development and replication.

Eleven Outstanding Innovations were awarded at the event, with the 1st prize being 50,000 USD; next 20,000 USD; 10,000 USD; and eight prizes of 5,000 USD each to support strengthening and expanding their innovations. As an established practice, the winning innovators will be assisted to access potential financiers to help grow their enterprises in education innovation. As further deliverables from the Expo, the

department has developed an African Education Innovators Platform online; and Education Innovations Handbook for the 2018 which was published and has been updated to include the 2019 activities. About 450 participants from over forty countries attended the event. Participants agreed on a set of recommendations for harnessing the capacity of education delivery and outcomes through the meeting communique. Rwanda has offered to host the 2020 Innovating Education Expo.

5.8 Education Curriculum:

The CESA Curriculum Cluster was launched in December, 2018. It was agreed that there is need to address issues of curriculum to promote quality, relevance and responsiveness to Agenda 2063. 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.

The CESA Curriculum Cluster organized the Africa Curriculum Association Conference from 26-30 May 2019 in Accra, Ghana. The meeting was attended by various experts and academics in order to promote curriculum research and align contemporary curriculum movements to the Continental Education Strategy for Africa and AU Agenda 2063. The conference was instrumental to create partnership with potential organisations working on curriculum and related academic networks. It was noted that there is need to strengthen National Curriculum Centers and build capacity of curriculum developers and researchers in curriculum design.

5.9 ICT in Education Cluster:

The African Digital Schools Initiative (ADSI) is being implemented as part of the work plan of the CESA ICT in Education Cluster by Global e-Schools and Communities Initiative (GeSCI) - Coordinator of the ICT in Education Thematic Cluster under the Continental Education Strategy for Africa (CESA 16-25). In Kenya, programme implementation is in its third year, is well advanced in the 80 project schools. In Tanzania, it is in its second year of implementation, more than 400 teachers have completed Technology Literacy training and have been awarded certificates. The Ministry of National Education and TVET, Republic of Côte d'Ivoire, in partnership with the Coordinator of the CESA ICT in Education Cluster – GeSCI have marked the first phase of Ecole Numérique d'Excellence Africaine (ENEA). Under this programme, 141 secondary teachers have completed phase one of their ICT professional development towards becoming experts in the incorporation of ICT in their teaching.

5.10 Early Childhood Education and Development Cluster:

The Continental Education Strategy for Africa (CESA 16-25) identifies pre-primary education as a neglected sub-sector that deserves special attention. 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 CESA ECED Cluster was therefore launched in September 2018 in Addis Ababa, Chaired by the African Union Commission and the Republic of Mauritius, and Coordinated by the Africa Early Childhood Network (AfECN). The Cluster Launch brought together experts from Member States and major stakeholder organisations in the field of Early Childhood. The CESA ECED Cluster held its first Technical Meeting from 21–22 March, 2019 in Bagatelle, Mauritius. The meeting was hosted by the Ministry of Education of Mauritius in collaboration with the AUC and the AfECN. To achieve objectives of the cluster, four (4) Working Groups (WGs) were operationalised, namely: Policy, Advocacy and Communication; Access to Quality ECED Programmes and Services; Governance and Accountability; Knowledge Generation, Documentation and Dissemination. Each with a Chair and Convener and a two-year (2019-2020) Work Plan. The Chair and Convener of each working group will be part of the ECED Cluster Technical Committee.

The Cluster further co-organised the Early Childhood Education Side event during the 7th Tokyo International Conference on Development of Africa which resulted Joint Statement from Key Continental and International Bodies on Early Childhood Education and Development. The Cluster's Working Group on Policy, Advocacy and Communication has developed a Policy Paper on Early Childhood Education and Development.

5.11 Life Skills and Career Guidance Cluster:

Following the cluster coordination meeting in April 2019, the Life Skills and Career Guidance Cluster held its inception meeting to finalise its terms of reference and devise a two years action plan that will guide its operationalisation. The meeting established the coordinating framework of the Cluster and fostered a shared understanding of cluster objectives among its membership.

5.12 Technical and Vocational 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. 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.

5.13 PEACE 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. 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 Peace Education Cluster of CESA in partnership with the AUC-HRST, Save the Children and UNICEF carried out a study on the progress made by AU Member States on implementing with focus on the protection of education in humanitarian situations, including armed conflict in Africa. The findings of the Peace and Education Cluster validated by Member States showed largely uncoordinated, and unsustainable mechanisms for reporting on implementation of the Safe Schools Guidelines at all levels in the light of persisting attacks on education; There is need to implement the Safe Schools Declaration and its Guidelines to make making schools safe at all times for all children and youth, including girls and women, and providing inclusive and timely education for refugee children in Africa.

5.14 SCHOOL FEEDING PROGRAMME:

The Continental Education Strategy for Africa 2016-2025 (CESA 16-25) identifies school feeding as a strategic intervention for promoting inclusive and equitable quality education and promote lifelong learning for all. Accordingly, so far, the resource mobilization activities have been carried out by developing two proposals for tow donors (to Dubai cares, and AfDB) so as to build capacity of HRST on the implementation of the Home Grown School Feeding, with pending outcomes. Several school feeding cluster meetings were anticipated, at different forums of Member States and TICAD 7 and the HRST department has also provided support to advocacy efforts by preparing a policy brief and sending it to G-7 countries and other forums like TICAD 7.

The 2018 report on the CESA Home Grown School Feeding (HGSF) was finalized, and shared with all partners. A monitoring visit was conducted to AU Member States to understand how the HGSF value chain is being operationalized and accrue benefits to different categories of the value chain actors, and in this case, a report on Home Grown School Feeding value chain analysis in Nigeria was produced. The Home Grown School Feeding Procurement and Value Chain Analysis Training was organized for 60 participants from 14 member states. This was part of the joint plan implemented along with our partner FAO for an effective operationalization of Regional Coordination Mechanism's (RCM Cluster 4) which seeks to strengthen the skills and knowledge of Member States for sustainable procurement of public food from small holder farmers for school meals.

The CESA School Feeding ToR, Strategy and indicators were finalized, to provide overall support on the operationalization of School Feeding Cluster in the continent. Technical support was provided for the drafting of policy documents related with school feeding, such as teachers' manual of UNESCO-IICBA, AU policy briefs, and the WFP School meal strategy.

The fourth African Day of School Feeding at continental level was celebrated in Cote d'Ivoire, Abidjan aligning with the tune of the year, under the theme of 'Investing in Home Grown School feeding for Achieving Zero Hunger, Sustaining Inclusive education for all Including Refugees, Returns, and Displaced Persons in Africa.' As a result, there is increased awareness of the member states on the need to link HGSF to their national development and/or social protection policies for enhancing retention and performance of children in schools, and for boosting income generation and entrepreneurship in local communities. Guidelines for the event were shared with all Member States and the Commission expects a report from each country.

5.15 EDUCATION MANAGEMENT INFORMATION SYSTEMS (EMIS):

The Pan-African Institute of Education for Development (IPED) managed the completion of the CESA Indicators' Manual, along with a Monitoring and Reporting Framework, which was published in September 2019, having received contributions from partners and Member States. Data capture instruments have been developed and piloted in 6 Member States, and the final outcome was released after validation in August 2019. A platform for management information systems for Education, Science and Technology and Innovation was developed in a partnership between AOSTI, IPED, NEPAD and ADEA.

The IPED started collaboration with the RECs in March 2019, in order to implement the platform in Member States that have weak or non-functional National EMIS system. A draft monitoring and evaluation instrument has been developed for use by CESA

Thematic Clusters, for ensuring coordinated implementation and reporting of partners and key stakeholders, towards a common vision. In partnership with UNESCO, a draft joint reporting framework for SDG 4 and CESA has been developed. Also in partnership with UNHCR, Save the Children and UNICEF, a consultation on mainstreaming refugees into National EMIS system was held in Kampala, Uganda in May 2019. The final pilot exercise and validation of the AU Education Data Platform was organised in partnership with the Federal Ministry of Education of Seychelles from 5th to 9th August 2019. A total of 14 secondary schools and 6 tertiary institutions participated in the exercise. In addition, 76 teachers, 11 school administrators and 363 students were interviewed using the data collection module.

Partnerships and resource mobilization missions were made to the UNESCO Institute for Statistics (UIS) Headquarters in Montreal, Canada. The visit aimed at seeking technical support towards joint implementation of programs on EMIS strengthening. In addition, it also focused outlining the roles and responsibilities of both institutions in implementing the outcomes of the Pan African High Level Conference on Education. In October 2019, a letter of intent that spells out the areas of partnership has been signed between the two institutions. In addition, a similar mission was made to the Global Partnership for Education. Discussions were centred on the process for which IPED can access financial resources through the KIX platform. In October 2019, a consortium of UNESCO, AUC and UNICEF put forward a proposal to GPE for a one million dollars grant to be channelled towards EMIS development at all levels. Moreover, IPED participated in the review of the SDG 4 Indicators by the Technical Cooperation Group. As a way of strengthening capacities of Member States, IPED developed a system that assists in data transportation from different sources into National EMIS systems.

5.16 PAN AFRICAN UNIVERSITY (PAU):

Introduction

This report highlights the efforts of the African Union Commission to support Pan African University (PAU) through the Rectorate and its operational institutes in charge of undertaking training, research and innovation focused on priority issues in order to attain the objectives defined in the adopted and revised PAU statute, in accordance with Agenda 2063 objectives, activities undertaken and concludes with recommendations on the way forward.

I. ROLE OF THE PAN AFRICAN UNIVERSITY (PAU) IN AFRICA'S DEVELOPMENT

1. The Pan African University (PAU) was created following Decision of the Assembly of Heads of State and Government of the African Union during its

Fifteenth Ordinary Session in July 2010 in Kampala, Uganda (Assembly/AU/Dec.290 (XV)). The principal aim of establishing the Pan African University was to create high quality continental institutions that promote quality training, research and innovation within Africa, ensure a steady nurturing of new ideas and also a continuous injection of highly skilled human resources to meet the developmental needs of the continent.

2. PAU was established from the realization that higher education and research in Africa needed to be need-based and anchored in the collective vision of the AU. PAU is a continental network of post-graduate teaching and research institutions within selected existing high quality universities in the five geographic regions. It promotes student mobility in Africa and facilitates intra-regional networking for academic researchers. It is a continental academic, research and innovation institution based on several guiding principles such as academic freedom, autonomy and accountability; quality assurance; promotion of African integration through the mobility of students, academic and administrative staff, as well as the development of collaborative research linked to the challenges facing the African continent.

II. OVERVIEW OF THE PAN AFRICAN UNIVERSITY

1. The AUC launched the Pan African University (PAU) as a flagship continental initiative in December 2011. It is a continent-wide university offering postgraduate (Master and Doctoral) programs with the aim of establishing an academic network of already existing post-graduate and research institutions.
2. The first University's Statute was adopted (by the Assembly) in 2012 and was revised in January 2013. The last revision was in January 2016. The Statute was revised for the second time by the Assembly in January 2016.
3. PAU is expected to be a competitive world class institution with a mission to transform the capacity for knowledge production and knowledge transfer across the African continent, and respond to the challenges set out under the Agenda 2063.
4. The Assembly of Heads of States and Governments selected the Republic of Cameroon to host the PAU Rectorate during the January 2015 Summit. The Host agreement was signed on 06th April 2018 and the relocation of the Rectorate to Cameroon was completed in September 2018.
5. The PAU is a unitary academic, research and innovation institution comprising thematic Institutes hosted in different geographic regions by existing academic institutions operating at the graduate studies level. PAU Institutes are currently operational in four of Africa's five regions (Western, Eastern, Central and Northern regions), whilst preparations are underway to operationalize the fifth PAU Institute in Southern Africa.

6. The Institutes of the PAU are dedicated to the following crucial thematic areas and are located in the corresponding geographic regions set out below:
 - a. The Institute for Basic Sciences, Technology and Innovation (PAUSTI), hosted by the Jomo Kenyatta University of Agriculture and Technology in Kenya (Eastern Africa);
 - b. The Institute for Life and Earth Sciences (including Health and Agriculture (PAULESI), hosted by the University of Ibadan in Nigeria (Western Africa);
 - c. The Institute for Governance, Humanities and Social Sciences (PAUGHSS), hosted by the University of Yaoundé II in Cameroon (Central Africa);
 - d. The Institute for Water and Energy Sciences (including Climate Change (PAUWES), hosted by the University of Tlemcen in Algeria (Northern Africa);
 - e. The Institute for Space Sciences (PAUSS) to be hosted by the Cape Peninsula University of Technology with seven (7) south African Universities in the Republic of South Africa (Southern Africa).
7. **Pan African Virtual and E-University (PAVEU) project overview:** the PAVEU is a priority education initiative of the AU as one of its flagship projects identified for addressing Agenda 2063. It aims at accelerating the 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. It also aims to reach large numbers of students and professionals in multiple sites simultaneously- anywhere, any time at any place; and consolidate African initiatives and strategies on accelerated development. 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.

III. ACHIEVEMENTS AND CHALLENGES OF THE PAN AFRICAN UNIVERSITY (including PAVEU)

A. ACHIEVEMENTS

1. Since its establishment, PAU has made perceptible progress as outlined below.
2. Academic achievements in postgraduate (Master and Doctoral) training programs: in order to address the crucial identified thematic areas, PAU developed and implemented several curricula and is currently offering 44 training programs (28 MSc. /MA & 16 PhD) as per the table below:

Table 1: Number of Training Programs Offered by the Pan African University Institutes, by Level

Institute	Master	PhD
PAULESI (Life and Earth Sciences including Health and Agriculture)	10	6
PAUSTI (Basic Sciences, Technology and Innovation)	10	8
PAUGHSS (Governance, Humanities and Social Sciences)	4	2
PAUWES (Water and Energy Sciences (including Climate Change)	4	0
Total per level	28	16
Total	44	

3. Academic achievements in students' admission: PAU Institutes are currently operational in four of Africa's five regions (Western, Eastern, Central and Northern regions). The admission of new students (both masters and Doctoral) since the 2012-2013 academic year has grown significantly. The table below illustrates the student population growth per academic year, programs and gender representation etc.

Table 2: Admission of New Students (M.Sc. and PhD) by Gender and Academic year

Institute	Academic year (M.Sc. and PhD)													
	2012/2013		2013/2014		2014/2015		2015/2016		2016/2017		2017/2018		2018/2019	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
PAULESI	0	0	18	2	57	28	40	24	55	18	79	34	68	42
PAUSTI	49	8	0	0	46	22	59	19	78	28	107	32	118	37
PAUGHSS	38	16	0	0	32	26	54	24	55	27	58	34	54	47
PAUWES	0	0	0	0	15	11	36	11	65	14	41	26	31	31
Sub-total (M & F)	87	24	18	2	150	87	189	78	253	87	285	126	271	117
Total	111		20		237		267		340		411		428	
Countries	22		8		30		35		37		46		53	
Total number of admitted students					1814									

4. Academic achievements in students' graduation: the first batch of 55 students graduated in Kenya in November 2014. The total number of students who graduated from the PAU Institutes, since the first admission at both levels (Master and Doctoral), grew to 744 (712 MSc and 32 PhD) as outlined in the table below. The proportion of female graduates stood at 29%.

Table 3: Total Number of PAU Graduates by Level of study and Institute

Institute	MSc.			PhD			Total		
	M	F	Total	M	F	T	M	F	T
PAULESI	119	54	173	11	2	13	130	56	186
PAUGHSS	135	74	209				135	74	209
PAUSTI	134	44	178	14	5	19	148	49	197
PAUWES	116	36	152				116	36	152
Total	504	208	712	25	7	32	529	215	744

29 % of female graduates

5. The PAU Alumni Association (PAUAA) was officially established in December 2017. The constitution of PAUAA was then validated and the officials of the PAUAA were elected.
6. Students' application statistics has substantially increased since 2012/13. The total number of applications received is broken down by institute gender, and level of study as follows:

Table of Students Application Statistics by Institutes, Academic year and Gender:

	2014-2015		2015-2016		2016-2017		2017-2018		2018-2019	
	M	F	M	F	M	F	M	F	M	F
PAULESI	200	53	1245	515	991	245	1154	314	2895	868
PAUSTI	463	112	1294	425	1769	427	1654	405	3849	847
PAUGHSS	201	76	1066	654	801	313	741	322	1874	754
PAUWES	100	16	327	103	603	129	658	155	1550	411
Sub Total	964	257	3932	1697	4164	1114	4207	1196	10168	2880
Total	1221		5629		5278		5403		13048	

% per										
Gender	78.95%	21.05%	69.85%	30.15%	78.89%	21.11%	77.86%	22.14%	77.93%	22.07%

7. Recruitment: Academic positions: one of the main challenges that has been dragging the University is the lack of full time academic staff. The problem has to do with the application of AUC staff rules and regulations for the recruitment of academic rules which are not amenable to an academic institution. In response to that, the PAU, in accordance with the recruitment process of the AUC and with the guidance and oversight of the Department of Human Resources, Science and Technology (HRST) published vacancy announcements inviting applications for Long Term Academic Staff (LTAS). At present, the recruitment of two long term academic staff for the Pan African University Institute for Water and Energy Sciences (including Climate Change) is underway.

8. Recruitments: Managerial / Administrative positions: 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 on boarding of both Administrative and Academic Staff under its 2020 budget.

9. Financial implementation: PAU has benefitted immensely from the support of the African Union Member States, Host countries and Universities, Key and Thematic partners, since its establishment. African Union Member States, AfDB and KFW have provided the bulk of the funds for the programmes in the respective PAU Institutes. 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.

10. Institutional development processes: PAU is currently developing the following strategic documents and guidelines:

- Five (5) year Strategic Plan (2020-2024), the Plan is finalized and approved by the PAU Council;
- Financial Sustainability plan;
- Academic Rules and Regulations;
- Manual for Financial Management and Administration of the PAU;
- PAU Staff Rules and Regulations, Salary Scheme and Management Structure;
- Quality Assurance Framework;
- Research and Publication Policy (finalized and approved);
- Guideline for establishment and operationalisation of Entrepreneurship Center.

The strategic plan is the main guiding policy document of the University for the next five years. In accordance with the strategic plan, a new personnel 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 Pan African University Council approved the Strategic Plan in February 2019.

11. Pan African Virtual and E-University (PAVEU) project achievements:

- a. The PAVEU Task Force was expanded from 4 to 12 and the Task Force has since met twice; in October 2017 and February 2018 respectively, to finalise the project Implementation document. In addition, the Task Force made the following recommendations:
 - (i) That a learning management system for PAVEU of either of SAKAI (educational software platform designed to support teaching, research and collaboration) or Modular Object-Oriented Dynamic Learning Environment (MOODLE) be chosen and procured
 - (ii) That an independent Intranet to provide ‘a private network accessible only to PAVEU staff and students be pursued and implemented
 - (iii) That the PAVEU Learning Management System (LMS) be hosted on a dedicated server in a private cloud.
 - (iv) That PAVEU purposefully engages the regional research and education networks (RRENs) and partners to strategically address internet connectivity issues in African countries for the success of the Initiative

- b. A Workshop of experts and stakeholders to identify and prioritize potential Academic Programs for PAVEU was held from 20 to 23 March 2018 in Addis Ababa, Ethiopia. The academic programs will enable African students obtain degrees, diplomas and certificates, and participate in research agendas, addressing the AU's ultimate aim of building knowledge, Human Resources, capabilities and skills for Africa's future. Recommendations shall be presented to the PAU Senate at the appropriate time for approval.
- c. A Workshop of experts meeting was held from 15th to 17th July 2019 in Yaoundé, Cameroon and from 19th to 20th September 2019 in Addis Ababa, Ethiopia. The following issues were identified as areas for urgent attention before the launch of the PAVEU and must be achieved before end of November 2019;
 - (i) Learning Management System (LMS) Customization, Installation, and testing
 - (ii) Domain registration, security, and putting the system online
 - (iii) Converting existing topics into online self-instruction led topics
 - (iv) Uploading the topics of entrepreneurship course into the system and creating the whole course
 - (v) Training PAVEU technical staff
 - (vi) Linking content from partners (UNESCO, AVU.. etc)
 - (vii) Call for application and marketing courses
- d. The PAVEU Core positions have been identified and recruitment of staff is underway.

5.17 AFRICAN UNION INTERNATIONAL CENTRE FOR GIRLS AND WOMEN'S EDUCATION IN AFRICA (AU/CIEFFA)

In line with aspiration 6 of Agenda 2063 outlining "*An Africa whose development is people-driven, relying on the potential of African people, especially its women and youth, and caring for children*" the AU/CIEFFA developed its 2nd three-Year Strategic Plan (2018-2020) with the major expected outcome of ensuring girls' access to quality education and completing schooling until higher education in order to be fully equipped to enter the job labour market.

Established under the AUC Department of Human Resources Science and Technology, the AU/CIEFFA is fully aware of the importance and necessity to adopt an inclusive participation of all of the society's actors for the advancement of the African Agenda as stated by numerous legal instruments, policies and Frameworks pertaining to girls and women's education. Despite this normative framework and considerable progress made by member states, current statistics still show that girls' education remains a concern for the AU due to persisting social norms, to harmful and traditional practices and school-related gender-based violence (SRGBV).

Despite progress showing that 75% of girls in developing countries have completed primary school in 2016, compared to 57% in 2002, 52% of children have completed lower secondary education in developing countries in 2016 compared to 38% in 2002. Even if girls' completion rate for lower secondary education has increased from 35% to 50% and from 41% to 52% for boys between 2002 and 2016, these figures still demonstrate that considerable efforts need to be accomplished especially in the area of advocacy

In order to tackle these above-mentioned barriers that hinder girls and women's education, the Strategic Plan (2018-2020) designed by the AU/CIEFFA covers 4 key mains axis namely briefly described below with projects and advocacy and communication activities such as:

i. The Compendium of Legal instruments & Frameworks pertaining to girl's and Women's education

Since 2016, the AU/CIEFFA has undertaken a long-term task of compiling existing global, continental and regional legal and institutional instruments as well policies pertaining to education and many others related to women's rights and specially targeting the rights of education for girls and women.

These activities include mainly:

- ✚ Development and validation of a Compendium and its Monitoring Framework to track the implementation level of adopted and ratified instruments as well policies with a focus on girls and women's education by various stakeholders such as the various committees of the Pan African Parliament (PAP), the RECs, Ministers of Gender and development partners.
- ✚ Appointment of the Special rapporteur on Girls' Education in Africa. Indeed, monitoring the implementation of this Legal and Institutional Frameworks requires strong political influence with African governments through the appointment of a Special Rapporteur on Girls' and Women's Education in Africa. The AU/CIEFFA has

finalized the terms of reference of this appointment which will be presented during this STC for adoption by Ministers. The Special rapporteur's duties will comprise: advocacy, follow-up the implementation of key legal instruments, prepare an annual report on the state of Girls' and Women's Education in Africa.

- ✚ The continental launch of the Compendium and its Monitoring Framework will be held during the 4th HLD (High Level Dialogue) annually organized by the AU/CIEFFA on Education and Gender in line with the AU Theme of the year and on the margins of the upcoming Summit in Addis Ababa in February 2020.

Amongst the activities under this Axis 2 pilot projects are included namely:

- ✚ Popularization and implementation of the Gender Equality Strategy for CESA 16-25 jointly developed by the AU/CIEFFA and FAWE, a strategy which enables member states to reorient their education and training systems to ensure that girls, women, boys and men acquire the knowledge, competencies, skills, innovation and creativity required to nurture African core values and promote sustainable development at national, sub-regional and continental levels.
- ✚ Re-integration of out-of-schools girls into the educational system through advocacy's activities with various stakeholders like state and non-states actors such as Traditional and religious leaders.

ii. Establish Gender-Responsive Education Sector Planning (GRESP)

As part of the implementation of its 2nd strategic axis on Teaching and Learning Environments, the AU/CIEFFA has jointly organized with UNGEI (UN Girls Education's Initiative) and the GPE (Global Partnership for Education) a training Workshop in 2018 in Nairobi for African Countries on a Gender Responsive Education Sector Planning tool, designed to achieve the SDGs and specially Goals 4 and 5 of Agenda 2030 to achieve gender equality in education. The objective of this tool is to help developing countries to put in place gender-sensitive policies, plans and learning environments, with a view to transform the functioning of educational systems.

The AU/CIEFFA with the support of UNGEI, GPE, FAWE and other partners still continue to strengthen their collaboration to enhance the capacity of Africans' government in using GRESP in their educational sectorial planning by taking into account the gender dimension during the whole process of planning.

iii. Building African Young Women's Capacity through STEM education-focused TVET male-dominated Fields

The 3rd Axis serves to boost young girls and young women's interest in STEM fields as well in TVET male dominated areas. The AU/CIEFFA is holding its 3rd Youth Capacity Building from 26 to 29 November 2019 in Accra, Ghana with 56 African young women

and men studying and working on STEM focused TVET, on entrepreneurship and on leadership. The previous workshops were respectively organized in Addis Ababa and Tunisia. AU/CIEFFA has created a group of AU/CIEFFA's Alumni as champions for girls' and women's education from these two batches.

In addition to this project the AU/CIEFFA has convened several meetings on Girls in STEM and TVET, namely: 2nd High Level Dialogue (HLD) on “ *Enhancing policies and practices to promote STEM-focused TVET for women and girls*” in 2018; Panel discussion on expanding out-of-school girl's horizons through digital transformation” held during the 2019 AU Education Expo in Botswana; training workshop for teacher trainers in STEM education for Francophone and Anglophone countries in Africa in collaboration with UNESCO in 2018 -2019.

During the 2nd HLD, Ministers from various portfolios reiterated their commitment to promote STEM focused TVET for women and girls through a call for action. These meetings and trainings have contributed to enhance participants' understanding of the factors influencing participation, skills development and retention of girls and women in STEM fields.

iv. Advocacy and communication strategies across all activities

AU/CIEFFA has designed and elaborated several advocacy documents on girls and women's education in Africa. Furthermore, AU/CIEFFA takes the opportunity to attend international for a such as the Francophonie Girls' Education Summit, the Gender Summit 2019, the Status of Women (CSW), the African Union Innovating Education Expo, etc. to showcase the its activities in the retention and completion of girls and young women in educational systems.

The 2nd Dialogue with African traditional and religious Leaders held in Uganda in June 2019 enabled to re-define roles and responsibilities of Faith-Based Organizations at community level and to advocate for the acceleration of girls' access and retention in educational systems. Various members of the Council of Traditional Leaders (COTLA) attended this Dialogue.

6. Decisions adopted during STC-EST 2 (From 2018 – 2019)

AU Assembly and Executive Council Decisions

1. ASSEMBLY/AU/Dec.671(XXX) DECISION ON THE INAGURAL MEETING OF THE COMMITTEE OF TEN HEADS OF STATE AND GOVERNMENT AS AFRICAN CHAMPIONS OF EDUCATION SCIENCE AND TECHNOLOGY, JANUARY 2018

The Assembly,

1. RECALLS Decision Assembly/AU/Dec.572 (XXV) establishing a Committee of Ten Heads of State and Government as African champions of Education, Science and Technology;

2. TAKES NOTE of the Report presented by H.E. Macky Sall, President of the Republic of Senegal and **ENDORSES** the recommendations therein;

3. CONGRATULATES H.E. President Macky Sall, as the first Chairperson, and **ENDORSES** H.E. Beji Caïd Essebsi, President of the Republic of Tunisia as the first Vice-Chairperson, and H.E. Peter Mutharika, President of the Republic of Malawi as the second Vice-Chairperson of the Committee of Ten;

4. REITERATES the core value of Education, Science and Technology as a formidable tool for achieving Agenda 2063, the Africa We Want, of a people driven inclusive prosperity, peace and integration;

5. FURTHER REITERATES the need to enhance investments in Education, Science and Technology as pillars for harnessing demographic dividends;

6. ENDORSES the list of ten Heads of State and Government as the first team of ten champions for Africa’s Education, Science and Technology:

Northern Africa	Central Africa	West Africa	East Africa	Southern Africa
Egypt Tunisia	Chad Gabon	Senegal Sierra Leone	Kenya Mauritius	Malawi Namibia

7. COMMENDS the ten Heads of State and Government for accepting this important responsibility;

8. FURTHER COMMENDS the Republic of Malawi for offering to host the first Education Summit of the Committee of Ten.

2. ASSEMBLY/AU/Dec.675 (XXX) DECISION ON THE ELECTION OF THE PRESIDENT OF THE PAN-AFRICAN UNIVERSITY COUNCIL, JANUARY 2018

The Assembly,

- 1. TAKES NOTE** of the election of the President and Vice-President of the Pan African University (PAU) Council by the Executive Council;
- 2. APPOINTS** Mr. NZINZI Pierre Dominique (Gabon) as President of the PAU Council for a term of three (3) years;
- 3. DECIDES** that the Vice-President of the PAU Council will be elected at the Thirty-Third Ordinary Session of the Executive Council scheduled for June/July 2018.

3. DECISION ON THE LEGAL INSTRUMENTS ASSEMBLY/AU/Dec.676 (XXX), JANUARY 2018

The Assembly,

- 1. TAKES NOTE** of the recommendations of the Executive Council for the consideration and adoption of the Draft Legal Instruments;
- 2. ADOPTS** the Legal Instruments as follows:
 - a) Statute of the Trust Fund for victims of Hissene Habre crimes;
 - b) Amendment to Articles 10 and 14 of the Statutes of the Economic, Social and Cultural Council of the African Union (ECOSOCC);
 - c) Statute of the African Institute for Remittances;
 - d) Institutional and Regulatory Texts of the Yamoussoukro Decision;
 - e) Protocol to the Treaty Establishing the African Economic Community relating to Free Movement of Persons, Rights of Residence and Right of Establishment and its Implementation Roadmap;
 - f) African Union Model Law for the implementation of the African Union Convention for the Protection of and Assistance to Internally Displaced Persons in Africa;
 - g) Protocol to the African Charter on Human and Peoples' Rights on the Rights of Persons with Disability in Africa;
 - h) Statute of the African Space Agency.**

3. CALLS ON Member States to sign and ratify the above Legal Instruments, where applicable, to enable them to enter into force.

4. EX.CL/Dec.987 (XXXII) Rev.1 C ON STC EDUCATION, SCIENCE AND TECHNOLOGY, JANUARY 2018

The Executive Council,

C. STC ON EDUCATION, SCIENCE AND TECNOLOGY

17. ADOPTS the common pedagogical contents developed on the basis of the General History of Africa and REQUESTS Member States to integrate them into their national curricula;

18. TAKES NOTE of the progress that the African Union High Level Panel on Emerging Technologies (APET) has made since its inception and its analysis of the first three emerging technologies on Gene Drive for control and elimination of malaria; Drones in the horizon: transforming Africa's agriculture; and Micro-grid: empowering communities and enabling transformation in Africa;

19. REQUESTS the African Union and Member States to harness these emerging technologies for development initiatives;

20. ENDORSES the proposal to operationalize the Africa Virtual and e-University as the open, distance and e-learning arm of the Pan African University;

21. CALLS UPON Member States to support the Pan-African Synchrotron Initiative;

22. TAKES NOTE of the Skills Initiative for Africa as a continental programme for improving perspectives of young people in Africa through increased employment and income opportunities;

23. ENDORSES the Skills Initiative for Africa and the creation of World Skills Africa as programmes geared towards addressing skills shortages, mismatches and enhancing employment prospects for youth in Africa;

24. URGES Member States to contribute to the Continental Plan of Action for implementation of the Decade on Technical, Professional, Entrepreneurial Training and Youth Employment, and also develop National Implementation Plans in line with Decision Assembly/AU/Dec.652 (XXIX) of July 2017.

5. ASSEMBLY/AU/Dec.703 (XXXI) DECISION ON THE ELECTION OF THE VICE-PRESIDENT OF THE PAN-AFRICAN UNIVERSITY (PAU) COUNCIL, JULY 2018

The Assembly,

1. TAKES NOTE of the election of the Vice-President of the Pan African University (PAU) Council by the Executive Council;

2. APPOINTS Audrey Nthabiseng OGUDE (Female, South Africa, South) as the Vice-President of the PAU Council for a three (3) year term.

6. EX.CL/Dec.1037 (XXXIV) DECISION ON THE HIGH-LEVEL PANEL'S REPORT FOR ASSESSING CANDIDATE COUNTRIES TO HOST THE AFRICAN SPACE AGENCY, FEBRUARY 2019

The Executive Council,

1. TAKES NOTE of the Report of the Commission on the High-Level Panel's Report for Assessing Candidate Countries to Host the African Space Agency; **2. RECALLS** Decision Assembly/AU/Dec.589 (XXVI) of January 2016, adopting the African Space Policy and Strategy and Decision Assembly/AU/Dec.676 (XXX) of January 2018 adopting the Statute of African Space Agency;

3. COMMENDS the Panel for carrying out a transparent and sound technical assessment;

4. DECIDES that the African Space Agency will be hosted by the Arab Republic of Egypt;

5. CALLS UPON the RECs and all development partners to support the operationalization of the African Space Agency.