

AFRICAN UNION

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UNION AFRICAINE

UNIÃO AFRICANA

Addis Ababa, ETHIOPIA P. O. Box 3243 Telephone : 5517 700 Fax : 5517844
website : www.africa-union.org

DEPARTMENT OF HUMAN RESOURCES, SCIENCE AND TECHNOLOGY

SECOND DECADE OF EDUCATION FOR AFRICA (2006-2015)

DRAFT PLAN OF ACTION

JUNE 2006

1. INTRODUCTION

1.1 Background and Context

The African Union has a vision of an integrated, peaceful, prosperous Africa, driven by its own people to take its rightful place in the global community and the knowledge economy. This vision is predicated on the development of Africa's human resources. Education is the chief means by which Africa's citizenry are prepared for their respective roles in the attainment of this vision.

Africa entered the Millennium with an education deficit at every level, formal and non-formal. Conferences of Ministers of Education have continued to reiterate the need to increase access to education, improve quality and relevance, and ensure equity.

Education is a critical sector whose performance directly affects and even determines the quality and magnitude of Africa's development. It is the most important means we have at our disposal to develop human resources, impart appropriate skills, knowledge and attitudes. Education forms the basis for developing innovation, science and technology in order to harness our resources, industrialise, and participate in the global knowledge economy and for Africa to take its rightful place in the global community. It is also the means by which Africa will entrench a culture of peace, gender equality and positive African values.

An evaluation of the first Decade of Education for Africa (1997 – 2006) revealed that most of the goals set in the Decade Plan of Action have not yet been achieved, in spite of valiant efforts by Member States. In recognition of the importance of getting it right in education in Africa, the sixth ordinary session of the Assembly of Heads of State and Government of the African Union adopted a decision to launch a Second Decade of Education for Africa, and endorsed the Framework for Action that had been adopted by African Ministers of Education.

The first challenge of the first Decade was that a Plan of Action was only adopted two years after the launch of the decade. The Decade lacked ownership by stakeholders in general, and there was insufficient publicity for it.

Another major challenge was that, contrary to expectations, the first Decade of Education in Africa had little or no support from major international agencies and Africa's development partners. Development partners developed Africa-specific programmes during the period, but there was no evidence that these were ever linked with the Decade. At the national level, Member States negotiated their education sector development programmes with development partners, but this was not done within the overall context of achieving the goals of the Decade.

1.2 Guiding Principles

To enhance the chances of success, the following principles will guide the implementation of the Plan of Action of the Second Decade of Education:

1. Ensuring enhanced political support especially at national levels, but also at regional, continental and international levels.
2. Concentration on strategic issues whose implementation will make a significant difference at member state and regional levels
3. Enhancing mutual assistance among African States as the norm
4. Enhancing the capacities of Regional Economic Communities and national focal points: This will involve a needs assessment of national and regional implementing agencies and appropriate capacity building in such areas as programme cycle management, monitoring and evaluation, data gathering and statistics.
5. Establishing strong and effective mechanisms for monitoring
6. Avoiding creation of new structures: capitalising on existing structures and supporting their capacity building and reform to accommodate new imperatives.
7. Establish as common practice, documentation, sharing and celebrating positive experiences and successful initiatives among Member states.

1.3 Goals and objectives

At the end of the Second Decade of Education, Africa will have addressed key issues hindering its educational development thereby achieving the following:

- Developed functional national Educational Management Information Systems (EMIS), inter-connected to regional and continental EMIS networks, thus reversing the current phenomenon of 'data blank', which has inhibited clear articulation of challenges and opportunities, and hindered systematic planning, monitoring and evaluation;
- Mainstreamed Education fully into the policies, programme activities, and organisational structures of the African Union Commission and the Regional Economic Communities;
- Significantly raised educational achievement (access, quality, efficiency, relevance), while addressing teacher education and higher education for development concerns;
- Attained full gender equality in primary and secondary education;
- Fully institutionalised systematic exchange of experiences and mutual assistance for educational development; and
- Developed functioning mechanisms for ensuring that Education contributes to regional integration.

1.4 Management of the Process

To keep the Second Decade alive will require a sustained and strategic communication and publicity strategy. This will engender ownership of the Plan of Action, and encourage Partners to work within its collective vision. This way, parallel programmes that dissipate stakeholder energies and resources will be minimised, making it possible to meet the goals of the Second Decade.

Continental, regional and national authorities will play distinct coordinating roles dictated by the nature of their specific mandates:

- **The African Union Commission:** political oversight functions, advocacy at national and international levels, coordination of the regional economic communities, management of the continental education observatory, the organization of biannual review conferences, and the publication of continental overview reports.
- **Regional Economic Communities:** coordination and monitoring of country-level activities, development of regional programmes and projects, facilitation of regional consultative meetings, provision of country and regional reports to the AU Commission, and publication of region-specific reports.
- **Member States National Authorities** (governments through education ministries and agencies and civil society): direct implementation of Decade programme, in the overall context of national education and development agenda; exchange of experiences and collaboration with countries within and outside the region, national level monitoring and reporting to national and regional coordinating bodies.

2. AREAS OF FOCUS

The Conference of Ministers of Education of the African Union has adopted the following areas of focus for the Second Decade of Education:

1. Gender and culture
2. Education management information systems
3. Teacher development, education and training
4. Tertiary education
5. Technical and vocational education and training
6. Curriculum, and teaching and learning materials
7. Quality management

2.1 Gender and culture

Goal: To reduce gender disparities and ensure gender equality, girls' and women's empowerment throughout the education system while enriching the system with the positive aspects of our cultures, from Early Childhood Development to Higher Education, and through non-formal to lifelong learning.

Rationale: The need to re-establish the linkage between education and culture in Africa has been recognized at the highest level of the African Union, with the Khartoum (2006) Summit adopting a decision on this theme. Culture is the way of life of individuals and societies, providing a system of knowledge and values that serve as an effective foundation for learning processes and social interactions. Efforts must however be made to avoid perpetuating those cultural practices that are contrary to human dignity and serve as obstacles to empowerment of girls and women in society. Re-establishing the linkage between education and culture releases synergies that can widen the range of options for individuals and societies to meet the challenges of the 21st century and participate effectively in the global economy.

Gender parity in education at all levels remains a pipe dream for many girls and women in several Member states. Efforts are still needed to get every girl and boy to school; increase the numbers and proportion of female teachers at every level; and ensure gender sensitivity in learning environments and in teaching and learning materials.

Although women and girls tend to be the most disadvantaged in gender issues, it is imperative that men are partners in the fight for gender equality.

In the Second Decade of Education, every effort will be made to ensure the following:

- Gender and culture are mainstreamed into all the decade priorities.
- Human rights based perspectives become the foundation for all education policy actions.
- The rights of the most vulnerable persons are respected, including girls, persons with disabilities and children affected by HIV/AIDS.
- Cultural practices that encourage gender discrimination are eliminated
- Education is an effective tool for entrenching justice and equity, to empower men and women to participate to their full potential in society.
- An inter-sectoral approach to gender and culture in education to ensure formulation of comprehensive strategies

Priority areas of intervention for the Decade are therefore as follows:

- Promotion of an environment for the application and enforcement of human rights;
- Universal access in basic and secondary education and reduction in the number of out of school children and youth with special focus on persons with disabilities, situations of conflict in marginalized groups;

- Enhance literacy competencies and cultural industries for the economic empowerment of women and men;
- Increasing synergies between culture and education
- Higher education science and technology for women

2.2 Education Management Information Systems

Rationale: Commitment to the goals of the Second Decade will involve rigorous follow-up and guidance of the national education systems. The availability of well-functioning and sustainable EMIS, providing relevant policy support information, is a necessity. The current phenomenon of 'data blank', which has inhibited systematic planning, monitoring and evaluation, needs to be reversed.

While in the last decade Member States have improved their statistical systems, many of them continue to face challenges in producing quality statistical data in a regular and timely manner. EMIS is a system for processing information for the management of education resources and services. It provides vital evidence to feed into decision-making, and should be designed to support policy-making, research and development purposes.

Africa needs to come up with its own data, with comprehensive databases, comparable across countries, and which can be analysed continentally. This calls for an integrated continental network, regional level networks that correspond to the needs at national level. Compatibility of data systems will be a crucial factor in the creation of systems networks. As a move towards harmonisation and integration of systems, there is a need to identify critical issues, develop common indicators as well as ensure that countries are in line with the continental plan.

There is need for consistent information systems, ready to keep up with new technologies and standards, capable of easily incorporating changes in a sustainable way and providing user-friendly query tools.

It will be necessary to build capacity at both institutional and individual expert levels to ensure development and maintenance of EMIS capable of producing reliable statistical data, and for effective analysis and use of the data for policy and monitoring purposes.

An African Education Observatory will be established as a vehicle for co-ordinating EMIS activities. The Observatory will be managed by the AU Commission in order that it maintains contact with Member States and their collective vision. Further responsibilities of the Observatory will be to:

- Develop and maintain an Internet Portal;
- Update and promote the EMIS assessment/diagnostics reports;

- Manage documentation (training materials, research reports, ongoing EMIS projects, technical partners, catalogue and agenda of regional and continental CB training, etc);
- Develop and update the African indicators database;
- Promote the network of experiences and expertise; and
- Develop and maintain the continental EMIS.

2.3 Teacher Development, Education and Training

The chronic shortage of competent and qualified teachers in Africa is exacerbated by inadequate training facilities and the inability of countries to afford to pay teachers with substantial post-school qualifications. It is estimated that four million additional teachers will be required by 2015. In some countries, teacher education colleges are being closed down. However, the view that teacher shortages are a “problem of money, not numbers” may be too narrow a view and the issue of teacher shortages needs to be seen in broader terms. These terms include the quality of teacher training, the availability of permanent positions and stable jobs, conditions that keep teachers in the service of education, career possibilities and the matter of gender.

Though gender representation in teaching varies from country to country, there is an overall minority of women in teaching, especially at management levels. But the gender issue extends to conditions of service, promotion, social and cultural attitudes to women, the education of girls as well as the content and nature of the curriculum and teaching and learning materials.

A focus on teacher shortages goes hand in hand with addressing the needs of the existing stock of educators: their competence, their currency, their retention in the system plus support to them in the process of life long learning. Such support should use all the available resources such as distance education, face-to-face engagement and technology in mixed mode delivery. Further qualifications, it is believed, also encourage a forging of a career path for teachers and for expanding the repertoire of teaching skills including ICTs and their use. Teachers need both academic competence and pedagogic training.

With regard to welfare, teachers need stability in their posts and job satisfaction apart from better remuneration. Such conditions are likely to lead to retention of many more teachers in the system than is presently the case.

Research is critical for providing fundamental data on education in each country as well as essential information about instructional practice in school classrooms. Teacher education institutions should be engaged in research of a high order as well as training teachers to do action research within their own classrooms. Among the research needs in the fields of pedagogy, teacher

training and teacher performance, there is the need for research into effective teaching and instruction in Africa, and the teaching/learning environment. This research should be conducted in Africa by Africans and generate “evidence based improvement strategies” that can be adapted and used by teachers in different member states.

Priority areas for the Second Decade of Education are therefore as follows:

- Increasing numbers of teacher
- Improving the competence of teachers
- Enhancing school leadership
- Addressing teacher welfare
- Research in pedagogy and training

2.4 Tertiary Education

Support for Higher Education (HE) has been on the decline in the last decade and a half. However, there has been renewed interest in HE based on the recognised link between high-level human resources, knowledge production and sustainable development. Active stakeholder collaboration towards the revitalisation of HE in Africa has already begun to evolve in terms of a practical strategy.

Drivers of renewed interest in HE in Africa include the new vision of the African Union, acknowledgement of the increasing role of knowledge and innovation in the world economy, and the role of H.E. as a core resource base for the attainment of the Millennium Development Goals. Higher education has to begin to be seen to provide African solutions to African problems, and contribute to Africa’s collective vision.

In the Second Decade of Education, focus will be on the following priorities:

1. Promotion of original knowledge production in Higher Education.
2. Promotion, development and assurance of quality in African Higher Education in all its dimensions.
3. Advocacy for increased funding of the Higher Education sector

To address these issues, a systems approach has to be developed on the following bases:

- A new social contract between African Higher Education and African states; a contract which advances academic freedom, institutional autonomy, public accountability, stakeholder participation and adequate resourcing.
- The development of appropriate policies to address issues of global significance and impact, including cross-border education.
- The promotion of endogenous knowledge production among role players and other stakeholders.

- The development of dialogue, networks, cooperation, collaboration and partnerships between African Higher Education and public, civil society and corporate sectors.
- The building of partnerships and networks among African institutions and organisations, and with those in the South and North.
- The mobilisation of funds for investment in infrastructure across Higher Education institutions.

2.5 Technical and vocational education and training

Goal: To re-align education systems in Member States so that young people are provided with compulsory basic education which imparts key generic competencies, skills and attitudes that lead to a culture of lifelong learning and entrepreneurship in order to empower individuals to live in peace and harmony, engage in the world of work, alleviate poverty and pursue further learning.

Technical and vocational education and training (TVET) is primarily concerned with preparing young people and adults for the world of work. It is a branch of education that cannot be left underserved in African countries if their peoples are to be empowered to engage in income-generating occupations and alleviation of poverty. In the knowledge society of the 21st Century, dominated by information and communication technology and where labour market demands are constantly changing, providing relevant TVET programmes to both boys and girls is deemed central to the effort to foster sustainable development and attain MDG-1 – eradicating extreme poverty and hunger – in Africa.

TVET is a means of empowering individuals to take control of their lives in both urban and rural communities and should constitute an integral part of everyone's general education. A sound programme of TVET should be based on a foundation of (i) a sound general education, (ii) a sound general/introductory technical education, (iii) specialised technical training and, (iv) the possibility of credit transfer to further education and training.

In the absence of sufficient opportunities for wage employment in Africa, formal and non-formal TVET programmes augmented by entrepreneurship training and career guidance and counselling can help people, including those marginalised by conflict or HIV/AIDS, to become self-employed by setting up their own businesses. Such programmes could also enable those working in the informal economy to streamline their businesses and integrate them in the formal economy. TVET also offers immense possibilities for rebuilding societies after times of conflict and disaster.

Quality TVET that responds to the demands of the labour market need to be designed and delivered by educational institutions and other providers in

close partnership with prospective employers. These programmes are considered vital for equipping the increased numbers of young people completing basic education programmes as a result of the EFA process, with the skills for entering the world of work. Given that vast numbers of young people are outside the formal school system, integrated non-formal learning consisting of literacy and TVET programmes, especially for girls and women, have the potential to enhance the well-being of communities throughout Africa. TVET also offers an avenue for preserving and fostering indigenous knowledge and cultural practices, for instance by promoting and adding value to traditional arts and crafts.

TVET will therefore be a high priority area for investment in the Second Decade of Education for Africa. The actions proposed are expected to bring national TVET systems into synchrony with local labour market demands as well as to launch research and development mechanisms to take advantage of the work opportunities that globalisation may bring.

The following priority intervention areas will therefore be addressed in the Second Decade of Education:

- Equitable access to TVET for all;
- Quality and relevance of national TVET systems and programmes;
- Non-formal education: literacy and TVET; and vulnerable groups;
- Capacity building;
- Financing TVET;
- Using network strategies.

2.6 Curriculum, and teaching and learning materials

Education curriculum includes what happens in the classroom and outside the classroom. Curriculum comprises teaching and learning content and methodology, as well as the means to facilitate teaching and learning. It reflects the values, attitudes and general well-being of a country, and ought to be grounded in culture.

One area of major concern in curriculum is Science and Technology, considering that it is the most important tool available for addressing challenges to development and poverty eradication, and participating in the global economy. Indeed, to achieve MDGs, there is no alternative to knowledge, skills and human resources in science and technology. For Africa to entrench a culture of science, technology, research and innovation in its people, the teaching and learning of science and technology must be reformed at all levels. Teaching methods should encourage linkages between science and technology on one hand, with the learner's culture and environment on the other. This will be one way to improve learning outcomes in science and technology, and to increase the numbers of girls pursuing

careers in these fields. It will also be instrumental in validating indigenous knowledge and technology for sustainable development.

Language is another area of concern in African education systems. The preponderant use of 'foreign' languages as media for instruction disadvantages learners and erects barriers between school and community. It has been shown that learning outcomes are higher for children who learn in their vernacular in the early years of school.

The use of African languages as medium of instruction is hindered by the sheer number of languages spoken, the lack of published material in many languages, urbanisation leading to the use of European languages as a necessity for communication, the lack of support from parents who view African languages as inferior, the apparent economic advantages of European languages, and the associated costs of introducing African languages.

As language embodies a people's culture and supports their dignity, it is imperative that African languages are developed and promoted through their use as media of instruction wherever possible, and as subjects of study. The usefulness of National, Regional and International languages is not to be overlooked, however. Sign languages should also be included.

Life-long learning should also be a part of regular curricula. Important areas to be covered include life skills and employment skills; entrepreneurship education; technical and vocational education; youth empowerment and health education in view of the threat of HIV/AIDS and drug abuse.

Leadership skills should be incorporated into the Curriculum to address issues relating to corruption. In addition, there is need for an African model of democracy. Children need to learn that leadership implies accountability, participation and responsibility.

African Knowledge systems should be infused into every aspect of curriculum, to permeate the social and natural sciences.

2.7 Quality Management

Goal: To build and implement a sound quality management system in Africa.

Rationale: The provision of the right to education of good quality for all children is embedded in the African charter of human rights, and access to quality education empowers learners to transform themselves and their social, environmental and economic reality toward greater sustainability. Sadly, however many learners in African countries leave school without mastering the basic competencies in literacy, numeracy and life skills.

Besides the link between quality of education and economic performance, the growing concern on quality has been triggered among others by cultural relevance, impact on population, poverty and HIV/AIDS, contribution to the development process in rural areas, life-long learning and achievement of MDG goals.

In the past, quality was measured by the quantity and level of investment in education. Today however, the quality of education is measured by its impact in terms of cognitive and emotional development as well as promoting values and attitudes. A number of factors such as the economic, socio-cultural and religious context can facilitate or hinder the learning and teaching process.

“Quality” is a dynamic concept where the learning and teaching process is at the centre of quality education. Quality is dependent on the following:

- Physical and infrastructural resourcing, and to the processes of teaching and learning;
- Characteristics of the learner, the qualification and motivation of the teacher, and the relevance of the learning content
- Relevance of teaching and learning materials
- Supervision and good school governance

Addressing quality in the Second Decade will therefore be based on the following:

- Coverage of the whole education system at all levels
- Progressive evaluation of the education system
- Linkages with other themes of action plan
- Cross-cutting issues of gender and culture, including language and identity, poverty and HIV/AIDS
- Human Rights based approach

Priorities for the Second Decade are therefore:

- Development of a model of standards and norms for quality management in Africa
- Capacity building for education quality management
- Monitoring and measuring learner achievement and the quality of Teaching/Learning

3. MATRIX OF ACTIVITIES

Below is the matrix of activities based on the foregoing rationale.

4. MATRIX OF ACTIVITIES

1.GENDER AND CULTURE

Thematic/ Priority Areas	Objectives	Actions/intervention s	Strategy/Level of implementatio n	Performance Indicators/ Benchmarks	Outputs/ outcomes	Time frame	Budget guidelin es	Response and participation
1 Promotion of an environment for the application and enforcement of human rights	To enhance advocacy for the implementation of human rights instruments and their mainstreaming into education policies and plans	Develop a system of monitoring the implementation of human right instruments and their application.	AU/RECs: establish a review committee for monitoring the translation application and enforcement of legal instruments	Translation into national legislation and its enforcement	National legal frameworks exist Equal opportunities	2006-2014		AU, REC National government
2 Universal access in basic and secondary education and reduction in the number of out of school children and youth with special focus on persons with disabilities,	To develop advocacy tools for resource mobilisation in order to reduce gender disparities in access retention and performance in basic and secondary levels	1.Develop gender sensitive indicators for use as guidelines for the development of a data base /EMIS and for monitoring achievements of EFA goals 5 and MDG goals 2&3 2. Document and share experiences from countries with high male or female participation and high GPI of 1	AU: Use data for mapping, advocacy, and resource mobilisation Identify successful examples document and share across countries AU/RECs Promote inter-ministerial	Enrolment rates and GPI f 1, performance rates	Existence of a guidelines and data base	2006-2008		AU/RECS; CIEFFA member states

Thematic/ Priority Areas	Objectives	Actions/intervention s	Strategy/Level of implementatio n	Performance Indicators/ Benchmarks	Outputs/ outcomes	Time frame	Budget guidelin es	Response and participation
situations of conflict and marginalized groups etc.		<p>3. Advocate for the implementation of policies to rehabilitate and favour the re-entry and full participation of girls or boys in difficult circumstances (pregnancy, drugs, child soldiers etc.)</p> <p>4. Advocate for resource mobilization at regional and international levels to address needy cases</p> <p>5. Build capacity in gender analysis and mainstreaming</p> <p>6. Advocate for the establishment of social protection mechanisms (HIV/AIDS, costs, etc) for the protection of girls and other vulnerable groups</p>	<p>policy dialogue and documentation of best practices</p> <p>AU/RECs develop a strategy for resource mobilization</p> <p>Provide gender sensitive training and mainstreaming to decision makers</p>					
	Reduce socio-cultural and economic	Advocate for the abolition of negative cultural practices that	AU/REC: Map problems and develop a	Identification of negative practices and mapping by	At the continent regional	2006-2008		AU/CIEFFA; RECS/CIEFF A/member

Thematic/ Priority Areas	Objectives	Actions/intervention s	Strategy/Level of implementatio n	Performance Indicators/ Benchmarks	Outputs/ outcomes	Time frame	Budget guidelin es	Response and participation
	barriers that impede access & participation of girls and children with disabilities in school by x %.	impede female participation in private and public life	communication strategy for their abolition and for use by decision makers, particularly men, at the continental, regional and national levels.	region and the strategy developed	and national levels these issues are openly discussed deployed in all fora and the media.			states
3. Enhance literacy competencies and cultural industries for economic empowerment of women and men	To increase the economic and social empowerment of men and women through literacy and the use of science, ICT, distance education and modern technology	Develop literacy assessment and monitoring tools	AU/REC: Use data to advocate for Literacy for all to enhance economic develop and growth	Level of literacy acquisition and life skills development	Increase numbers of literate adults women and girls	2006-2014		AU/RECs/National government
	To link literacy, vocational and technical training and non-formal education to national development needs, the	1. Review the curriculum of literacy programmes, vocational training etc. to ensure that they use modern technology, ICT, long distance learning methods, are relevant	RECs Seek technical assistance from universities to review curriculum; share knowledge on long distance	Increased external level of funding and domestic budgetary allocation to non formal and local crafts skills development	High quality and Well finished marketable products for local and external	2006-2014		

Thematic/ Priority Areas	Objectives	Actions/intervention s	Strategy/Level of implementatio n	Performance Indicators/ Benchmarks	Outputs/ outcomes	Time frame	Budget guidelin es	Response and participation
	global market and modern technology for 50% of participants by 2008	and adapted for today's market and social needs 2. Create an environment that facilitates women's entrepreneurial activities	learning, technology and ensure that they respond to national development needs and are gender and culturally sensitive REC: facilitate and improve communication, travel etc, across states and regions. REC: encourage the creation of networks of women entrepreneurs linking them to business opportunities, financing, training and management across countries and regions		markets			

Thematic/ Priority Areas	Objectives	Actions/intervention s	Strategy/Level of implementatio n	Performance Indicators/ Benchmarks	Outputs/ outcomes	Time frame	Budget guidelin es	Response and participation
4. Increasing synergy between culture and education (to be considered for inclusion in the workplan on curriculum and teaching material)	To integrate culture into education systems as a means of promoting and reinforcing our cultural identities and values and for preserving our cultural heritage	Review the use of local language, folklore and other cultural modes of transmitting information in the school curriculum	AUC: Advocate for the promotion and preservation of positive cultural values, medical and scientific knowledge, languages as a medium of instruction, traditions etc. REC: Document, record and preserve local language, history, and traditional practices that value the human being with the aid of higher education institutions Production of books and learning materials			2006-2014		
5. Higher	To increase	1. Establish affirmative	Set guidelines			2006-		AU/REC:Nati

Thematic/ Priority Areas	Objectives	Actions/intervention s	Strategy/Level of implementatio n	Performance Indicators/ Benchmarks	Outputs/ outcomes	Time frame	Budget guidelin es	Response and participation
education Science and Technology for women. (for consideratio n by higher education sector)	female participation at all levels and across all disciplines of higher education	<p>action in admission, financial support, guidance and counseling mentoring etc. to increase the number and capacity of women in higher education (academics; researchers, managers, students, etc.)</p> <p>2. Conduct research on issues that impact on women's development in areas such as agriculture, trade, poverty, HIV/AIDS etc;</p> <p>3. Identify mechanisms for using education to transform society into equitable and just environments where women and men are empowered.</p>	<p>and standards for women's admission, grants, scholarships and other protection mechanism in universities</p> <p>Use universities as agents for social transformation through research, gender sensitive teacher education, promoting public dialogue and advocacy on gender relations and including the study of masculinity and femininity, culture and gender relations in courses.</p>			2014		onal

Thematic/ Priority Areas	Objectives	Actions/intervention s	Strategy/Level of implementatio n	Performance Indicators/ Benchmarks	Outputs/ outcomes	Time frame	Budget guidelin es	Response and participation
			<p>REC: Identify and strengthen the capacities of universities and institutions to conduct research in areas that impact on women eg. agriculture, cultural industry, non-formal markets, etc.</p> <p>Provide financial opportunities for placement into the AU, international organisations and for volunteering to encourage cultural diversity, tolerance, etc for young professionals</p>					

2. EDUCATION MANAGEMENT INFORMATION SYSTEMS

Thematic/ priority areas	Objectives	Actions/intervention s	Strategy/Level of implementatio n	Performance/in dicators/ Benchmarks	Outputs and outcomes	Timeframe	Budget Guideline s	Responsibilit y and partners
1. Developing the utilisation of evidence- based planning and decision- making in education.	Conduct a situational analysis	Activity 1: Developing a shared and validated assessment framework to assess the status of EMIS in the continent.	AU to co- ordinate the bringing together of IIEP, NESIS, UNESCO and UIS. <i>A cascading process of training of trainers will be followed</i>	Assessment framework developed and validated	Assessment and diagnostics carried out and published	Within the first year, approximat ely 2 weeks.	1 week workshop for partners and EMIS core group (20 people) 1 week workshop with member countries (60 people)	AU Secretariat
		Activity 2: Training of regional staff on the use of the agreed upon assessment framework.	AU to involve development partners in carrying out the training and supervising the assessment.	Training programme developed and implemented. Trainers capable of training national staff in carrying out their EMIS assessment.	In the first year, 2 weeks for the training of regional staff on the use of the assessment framework.	2 weeks workshop for 2 people per regions and partners (25 people)	AU in collaboration with regional and international partners ¹ .	

¹ These are partners involved in EMIS in Africa and those that have expertise in this regard such as NESIS, UNESCO, UIS, and so on.

Thematic/ priority areas	Objectives	Actions/intervention s	Strategy/Level of implementatio n	Performance/in dicators/ Benchmarks	Outputs and outcomes	Timeframe	Budget Guideline s	Responsibilit y and partners
		Activity 3: National staff will be trained by the regional staff on the use of the methodology to carry out their own diagnostic studies	Training workshop.	Training programme developed and implemented		In the first year	1 week workshop per region (5 regions) ² 20 people per region	Regional staff in collaboration with international partners
		Activity 4: Conduct an assessment of the status using the agreed upon framework	Organise workshop(s) of developers and heads of EMIS, heads of education planning and partners to validate the indicators.	Report on the status of EMIS in the continent.		In the first year, and then every 2 years.	Member states to take care of own assessment	Countries
		Activity 5: Sharing and validating assessment framework.	AU to organise a workshop.	Indicators developed.		First year	1 week workshop per region (5 regions) 20 people per region.	Regions, Technical partners and countries.

² Regions still to be clearly defined.

Thematic/ priority areas	Objectives	Actions/intervention s	Strategy/Level of implementatio n	Performance/in dicators/ Benchmarks	Outputs and outcomes	Timeframe	Budget Guideline s	Responsibilit y and partners
		Activity 6: Publish results of assessment on website, brochures and articles on a monthly basis to sensitise decision-makers of the importance of EMIS.	Publications.			First year	Website cost Included in the observatory cost 100 brochures per country	AU
	Promote evidence-based planning and decision-making	Activity 1: Collecting available education statistical data and publications for an African database of indicators.	Publishing information on the countries EMIS status and data quality to sensitise	Ministers and decision makers workshopped and sensitised	Observatory launched and Ministers ready to support the initiative	To be ready with the assessments / diagnostics (first year).	cost Included in the observatory cost	AU, regions and member states.
		Activity 2: Launching of the observatory to sensitise Ministers of Education on the importance of evidence-based planning and decision-making, and on the status of current data quality.	Ministers and decision-makers on efforts to be undertaken.			End of first year	Included in the COMEDA F meeting	AU, regions, member states and international technical partners.

Thematic/ priority areas	Objectives	Actions/intervention s	Strategy/Level of implementatio n	Performance/in dicators/ Benchmarks	Outputs and outcomes	Timeframe	Budget Guideline s	Responsibilit y and partners
		Activity 3: Conduct periodic rounds of assessments (diagnostics).		The Observatory is regularly updated		Every 2 years	Launching a new round of diagnosis during a COMEDA F meeting	Member states.
		Activity 4: Updating the observatory.					Additional cascading training workshops for 1 week (60 people)	AU
2. Capacity building	Continental targeted capacity building strategy.	Activity 1: Countries to develop their plan of action in line with the diagnosis done based on the principle of sector-wide, integrated approach.			Coordinated and targeted Capacity Building programs developed and implemented	1 month after the diagnostic	Countries activities	Individual member states.
		Activity 2: Validation and consolidation of plans of action.				1 week	1 week workshop per region (5 regions) 20 people per region.	Regions and individual member states.

Thematic/ priority areas	Objectives	Actions/intervention s	Strategy/Level of implementatio n	Performance/in dicators/ Benchmarks	Outputs and outcomes	Timeframe	Budget Guideline s	Responsibilit y and partners
		Activity 3: Defining regional programmes of capacity building with the view to meeting countries needs identified in the individual member states plans of action.					AU and Tech. Partners contributio n	Regions and international technical partners.
		Activity 4: Harmonising capacity building programmes under a continental programme.						AU and international technical partners.
		Activity 5: Fundraising for capacity building programmes	The availability of countries grouped capacity building programs will ease fund raising		Adequate basket funding available	Fund raising may start as soon as possible and AU to coordinate.	AU and partners responsibil ity. Member states mobilized.	AU and financial partners
	Strengthen regional and continental institutions of educational planning and statistics.	Activity 1: Develop materials based on expertise of member states, regions as well as technical partners.	Tech. Partners to train trainers and develop materials	Training materials developed		1 st Year	Training of trainers 3 institutions per region 1 month course for 30 people	Higher education institutions, technical partners and AU

Thematic/priority areas	Objectives	Actions/interventions	Strategy/Level of implementation	Performance/indicators/Benchmarks	Outputs and outcomes	Timeframe	Budget Guidelines	Responsibility and partners
		<p>Activity 2: Introduction of EMIS and statistics programmes in the curriculum of HEIs and teacher training institutions.</p>	Inclusion in the curriculum to capacity the African institutions to train students and professionals in EMIS related subjects	EMIS courses included in curriculum			Institutions activities	Educational institutions.
		<p>Activity 3: Developing training programmes for EMIS staff at all levels – from headteachers to decision makers</p>		Continuous professional development programmes for EMIS staff		To be evaluated by countries	Educational institutions and ministries of education in member states.	
3. Development of compatible EMIS systems.	To harmonise EMIS leading to continental resources management and sustainability	<p>Activity 1: Study of existing EMIS systems and standards in the areas of indicators, data, modelling and communication.</p>			Having efficient compatible EMIS.	First year	Research work in coordination and with the support of tech. partners	AU, regions and technical partners.
		<p>Activity 2: Promoting the use of these systems and standards.</p>				Continuous		AU, regions and technical partners.
		<p>Activity 3: Development of a continental EMIS based on these standards.</p>				Second year	Contribution of tech. partners	AU and technical partners.

3. TEACHER DEVELOPMENT, EDUCATION AND TRAINING

Thematic/ Priority Areas	Objectives	Actions/ Interventions	Strategy/Level of implementatio n	Performance Indicators/ Benchmarks	Outputs and Outcomes	Time Frame	Budget	Responsibili ty and Partners
1. Shortage of teachers	Increase supply of competent teachers. Progress to 40:1 maximum ratio for basic education	Advocacy	African Union: discuss at highest political level Collaborate with UNESCO and COL Mobilise internally first	Progress reports to Heads of State meetings Report with UNESCO at COMEDAF Protocol for teacher mobility	Number of countries moved to 40:1 ratio. Protocol for teacher mobility produced	5 x 2 years every 2 yrs ongoing ongoing		AU and member countries (Monitor with UNESCO and BREDA)
		Monitoring						Development of Qualifications Framework. Adaptation of Commonwealth Protocol on teacher mobility
		Co-operation						
		Resource mobilization						

Thematic/ Priority Areas	Objectives	Actions/ Interventions	Strategy/Level of implementatio n	Performance Indicators/ Benchmarks	Outputs and Outcomes	Time Frame	Budget	Responsibili ty and Partners
		Teacher training with a range of modes within the national plan of each country.	COUNTRY Rethinking TE and adapting to national context by considering: shortening pre-service training; re-balancing pre and in-service training; exploring non-traditional recruitment; exploiting potential of distance education; taking affirmative actions to recruit more female teachers	Number of trainees per year.	Number of teachers	Every 2 yrs		Member countries and partners.

Thematic/ Priority Areas	Objectives	Actions/ Interventions	Strategy/Level of implementatio n	Performance Indicators/ Benchmarks	Outputs and Outcomes	Time Frame	Budget	Responsibili ty and Partners
2. Improving the competence of teachers	Enhancing the competence of the stock of existing teachers 50% primary and 30% secondary women teachers	Create a single assessment tool Advocacy, Monitoring networking	AU: Network with ODL institutions Sensitize at the highest level Dialogue and consultation	Inclusion in reports	Greater competence	Every 2yrs		AU and partners
	Continuous improvement using distance education and other models of the professional skills of existing teachers	Qualifications frameworks, school- based regional protocols	Consultation and dialogues	Framework and protocols in place Monitoring reports		Every 2yrs		Regions and countries
		Provide continuous school-based training and workshops	Country level	Proportion of unqualified teachers reduced by 50% by 2015	Teachers have access to training to upgrade their professional competence to become multi skilled	Every 2yrs		Member states
3. School leadership	Enhance capacity for leadership support and supervision	Advocacy, monitoring and co-operation.	Monitoring Incentive provision	Monitoring reports Number of countries with programmes in place	Number of countries with good training programmes in place	2yrs	For awards	AU and IICBA and selected countries

Thematic/ Priority Areas	Objectives	Actions/ Interventions	Strategy/Level of implementatio n	Performance Indicators/ Benchmarks	Outputs and Outcomes	Time Frame	Budget	Responsibili ty and Partners
		<p>Identify successful practices at regional level</p> <p>Provide awards for successful programmes</p> <p>Develop qualifications framework for head teachers</p>	Regional cooperation in effective design of programmes	Monitoring reports	Number of countries with good training programmes in place	2yrs		RECs and partners e.g IICBA

Thematic/ Priority Areas	Objectives	Actions/ Interventions	Strategy/Level of implementatio n	Performance Indicators/ Benchmarks	Outputs and Outcomes	Time Frame	Budget	Responsibili ty and Partners
		Training of trainers programme Improvement of training programmes Highlighting good practice	Provide training through ODL and face to face	Number of programmes implemented Proportion of teachers trained	Number of trained school personnel in supervisory and support positions	2yrs		Member countries and partners
4. Teacher Welfare	Improving the social and professional conditions of teachers	Advocacy, Monitoring, Co-operation	Dialogue and consultation regarding teacher welfare	Monitoring reports	Reports on member states	Every 2yrs		AU
		Shared dialogue among member states in the regions	Regional dialogue and consultation regarding teacher welfare	Monitoring reports	Reports	Every 2yrs		RECs and AU
		Tripartite dialogue (government, teachers' unions, PTAs, school management. Increase education budgets	Negotiations Workshops Information campaign	Reports from teachers' union on teacher welfare Improvement in budgetary allocation	Improved working condition of teachers	Every 2yrs		Member states

Thematic/ Priority Areas	Objectives	Actions/ Interventions	Strategy/Level of implementatio n	Performance Indicators/ Benchmarks	Outputs and Outcomes	Time Frame	Budget	Responsibili ty and Partners
5. Research in pedagogy and training	Improved capacity for research on: teaching and training; trainee- implemented action research	Strengthening existing networks, eg ROCARE, ERNSA, REFORMA AU to source and provide scholarships to African graduates for research in education	Identify centers of excellence for research training Fund and support research proposals Improve networks for research result dissemination	Number of research publications in referred education journals No. of research programmes realized at continental level	Number of scholarships sourced by AU No. of research articles published Consolidated existing networks	Every 2yrs		AU and partners eg. UNESCO, ADEA, AAU, AVU, UNISA
		Strengthening existing networks eg. ALESCO ROCARE ERNWCA Regions to provide scholarships for educational research	RECs to identify centers of excellence	Centers of excellence identified Educational research networks strengthened	Number of research articles published Number of scholarships sourced by RECs	Every 2yrs		RECs and partners eg. UNESCO, ADEA, AAU, AVU, UNISA

Thematic/ Priority Areas	Objectives	Actions/ Interventions	Strategy/Level of implementatio n	Performance Indicators/ Benchmarks	Outputs and Outcomes	Time Frame	Budget	Responsibili ty and Partners
		<p>Strengthen research capacity in institutions</p> <p>Identify strong research faculties</p> <p>Assist educational professional associations</p>	<p>Identify centers of excellence for research</p> <p>Collaboration and dialogue</p> <p>Identify champions in institutions and professional associations</p>	<p>Number of research programmes launched and realized</p>	<p>Number of research undertaken</p> <p>Quality research articles published</p>	<p>Every 2yrs</p>		<p>Member states, bilateral and multilateral partners</p>

4. TERTIARY EDUCATION

Thematic/ priority area	Objectives	Actions/ interventions	Strategy/ level of implementatio n	Performance indicators/ benchmarks	Outputs & outcomes	Time frame	Budget guidelines	Responsibili ty & partners
1. Knowledge production	Promote policies that facilitate the revitalisation and delivery of quality HE	Identify policy gaps and challenges in key areas which take into account ICT and other technologies, gender, culture, HIV/AIDS and financing	Promote networks of knowledge production Establish a competitive academic exchange fund Provide awards and other incentives for excellence	Policies formulated and adopted	<u>Outcomes</u> HEI contributing effectively to the production of knowledge for alleviation of poverty and sustainable development	2006 - 2015	Equipment Travel Training Logistics Scholarships	AU Member states RECs International and continental HEI institutions Researchers
	Promote HE's contribution to high-level knowledge production which generates wealth	Strengthen capacity of African Intellectual Property Offices	Provision of protection of intellectual property through patenting	Patent and copyrights granted	<u>Outputs</u> Publications patents Collaborative networks			NEPAD Development partners
		Set up a research fund to be competed for by African scholars to undertake studies and research identified as crucial and strategic to Africa's development.	Establishment of funds to support strategic research	Funds secured Funds operationalised	Regional and sub-regional programmes at all levels Centres established			Private sector Civil society

Thematic/ priority area	Objectives	Actions/ interventions	Strategy/ level of implementatio n	Performance indicators/ benchmarks	Outputs & outcomes	Time frame	Budget guidelines	Responsibili ty & partners
		Promote linkages and exchanges of knowledge and resources between academia, industry, the public sector and communities, to support cross-fertilisation, continuous learning and responsiveness of HE	Facilitate knowledge production networks and linkages at all levels, to advance African HE's contribution to meeting the knowledge needs of Africa and other societies	Industries using HEI's for R&D Chairs funded or endowed by commerce and industry HEIs signing MoUs international organisations supporting African knowledge networks Active networks	Improved quality of graduates			
		Identify and strengthen existing networks and their activities Advocate for and mobilise resources to develop the capacity and connectivity of African HE in knowledge networks.	Support continental, regional and sub-regional centres of excellence in key knowledge areas, as well as Innivations incubation Centres and Science and Technology Packs	Institutions meeting criteria for excellence Centres funded and operationalised Strengthened networks meeting regularly				

Thematic/ priority area	Objectives	Actions/ interventions	Strategy/ level of implementatio n	Performance indicators/ benchmarks	Outputs & outcomes	Time frame	Budget guidelines	Responsibili ty & partners
		<p>Promote “sandwich programmes”</p> <p>Facilitate credit transfer across borders</p> <p>Encourage joint programming between HE institutions</p> <p>Identify and collaborate with international institutions and organisations working in the field.</p>	<p>Promote the expansion of post-graduate and post-doctoral education</p>	<p>HEIs participating in sandwich schemes</p> <p>HEIs participating in credits transfer schemes</p> <p>Academic staff participating in joint supervision across HEIs</p> <p>Active graduate networks in existence and graduate students participating</p>				

Thematic/ priority area	Objectives	Actions/ interventions	Strategy/ level of implementatio n	Performance indicators/ benchmarks	Outputs & outcomes	Time frame	Budget guidelines	Responsibili ty & partners
		<p>Promote the development of academic journals</p> <p>Encourage the development of virtual libraries and consolidate database of African publications</p> <p>Facilitate access of African academic journals in international indices of publications</p> <p>Fundraise</p>	<p>Promote production of academic publications, and disseminate outputs.</p> <p>Strengthen capacity of African publishing houses</p>	<p>Academic publications produced</p> <p>Volume of publications and institutions with virtual/digital libraries</p> <p>African publications on-line and in international citation indices</p> <p>ISBN numbers</p> <p>Houses meeting international publication standards</p> <p>Funds secured</p>				

Thematic/ priority area	Objectives	Actions/ interventions	Strategy/ level of implementatio n	Performance indicators/ benchmarks	Outputs & outcomes	Time frame	Budget guidelines	Responsibili ty & partners
	Promote/ facilitate international, continental, sub-regional cooperation	<p>Create <i>awareness</i>, promote revision and ratification guidelines of the Arusha convention and other international and sub-regional frameworks for education</p> <p>Promote advocacy and identify priorities and timeframes</p> <p>Identify institutions and link programmes with the capacity to support exchanges</p>	Support and create synergy between selected and relevant agencies / initiatives / programmes at regional and sub-regional levels					

Thematic/ priority area	Objectives	Actions/ interventions	Strategy/ level of implementatio n	Performance indicators/ benchmarks	Outputs & outcomes	Time frame	Budget guidelines	Responsibili ty & partners
2. Quality assurance and developmen t	Support and develop infrastructure ³	Mobilise funds for investment and advance the cause for appropriate expenditure on HE	Promote investment in key aspects and adequate facilities as well as innovative approaches	Funding secured Cooperative networks established I	Outcomes Increase the public and stakeholder confidence in HEI products and graduates	2006 -2013 <u>Review:</u> 20013- 2015	AU Member states RECs Internation al and continental HEI institutions Researcher s NEPAD Developme nt partners Private sector Civil society	
		Encourage cooperation and networking to optimise utilisation of infrastructure across HEI's			Reduced brain drain and increased brain saturation			
		Encourage HEIs to mainstream ICT and	Assist with formation of	CT mainstreamed				

³ 'Infrastructure' includes real and virtual/e-libraries and inter-library facilities, labs and virtual labs and equipment, ICT bandwidth and physical infrastructure for teaching and learning, as well as student / management IS'

Thematic/ priority area	Objectives	Actions/ interventions	Strategy/ level of implementatio n	Performance indicators/ benchmarks	Outputs & outcomes	Time frame	Budget guidelines	Responsibili ty & partners
	Promote the use of ICT and e-learning	use open source software Negotiate for cheaper software licences	consortia to negotiate cost of bandwidth and soft ware Support and promote existing virtual institutions and creation of new ones	into academic programmes Cost of bandwidth affordable Software and licences secured				
	Promote the capacity of regional and national quality regulatory and accreditation bodies and agencies	Advocate for monitoring, evaluation and rating of HEI's	Promote peer assessment mechanisms in African HEI's	Accreditation bodies established Peer review mechanisms in place HEI's evaluated				

Thematic/ priority area	Objectives	Actions/ interventions	Strategy/ level of implementatio n	Performance indicators/ benchmarks	Outputs & outcomes	Time frame	Budget guidelines	Responsibili ty & partners
	Promote review and design of relevant HE curricula	Advocate and support regional efforts to strengthen capacity for curriculum development and review Promote an awareness of the environment and sustainable development (greening the curriculum)	Liaise with the private sector with regards to keeping curricula relevant Promote mainstream training for entrepreneurship	Curricula revised in relation to needs				
	Promote and advance a conducive academic environment	Improve terms and conditions of service for academics Invest in resources that enhance the academic environment Encourage sharing or resources across HEIs	Promote and enhance the status of the academic profession	Terms and conditions improved and emoluments revised Reduced staff turn-over				

Thematic/ priority area	Objectives	Actions/ interventions	Strategy/ level of implementatio n	Performance indicators/ benchmarks	Outputs & outcomes	Time frame	Budget guidelines	Responsibili ty & partners
	Promote good governance, leadership and management in HEI's	Develop capacity and competency in leadership and management Encourage sharing of best practices across HEI's	Mainstream management and leadership training at all levels	Democratic mechanisms and structures in place MIS available Annual reports Strategic plans Ratings improved Throughput and graduate employability				
Financing	Advocate for the link between HE and lower levels of education (basic, primary and secondary)	Negotiate and lobby for revised budget allocations to HEI's Encourage governments to increase allocation to HE institutions		Cash inflows Non-traditional sources of funding Functional financial management systems in place	<u>Outcome</u> Diversified sources of funding Increased number of partnerships Improved staff morale	2006 - 2015	Auditors Emolument s Hardware Accounting software Training	AUC and AU RECs Private sector Development partners HEI's
	Emphasize the link between HE and productive sectors	Increase public funding for research that will meet the needs of the productive sectors	Encourage tax relief for productive sectors supporting applied research	Essential funding needs met	Increased sectoral collaboration <u>Outputs</u> Programme funding			
				Staff retention Annual audited accounts	Improved salaries			

5. TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING

Thematic/ priority areas	Objectives	Actions/ Interventions	Strategy/ Level of Implementation	Performance Indicators/ Benchmarks	Outputs & Outcomes	Time frames	Budget Guidelines	Responsibili ty & Partners
1. Equitable access for all, including girls and women	National TVET systems available to all	Review, develop national policies to make TVET facilities available to all Identify and operationalise best practices	Support from RECs National: Introduce key generic competencies and pre-vocational skills in basic education/ national Introduce key generic competencies and TVET in parallel non-formal systems Recognition and accreditation of prior learning (APL) and experiential learning (APEL)	Number of competencies and skills in the curriculum that can be assessed APL and APEL schemes in place in countries	Skilled persons prepared for the world of work and further learning Institutions set up to recognise and accredit APL and APEL	1-4 years		RECs National Ministries of Education Training Authorities

Thematic/ priority areas	Objectives	Actions/ Interventions	Strategy/ Level of Implementation	Performance Indicators/ Benchmarks	Outputs & Outcomes	Time frames	Budget Guidelines	Responsibili ty & Partners
2. Quality and relevance of national TVET systems and programme s	National TVET systems that cater to labour market demands and economic needs	Revise policies, legal and other frameworks, strategies, and institutional structures.	Develop frameworks (eg national or regional qualification frameworks; standards, certification, etc.)	Frameworks developed	Revised policies, legal frameworks, etc.	1-4 years		AU
	TVET systems that respond to skills challenges of imminent global and economic growth areas	Develop TVET curricula aligned with labour market demands for both formal and informal economies, and global economic trends	Establish regional/ national bodies to harmonise Norms & Standards	Regional/ national bodies established; existing ones strengthened	Regional/ National bodies established			National Ministries
	TVET curricula consistent with regional and national priorities	Articulation between TVET, world of work, and other levels of learning	Involve employers/ business in curriculum design	Number of innovative practices utilised in national systems	Norms and Standards harmonised			National Authorities
		Gearing TVET to new areas of economic growth	Identify, document and adapt innovative practices in Africa	Number of pathways and bridges between TVET, work and learning established	Number of innovative practices operationalised			ILO
			Facilitate articulation between TVET, the world of work & other levels of learning	Number and categories of stakeholders involved in policy formulation	Vertical and horizontal mobility for learners facilitated			Governments , partners, international and regional, private sector
					TVET policy benefitting all stakeholders			

Thematic/ priority areas	Objectives	Actions/Inter ventions	Strategy/ Level of Implementation	Performance Indicators/ Benchmarks	Outputs & Outcomes	Time frames	Budget Guidelines	Responsibili ty & Partners
	<p>Apply TVET to Indigenous knowledge e.g. improved production of traditional artefacts/ arts</p> <p>Indigenous knowledge revalorised enriched and upgraded</p>	<p>Intergenerational transfer of skills</p> <p>Integrating Entrepreneurs hip at all levels of TVET</p>	<p>Establish effective partnerships with stakeholders in the policy development process</p> <p>Support workplace attachments</p> <p>Undertake labour market research</p> <p>Mechanisms for partnerships with professional associations, civil society, etc.</p> <p>Competency based education</p> <p>Utilisation of the modular approach</p> <p>Improve training capacity of small and micro enterprises to serve TVET</p>	<p>TVET programmes that respond to labour market trends</p> <p>Reviewed, appropriate curricula & assessment tools</p> <p>Tax incentives to encourage training</p>				

Thematic/ priority areas	Objectives	Actions/ Interventions	Strategy/ Level of Implementation	Performance Indicators/ Benchmarks	Outputs & Outcomes	Time frames	Budget Guidelines	Responsibili ty & Partners
			<p>Respond to skills requirements of emerging local markets</p> <p>Undertake gap analysis & assessment in parallel with a value chain analysis.</p> <p>Entrepreneurship and small business training integrated in TVET programmes</p> <p>Promote talent through incentives (e.g. tax, community support, social benefits, etc)</p> <p>Shared curriculum at regional level</p> <p>Develop guide for TVET implementation Inbuilt monitoring</p> <p>Provide support services to TVET graduates to set up their own businesses (Venture Capital Facilities)</p>					

Thematic/ priority areas	Objectives	Actions/ Interventions	Strategy/ Level of Implementation	Performance Indicators/ Benchmarks	Outputs & Outcomes	Time frames	Budget Guidelines	Responsibili ty & Partners
3. Non- formal education: literacy and TVET; vulnerable groups	<p>Non-formal education that delivers functional literacy</p> <p>Empower vulnerable groups (difficult situations: youth and adults with special needs, post-conflict, gender, pastoralists, rural communities, young offenders, orphans, working children) through TVET provision</p>	<p>Integrate livelihood skills in literacy programmes in both formal and non-formal sectors</p> <p>Develop training provider capacity among informal economy as an important element of TVET</p> <p>Develop materials and guidelines for their use</p> <p>Train the trainers</p> <p>Provision of special skills and services to the disabled</p> <p>Use of training capacities of SMMEs</p> <p>Setting up community learning centres</p>	<p>Mapping needs at local, national and regional levels</p> <p>National strategy integrating non-formal and informal into community learning centres</p> <p>Integrate efforts of different non-formal training providers</p> <p>Develop TVET elements into non-formal programmes</p> <p>Literacy and non-formal education should incorporate elements of TVET</p> <p>Provision of vocational and social guidance & counselling</p> <p>Implementation frameworks guiding use of curricula</p>	<p>Appropriate curricula</p> <p>Skills of Vulnerable groups upgraded</p> <p>Working conditions and livelihood of vulnerable groups improved</p> <p>Vulnerable groups provided with basic literacy with skills</p>				<p>ILO GTZ FAO Guidance Counselling Youth Development Centre for Africa RECs</p>

Thematic/ priority areas	Objectives	Actions/ Interventions	Strategy/ Level of Implementation	Performance Indicators/ Benchmarks	Outputs & Outcomes	Time frames	Budget Guidelines	Responsibili ty & Partners
4. Capacity building	<p>Countries, regions, & continent have adequate capacity to implement quality TVET</p> <p>National training authorities co-ordinating and oversee the work of providers</p> <p>Enhance the status of TVET</p>	<p>Develop appropriate TVETMIS systems</p> <p>Training of management</p> <p>Training of instructors</p> <p>Production of customised training manuals, equipment & tools for training</p> <p>Develop tools for tracer studies</p> <p>Establish/create/enhance training authorities with clear missions and mandates</p>	<p>Develop Regional Centres of Excellence</p> <p>Regional and National qualifications frameworks</p> <p>APL and APEL</p> <p>Guidance and counselling</p> <p>Utilisation of successful non-formal and informal best practices.</p> <p>Develop strategy for international cooperation</p> <p>Research and development</p> <p>Examine global trends in TVET management</p> <p>Harmonise training and certification</p> <p>Partnerships, business involvement, etc</p>	<p>All training institutions have adequate capacity</p> <p>One Regional Centre of Excellence operational in each region</p> <p>Regional and National Qualifications Frameworks set up in each region and country</p>	<p>Quality training provided</p> <p>Mobility of workers established</p> <p>Standardised regional and national training qualifications</p>			<p>RECs</p> <p>Association of Universities</p> <p>National authorities</p> <p>ADEA</p> <p>ILO</p> <p>Bilaterals</p> <p>African Development Bank, World Bank, GTZ</p>

Thematic/ priority areas	Objectives	Actions/ Interventions	Strategy/ Level of Implementation	Performance Indicators/ Benchmarks	Outputs & Outcomes	Time frames	Budget Guidelines	Responsibili ty & Partners
			<p>Improve the status of TVET teachers</p> <p>Training managers at institutional level; establish protected qualification titles (to promote status)</p>					

Thematic/ priority areas	Objectives	Actions/ Interventions	Strategy/ Level of Implementatio n	Performance Indicators/ Benchmarks	Outputs & Outcomes	Time frames	Budget Guidelines	Responsibili ty & Partners
5. Financing TVET	Sustainable financing mechanisms for TVET systems	State funding to move towards parity with other sectors of education Training levies Cost sharing Incentives for private sector to train Cooperative and in-company training	Public-private partnerships Introduce alternative sources of funding Increase internal efficiency Convince donors to provide more funding for TVET Dividends of Debt Relief to be redirected to TVET	Increased targeted funding for TVET from governments Increases in national budget accompanied by corresponding increases in TVET funding More donor funding for TVET Apply PPP methodologies (e.g. Build-Operate-Transfer) to TVET	More funding provided to TVET Increased private sector contribution Increased donor funding Diversified funding available Increased participation in training by the private sector	1-4 years		AU RECs Finance Ministries Donor agencies Private sector

Thematic/ priority areas	Objectives	Actions/ Interventions	Strategy/ Level of Implementatio n	Performance Indicators/ Benchmarks	Outputs & Outcomes	Time frames	Budget Guidelines	Responsibili ty & Partners
Using Network strategies	Intra- and inter- national and regional networking	Establish networks using appropriate functioning networking models Intra-RECs networking (RECs) Establish and strengthen protocols for multilateral and bilateral agreements Strengthen existing UNEVOC networks Provide support to associations of Polytechnics in Africa	Strengthen and use existing networks Establish new networks	Numbers of protocols Number of functional TVET networks established at regional and national levels Number of associations engaged in preparing teaching and learning materials	Establish effective networks (Local, National, Regional, Continental)			RECs

6. CURRICULUM, AND TEACHING AND LEARNING MATERIALS

Thematic/ Priority Areas	Objectives	Actions/ interventions	Strategy/ Level of implementation	Performance Indicators/ Benchmarks	Outputs/ outcomes	Time frame	Budget guidelin es	Responsibility and partners
1. Science and Technology 1.1 Mathematics 1.2 Physical Sciences 1.3 Life Sciences 1.4 Technology education/ICT	Promote and ensure a scientifically and technologically literate society for sustainable development	<p><u>Regional</u> Establish working group to institutionalise fora for the exchange of ideas, models and opportunities for the enhancement of science and technology</p> <p>Conduct a baseline comparative study on the state of curriculum development in the African continent</p> <p>Popularise science, technology and ICT through the development of learning materials, building of capacity and development of curricula.</p> <p>Set standards, norms and benchmarks for promoting science, technology and ICT</p>	<p>Create an African Community of Practice in Curriculum Development as a tool for improving the quality of curriculum change</p> <p>Develop an open curriculum framework for Africa to create a uniform and harmonised basic education system based on baseline comparative study</p> <p>Submit National government reports in order to collate baseline information at the continental level</p> <p>Have a website of the working group in order to facilitate sharing of capacity building</p>	<p>Increased time allocated to science and technology in the curriculum</p> <p>Increased investment in the development of teaching material and training of teachers</p> <p>Increased use of teaching and learning material</p> <p>Marked increase in enrolment in science and technology subjects</p> <p>Baseline information on science and technology curriculum in the African continent</p> <p>Increased capacity of teachers through pre- and in-service training to implement the curriculum</p>	<p><u>Outputs</u> A sustainable working group to carry forward actions on curriculum development: a. Advocacy programmes b. Standards, norms and benchmarks c. Guidelines for capacity building</p> <p><u>Outcomes:</u> Improvement in the quality of life of people</p> <p>Popularisation of science and technology</p> <p>Peace and stability</p>	<p>2006-8: Working group established.</p> <p>Baseline information</p> <p>Standards and norms</p> <p>Popularise science</p> <p>2009-11 Popularise science</p> <p>Provide guidelines for capacity building in new curriculum approaches</p> <p>Provide teaching</p>		<p>AU, NEPAD, RECs and governments in partnership with UN agencies and ADEA (working group on Science and Mathematics) and multi-lateral agencies African Virtual University</p>

Thematic/ Priority Areas	Objectives	Actions/ interventions	Strategy/ Level of implementation	Performance Indicators/ Benchmarks	Outputs/ outcomes	Time frame	Budget guidelin es	Responsibility and partners
		<p><u>Member states</u> Ensure all stakeholders are sensitised and made aware of curriculum change through advocacy programmes</p> <p>Involve all stakeholders at all stages of the curriculum development process especially at the implementation stage</p> <p>Provide guidelines for capacity building in new curriculum approaches in the teaching of scientific disciplines linked to local and global contexts</p> <p>Provide teaching and learning materials. Invest more in the</p>	Materials development	changes		<p>and learning materials</p> <p>Promote curriculum in the priority themes through ODL</p> <p>Introduce innovative methods in teaching and learning</p>		

Thematic/ Priority Areas	Objectives	Actions/ interventions	Strategy/ Level of implementation	Performance Indicators/ Benchmarks	Outputs/ outcomes	Time frame	Budget guidelin es	Responsibility and partners
		<p>training of scientists and research and development in the sciences in order to have a critical mass of scientists</p> <p>Promote science through ODL (open and distance learning)</p> <p>Introduce innovative methodologies of teaching and learning science and technology</p>						
<p>2. Languages</p> <p>2.1 African languages</p> <p>2.2 International languages</p> <p>2.3 Sign languages</p>	<p>Promote the use of African languages as medium of instruction to enhance learning in the early years of a child's education according to the local context</p> <p>Promote the study of African</p>	<p>Promote studies and research on the development of African languages as medium of instruction as well as the language as a subject at all levels of the education system</p> <p>Develop norms and standards as to how to implement African languages</p>		<p>Studies and research completed</p> <p>Guidelines and policies put in place</p>				Work with the Academy of African Languages

Thematic/ Priority Areas	Objectives	Actions/ interventions	Strategy/ Level of implementation	Performance Indicators/ Benchmarks	Outputs/ outcomes	Time frame	Budget guidelin es	Responsibility and partners
	languages Expose learners to international languages							
3. Life and Employment skills 3.1 Survival skills (communication) 3.2 Vocational and technical education 3.3 Entrepreneurship education 3.4 Youth Empowerment/ Guidance and Counselling 3.5 Health education (HIV/AIDS; drug abuse)	Promote education for formal and self-employment Promote citizenship values, attitudes and practice towards personal and social development	Introduce/ integrate/ strengthen the theme of life skills and entrepreneurship education in the curriculum at all levels of the education system. Strengthen the link between the curriculum and the world of work in order to promote entrepreneurship. Strengthen peer counselling in educational institutions.		Survey the number of youths who have left school and the number who have found employment Report on trends on employment and progress in the development of curricula for life skills				
4. Leadership 4.1 Accountability 4.2 Participation 4.3	Inculcate the spirit and practice of accountable leadership	Introduce and strengthen the theme of leadership qualities in the curriculum		Evidence of the number of subjects that introduce the theme of leadership and the number of subjects that				

Thematic/ Priority Areas	Objectives	Actions/ interventions	Strategy/ Level of implementation	Performance Indicators/ Benchmarks	Outputs/ outcomes	Time frame	Budget guidelin es	Responsibility and partners
Responsibility 4.4 Unity 4.5 Peace education 4.6 Democracy 4.7 Sustainable development	Develop attitudes, skills and practices to promote tolerance, peace and stability on the African continent	Get students, teachers and lecturers to practise democratic values Have civic education for adults and politicians so that they support the values that we teach		strengthen the theme Increased participation in discussion groups, consultative committees and debating societies				
5. African know-ledge systems 5.1 African values 5.2 Social Sciences 5.3 African culture 5.4 Indigenous African sciences	Promote the teaching and appreciation of African values in the curriculum Promote the comprehensive teaching of African knowledge systems (history, geography, literature and arts)	Map initiatives, establish databanks in the area of curriculum development relating to African values, geography, history, literature, arts and indigenous African sciences and technology		A collection of materials and resources Identification of new learning areas and spaces in the context of African knowledge systems				

7. QUALITY MANAGEMENT

Thematic/ Priority areas	Objectives	Actions	Strategy/level	Performance Indicators	Outputs	Timeframes	Budget	Responsibility
Development of a model of norms and standards for management of quality in Africa	To develop a norms and standards framework along 2 areas: Learner Achievement; Teaching and Learning	Establish a continental and regional quality management committee	Continental and Regional Use existing organisations and specialists ensuring gender equity	Established and functional committees	Standard setting documents at different levels	1 year	Continental: Travel Accommodation Daily subsistence allowance Conference stationery, etc	AU REC's
		Develop a framework for standards and norms		Established norms and standards		2 years		National: Member states
		Standardise and regularly improve assessments for core competencies	Continental and Regional Use existing institutions at regional level to feed into the continental body	Regional body performing the function	Assessment tools are standardised	2 years for key Languages, Mathematics and Science/Technology	Expert fees Travel Accommodation Daily subsistence allowance Conference stationery Specialist to coordinate	Partners: All AU partners

Thematic/ Priority areas	Objectives	Actions	Strategy/level	Performance Indicators	Outputs	Timeframe s	Budget	Responsibility
	Promote research on the link between learners and Teaching and Learning for policy formulation and standard setting	Review the existing studies on quality management systems in a multi-sectoral approach and disseminate the findings	Continental Use existing research organisations	Number of relevant studies reviewed and circulated Number of countries of member states using report to inform policy	Database and knowledge management system Revision results report	2 years	Expert fees Travel Accommodation Production of material Travel Accommodation At least 2% of budget of member states	
		Identify gaps and initiate new research	<u>Regional</u> <u>National</u> Use local regional research centres/ action orientated/ multi-disciplinary	Number of peer reviewed studies published in the AU languages	Research findings for new areas identified and Disseminated	From year 4 to year 9 at least 10 studies (2 per region)		
		Disseminate and share	At all levels: Sharing and learning meetings Mobilisation funds for research on the continent	Number of research studies published	Policy and standards informed by research	From year 4 to year 9	Expert fees Travel Accommodation Production of material Travel Accommodation	

Thematic/ Priority areas	Objectives	Actions	Strategy/level	Performance Indicators	Outputs	Timeframes	Budget	Responsibility
Monitoring and measuring learner achievement and the quality of Teaching/Learning	To develop an integrated programme of measurement of learner achievement and teaching and learning process in Africa at all levels	Review existing programmes in measuring learner achievement and teaching and learning (e.g. SACMEQ, PASEC, MLA)	<u>Regional level Strategies</u> Review of results of the existing programme	Review reports indicating strengths and weaknesses and gaps	Review report	1 st two years	Consultants fees Transport for members of the teams and experts Travelling expenses of team members and experts Costs of setting up workshop	Regional teams with assistance of experts
		Establish a continental protocol on measurement	Continental: Consultations with regions on existing programmes. Team of experts to develop the continental programme	Protocol signed	Protocol document implemented	3 years		
		Developing a mechanism for measuring and reporting achievements for FET/TVET and Higher Education	<u>Continental</u> Establish a body to monitor (Higher Education Initially to be done by Association of African Universities)	Bodies are established	Annual reports and publications	FET/TVET: 3 years Higher Education: 1 year	Travel, accommodation and equipment	

Thematic/ Priority areas	Objectives	Actions	Strategy/level	Performance Indicators	Outputs	Timeframes	Budget	Responsibility
			<u>Regional</u> Establish sub-regional bodies to measure and report					
	Measure the quality of teaching/learning	Develop and unify measurement tools	<u>Continental</u> and regional: AU to establish committees	Committees are functioning	Measurement tools	3 years	Expert coordinator Travel, accommodation and equipment	AU RECs Member states All AU partners

Thematic/ Priority areas	Objectives	Actions	Strategy/level	Performance Indicators	Outputs	Timeframes	Budget	Responsibility
	Monitor learner achievement and the quality of teaching/learning	Monitoring the follow ups of national and regional assessments	<p>Regional</p> <p>Consultation and development of monitoring framework</p> <p>Align regional and national instruments for monitoring learner achievement and the quality of teaching and learning</p> <p>Regional and national Link EMIS and Quality management systems</p>	<p>Update and flow of information.</p> <p>Number of national work plans on corrective measures</p> <p>Extent to which EMIS data is used for quality management</p>	Annual reports and publications	<p>3 years</p> <p>Starting from the 3rd year and regularly after 3 year cycles</p>	<p>Communication cost</p> <p>Travel</p> <p>Publications</p> <p>Accommodation</p>	<p>AU</p> <p>RECs</p> <p>Member states</p> <p>All AU partners</p>

Thematic/ Priority areas	Objectives	Actions	Strategy/level	Performance Indicators	Outputs	Timeframes	Budget	Responsibility
		Development and review of guidelines and tools for monitoring the quality of teaching and learning process	<u>Continental and regional:</u> AU to establish committees (same committee as above) Regional and national Teams will develop specific instruments for each level including non-formal schooling	Committees are functioning	Up to date and enhanced guidelines Publications	3 years	Travel, Accommodation Printing and publication	AU RECs Member states All AU partners

Thematic/ Priority areas	Objectives	Actions	Strategy/level	Performance Indicators	Outputs	Timeframes	Budget	Responsibility
	Develop an evaluation programme indicating successes, challenges and lessons learned	Develop evaluation instruments, tests, validates and apply at all levels	<u>Continental and regional</u> To develop the instrument <u>National</u> Instrument to be applied at National level and data from national level to inform regional and continental level	Reports of the evaluation Percentage of coverage in the evaluation programme Percentage of achievement of the monitoring programme for the 2 nd decade Number of reports disseminated	Report on the evaluation.	Start one year before the end. Results disseminated in the last year.	Equipment Travel DSA Reproduction of materials and instruments	AU RECs Member states All AU partners

Thematic/ Priority Areas	Objectives	Action/Inventions	Strategy/Level of Implementation	Performance Indicators	Outputs	Timeframe	Budget Guidelines	Responsibility and Partners
Capacity building for education quality management	Strengthen the capacity of the regional and national structures through the use of <i>centers of excellence</i> including teams responsible for education quality management	Reinforce the capacity of existing institutions including centres of excellence and universities	At all levels in cascade Conduct capacity needs assessment Provide means for quality management Strengthen capacity at national level	Number of centres of excellence created and benefiting from capacity building in quality management Capacity assessment report	Institutions capable of managing quality at REC and national levels	Establishment of new during the first year Capacity building is continuous and results within the first 3 years	Equipment, Training Travel DSA Materials	AU RECs Member states All AU partners
		Create networks of quality management institutions and experts at all levels	At all levels in cascade Networking and exchange of information and experts including internships	Number of networks established and functioning	Networks in place and functioning and operational	1 st year	Use the existing means available	

Thematic/ Priority Areas	Objectives	Action/Inventions	Strategy/Level of Implementation	Performance Indicators	Outputs	Timeframe	Budget Guidelines	Responsibility and Partners
	Increase the professionalism of national capacity building units, educational managers, inspectors and supervisors for managing quality	Organization of training seminars, workshops for the, educational managers, inspectors and supervisors	At all levels in cascade Assessment of learning needs in quality management and measuring learning achievement based on existing REC protocols	Number of training sessions and trainees At least 2 courses per year per At least 30% of trainees are women At least 500 trained	Professionals with increased capacity to manage and measure learning outcomes	2 courses per year per region	Venue Travel DSA Training Materials For 500 professionals equipment	AU RECs Member states All AU partners
		Develop, produce and adapt training materials for quality management training courses	At all levels in cascade Take stock of what exists, the gaps in training materials and tailor materials to the needs of the trainees	Inventory of existing materials in data base Number of new training materials developed	Relevant training materials and tools available and used	Inventory in the first year Materials tailored for every courses (every 2 years)	Fees for material developers, Printing and reproduction Courier costs	

Thematic/ Priority Areas	Objectives	Action/Inventions	Strategy/Level of Implementation	Performance Indicators	Outputs	Timeframe	Budget Guidelines	Responsibility and Partners
	Strengthen the capacity of the institutions and organizations measuring learning achievements and the quality of teaching and learning	Build capacity for the development of indicators for measuring learning achievements and teaching and learning	At all levels in cascade Use the existing institutions at national and regional REC (SAQMEC, COFEMEN//PASEC)	List of indicators for MLA at all levels	Indicators for MLA defined and produced	Year 1 Continuous revision in 2 years	Existing resources Travel DSA Venue Materials reproduction	AU RECs Member states All AU partners
		Create new institutions and organizations for the MLA in RECs where they do not exist	At all levels in cascade Establish organizations for MLA where they do not exist	Number of institutions created and functioning	Institutions existing and functioning in 5 RECs	2 years	Fees for expertise Infrastructure Equipment Running costs	
		Conduct tests and Publish the results and inform policy making	At all levels in cascade Use the results of tests to formulate policies	Reports on tests disseminated and used for policy formulation	Tests applied and results disseminated and used for policy making	Starting year 3 and at least 2 times at AUC and 3 at RECs and 4 times at National level	Materials reprod. Transport Travel DSA	
		Create networks and share resources among MLA institutions	At all levels in cascade Learning and exchange between institutions	Number of networks functioning and resources shared	Networks in place and functioning and operational	First 2 years of the decade	Expertise Materials Venue Travel DSA	

