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# SECOND DECADE OF EDUCATION FOR AFRICA
# (2006-2015)

# PLAN OF ACTION

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## 1.    INTRODUCTION

### 1.1    Background and Context

1. 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 major means by which Africa's citizenry would be prepared for its key role in the attainment of this vision.

2. Africa entered the Millennium with severe education challenges at every level. To cope with these challenges, Conferences of Ministers of Education have continued to reiterate the need to increase access to education, improve quality and relevance, and ensure equity.

3. 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.

4. The first Decade of Education for Africa (1997-2006) responded to these challenges with focussed activities on four priority areas:

> i. Equity and access to basic education
> ii. Quality, relevance and effectiveness of education
> iii. Complementary learning modalities, and
> iv. Capacity building

5. An evaluation of the Decade revealed that most of the goals set in the Decade Plan of Action were not 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 resolution to launch a Second Decade of Education for Africa, and endorsed the Framework for Action earlier adopted to that effect by the Second Conference of African Ministers of Education (COMEDAF II).

6. The first challenge of the first Decade was that its Plan of Action was not adopted till two years after the formal launch of the decade. There was little evidence of ownership by stakeholders, while publicity was grossly ineffective.

7. Contrary to expectations, the first Decade of Education in Africa had little or no support from Africa's development partners, most of whom also developed their own Africa-specific programmes, not linked with the Decade, during the period.

8. 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.

9. However, there is now a new basis for optimism and hope. The Second Decade of Education for Africa has been prepared by Africa itself, for the benefit of the entire African continent and its people. The Plan draws on the capacities of existing institutions (such as FAWE, AAU ADEA, ADB), and the valuable work done by UNESCO and its major Jomtien partners.

10. It is the wish of the African Union that the Plan will be largely self-funded, from the internal resources of Member States. It is also expected that intra-continental support for the poorest countries by wealthier African countries will become institutionalised as regular practice. Finally, it is also expected that RECs will pool countries' efforts to foster intra-regional collaboration, facilitate the implementation of the Plan of Action and monitor progress.

## 1.2    Guiding Principles

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

    i.   Ensuring enhanced political support particularly at national levels, but also at regional, continental and international levels.

    ii.   Concentration on strategic issues whose implementation will make a significant difference within Member States and also at the regional level;

    iii.   Enhancing mutual assistance among African States;

    iv.   Enhancing the capacities of Regional Economic Communities and national implementation mechanisms;

    v.   Establishing strong and effective monitoring and oversight mechanisms at all levels;

    vi.   Avoiding creation of new structures, by capitalising on existing structures;

    vii.   Institutionalising exchange of documentation, sharing and celebrating of positive experiences and promising initiatives among Member States;

    viii) Institutionalising collaboration and mutual support between countries, and avoiding unnecessary duplication of initiatives.

## 1.3    Anticipated Outcomes of the Decade

12.  At the end of the Second Decade of Education, Africa would have addressed key issues hindering its educational development, and therefore would have:

i. 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;

ii. Mainstreamed Education fully into the policies, programme activities, and organisational structures of the African Union Commission and the Regional Economic Communities;

iii. Significantly raised educational achievement (access, quality, efficiency, relevance), while addressing teacher education and higher education for development concerns;

iv. Attained full gender equality in primary and secondary education;

v. Significantly bridged the gender gap in participation in mathematics, science and technology at the tertiary level;

vi. Fully institutionalised systematic exchange of experiences and mutual assistance for educational development;

vii. Developed functioning mechanisms for ensuring that Education contributes to regional integration.

## 1.4    Resourcing the Plan

13. Challenges in resourcing include ensuring availability of the appropriate quality in knowledge and skills; and availability of adequate numbers of human resources for implementing the Plan of Action. Concerted efforts will also be needed to ensure the supply of the appropriate numbers and quality of teachers, especially in hitherto deprived areas

14. Improved financial resources mobilisation and utilisation in favour of education will be required of Member States. This should include affirmative targeted funding for the priority areas of the Decade. A review of available international assistance, and the modes of accessing it will be useful in order to make use of the Plan of Action for resource mobilisation.

15. Mutual assistance among Member States will also lay a strong emphasis on capacity building for human resources and the strengthening of institutions.

16. An African Education Development Fund could be established at the level of the AU, which would receive funds from international donors and allocate these in the form of "conditional" or earmarked grants to RECs or Member States to implement specific parts of the Plan.

## 1.5    Management of the Process

17. 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

18. Continental, regional and national authorities will play distinct 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.

## 1.6 Monitoring and Evaluation

19. Within three months of the formal launch of the Plan of Action, every Member State shall submit to the relevant REC a detailed plan for the implementation of the Plan of Action, with clear deliverables, time frames, resourcing plans and success indicators for each area of focus. Country plans will take account of specific contexts and priorities, but should be consistent with the overall goals and rationale of the continental Plan.

20. RECs shall evaluate each country plan for alignment with the continental Plan, the extent of its integration with the country's on-going, broader education sector concerns, and the feasibility of the resource mobilization/utilization framework.

21. RECs shall also monitor implementation of country plans, and report on these to the Steering Committee, which in its turn shall report to the Ministers, through the Bureau or to COMEDAF.

## 2. AREAS OF FOCUS

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

   i. Gender and culture
   ii. Education management information systems
   iii. Teacher development

iv. Tertiary education
v. Technical and vocational education and training, including education in difficult situations
vi. Curriculum, and teaching and learning materials
vii. Quality management

## 2.1   Gender and Culture

23. **Goal:** To eliminate gender disparities and ensure gender equality, girls' and women's empowerment throughout the education system, while enriching the system with the positive aspects of African cultural values.

24. **Rationale and Focus:** 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. 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.

25. 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.

26. 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.

27. In the Second Decade of Education, every effort will be made to ensure that:

   i.     Gender and culture are mainstreamed into all the Decade priorities.;

   ii.    Human rights based perspectives become the foundation for all education policy actions;

   iii.   The rights of the most vulnerable persons are respected, including girls, persons with disabilities and children affected by HIV and AIDS;

   iv.    Cultural practices that encourage gender discrimination are eliminated;

   v.     Education is used as an effective tool for entrenching peace, justice and equity, to empower men and women to participate to their full potential in society;

   vi.    Education contributes to re-establishing the dignity of Africans, and engendering a pride in positive African values and heritage;

   vii.   Inter-sectoral approaches to gender and culture in education are developed.

28.  Priority areas of intervention for the Decade will therefore deal with the   following

  i.     Promotion of the right environment for the application and enforcement of human rights;

  ii)    Universal access in basic and secondary education and significant reduction in the number of out of school children and youth, *with special focus on persons with disabilities, situations of conflict and marginalized groups*;

  iii.   Promotion of cultural industries, along with functional literacy, for the economic empowerment of women and men;

  iv.    Increasing synergies between culture and education

  v.     Enhancing girls' and women's participation in science and technology education at all levels

## 2.2 Education Management Information Systems (EMIS)

29. **Goal:** To reverse the current phenomenon of 'data blank' and facilitate planning based on sound information; and rigorous monitoring and evaluation of the performance of education systems. The availability of well-functioning and sustainable EMIS, at continental, regional and national levels is a necessity for this function.

30.  **Rationale and Focus:** While in the last decade Member States were able to improve 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.

31. Africa needs to come up with its own data, with comprehensive databases that are comparable across countries. This calls for integrated continental and regional networks. As a move towards harmonisation and integration of systems, concerted efforts will be made to identify critical issues and to develop appropriate common indicators as instruments for monitoring the level of each country's compliance with the continental plan.

32. 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 monitoring and policy development purposes.

33. An African Education Observatory will be established as a vehicle for co-ordinating EMIS activities. The Observatory will be managed by the AU Commission. Other responsibilities of the Observatory will be to:

  i.  Develop and maintain an Internet Portal;

ii. Update and promote the EMIS assessment / diagnostics reports;

iii. Manage documentation (training materials, research reports, ongoing EMIS projects, technical partners, catalogue and agenda of regional and continental CB training, etc);

iv. Develop and update the African indicators database;

v. Promote the network of experiences and expertise; and

vi. Develop and maintain the continental EMIS

vii. Co-ordinate needs assessment and training in EMIS.

## 2.3 Teacher Development

34. **Goal:** To ensure the provision of sufficient teachers to meet the demands of education systems and to ensure that all teachers are properly qualified and possess the relevant knowledge, skills and attitudes to teach effectively. Teachers should also be properly supported and adequately remunerated, to ensure high levels of motivation.

35. **Rationale and Focus:** The chronic shortage of competent and qualified teachers in Africa is exacerbated by inadequate training facilities. The issue of teacher shortages needs to be seen in broader terms: the quality of teacher education and the availability of stable jobs with clear career progression- conditions that keep teachers in the service of education. The deployment and utilisation of teachers also deserves better management, especially in cases of geographic distribution and subject shortage areas. The issue of HIV and AIDS as it affects the teaching profession needs to be addressed.

36. Teacher mobility within the continent deserves special attention. This would require an arrangement similar to the "Commonwealth Teacher Recruitment Protocol". In addition, Africa must encourage bilateral co-operation between countries in the training of teachers, using existing capacities as much as possible.

37. Though gender representation in Teaching varies from country to country, there is still an overall under-representation of women in teaching, especially at management levels. Gender imbalance also extends to conditions of service and professional development and advancement.

38. A focus on teacher shortages goes hand in hand with addressing the needs of the existing corps of educators: their competence, their currency, their retention in the system and 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 also encourage a forging of a career path for teachers and for expanding the repertoire of teaching skills, including ICTs and their use.

39. With regard to welfare, teachers need stability in their posts and job satisfaction, in addition to better remuneration. Such conditions are likely to lead to retention of many more teachers in the system than is presently the case. Further efforts need to be made to boost

the morale of teachers, giving them a sense of belonging and leadership in their profession, by involving them more in policy dialogues and in participatory action research.

40. 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 therefore be engaged in research of a high order as well as training teachers to do action research within their own teaching environments.

41. Priority areas for the Second Decade of Education will accordingly address the following:

     i)      Improved supply and utilisation of teachers;

     ii)     Enhancing teacher competence;

     iii)    Institutionalising systematic career-long development of teachers;

     iv)    Professionalizing and enhancing capacity for school leadership;

     v)     Improving teacher morale, working conditions and welfare;

     vi)    Intensifying pedagogical research for continued improvement of teaching and learning

## 2.4  Higher Education

42. **Goal:** Complete revitalisation of higher education in Africa, with the emergence of strong and vibrant institutions profoundly engaged in fundamental and development-oriented research, teaching, community outreach and enrichment services to the lower levels of education; and functioning in an environment of academic freedom and institutional autonomy, within an overall framework of public accountability.

43. **Rationale and Focus:** Support for Higher Education has been on the decline in the last decade, but there is renewed interest driven by the new vision of the African Union, an acknowledgement of the role of knowledge and innovation in the world economy, and the role of higher education as a core resource base for the attainment of the Millennium Development Goals. In particular, higher education has the potential of providing African-led solutions to African problems in the spirit of Africa's collective vision.

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

     i.      Promotion of research and original knowledge production in Higher Education;

     ii.     Promotion, development and assurance of quality in African Higher Education in all its dimensions, including the development and ratification of Regional and Continental Qualification Frameworks (such as the Arusha Convention) to facilitate mobility of students and staff;

iii.     Increased involvement of universities in the continent's development efforts, including the development of the lower levels of education;

iv.     Ensuring appropriate levels of funding for the Higher Education sector.

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

i)     A new social contract between Higher Education in Africa and African states that advances academic freedom with responsibility, institutional autonomy, public accountability, improved access, stakeholder participation and adequate resourcing.;

ii)     The development of appropriate policies to address issues of global significance and impact, including cross-border education, and the privatisation of provision.;

iii)     Recognition of the need for differentiation, with sub-sectors responding to particular issues and challenges of the country or region.;

iv)     Identification and strengthening of networks of Centres of Excellence to enhance the capacity of Africa to contribute to the global pool of knowledge and innovation;

v)     Improved contribution of higher institutions to education quality enhancement, particularly teacher education and curriculum and educational materials development;

vi)     The promotion of endogenous knowledge production among role players and other stakeholders;

vii)     The development of dialogue, networks, cooperation, collaboration and partnerships between African Higher Education and public, civil society and corporate sectors;

viii)     The building of partnerships and networks among African institutions and organisations, and with those in the South and North, while recognising the need to harmonise and rationalise the existence and work of such structures;

ix)     Improvement of institutional leadership, including management and governance of institutions;

x)     The mobilisation of funds for investment in infrastructure, human resources, and teaching/research facilities, including ICTs.

**2.5 Technical-Vocational Education and Training**

46. **Goal:** To ensure that education systems in Member States are better able to provide the young generation with quality education that imparts key generic competencies, skills and attitudes that lead to a culture of lifelong learning and entrepreneurship in order to fit them into an ever-changing world of work

47. **Rationale and Focus:** Technical and vocational education and training (TVET) is an essential part of general education, in addition to its focus on preparation for the world of work through specialised technical training. TVET has been under-served in African countries. Where programmes exist, in many cases advantage has not been taken of modern technologies in order to upgrade facilities and programmes. 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. Finally, TVET provides a means for building capacity for national reconstruction in post conflict situations. It will be necessary to change attitudes towards TVET among parents, teachers and the public, and develop TVET as a complementary system of education, with possibilities of credit transfer to higher education.

48. A sound programme of TVET should be based on a foundation of

   i.    A sound general education,
   ii.   A sound general/introductory technical education, including communication, entrepreneurship and life skills programmes
   iii.  Specialized technical training,

   It should also offer the possibility of credit transfer to further or higher education and training.

49. 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 counseling can help people, including those marginalised by conflict or HIV and AIDS, to become independent socio-economic operators. Such programmes could also enable those working in the informal economy to further develop their businesses.

50. 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, fostering and adding value to indigenous knowledge, technology and cultural art forms.

51. TVET will therefore be a high priority area for investment in the Second Decade of Education for Africa, and the following priority intervention areas will be addressed:

i)      Equitable access to TVET for all;

ii)     Quality and relevance of national TVET systems and programmes, with increased participation and financing by the private sector;

iii)    Enhanced resources to ensure modern equipment and facilities for TVET;

iv)     Integration of TVET in literacy and non-formal education programmes for vulnerable groups; and reconstruction in post conflict situations;

v)      Capacity building, including the mobilisation of TVET teachers;

## 2.6 Curriculum Development and Related Issues of Teaching-Learning Materials

52. **Goal:** To ensure the development and provision of balanced, relevant, responsive and culturally sensitive curricula adequately supported by appropriate teaching and learning materials, in all forms and levels of Education in Member States.

53. **Rationale and Focus:** Curriculum Development is a continuous process of translating educational goals into practical guidelines for content, materials, and methods for school and classroom-engineered activities to bring about desired learning outcomes. A curriculum reflects the values, attitudes and aspirations of the wider society and should therefore be grounded in culture, while being open to positive global influences.

54. A major area of curriculum challenge in Africa is that of 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, with a special focus on the use of ICTs. Teaching methods should encourage linkages between science and technology on one hand, and with the learner's culture and environment on the other. It is also imperative to significantly increase the participation of girls and women in science and technology education.

55. 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 taught in their first language in the early years of school. The development of a reading culture is also enhanced by the use of a language with which the child is most familiar in the early years of formal education.

56. The use of African languages as media of instruction is sometimes hindered by the sheer number of languages spoken in a given environment, 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.

57. As language is the major vehicle of a people's culture, it is imperative that African languages are developed and promoted through their use in education, as media of

instruction and as subjects. Efforts to develop trans-border languages will have to be intensified, as support to regional integration through language education. The development of sign languages should also be an area of serious attention.

58. ESSENTIAL LIFE SKILLS should also be systematically infused into school curricula. Important areas inter-personal skills, critical thinking, communication, entrepreneurship education, self-directed learning, civic/leadership-skills education, and preventive health education covering HIV and AIDS, and malaria among others. The infusion process should involve paying special attention to AFRICAN KNOWLEDGE SYSTEMS.

## 2.7 Quality Management

59. **Goal:** To support improved access, relevance, equity, and efficiency of Education in Africa through the development and sustenance of sound quality management systems at national, regional and continental levels.

60. **Rationale and Focus:** The provision of relevant quality education 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.

61. Quality is as a dynamic concept, but there can be no escaping the fact that certain learning outcomes are a primary indicator. The learning and teaching process is at the centre of quality education, but quality is also dependent on:

  i.    Physical and infrastructural resourcing for learning environment
  ii.   Learner characteristics
  iii.  Teacher qualification, competence and motivation
  iv.   Relevance of subject matter, and of teaching and learning materials
  v.    Professional support for teachers
  vi.   Good governance, both at the systems and institutional levels

62. Interventions to enhance Quality during the Second Decade will therefore focus on the following:

  i.    Development of norms and standards for quality management of education in Africa;
  ii.   Capacity building for education quality management;
  iii.  Systematic monitoring and measuring learner achievement and the quality of teaching and learning.

- MATRIX OF ACTIVITIES

## 1. GENDER AND CULTURE

| Thematic/ Priority Areas | Objectives | Actions/ Interventions | Strategy/Level of implementation | Performance Indicators/ Benchmarks | Outputs/ Outcomes | Time Frame | Response and Participation |
|---|---|---|---|---|---|---|---|
| **1 Continued promotion of an environment for the application and enforcement of human rights** | To mainstream human rights instruments into education policies and plans | Activity One: Develop a system of monitoring the application human right instruments in the promotion of education. | 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  Equal opportunities (proven) in access to education and social services | 2006-2008 | AU, REC National government |
| **2 Universal access in basic and secondary education leading to a significant reduction in the number of children and youth out of school, with special focus on persons with disabilities, situations of conflict and marginalized groups etc.** | To develop advocacy tools for resource mobilisation in order to significantly reduce gender , geographical and social disparities in access retention and performance in basic and secondary levels | Activity Two: 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  Activity Three. Document and share experiences from countries with high male or female participation and high GPI of 1  Activity Four. Development and implementation of | AU: Use data for school mapping, advocacy, and resource mobilisation  Identify successful examples document and share across countries  AU/RECs Promote inter-ministerial policy dialogue and documentation of best practices | Enrolment rates and GPI f 1, performance rates | Existence of functional guidelines and data base | 2006-2008 | AU/RECS; CIEFFA member states |

| Thematic/ Priority Areas | Objectives | Actions/ Interventions | Strategy/Level of implementation | Performance Indicators/ Benchmarks | Outputs/ Outcomes | Time Frame | Response and Participation |
|---|---|---|---|---|---|---|---|
| | | policies to rehabilitate and favour the re-entry and full participation of girls or boys in difficult circumstances (pregnancy, drugs, child soldiers etc.)<br><br>**Activity Five.** mobilization at regional and international levels to address needy cases<br><br><br><br>**Activity Six**. The establishment of social protection mechanisms (HIV and AIDS, costs, etc) for the protection of girls and other vulnerable groups | AU/RECs develop a strategy for resource mobilization<br><br>Provide gender sensitive training and mainstreaming to decision makers | | | | |
| | Reduce socio-cultural and economic barriers that impede access & participation of girls and children with disabilities in school by x %. | Activity Seven: Advocate for the abolition of negative cultural practices that impede female participation in private and public life | AU/REC: Map problems and develop a communication strategy for their abolition and for use by decision makers, particularly men, at the continental, | Identification of negative practices and mapping by region and the strategy developed | At the continent regional and national levels these issues are openly discussed deployed in all fora and the media. | 2006-2008 | AU/CIEFFA; RECS/CIEFFA/Member States |

| Thematic/ Priority Areas | Objectives | Actions/ Interventions | Strategy/Level of implementation | Performance Indicators/ Benchmarks | Outputs/ Outcomes | Time Frame | Response and Participation |
|---|---|---|---|---|---|---|---|
| | | | regional and national levels. | | | | |
| **3. Enhance literacy competencies and develop cultural industries for economic empowerment of women and men** | To increase the economic and social empowerment of men and women through functional literacy | Activity Eight: Develop literacy assessment and monitoring tools | AU/REC: Use data to advocate for Literacy for all to enhance economic develop and growth | Significantly increased level of literacy acquisition and life skills development | Significant Increase in, numbers of literate adults, especially women and girls | 2006-2014 | AU/RECs/National government |
| | To link literacy, vocational and technical training and non-formal education to national development needs, | Activity Nine. Review the curriculum of literacy programmes, vocational training etc. to embrace modern technology, ICT ,open and distance learning methods, Activity Ten: Create an environment that facilitates women's entrepreneurial activities | RECs Seek technical assistance from universities and national curriculum development centres to review curricula; share knowledge, products and experiences REC: facilitate and improve communication, across Member States and regions. REC: encourage the creation of networks of women entrepreneurs linking them to business | Significantly Increased level of funding for non formal education and local crafts skills development Fully mobilised facilities across sectors (public health, agriculture, public works, urban/rural development, commerce and industries etc for non-formal skills training of women and other vulnerable groups | Significant increase in the level of socio-economic participation of hitherto marginalised groups | 2006-2014 | |

| Thematic/ Priority Areas | Objectives | Actions/ Interventions | Strategy/Level of implementation | Performance Indicators/ Benchmarks | Outputs/ Outcomes | Time Frame | Response and Participation |
|---|---|---|---|---|---|---|---|
| | | | opportunities, financing, training and management across countries and regions | | | | |
| **4. Increasing synergy between culture and education considered)** | To integrate culture into education systems as a means of promoting and reinforcing our cultural identities and values and for preserving our cultural heritage | **Activity Eleven**: Infusion of national languages, folklore and other cultural modes of transmitting information in the school curriculum | AUC: Advocate for the promotion and preservation of cultural values, medical and scientific knowledge, languages as a medium of instruction, traditions etc.<br><br>REC: to promote regional collaboration in the development of materials for teaching and learning trans border (shared)languages<br><br>Production of books and learning materials | National language in education policies<br><br>Curriculum guidelines and materials for education in indigenous languages<br><br>Enhanced teacher education in national languages<br><br>Enhanced use of local languages in local administration<br><br>Culturally enriched curricula<br><br>Cultural subjects in public examinations | Significantly extended use of indigenous languages in formal education | 2006-2014 | |

## 2. EDUCATION MANAGEMENT INFORMATION SYSTEMS

| Thematic/ priority areas | Objectives | Actions/ Interventions | Strategy/ Level of implementa-tion | Performance/ Indicators/ Benchmarks | Outputs and Outcomes | Timeframe | First Responsibility and Partners |
|---|---|---|---|---|---|---|---|
| **1. Developing the utilisation of evidence-based planning and decision-making tools in education.** | Assessment of current status of data and information management in education | **Activity One**: 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. *A cascading process of training of trainers will be followed* | Assessment framework developed and validated | Assessment and diagnostics carried out, published and shared | Within the first quarter of the first year. | AU Secretariat |
| | | **Activity Two**: Training at regional level/RECS on the use of the agreed upon assessment framework. | AU and RECS 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 second quarter of the first year. | AU, RECS, Member States in collaboration with regional and international partners[1]. |

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[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/ Interventions | Strategy/ Level of implementa- tion | Performance/ Indicators/ Benchmarks | Outputs and Outcomes | Timeframe | First Responsibility and Partners |
|---|---|---|---|---|---|---|---|
| | | **Activity Three**: national level training | Training workshops and other hands-on training modes. | Training programme developed and implemented | | In the third quarter of the first year | REC and Member States, in collaboration with national/region al institutions and development partners |
| | | **Activity Four**: Conduct of assessments at the national level | Field work, analysis, reporting and national validation workshops. | Reports (national, regional, continental) on the status of EMIS | | In the last quarter of the first year. | , Member States |
| | | **Activity Five**: Sharing and validating assessment framework. | Continental EMIS Status Workshop. | Methodological guide for EMIS strengthening on the continent/Harmon ised procedures. | | End of first year | AU RECS Member States. |
| | | **Activity Six**: Publish results of assessment on website, brochures and articles on a regular basis to sensitise decision-makers of the importance of EMIS. | Publications. | | | Second quarter of the second year onwards | AU |

| Thematic/ priority areas | Objectives | Actions/ Interventions | Strategy/ Level of implementa-tion | Performance/ Indicators/ Benchmarks | Outputs and Outcomes | Timeframe | First Responsibility and Partners |
|---|---|---|---|---|---|---|---|
| | Institutionalise evidence-based planning and decision-making | **Activity Seven**: Collecting available education statistical data and publications for an African database of indicators. | Wide dissemination of information on the countries EMIS | Ministers and decision makers sensitised in COMEDAF III | Holding of COMEDAF III, around the theme of EMIS and indicators | Mid 2008. | AU, RECS, Member States, Observatory of the Decade. |
| | | y. | | | | End of first year | AU, regions, member states and international technical partners. |
| | | **Activity Eight**: Conduct periodic rounds of assessments (diagnostics). | | 2-yearly publication/up-dating of national EMIS | | Every 2 years | Member states. |
| | Strengthen regional and continental institutions of educational planning and statistics. | **Activity Nine**: Develop materials based on expertise of member states, regions as well as technical partners. | National professionals (in collaboration | Training materials developed | | 2008 -2009 | Higher education institutions, technical partners |

| Thematic/ priority areas | Objectives | Actions/ Interventions | Strategy/ Level of implementa-tion | Performance/ Indicators/ Benchmarks | Outputs and Outcomes | Timeframe | First Responsibility and Partners |
|---|---|---|---|---|---|---|---|
| | | | with Technical. Partners) to train trainers and develop materials | EMIS courses included in teacher pre-service and in-service curriculum | | | Educational institutions. |
| | | | Inclusion in the curriculum to capacity the African institutions to train students and professionals in EMIS related subjects | Continuous professional development programmes for EMIS staff | | | Educational institutions and ministries of education in member states. |
| **3. Develop-ment of compatible EMIS systems.** | To harmonise EMIS leading to continental resources management and sustainability | **Activity Ten** : harmonisation of standards and the reinforcement of a continental EMIS based on these standards | | | Existence of robust and compatible EMIS. | From 2008 | AU RECS Member States |

### 3. TEACHER DEVELOPMENT

| Thematic/ Priority Areas | Objectives | Actions/ Interventions | Strategy/ Level of implementation | Performance Indicators/ Benchmarks | Outputs and Outcomes | Time Frame | Responsibility and Partners |
|---|---|---|---|---|---|---|---|
| **1. Shortage of teachers** | Significantly Increase supply of qualified and competent teachers. Progress to 40:1 maximum ratio for basic education | **Activity One**: Situational Analysis | As an integral part of work on EMIS, survey of national teacher demand and supply status | National data base on teacher availability | Published and shared national teacher supply situation reports | End of second quarter of the first year, in alignment with work plan on EMIS | National authorities) |
| | | **Activity Two**: Development National Teacher Provision Plans | Participatory stakeholder dialogues to chart national strategies for feeding the schools with the right number and right quality of teachers | National consultative process/national action plan for enhanced teacher supply | Progressive improvement in teacher supply and retention Improved teacher-teaching conditions. | 2006-2008 | Member States |

| Thematic/ Priority Areas | Objectives | Actions/ Interventions | Strategy/ Level of implementation | Performance Indicators/ Benchmarks | Outputs and Outcomes | Time Frame | Responsibility and Partners |
|---|---|---|---|---|---|---|---|
| **2. Improving the competence of teachers** | Enhancing the competence of serving teachers<br><br>50% primary and 30% secondary women teachers | **Activity Three** Develop/Improve Teacher Support Mechanisms<br><br>**Activity Four** Develop/Improve Quality assurance/quality management mechanisms<br><br>**Activity Five** Special attention to teachers in hard access zones<br><br>**Activity Six**<br><br>Enhancing the quality of teacher=learning materials in schools | Enriched provisions for school based on the job training of inspectorate services<br><br>Development of national minimum professional standards<br><br>extension of ODEL facilities<br><br>establishing national minimum standards and ensuring that these are met in schools through systematic school supervision | Existence of quality indicators in national EMIS<br><br>Regular collection of data on quality indicators<br><br>Use of data collected for decisions and planning on quality management<br><br>Availability of ODEL facilities in far-flung locations | Reports on the direction of progress towards enhancing teacher quality, reflected in national EMIS | 2006-2014 | Member States, fully mobilising higher institutions and development partners |

| Thematic/ Priority Areas | Objectives | Actions/ Interventions | Strategy/ Level of implementation | Performance Indicators/ Benchmarks | Outputs and Outcomes | Time Frame | Responsibility and Partners |
|---|---|---|---|---|---|---|---|
| **3. School leadership development** | Enhance capacity for leadership support and supervision | **Activity Seven** Institutionalise systematic training for leadership at the institutional and systems levels | Regular training needs analysis of institutional leaders ands inspectors  Development of customised programmes to meet identified training needs, including regular exposure to new developments in the profession | Institutionalised , systematic leadership personnel development programmes for the school system | Regular progress reports, integrated into EMIS  Regular improved school leadership development programmes, based on EMIS and other evidence  General capacity enhancement for educational leadership | 20006-2014 | Member States, fully mobilising higher institutions and development partners |

| Thematic/ Priority Areas | Objectives | Actions/ Interventions | Strategy/ Level of implementation | Performance Indicators/ Benchmarks | Outputs and Outcomes | Time Frame | Responsibility and Partners |
|---|---|---|---|---|---|---|---|
| **4. Improved teacher status, morale and Welfare** | Significantly raising the social and professional conditions of teachers | **Activity Eight** Involve teacher more forcefully in national educational development efforts – policy dialogues, curriculum and material development, setting of standards and quality management mechanisms, etc.  **Activity Nine** Keep teachers' remuneration and working conditions under regular review | Institutionalisation of participatory processes in national education development matters   Regular open dialogues with teacher unions | Extent of teacher involvement in educational development initiatives   Climate of respects for teachers' rights  Teacher income comparability with the incomes of comparable professionals  Regular payment of teachers' salaries | Enhanced teacher input into the educational development process    Peaceful industrial relations with teachers with a salutary effect on the school system | 2006-2014 | Member States |

| Thematic/ Priority Areas | Objectives | Actions/ Interventions | Strategy/ Level of implementation | Performance Indicators/ Benchmarks | Outputs and Outcomes | Time Frame | Responsibility and Partners |
|---|---|---|---|---|---|---|---|
| **5 .Enhanced quality and relevance of pedagogical Research** | Improved capacity for research on: teaching and learning in general and for action research in particular | **Activity Ten**<br><br>Strengthening existing research networks -- ROCARE, ERNSA, REFORMA<br><br>**Activity Eleven**<br><br>Involvement of practising teachers in action research<br><br>**Activity Twelve**<br>Develop research competence in teacher education programmes | Improved capacity in national institutions of higher education and national chapters of regional educational research networks | Regular policy-oriented research output by networks<br><br>Research methods training in teacher education curricula<br><br>Teacher-institutions collaboration in action research<br><br>Use of action research in decision-making | Improved relevance of educational research networks and national pedagogy institutions<br><br>Improved sense of belonging by teachers<br><br>Enriched decision-making with the fruit of action research | All through the decade | AU and partners. UNESCO, ADEA, AAU, AVU, at the continental level<br><br>RECS, with regional educational research networks at the regional level<br><br>Member States, fully mobilising teachers and higher institutions at the national level |

### 4. HIGHER EDUCATION

| Thematic/ priority area | Objectives | Actions/ Interventions | Strategy/ level of implementation | Performance indicators/ benchmarks | Outputs & outcomes | Time Frame | Responsibility & partners |
|---|---|---|---|---|---|---|---|
| 1. **Knowledge production** | Promote policies that facilitate the revitalisation and delivery of quality HE | **Activity One**<br><br>Identify policy gaps and challenges in key areas which take into account ICT and other technologies, gender, culture, HIV and AIDS and financing | Promote networks of knowledge production<br><br>Establish a competitive academic exchange fund<br><br>Provide awards and other incentives for excellence | Policies formulated and adopted | Outcomes<br>HEI contributing effectively to the production of knowledge for alleviation of poverty and sustainable development<br><br>Outputs<br>Publications patents<br><br>Collaborative networks | 2006 - 2015 | AU<br>Member States<br>RECs<br><br>International and continental HEI institutions<br><br>Researchers<br><br>NEPAD<br><br>Development partners<br><br>Private sector<br>Civil society |
| | Promote HE's contribution to high-level knowledge production which generates wealth | **Activity Two**<br><br>Strengthen capacity of African Intellectual Property Offices | Provision of protection of intellectual property through patenting | Patent and copyrights granted | Regional and sub-regional programmes at all levels | | |
| | | **Activity Three**<br><br>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<br><br>Funds operationalised | Centres established<br><br>Improved quality of graduates | | |

| Thematic/ priority area | Objectives | Actions/ Interventions | Strategy/ level of implementation | Performance indicators/ benchmarks | Outputs & outcomes | Time Frame | Responsibility & partners |
|---|---|---|---|---|---|---|---|
| | | <u>Activity Four</u><br><br>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 Innovations incubation Centres and Science and Technology Packs | Institutions meeting criteria for excellence<br><br>Centres funded and operationalised<br><br>Strengthened networks meeting regularly | | | |
| | | **<u>Activity Five</u>**<br><br>Facilitate credit transfer across borders, by encouraging joint programming between HE institutions<br><br>. | Promote the expansion of post-graduate and post-doctoral education | HEIs participating in sandwich schemes<br><br>HEIs participating in credits transfer schemes<br><br>Academic staff participating in joint supervision across HEIs<br><br><br>Active graduate networks in existence and graduate students participating | | | |

| Thematic/ priority area | Objectives | Actions/ Interventions | Strategy/ level of implementation | Performance indicators/ benchmarks | Outputs & outcomes | Time Frame | Responsibility & partners |
|---|---|---|---|---|---|---|---|
| | | **Activity Six**<br><br>Promote the development of academic journals<br><br>. | Promote production of academic publications, and disseminate outputs.<br><br>Strengthen capacity of African publishing houses<br><br>Encouraging the development of virtual libraries and consolidate database of African publications<br><br>Facilitate access of African academic journals in international indices of publications | Academic publications produced<br><br>Volume of publications and institutions with virtual/digital libraries<br><br>African publications on-line and in international citation indices<br><br>ISBN numbers<br><br>Houses meeting international publication standards | | | |

| Thematic/ priority area | Objectives | Actions/ Interventions | Strategy/ level of implementation | Performance indicators/ benchmarks | Outputs & outcomes | Time Frame | Responsibility & partners |
|---|---|---|---|---|---|---|---|
| | Promote/ facilitate international, continental, sub-regional cooperation | **Activity Seven**<br><br>Create *awareness*, promote revision and ratification guidelines of the Arusha convention and other international and sub-regional frameworks for education | 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 implementation | Performance indicators/ benchmarks | Outputs & outcomes | Time Frame | Responsibility & partners |
|---|---|---|---|---|---|---|---|
| **2. Quality assurance and development** | Support and develop infrastructure[2] | **Activity  Eight**<br><br>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<br><br>Cooperative networks established<br><br>I | Outcomes<br>Increase the public and stakeholder confidence in HEI products and graduates<br><br>Reduced brain drain and increased brain saturation<br><br>Outputs<br>Regulatory bodies across the continent<br><br>Institutions assessed and rated | 2006 - 2013<br><br>Review :<br>20013-2015 | |
| | | Activity Nine<br>Pursue ICT | Assist with formation of | CT mainstreamed into academic | | | |

[2] '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 implementation | Performance indicators/ benchmarks | Outputs & outcomes | Time Frame | Responsibility & partners |
|---|---|---|---|---|---|---|---|
| | Promote the use of ICT and e-learning | development in Higher Education | consortia to negotiate cost of bandwidth and soft ware<br><br>Support and promote existing virtual institutions and creation of new ones | programmes<br><br>Cost of bandwidth affordable<br><br>Software and licences secured | | | |
| | Promote the capacity of regional and national quality regulatory and accreditation bodies and agencies | Activity Ten<br><br>Advocate for monitoring, evaluation and rating of HEI's | Promote peer assessment mechanisms in African HEI's | Accreditation bodies established<br><br>Peer review mechanisms in place<br><br>HEI's evaluated | | | |
| | Promote review and design of relevant HE curricula | Activity Eleven<br><br>Advocate and support regional efforts to strengthen capacity for curriculum development and review<br><br>Promote an awareness of the environment and sustainable development (greening the curriculum) | Liaise with the private sector with regards to keeping curricula relevant<br><br>Promote mainstream training for entrepreneurship | Curricula revised in relation to needs | | | |

| Thematic/ priority area | Objectives | Actions/ Interventions | Strategy/ level of implementation | Performance indicators/ benchmarks | Outputs & outcomes | Time Frame | Responsibility & partners |
|---|---|---|---|---|---|---|---|
| | Promote and advance a conducive academic environment | Activity Twelve<br><br>Improve terms and conditions of service for academics/<br>Invest in resources that enhance the academic environment | Promote and enhance the status of the academic profession | Terms and conditions improved and emoluments revised<br><br>Reduced staff turn-over | | | |
| | Promote good governance, leadership and management in HEI's | Activity Thirteen<br><br>Develop capacity and competency in leadership and management<br><br>Encourage sharing of best practices across HEI's | Mainstream management and leadership training at all levels | Democratic mechanisms and structures in place<br>MIS available<br>Annual reports<br>Strategic plans<br>Ratings improved<br>Throughput and graduate employability | | | |
| 3. Financing | Advocate for the link between HE and lower levels of education (basic, primary and secondary) | Activity Fourteen<br><br>Negotiate and lobby for revised budget allocations to HEI's<br><br>Encourage governments to increase allocation to HE institutions | | Cash inflows<br><br>Non-traditional sources of funding<br><br>Functional financial management systems in place<br><br>Essential funding needs met<br><br>Staff retention<br>Annual audited accounts | Outcome<br>Diversified sources of funding<br><br>Increased number of partnerships<br><br>Improved staff morale<br><br>Increased sectoral collaboration<br>Outputs<br>Programme | 2006 - 2015 | AUC and AU<br><br>RECs<br><br>Private sector<br><br>Development partners<br><br>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 | | | | |

| Thematic/ priority area | Objectives | Actions/ Interventions | Strategy/ level of implementation | Performance indicators/ benchmarks | Outputs & outcomes | Time Frame | Responsibility & partners |
|---|---|---|---|---|---|---|---|
| 4. Service to the lower levels of Education | Contribute to raising quality, efficiency in basic and secondary education | Activity Fifteen<br><br>Mobilisation higher education teachers to devote R an D attention to issues concerning the lower levels of education | Higher education involvement in all aspects of development of education at the lower levels: policy dialogue, quality assurance, teacher education, curriculum and materials development, pedagogical research | Enriched quality of reform inputs at secondary and primary levels<br><br>Greater sensitivity on education issues among HE teachers | funding<br><br>Improved salaries<br><br>Improved/better practitioners at the lower levels<br><br>Improved level of entrants to HE | | AU<br><br>Higher institutions in Member States |

**5. TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING**

| Thematic/ priority areas | Objectives | Actions/ Interventions | Strategy/ Level of Implementation | Performance Indicators/ Benchmarks | Outputs & Outcomes | Time Frames | Responsibility & Partners |
|---|---|---|---|---|---|---|---|
| **1. Equitable access for all, and most especially, girls and women** | National TVET systems available to all | **Activity One**<br><br>Review, develop national policies to make TVET facilities available to all | National:<br>Introduce key generic competencies and pre-vocational skills in basic education/ national<br>Introduce key generic competencies and TVET in parallel non-formal systems<br>Recognition and accreditation of prior learning (APL) and experiential learning (APEL) | Number of competencies and skills in the curriculum that can be assessed<br><br>APL and APEL schemes in place in countries | Skilled persons prepared for the world of work and further learning<br><br>Institutions set up to recognise and accredit APL and APEL | 206-2008 | Member States |

| Thematic/ priority areas | Objectives | Actions/ Interventions | Strategy/ Level of Implementation | Performance Indicators/ Benchmarks | Outputs & Outcomes | Time frames | Responsibility & Partners |
|---|---|---|---|---|---|---|---|
| **2. Quality and relevance of national TVET systems and programmes** | National TVET systems that cater to labour market demands and economic needs<br><br>TVET systems that respond to skills challenges of imminent global and economic growth areas<br><br>TVET curricula consistent with regional and national priorities | **Activity Two**<br><br>Revise policies, legal and other frameworks, strategies, and institutional structures.<br><br>**Activity Three**<br><br>Develop TVET curricula aligned with labour market demands for both formal and informal economies, and global economic trends<br><br><br>**Activity Four** | Develop frameworks standards, certification, etc.)<br><br>Establish regional/ national bodies to harmonise Norms & Standards<br><br>Involve employers/ business in curriculum design<br><br>Identify, document and adapt innovative practices in Africa<br><br>Facilitate articulation between TVET, the world of work & other levels of learning | Frameworks developed<br><br>Regional/ national bodies established; existing ones strengthened<br><br>Number of innovative practices utilised in national systems<br><br>Number of pathways and bridges between TVET, work and learning established<br><br>Number and categories of stakeholders involved in policy formulation | Revised policies, legal frameworks, etc.<br><br>Regional/ National bodies established<br><br>Norms and Standards harmonised<br><br>Number of innovative practices operationalised<br><br>Vertical and horizontal mobility for learners facilitated<br><br>TVET policy benefiting all stakeholders | 2006-2010 | AU<br>RECs<br>Member States |

| Thematic/ priority areas | Objectives | Actions/Interventions | Strategy/ Level of Implementation | Performance Indicators/ Benchmarks | Outputs & Outcomes | Time frames | Responsibility & Partners |
|---|---|---|---|---|---|---|---|
| | Apply TVET to Indigenous knowledge e.g. improved production of traditional artefacts/ arts<br><br>Indigenous knowledge revalorised enriched and upgraded | Intergenerational transfer of skills<br><br>Activity Five<br><br>Integrating Entrepreneurship at all levels of TVET | Establish effective partnerships with stakeholders in the policy development process<br><br>Support workplace attachments<br><br>Undertake labour market research<br><br>Mechanisms for partnerships with professional associations, civil society, etc.<br><br>Competency based education<br><br>Utilisation of the modular approach<br><br>Improve training capacity of small and micro enterprises to serve TVET | TVET programmes that respond to labour market trends<br><br>Reviewed, appropriate curricula & assessment tools<br><br>Tax incentives to encourage training | | 2006-2010 | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | | Respond to skills requirements of emerging local markets | | | | |
| | | | Undertake gap analysis & assessment in parallel with a value chain analysis. | | | | |
| | | | Entrepreneurship and small business training integrated in TVET programmes | | | | |
| | | | Promote talent through incentives (e.g. tax, community support, social benefits, etc) | | | | |
| | | | Shared curriculum at regional level | | | | |
| | | | Develop guide for TVET implementation Inbuilt monitoring | | | | |
| | | | Provide support services to TVET graduates to set up their own businesses (Venture Capital Facilities) | | | | |

| Thematic/ priority areas | Objectives | Actions/ Interventions | Strategy/ Level of Implementation | Performance Indicators/ Benchmarks | Outputs & Outcomes | Time frames | Responsibility & Partners |
|---|---|---|---|---|---|---|---|
| **3. Non-formal education: literacy and TVET; vulnerable groups** | Non-formal education that delivers functional literacy<br><br>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 | Activity Six<br><br>Integrate livelihood skills in literacy programmes in both formal and non-formal sectors<br><br>Activity Seven<br><br>Provision of special skills and services to the disabled | Mapping needs at local, national and regional levels<br><br>National strategy integrating non-formal and informal into community learning centres<br><br>Integrate efforts of different non-formal training providers<br><br>Develop TVET elements into non-formal programmes<br><br>Literacy and non-formal education should incorporate elements of TVET<br><br>Provision of vocational and social guidance & counselling<br><br>Implementation frameworks guiding use of curricula | Appropriate curricula<br><br>Skills of Vulnerable groups upgraded<br><br>Working conditions and livelihood of vulnerable groups improved<br><br>Vulnerable groups provided with basic literacy with skills | Use of training capacities of SMMEs | 2016 - 2010 | Member States, fully mobilising relevant partners<br>--ILO<br>GTZ<br>FAO<br>====<br>RECs |

| Thematic/ priority areas | Objectives | Actions/ Interventions | Strategy/ Level of Implementation | Performance Indicators/ Benchmarks | Outputs & Outcomes | Time frames | Responsibility & Partners |
|---|---|---|---|---|---|---|---|
| **4. Capacity building** | Countries, regions, & continent have adequate capacity to implement quality TVET<br><br>National training authorities co-ordinating and oversee the work of providers<br><br>Enhance the status of TVET | Activity Eight<br><br>Develop appropriate TVETMIS systems<br><br>Activity Nine<br><br>Training for Management of TVET<br><br>Activity Ten<br><br>Continuous Training of instructors | Develop Regional Centres of Excellence<br><br>Regional and National qualifications frameworks<br><br>APL and APEL<br><br>Guidance and counselling<br><br>Utilisation of successful non-formal and informal best practices.<br><br>Develop strategy for international cooperation<br><br>Harmonise training and certification<br><br>Partnerships, business involvement, etc | All training institutions have adequate capacity<br><br>One Regional Centre of Excellence operational in each region<br><br>Regional and National Qualifications Frameworks set up in each region and country | Quality training provided<br><br>Mobility of workers established<br><br>Standardised regional and national training qualifications | 2006-2014 | RECs<br><br>Member States, fully mobilising a wide range of specialised institutions /development partners |

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

| Thematic/ priority areas | Objectives | Actions/ Interventions | Strategy/ Level of Implementation | Performance Indicators/ Benchmarks | Outputs & Outcomes | Time frames | Budget Guidelines | Responsibility & Partners |
|---|---|---|---|---|---|---|---|---|
| **5. Financing TVET** | Sustainable financing mechanisms for TVET systems | <u>Activity Eleven</u><br><br>State funding to move towards parity with other sectors of education | Public-private partnerships<br><br>Introduce alternative sources of funding<br><br>Increase internal efficiency<br><br>Convince donors to provide more funding for TVET<br><br>Dividends of Debt Relief to be redirected to TVET | Increased targeted funding for TVET from governments<br><br>Increases in national budget accompanied by corresponding increases in TVET funding<br><br>More donor funding for TVET<br><br>Apply PPP methodologies (e.g. Build-Operate-Transfer) to TVET | More funding provided to TVET<br><br>Increased private sector contribution<br><br>Increased donor funding<br><br>Diversified funding available<br><br>Increased participation in training by the private sector | 1-4 years | 2006-2014 | AU<br><br>RECS<br><br>Member States, in association with development partners and the Private sector |

| Thematic/ priority areas | Objectives | Actions/ Interventions | Strategy/ Level of Implementation | Performance Indicators/ Benchmarks | Outputs & Outcomes | Time Frames | Budget Guidelines | Respon-sibility & Partners |
|---|---|---|---|---|---|---|---|---|
| **Using Network strategies** | Intra- and inter-national and regional networking | Activity Twelve<br><br>Establish networks using appropriate functioning networking models | Strengthen and use existing networks<br><br>Establish new networks<br><br>Provide support to associations of Polytechnics in Africa | Numbers of protocols<br><br>Number of functional TVET networks established at regional and national levels<br><br>Number of associations engaged in preparing teaching and learning materials | Establish effective networks (Local, National, Regional, Continental) | | 2008-2010 | RECs |

## 1.7    6. CURRICULUM AND  RELATED ISSUES OF TEACHING-LEARNING MATERIALS

| Thematic/ Priority Areas | Objectives | Actions/ interventions | Strategy/ Level of implementation | Performance Indicators/ Benchmarks | Outputs/ outcomes | Time frame | Responsibility and partners |
|---|---|---|---|---|---|---|---|
| **1. Science Mathematics and Technology (including ICT)- SMICT** | Build a and  a scientifically and technologically literate society for sustainable development | <u>Activity One</u><br><br>Conduct a baseline national study on the state of curriculum development | Strengthening of national mechanisms for a participatory curriculum development process<br><br>Conduct of national curriculum status survey, built into the EMIS process<br><br>Revised national strategies for curriculum enrichment, based on baseline survey results<br><br>Capacity building intensified for curriculum materials development<br><br>Campaigns to attract women and girls to SMICT | Situational survey results in place, and integrated into EMIS<br><br>National mechanism for curriculum development strength<br><br>National curriculum enrichment strategies in place<br><br>Improved stakeholder involvement in curriculum and materials development<br><br>Infusion of ICT in school and non formal education programmes | Updated data<br><br>Validated national guidelines<br><br>A pool of national curriculum and material development specialists<br><br>Science and technology Integrated into non-formal education | 2006-2008:<br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br>2006-2014 | Member States |

| Thematic/ Priority Areas | Objectives | Actions/ interventions | Strategy/ Level of implementation | Performance Indicators/ Benchmarks | Outputs/ outcomes | Time frame | Responsibility and partners |
|---|---|---|---|---|---|---|---|
| | | Activity Two<br><br>Enhance the availability of relevant teaching-learning materials | Materials development, capitalising on existing structures within the nation | ICT wide coverage in institutions<br><br>Availability of materials at the end-users' level<br><br>Significantly improved participation of women and girls in science and technology<br><br>Functioning mechanisms for continuous development of materials | Wide spread of SMICT in the system<br><br>Wider diversity of materials, especially non-text, teacher-made materials<br><br>Wider ICT penetration in school and society | | Member States, fully mobilizing national institutions, teachers' organizations and development partners |
| | | Activity Three<br><br>Intensified Teacher Development for SMICT | Expansion of access to ICT through a variety of motivational strategies<br><br>Improve facilities for systematic in-service education for SMICT teachers<br><br>Appropriate financial and other incentives for SMICT teachers | Improved student intake | Improved societal | 2006-2014 | |

| Thematic/ Priority Areas | Objectives | Actions/ interventions | Strategy/ Level of implementation | Performance Indicators/ Benchmarks | Outputs/ outcomes | Time frame | Responsibility and partners |
|---|---|---|---|---|---|---|---|
| | | | | Improved student performance n SMICT | support for SMICT | | |
| | | Activity Four<br><br>Promote science through ODL (open and distance learning) | | Enhanced quality of teaching and learning | | | |
| **2. African languages in Education** | Promote the use of African languages as medium of instruction as well as subject of study in the school system | Activity One<br><br>Baseline survey of national languages and their uses in community and education | Field survey in the context of EMIS | Published statistical information on the status of major languages in education | Evidence-based language in education policy | 2006-2008 | Member States, fully mobilisation national agencies<br><br> and<br><br> working with the Academy of African Languages, in the context of the AU programme on African languages |
| | | Activity Two<br><br>Integration of language-in-education framework into national education policy guidelines | Policy dialogues on national languages in education<br><br>National planning committees, using survey study and results of national dialogues | Published and disseminated policy guidelines, integrated into overall national education policies | Improved stakeholder mobilisation | | |
| | | Activity Three<br><br>Intensified advocacy for national languages in education | Mobilisation of cultural and community-based | | | | |

| Thematic/ Priority Areas | Objectives | Actions/ interventions | Strategy/ Level of implementation | Performance Indicators/ Benchmarks | Outputs/ outcomes | Time frame | Responsibility and partners |
|---|---|---|---|---|---|---|---|
| | | | organisations<br><br>Involvement of traditional structures in policy dialogue and advocacy | | | | |
| | | Activity Four<br><br>Development of basic tools—syllabuses, writing systems (orthography),teacher-orientation, materials (print and non-print) | Empowerment of national curriculum agencies<br><br>Establishment of technical committees on selected languages<br><br>Special incentives to publishers and other educational material producers<br><br>Improved distribution mechanisms to schools | Functional national language units in curriculum agencies<br><br>Functional language committees for continuing technical development of specific languages<br><br>Extent of availability of instructional materials in selected languages<br><br>Functional materials distribution mechanisms to schools | Culturally enriched school programmes<br><br>Enhanced public interest n the promotion of national languages<br><br>Improved mother tongue/first language literacy | 2006-2008 | |
| | Improve societal support for national languages in education | Activity Five<br>Mobilise and empower researchers, teachers, and language practitioners | Encouragement/incentives to professional associations of national language teacher<br><br>Training of teacher trainers | Professional teachers working to improve the status of national languages in education | | 2006-2014 | |

| Thematic/ Priority Areas | Objectives | Actions/ interventions | Strategy/ Level of implementation | Performance Indicators/ Benchmarks | Outputs/ outcomes | Time frame | Responsibility and partners |
|---|---|---|---|---|---|---|---|
| | | | Production of educational support materials<br><br>Promotion of indigenous languages literature<br><br>Documentation of oral literature<br><br>Expanded use of indigenous languages in the media<br><br>Support for research in the linguistics and pedagogy of indigenous languages | Literature and support material available and affordable in the selected languages<br><br>The people's media in their own languages<br><br><br>Development-oriented research n the selected languages | | | |
| | Strengthen regional collaboration mechanisms through the instrumentality of shared languages | Activity Six<br><br>Support regional networking on the development of trans-border languages for use in education languages | Inter-State conferences and workshops on shared languages | Harmonised orthographies and grammars<br><br>Harmonised curricula<br><br>Collaboration on materials | Forum for exchange and collaboration among contingent States sharing common | | RECs<br><br>Member States<br><br>Academy of African languages |

| Thematic/ Priority Areas | Objectives | Actions/ interventions | Strategy/ Level of implementation | Performance Indicators/ Benchmarks | Outputs/ outcomes | Time frame | Responsibility and partners |
|---|---|---|---|---|---|---|---|
| | | | | development and production | African languages | | |
| | | | | Pooling and sharing of facilities for popularising shared languages | Economies of scale, in terms of facilities for promoting indigenous languages in education | | |
| | | | | | A boost to regional integration | | |
| **3. Life and Employment skills** | Promote education for formal and self-employment  Promote citizenship values, attitudes and practice towards personal and social development | Activity One  Introduce/ integrate/ strengthen the theme of life skills and entrepreneurship education in the curriculum at all levels of the education system.  Activity Two.  Strengthen peer counselling in educational institutions. | Integration/infusion into existing school and non-formal education curricula | 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 | | 2006-2008 | Member States |
| **4. Leadership** | Inculcate the spirit and practice of | Activity Three  Introduce and | Integration into existing curriculum content | Evidence of the number of subjects that introduce the | more students, teachers and | | Member States, mobilising appropriate |

| Thematic/ Priority Areas | Objectives | Actions/ interventions | Strategy/ Level of implementation | Performance Indicators/ Benchmarks | Outputs/ outcomes | Time frame | Responsibility and partners |
|---|---|---|---|---|---|---|---|
| | accountable leadership<br><br>Develop attitudes, skills and practices to promote tolerance, peace and stability on the African continent | strengthen the theme of leadership qualities in the curriculum<br><br>Activity Four<br><br>Have civic education for adults and political/community leaders | Re-orientation of school and student governance | theme of leadership and the number of subjects that strengthen the theme<br><br>Increased participation in discussion groups, consultative committees and debating societies | lecturers to practise democratic values | | institutions and NGOs |
| **5. African know-ledge systems** | Promote the teaching and appreciation of African values in the curriculum<br><br>Promote the comprehensive teaching of African knowledge systems (history, geography, literature and arts) | Activity Five<br><br>Map initiatives, establish databanks in the area of curriculum development relating to African values, cultures, oral literature history, religion, arts and indigenous African sciences and technology | Special assignments to universities, fully mobilizing other relevant organs of society | A collection of materials and resources<br><br>Identification of new learning areas and spaces in the context of African knowledge systems | Enriched curricula | | Member States |

## 1.8    7. QUALITY MANAGEMENT

| Thematic/ Priority areas | Objectives | Actions | Strategy/level | Performance Indicators | Outputs | Timeframes | 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 | Activity One<br><br>Establish a continental and regional quality management committee | Continental and Regional<br><br>Use existing organisations and specialists ensuring gender equity | Established and functional committees | Standard setting documents at different levels | End of first half of 2007 | AU<br><br>REC's<br><br><br>:<br>Member states |
| | | Activity  Two<br><br>Develop a framework for standards and norms | | Established norms and standards | | 2006-2007 | |
| | | Activity Three<br><br>Standardise and regularly improve assessments for core competencies | Continental  and Regional<br>Use existing institutions at regional level to feed into the continental body | Regional body performing the function | Assessment tools are standardised | 2008-2009 | |
| | Promote research on the link between learners and Teaching and Learning for policy formulation and standard setting | **Activity Four**<br><br>Review the existing studies on quality management systems in a multi-sectoral approach and disseminate the findings | **Continental**<br>Use existing research organisations | Number of relevant studies reviewed and circulated<br><br>Number of countries of member states using report to inform policy | Database and knowledge management system<br><br>Revision results report | 2006-2007 | |
| | | Identify gaps and initiate new research | Regional National<br>Use local regional | Number of peer reviewed studies published in the | Research findings for new areas identified and | 2008-2009 | |

| Thematic/ Priority areas | Objectives | Actions | Strategy/level | Performance Indicators | Outputs | Timeframes | Responsibility |
|---|---|---|---|---|---|---|---|
| | | | research centres/ action orientated/ multi-disciplinary | AU languages | Disseminated | | |
| | | 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 | 2010 onwards | |
| **Monitoring and measuring learner achievement and the quality of Teaching/ Learning** | To develop an integrated programme of measurement of leaner achievement and teaching and learning process in Africa at all levels | **Activity Five**<br><br>Review existing programmes in measuring learner achievement and teaching and learning (e.g. SACMEQ, PASEC, MLA) | Regional level Strategies<br>Review of results of the existing programme | Review reports indicating strengths and weaknesses and gaps | Review report | 2006-2008 | RECs, mobilising country teams and other experts |
| | | **Activity Five**<br><br>Establish a continental protocol on measurement | Continental: Consultations with regions on existing programmes.<br><br>Team of experts to develop the continental programme | Protocol signed | Protocol document implemented | 2009 | |

| Thematic/ Priority areas | Objectives | Actions | Strategy/level | Performance Indicators | Outputs | Timeframes | Responsibility |
|---|---|---|---|---|---|---|---|
| | | **Activity Six**<br><br>Developing a mechanism for measuring and reporting achievements for FET/TVET and Higher Education | <u>Continental</u><br>Establish a body to monitor (Higher Education Initially to be done by Association of African Universities)<br><br><u>Regional</u><br>Establish sub-regional bodies to measure and report | Bodies are established | Annual reports and publications | 2009-2010 | |

| Thematic/ Priority areas | Objectives | Actions | Strategy/level | Performance Indicators | Outputs | Timeframes | Responsibility |
|---|---|---|---|---|---|---|---|
| | Monitor learner achievement and the quality of teaching/learning | Activity Seven<br><br>Monitoring the follow ups of national and regional assessments | **Regional**<br>Consultation and development of monitoring framework<br><br>Align regional and national instruments for monitoring learner achievement and the quality of teaching and learning<br><br>Regional and national<br>Link EMIS and Quality management systems | Update and flow of information.<br><br>Number of national work plans on corrective measures<br><br>Extent to which EMIS data is used for quality management | Annual reports and publications | 2009-2014<br><br>Starting from the 3rd year and regularly after 3 year cycles | AU<br><br>RECs<br><br>Member states |

| Thematic/ Priority areas | Objectives | Actions | Strategy/level | Performance Indicators | Outputs | Timeframes | Responsibility |
|---|---|---|---|---|---|---|---|
| | | Activity Eight<br><br>Development and review of guidelines and tools for monitoring the quality of teaching and learning process | Continental and regional:<br>AU to establish committees (same committee as above)<br><br>Regional and national Teams will develop specific instruments for each level including non-formal schooling | Committees are functioning | Up to date and enhanced guidelines<br><br>Publications | 2009 | AU<br><br>RECs<br><br>Member states |
| | Develop an evaluation programme indicating successes, challenges and lessons learned | Activity Nine<br><br>Develop evaluation instruments, tests, validates and apply at all levels | Continental and regional<br>To develop the instrument<br><br>National<br>Instrument to be applied at National level and data from national level to inform regional and continental level | Reports of the evaluation<br><br>Percentage of coverage in the evaluation programme<br><br>Percentage of achievement of the monitoring programme for the 2$^{nd}$ decade<br><br>Number of reports disseminated | Report on the evaluation. | 2010 onwards. | AU<br><br>RECs<br><br>Member states |

| Thematic/ Priority Areas | Objectives | Action/ Inventions | Strategy/ Level of Implementa- tion | Performance Indicators | Outputs | Timeframe | Responsibility and Partners |
|---|---|---|---|---|---|---|---|
| **Capacity building for education quality management** | Strengthen the capacity of the regional and national structures through the use of *centres of excellence* including teams responsible for education quality management | **Activity Ten**<br><br>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 | 2009 onwards | AU<br><br>RECs |
| | | **Activity Eleven**<br><br>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 | 2009 | |
| | Strengthen the capacity of the institutions and organizations measuring learning achievements and the quality of teaching and learning | Activity Twelve<br><br>Intensify 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 | 2010 onwards | AU<br><br>RECs<br><br>Member states |

| Thematic/ Priority Areas | Objectives | Action/ Inventions | Strategy/ Level of Implementa-tion | Performance Indicators | Outputs | Timeframe | Responsibility and 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 | | |
| | | 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 | | |
| | | 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 | | |

# GLOSSARY

AAU: Association of African Universities
ADB: African development Bank
ADEA: Association for the development of Education in Africa
AU: The African Union
African Union Commission
AVU: African Virtual University
CIEFFA: Centre International d'Education des Filles et des Femmes en Afrique
COMEDAF: conference of African Ministers of Education
EFA: Education for All
ERNESA: Educational Research Network for Eastern and Southern Africa
EMIS: Educational Management Information Systems
ERNWACA: Educational Research Network for
Western and Central Africa
FAO: Food and Agriculture Organisation
FAWE: Forum for African Women Educationalists
FET: Further Education and Training
HE: Higher Education
HEI: Higher Education Institution
IICBA: International Institute for Capacity Building in
Africa
ICT: Information and Communication Technologies
MDGs: Millennium Development Goals
MLA: Monitoring learning Achievement
NGO: Non Governmental Organisation
PASEP: Programme d' Analyse des Systèmes éduatifs de la CONFEMEN
RECs: Regional Economic Communities (of the African Union)
R & D: Research and Development
SACMEQ: Southern and Eastern African Consortium for monitoring of Educational Quality
SMMEs: Small and Medium Scale Enterprises
SMICT: Science, mathematics and Information-Communication Technologies

TVET: Technical-Vocational Education and Training
TVETMIS: Technical-Vocational Education and Training Management Information System
UNESCO: United Nations Educational Scientific and Cultural Organisation