|  |
| --- |
| **INPUTS FOR THE HANDING OVER REPORT OF THE OUTGOING COMMISSION TO THE INCOMING COMMISSION IN JULY 2016**  **DEPARTMENT OF HUMAN RESOURCES SCIENCE AND TECHNOLOGY** |

# STATUS OF CURRENT STRUCTURE AND BUDGET



Figure 1: Current Structure with human resources

## Departmental Budget for the years 2013 - 2016

|  |  |  |  |
| --- | --- | --- | --- |
| **Divisions** | **2013** | | |
| **Programme** | **Pass Through** | **Total** |
| AOSTI | - | - | - |
| Educ & Capacity building | 5,094,498.00 | - | 5,094,498.00 |
| S&T | 1,264,926.00 | - | 1,264,926.00 |
|  | **6,359,424.00** | **-** | **6,359,424.00** |
|  |  |  |  |
| **Divisions** | **2014** | | |
| **Programme** | **Pass Through** | **Total** |
| AOSTI | 3,919,922.00 | - | 3,919,922.00 |
| Educ & Capacity building | 2,081,183.00 | 12,347,086.00 | 14,428,269.00 |
| S&T | 2,184,349.00 | 10,477,795.00 | 12,662,144.00 |
|  | **8,185,454.00** | **22,824,881.00** | **31,010,335.00** |
|  |  |  |  |
| **Divisions** | **2015** | | |
| **Programme** | **Pass Through** | **Total** |
| AOSTI | 225,500.00 |  | 225,500.00 |
| Educ & Capacity building | 4,753,637.02 | 7,888,850.00 | 12,642,487.02 |
| S&T | 6,699,000.00 | 1,782,377.84 | 8,481,377.84 |
|  | **11,678,137.02** | **9,671,227.84** | **21,349,364.86** |
|  |  |  |  |
| **Divisions** | **2016** | | |
| **Programme** | **Pass Through** | **Total** |
| AOSTI | 3,134,076.00 | - | 3,134,076.00 |
| Educ & Capacity building | 5,916,950.00 | 8,837,400.00 | 14,754,350.00 |
| S&T | 2,620,218.44 | 10,000,000.00 | 2,620,218.44 |
|  | **11,671,244.44** | **8,837,400.00** | **20,508,644.44** |

# MAJOR ACTIVITIES AND PROGRAMS CARRIED OUT DURING THE PAST 4 YEARS

## EDUCATION DIVISION

### CONTINENTAL EDUCATION STRATEGY

The education programme was informed by the Plan of Action for the Second Decade of Education for Africa until 2015, when the post 2015 Continental Education Strategy for Africa (CESA 16-25) was developed and adopted by the January 2016 Summit. CESA is informed by Agenda 2063, as well as by the outcome of an evaluation of the Second Decade, evaluation of the UNESCO brokered Education For All, and pan African multi-stakeholder discussions. Key thematic areas of intervention from the second decade of education remain pertinent, particularly Teacher Development, Tertiary Education, TVET, gender issues and Education management Information Systems. Implementation of the CESA will be coordinated through the platform of a Coalition of Partners and Stakeholders working in education in Africa, as called for by the AU Summit of July 2014. Thematic clusters of partners and experts have been established, around the CESA Strategic Objectives and key issues. These include Teacher Development; Women and Girls Education; EMIS; Safe Schools; School Feeding; Higher Education; TVET- among others. Each Cluster has a coordinating Partner that will compile progress reports to be published in the RACA and in the AU Education Outlook every year.

### MWALIMU NYERERE AFRICAN UNION SCHOLARSHIP SCHEME

The Mwalimu Nyerere African Union Scholarship Scheme was launched in 2007. Special Calls of the Nyerere Scholarship for Masters and PhD level studies were made only for Female Applicants in 2013 and 2014, to encourage the participation of young African female students at postgraduate level in Engineering and Applied Sciences. In 2015 and 2016 Special Calls were made only for Applicants with Physical Disabilities for Masters Programmes to encourage the higher education participation of students with disabilities. So far, 127 students from 31 Member States have been awarded Nyerere scholarships to study in universities across the continent.

**Intra-Africa Academic Mobility Scheme**

The mobility scheme was launched in 2010 as an extension of the Mwalimu Nyerere Scholarship. It involves mobility of students and exchange of academic staff among selected Networks of African Universities from different geographic regions. Currently, 15 partnerships involving 72 universities are in the process of implementing intra-Africa academic mobility with a fund of 35 million euro from the European Union. The university partnerships are facilitating mobility for 1165 individuals, including 690 Master Students, 335 Doctoral Candidates and 140 staff. A new Call is advertised in March 2016 with fund of 10 million Euro.

### HARMONISATION OF HIGHER EDUCATION

The AUC developed the Strategy for Harmonisation of Higher Education in Africa in 2007. This was a seminal instrument that would span work towards creating an African higher education space through intra-african collaboration; requiring mutual recognition of certification and qualification as well as shared quality standards.

The European Commission took an interest in the initiative and joined the AUC in supporting a pilot project for harmonising curriculum development using the Tuning Approach, in 2012. The pilot project was successfully completed in 2014, involving 53 African Universities. The project involved the development of learning outcomes and competencies for five subject areas: Medicine, Teacher Education, Mechanical Engineering, Agriculture, and Civil Engineering. A second phase of tuning was launched in 2015, scaled-up to 107 universities from 42 African countries, and with three more subject areas: Economics, Geology and Higher Education Management. The tuning/harmonisation project would be implemented in the period 2015 – 2017.

**Addis Convention for Recognition of Academic Qualifications**

In implementing the African Union Harmonization Strategy for Higher Education, the AU Commission is working jointly with UNESCO to facilitate the ratification and implementation of the Addis Convention for mutual recognition of qualifications in higher education. The convention is a revised version of the Arusha convention, whose revision was spearheaded by the AUC in collaboration with UNESCO since 2009. An International Conference of African States was convened in December 2014 in Addis Ababa that adopted the revised Convention on the Recognition of Academic Qualifications. A Working Group has been established with designated country focal persons to expedite the ratification process. Currently 16 States in African Region have signed the Addis Convention, but it has not yet been ratified by any Member State.

### AFRICAN QUALITY RATING MECHANISM (AQRM)

The African Quality Rating Mechanism (AQRM) was developed by the AUC in 2007 as a tool to facilitate a culture of continuous quality improvement in African higher education institutions through self-evaluation and external validation. Based on the experience and feedback gained from the pilot survey conducted in 2010, a revised version of the AQRM questionnaire and rating instrument was developed in 2014. A rating exercise was carried out end of 2014 by external reviewers in 9 higher education institutions, selected from the five geographic regions. AQRM validation reports of all the nine institutions were prepared by the respective assessors. A consolidated report of the AQRM validation is also prepared. The AQRM is now available for implementation.

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

To implement the AU Executive Council Decision on establishing a Continental Accreditation Agency for higher education, in line with harmonisation of African higher education, the Commission initiated the development of a Pan-African Quality Assurance and Accreditation Framework (PAQAF), in collaboration with the European Commission and the Association of African Universities. The PAQAF was validated in July 2015 at a continental workshop involving representatives of national and regional quality assurance agencies. The validated PAQAF was adopted by the AU Assembly at the 2016 January Summit.

### PAN AFRICAN VIRTUAL UNIVERSITY

The **Pan African Virtual University (PAVU),** also called the ***African Virtual and E-University***,is one of AU’s flagship projects that have been proposed in addressing Agenda 2063. It aims at accelerating development of human capital, science and technology and innovation through increasing access to tertiary and continuing education in Africa by capitalizing on the digital revolution and global knowledge; reaching large numbers of students and professionals in multiple sites simultaneously- anywhere, any time; and by consolidating African initiatives and strategies on accelerated development.

The Department of Human Resource, Science and Technology (HRST) established a task force comprising of theAfrican Virtual University (AVU), University of South Africa (UNISA), African Centre for Distance Education (ACDE), Department of HRST and Department of Infrastructure and Energy.The aim of theTask force was toconceptualise and make recommendations towards the development of the PAVU, a flagship initiative of the AUC to support the realisation of Agenda 2063.

The Task Force held its first meeting on 17th and 18th March 2015 at the AUC Headquarters in Addis Ababa, Ethiopia and recommended for a technical study to explore three possible business models for PAVU, as follows:

* OPTION 1: Pan African Virtual University as the Open and Distance-learning (ODL) arm of the PAU
* OPTION 2: Transforming the AVU into the Pan African Virtual University
* OPTION 3: The Pan African Virtual University as an independent University

The Department of HRST held a meeting on the 1st of April 2016 to discuss the ODL model for PAVU. Based on rigorous consideration of the merits and demerits for the three options, the Department unanimously recommended the first option; - PAVU as the Open and Distance Learning arm of the Pan African University. This choice has a number of obvious advantages over the other options, which can lead to much faster implementation and operationalisation.

**Next steps**

The PAVU Task force shall proceed with preparation of a comprehensive Project Document that shall provide guidelines for the implementation and operationalisation of the project. In addition, the task force shall develop a Business Plan to provide the financial requirements for the implementation of PAVU for the next five years. Furthermore, modalities shall be sought on how to link PAVU with the Pan African E-Network, another Agenda 2063 flagship project within the Department of Infrastructure and Energy, while the Pan African University Network (PAUNET) shall be operationalized within the PAVU.

### TEACHER DEVELOPMENT

The teacher is essential in achieving the goals of literacy and the skills and education revolution called for under Agenda 2063 that is the key to unlocking Africa’s potential for prosperity, and youth Demographic Dividend. Africa is short of over two million teachers in the education system; even as a significant number are under qualified and untrained, with disproportionate shortages in STEM subjects and certain geographic areas. Even as salaries for teachers take up over 80% of African education budgets, the living and working conditions of teachers in Africa are generally very poor, with little incentive to attract the best students into the profession. To provide impetus to teacher development, the AUC with key partners established the Pan African Conference on Teacher Development in 2011, with a steering committee consisting of Kenya, Togo and Senegal; and with the International Task Force of Teachers for EFA acting as a key technical partner to the Commission to support coordination of PACTED activities. In 2014 PACTED called for professionalization of the teaching profession. Furthermore, the Summit on July 2014 called for a Study on the Training, Working and Living Conditions of Teachers in Member States, in order to provide and information baseline to inform interventions that will go a long way in enhancing education quality on the continent.Over the last four years, almost nothing has been assigned by the AUC to support the activity of Teacher Development. All work that has been done under this theme has been through strategic leveraging of technical support from partners including NGOs, and piggy-backing on other activities. In 2015 an NGO called the Open Society in Southern Africa provided 50,000 USD to support the Teacher Study, which could not be used until 2016 when the study was finally commissioned. A team of consultants has been recruited to carry out the study, and an inception workshop was held to review the study instruments and get buy-in from key partners. Following the study, its implementation is bleak as Teacher Development has been deleted from the 2017 programme since the AUC has again allocated zero budget to it.

### STRENGTHENING OF SCIENCE AND MATHEMATICS EDUCATION

The scientific literacy needed for agenda 2063; the 21st century skills for employability, innovation and entrepreneurship; the life skills required for lifelong learning and responsible citizenship for sustainable development- all call for enhanced STEM education for all. However, the teaching and learning of STEM is undermined by inadequacies in teacher preparation and in the teaching and learning materials and pedagogies; as well as non- popularity of these subjects. CEMASTEA and institution supported by the Government of Kenya and JICA was identified as lead agency for building capacity in strengthening teaching and learning of STEM subjects in Member States. A study was carried out in 2011 towards identifying teacher training centres that could be developed into regional centres for strengthening the teaching and learning of STEM in primary and secondary education, with the support of CEMASTEA and UNESCO IICBA. Capacity building activities planned have included development of alternative processes for producing scientific teaching materials.

At the higher education level, partnership has been established with the African Institute for Mathematical Sciences and its Next Einstein Initiative to promote scientific education and research. Engagement was initiated with Diaspora in the USA through Michigan State University and Harvard University for leveraging on partnerships among American and African Universities to enhance STEM scholarship, including links with the productive sector for promoting innovation.

### EDUCATION CURRICULUM

In a bid to education the total human, it is necessary that education is designed to inculcate desired societal values. The Division has been working with the Department of Political Affairs to incorporate democracy and good governance into school curricula, which should be piloted in a few countries before full scale implementation. In collaboration with UNICEF and ADEA, the Division also promotes peace education.

The Division has been participating in the General History of Africa project, whereby UNESCO has been spearheading the development of pedagogical materials for primary and secondary schools from the UNESCO GHA volumes which were produced at the request of African heads of state and government.

### SCHOOL FEEDING PROGRAMME

Performance of children in school, and their retention and ability to complete school are affected by many factors related to poverty. Studies have shown that hunger is one such factor. In 2015, the Commission with the support of WFP undertook a mission to explore the very successful Brazilian experience in Home Grown School Feeding as a means for promoting children’s access, retention and quality in education. This mode of school feeding has multiple other benefits for community development and employment creation, and will contribute to ‘Zero Hunger Generation’. As a result of the initiative, the AU Summit in January 2016 took a decision establishing African School Feeding Day to be observed on the 1st of March every year. The first observance was carried out in Niger, with several Member States and partners participating with the AUC.

A multi-agency and inter departmental Technical Committee has been established for supporting school feeding. A Study has been commissioned to map out school feeding in Member States in a bid to draw lessons for strengthening the practice. The WFP Centre for Zero Hunger in Brasilia is providing technical support for this study. The outcome will form a basis for experience sharing, and monitoring the prevalence, progress and effect of school feeding on education access, retention and quality during the period of CESA 16-25.

### EDUCATION MANAGEMENT INFORMATION SYSTEMS (EMIS)

EMIS is perhaps the most strategic tool for ensuring quality education development, and the attainment of the education and skills revolution. This is because EMIS activities entail the measurement framework for monitoring and evaluation of education systems, providing information for policy analysis to enable knowledge based planning, management and development of education. It requires that member states capacity for collecting and managing education data be enhanced in order to generate accurate, timely and meaningful data; and to be able to interpret and use it strategically.

The African Education Observatory that has the mandate to implement EMIS is housed by the Pan African Institute for Education for Development (IPED). As exported elsewhere, IPED has not been operational for a long time, owing in part to the debt of three million USD occasioned by non-payment of salaries and severance benefits to former staff and delayed recruitment of new staff. However, significant work has been done by the Division, in partnership with the Association for the Development of Education in Africa (ADEA) and the Statistics Division of Economic Affairs Department. Between 2013 and 2016, achievements include convening of the multi-agency Technical Committee, contributing to the project on Harmonisation of African Statistics, publishing of the statistics manual for education indicators for the second decade of education, two publications of AU Education Outlook and several policy briefs by ADEA. Furthermore, new mobile software has been developed by the Division for facilitating primary data collection at all levels. This is being piloted by ADEA in west Africa. More on this is reported under IPED.

### THE PAN AFRICAN INSTITUTE FOR EDUCATION DEVELOPLMENT (IPED)

***History:*** The Pan African Institute for Education for Development (IPED) is a specialized institution of the African Union, charged with the responsibility to function as Africa’s Education Observatory. This is a central role in ensuring that quality, responsive, inclusive education development in Africa to meet the individual and collective goals for the development of human resources and intellectual capacity in Africa.. IPED is under the HRST Department and is located in Kinshasa, DRC. IPED was handed over to the AUC in 2008 from the African Bureau of Educational Sciences (BASE). BASE was an inter-African Bureau in charge of Science and Education funded by several member States. It has since become the African Observatory.

Paragraph 58 of the report of the sub-committee of structural reforms endorsed by the Executive Council Decision EX.CL/620 (XVII)ii acknowledged the existence of IPED “to serve as an Education Observatory as recommended by the steering Committee of the First Decade of Education held in 2002 In Tripoli, Libya and as decided by the 2nd Conference of Ministers of education of the AU held in Algiers, Algeria”

Decision EX.XL/386 (XII) on the implementation of the 2nd Decade of Education for Africa, 2008, obliges the Commission to expedite operationalization of IPED as a specialized institution and to build its institution capacity.

Since 2009, IPED is included in the AU Commission program and in in that respect receives some funding;

Its mandate is as follows:

1. Monitoring and evaluation of implementation of continental education programs
2. Hosting, at the continental level, the permanent Education Observatory
3. Implementation of continental Education Management Information System for Africa (EMIS) ;
4. Develop and maintain a database of indicators for Education in Africa;
5. Organize capacity building of member states specialists in EMIS;
6. Produce and Publish periodic reports on the status of education in Africa and policy analyses

Given its mandate, IPED - Observatory receives grants and organizes training sessions for EMIS specialists in collaboration with the ADEA Working Group on Education Management and Policy Support (WGEMPS) and other partners. The Member States through the Regional Economic Communities of SADC, CEEAC, and ECOWAS are the main beneficiaries of these trainings.

Total Debt: More than 3 Million USD as per the last (14th session) Executive Committee of the 11 MS in Dakar Senegal Sept 2006 (increased from 3 Million of the 2006 estimate.

6 local staff were inherited from former BASE and they have not been receiving salary regularly from AUC. The office was closed in December 2011 and then re-opened in May 2012 and then nothing happened; IPED. The staffs were paid salaries from January to May 2012. IPED is facing legal processes from the former executive secretary. IPED min building was last inspected and audited in 2006 and the report detailing that the building needs total renovation. The wife of the former executive secretary is still living in the main building and refusing to leave unless arrears are paid. The leases from the government for all IPED property are expired and needs renewal. The other issue is that there is no host agreement between IPED and DRC government.

A data portal was developed in-house by Education Division with Lukman Jaji been the developer of the portal. The portal has found some attention by partners and will be piloted for Nigeria schools with ADEA.

**NEXT STEPS:**

* Finalization of staff recruitment
* Payment of inherited debt from BASE by MS or discuss with DRC selling some of the property to pay the debt
* Decision on the fate of current staff
* Work with partners to funding programs for the IPED
* Support the data portal developed in-house

## PAN AFRICAN UNIVERSITY (PAU)

**Introduction**

The Summit of Heads of State and Government of the African Union made a decision to establish the Pan African University (PAU) in 2010, and the plan to implement PAU was based on utilizing existing universities of eminence and quality on the continent to create a network of institutions of excellence that will foster world class research and academic mobility. PAU operates under the direction of the AUC Department of Human Resources, Science and Technology, as one University managed by a singular Rectorate and supervised by a Council.

**PAU Structure, Governance and Human Resources**

PAU operates under the direction of the AUC Department of Human Resources, Science and Technology, as one University managed by a singular **Rectorate**, with a **Senate** supervised by a **Council**. The University focuses on five thematic areas, which are assigned to Institutes hosted by existing universities of excellence across Africa’s five geographic regions as follows:

1. The Institute for Basic Sciences, Technology and Innovation (PAUSTI), hosted by the Jomo Kenyatta University of Agriculture and Technology in Kenya (Eastern Africa)
2. The Institute for Life and Earth Sciences (including Health and Agriculture (PAULESI), hosted by the University of Ibadan in Nigeria (Western Africa)
3. The Institute for Governance, Humanities and Social Sciences (PAUGHSS), hosted by the University of Yaounde II in Cameroon (Central Africa)
4. The Institute for Water and Energy Sciences (including Climate Change (PAUWES) hosted by the University of Tlemcen in Algeria (Northern Africa)
5. The Institute for Space Sciences (PAUSS), to be hosted by a University in the Republic of South Africa (Southern Africa).

Each PAU institute is headed by a **Director**. Staff of PAU Institutes include **academic** and **administrative staff**, who work within Departments and other units related to teaching, research extension activities and administration. Currently, PAU academic and administrative staff come mainly from Host Universities, who are seconded to PAU to provide teaching and other services. Each of the Institutes has a **Board,** which is responsible for the supervision of the academic, administrative, and financial management of the institute. When fully deployed, each PAU Thematic Institute will be linked to 10 **Satellite Centers** with similar thematic specialization.

The **Interim PAU Rectorate**, which is the administrative arm of the University, is temporarily hosted at the Headquarters of the African Union Commission in Addis Ababa, Ethiopia. It is staffed by an interim team comprising the Deputy Rector, Senior Legal Officer, Communications Officer, Program Assistant, Administrative Assistant, Procurement Assistant and an I.T Officer on ‘secondment’ from GIZ.

The following **Key** and **Thematic Partners** support PAU’s four operational Institutes:

1. The Government of Germany (through GIZ) – PAUWES
2. The Government of Japan – PAUSTI
3. The Government of India is the KTP for PAULESI but has so far not provided any support to the Institute
4. The Government of Sweden had provided some token of support for the operationalization of PAUGHSS
5. There are ongoing negotiations for the European Union and the Government of the U.S. to serve as Thematic Partners for PAUSS – which is not yet operational.

The African Development Bank, the European Union and the Government of Germany serve as Key Partners providing cross-cutting support to PAU, including the Rectorate, whilst the African Diaspora is a major intellectual resource for the University.

**PAU Funding and Budget**

The main sources of funding for the PAU are Member State contributions, contributions from Host Countries, as well as Partner support. For the first time, a budget amounting to 5.3 million U.S Dollars was approved in 2015 by the Assembly of Heads of State and Government to support PAU activities during the course of 2016.

The African Development Bank has provided a grant of 45 million U.S Dollars for the implementation of the PAU project, which will be made available over a period of five years (2014-2019). AfDB is supporting the Institutes in Cameroon, Kenya and Nigeria; as well as the Rectorate and the Department of HRST. The European Union provided financial assistance amounting to 1,639,000 U.S Dollars towards PAU Scholarships.

The German Government committed €20 million in the form of financial support (through KfW) and €9 million in the form of technical support (through GIZ) for the operationalization of PAUWES in Tlemcen, Algeria, and for capacity building at the Department of HRST/AUC and the PAU Rectorate. An additional € 5 million in the form of technical support (through GIZ) is planned to be provided for the implementation of the PAU programs and activities.

Sweden had provided financial assistance of 523,278.62 U.S Dollars in two tranches (466,023 Dollars in December 2011 and 57,255.62 Dollars in January 2013) for the implementation of the PAU project.

**Major Programs and Activities During the Past 4 Years**

* Establishment and operationalization of 4 PAU Institutes in the Western, Eastern, Central and Northern regions of Africa
* Establishment and running of the Interim Rectorate
* Development of Programs and Curricula
* Enrolment and Admission of Students
* Establishment of the 5th Institute in Southern African

## AFICAN UNION-INTERNATIONAL CENTRE FOR GIRLS AND WOMEN’S EDUCATION IN AFRICA (AU/CIEFFA)

**November 2014- May 2016**

The African Union - International Centre for the Education of Girls and Women in Africa (AU/CIEFFA) is a specialized institution of the African Union since 2004, dealing with women and girls’ education following Decision Assembly/AU/DEC.44 (III). The centre is located in Ouagadougou, Burkina Faso.

AU/CIEFFA has been established under the Department of Human Resources Science and Technology at the African Union Commission to coordinate the promotion of girls and women’s education in Africa, with a view of achieving their economic, social and cultural empowerment.

### STAFF OF AU/CIEFFA

The Coordinator and the Administration and Finance Officer were recruited in June 2014. The Coordinator assumed duty in November 2014. Due to budgetary constraints, the Administration and Finance Officer did not assume duty in 2014, but will do so in July 2016.

The Senior Policy Officer (P3) and the Policy officer -ICT & Documentation (P2) were recruited in May 2016 and they will be assuming their posts in their duty stations in August 2016.

Recruitment of the driver and the secretary (local staff) is currently in process. The local staff currently in the Ouagadougou office consists of twelve persons, both professional and General Service officers. They are seconded from the host country and we look forward to engaging with them on their conditions of services.

### LEGAL STATUS OF AU/CIEFFA

There have been on-going discussions between AUC and UNESCO on the double status of AU/CIEFFA as an AU institution and a UNESCO Category 2 Centre.

The Commissioner of HRST and the Coordinator of AU/CIEFFA discussed with the Government of Burkina Faso in February 2016 on this issue and it was agreed that AUC would liaise directly with UNESCO on the UNESCO Category 2 status.

### RELOCATION OF AU/CIEFFA

The AU/CIEFFA Coordinator has started preparations to move out from Headquarters to Ouagadougou, Burkina Faso, which is the headquarters of the centre. Memos have been sent to the Deputy Chairperson, the Directors of AHRD and PBFA to inform them of this move. A roadmap has been developed to ensure smooth relocation of this office. Staff will move in August 2016.

### Development of AU/CIEFFA’s Strategic plan

AU/CIEFFA has developed a strategic plan from 2015-2017 in line with one of the aspirations of Agenda 2063, which is empowerment of girls and women. AU/CIEFFA is focusing its policy advocacy efforts on four key strategic priorities for 2015-2017:

1. Legal framework for Rights of girls and women in schools and universities
2. Gender-responsive curricula in schools and universities
3. Retention of girls in schools
4. Documentation, advocacy, communication and publications

### Resource mobilization and collaboration with partners

The Coordinator has held meetings with partners for mobilization of funds for the implementation of activities proposed in the AU/CIEFFA Strategic Plan. These partners include, USAID, Norway, Canada and the African Development Bank.

The following concept papers were submitted to partners to request funding:

1. Empowering girls and women: keeping girls in schools
2. Ensuring rights of girls in schools and universities
3. Gender-based curricula in Higher Education

### SYNTHESIS OF CASE STUDIES ON GIRLS EDUCATION/INCLUSIVE EDUCATION

AU/CIEFFA conducted five case studies in the African continent on girls’ education/inclusive education in 2015 in five regions of Africa. Five consultants were chosen by our RECs to carry out these case studies.

This project is part of a collaboration with UNESCO. The objectives of the country specific case studies were to:

1. Provide opportunities for knowledge sharing and learning with other Member States
2. Strengthen the practice-policy-research connections
3. Inform teacher education institutions to rethink the way teachers are trained
4. Inform policy dialogue in light of post-2015 sustainable development goals.

Another consultant was recruited in January 2016 to synthesise these case studies. This case study compilation will contribute to bridging the gap amongst practice, research and policy in the area of girls and women’s education and will contribute to the global knowledge data base for inclusive approaches to teaching and learning. The synthesis report will be ready for the July AU Summit.

### PRE-GENDER SUMMIT, JANUARY 2016

The African Union - International Centre for Girls and Women Education in Africa (AU/CIEFFA) organized a session on “*Girls and Women’s Education in Africa with emphasis on STEM (*Science, Technology, Engineering and Mathematics) *and TVET (*Technical Vocational Education and Training)*”* on the 20th January 2016 during the Gender Pre-summit, which took place 19th – 20th January 2016, on the margins of the AU Summit of Heads of States and Government.

The session focused on the importance of increasing women and girls’ participation in STEM and TVET education towards achieving the African Union’s Agenda 2063. Taking in account the latest progress made in the area of education on the continent, the panelists shed light upon challenges that still kept girls and women out of school. Some of the challenges include high dropout rates especially in the areas of Science and Technology, deeply rooted societal attitudes, societally unvalued TVET, outdated STEM policies which remain frozen in post-colonial frameworks, high illiteracy rates of women and girls, a lack of role models for girls and women in STEM positions and a lack of gender disaggregated data.

### PLATFORM OF PARTNERS

The Regional Platform of Partners on Gender Equality and Education in Africa was set up in January 2016 and has as aim to provide both technical advice and capacity strengthening on gender equity and equality issues, with a special focus on advancing girls and women’s education in AU Member States. It will also enable various partners to share knowledge and expertise to advance the gender equality agenda in education in Africa. Further, this regional platform of partners will work towards developing streamlined and efficient/effective ways of working together with RECs and partners within the framework of existing MOUs with the AUC.

The first meeting of platform of partners comprises USAID, UNGEI, UNESCO-IICBA, Norway, ADEA, FAWE, Save the children, Plan International.

### SIDE EVENT DURING JULY SUMMIT 2016

AU/CIEFFA has started preparationsfor aHigh Level Dialogue to be held on the margins of the July 2016 Summit of Heads of States and Governments in Kigali, Rwanda. The aim of this side event is to ensure that Education ministers and other stakeholders to reaffirm their commitment to gender equality, and commit to strengthening collaboration among various partners in order to optimise the use of available resources for regional and continental gender equality interventions.

Preparations for this High Level Dialogue are already underway. Several meetings with partners from the platform of partners mentioned above have already been held.

## HUMAN RESOURCE AND YOUTH DIVISION

### Specialised Technical Committee On Youth Culture and Sport (STC-YCS2)

The 2nd Specialised technical committee on youth culture and sport will take place from 13-17 June 2016 at the African Union Headquarters in Addis Ababa, Ethiopia. It is in line with Article 16 of the African Union Constitutive Act which institutionalizes Specialised Technical Committees in replacement of African Union Conference of Ministers, the 2nd Specialised Technical Committee on Youth Sports (STC – YCS).The STC will be under the theme, “Africa Year of Human Right: Promoting Ethics and Culture Diversity as an Essential Right for the People of Africa.” The conference will among others consider and adopt key recommendations aimed at promoting the Youth, Culture and Sport sectors and their role in promoting cultural diversity, integrity, ethics and build a culture of peace coexistence in the continent.

### African Youth Charter Ten Year Commemoration (Banjul+10) –

In May 2016, the AUC in collaboration with the Islamic Republic of the Gambia hosted a landmark event - 10 year commemoration of the African Youth Charter. Throughout a five day period, more than 400 young Africans and other relevant stakeholders reflected on the theme: ’10 Years implementation of the African Youth Charter: Accelerating youth development in Africa’. This crucial event also served as an ideal platform to reinvigorate and fast track domestication of the Charter and ultimately serve as a pivotal contribution to the realisation of Africa’s Agenda 2063.

### Youth Decade Plan of Action

Through UNFPA support, a consultant was engaged to undertake a rapid assessment of the decade plan of action, develop an implementation framework for the last three years of the youth decade and a youth mainstreaming guideline. These documents have been finalized and are available.

### African Youth Volunteer Corps (AU-YVC)

The African Union Youth Volunteer Corps (AU-YVC) is African Union’s Initiatives for youth capacity building, empowerment and meaningful participation through volunteer work at a continental level and by virtue contribute towards an integrated, prosperous and peaceful Africa. The Program is in line with the African Youth Charter and Assembly Decision by AU Heads of State and Government (Assembly/AU/Dec.274 (XVI) January 2010) “to launch and implement an African Union Youth Volunteer Corps”. AU-YVC was officially launched on the 3rd of December 2010 in Abuja, Nigeria.

AU-YVC recruits and works with young professionals age 18-35 from across the Continent and the Diaspora, to serve for a period of 12 months in their respective fields of expertise in an AU Member States other than their own. Priority areas of deployment of the AU-YVC include: education, youth entrepreneurship, health (access to youth friendly health services), institutional capacity building, youth mainstreaming, information and communication, post conflict reconstruction and peace building. Priority areas of deployment include: education, youth entrepreneurship, health (youth friendly health services), institutional capacity building, youth mainstreaming, ICT, post conflict reconstruction and Agriculture.

1. To date over 400 AU Youth Volunteers have been recruited through the program and over 120 AU Youth Volunteers are Alumni of the program.
2. In 2016, there are 35 currently serving volunteers and additional 50 candidates trained in December 2015 - ‘Steve Biko Batch’ are being processed for deployment.
3. A 5 Year AU-YVC Project document is currently being developed in collaboration with UNV. The project will build on an assessment of the program over the last 5 years of implementation and foresees collaboration with RECs and MS.
4. AU-YVC Website is currently being revamped through the partnership with FHI360.
5. The 7th Batch AU-YVC is expected to take place in Egypt following the offer by Egypt to host the training in response to the call made to Member States in North Africa.
6. The key partners of the program in 2016 are Ford Foundation, USAID and Korea.
7. Financial resources remain the key challenge of the program. Especially the lack of Member State funds allocation for the program.

### Technical and Vocational Education and Training (TVET) and Youth Employment.

A continental TVET Strategy to foster youth employment was finalized and its approach is based on a paradigm shift with an emphasis on skills for job creation. In an effort to support implementation of the Continental Strategy for TVET to Foster Youth Employment, the following successes have been realized:

1. Launch of a Call which led to the identification of twenty promising TVET practices from all regions of the African Union in 2015, in partnership with USAID. This will assist with rebranding and the marketing of TVET as a pathway to skills development for employability, job creation and innovation. A compilation is currently being made of promising TVET practices from Africa focusing on these model TVET centres
2. Through partnership with Germany, a new skills initiative for Africa is to be piloted in Kenya, Nigeria, South Africa, Tunisia and Congo. Through this initiative a skills development landscape inventory will be also established, and links between training and industry will be strengthened.
3. Through the Joint Labour and Migration Working Group (JLMP) that brings together key partners including AU, ILO, IOM, UNESCO among others developed a five year priority program on youth and women employment in line with Ouga+10. The programme document has been validated and awaits finalization and presentation at the summit before implementation.
4. A Skills Portability Framework was developed and endorsed by the STC on Education, Science and Technology as part of the move towards enhancing TVET quality, and facilitating intra-African labour mobility and mutual recognition of qualifications. A study report on the development of Africa Continental Qualification Framework has been validated.
5. A zero draft TVET Communication Strategy document is currently under development. It is expected that once the draft is finalized it will undergo internal quality checks before being validated, printed and disseminated.

### Sexual and Reproductive Health Rights

The AUC in partnership with IPPF Africa Regional Office has initiated a catalytic project to coordinate continental interventions for an increased access to Sexual and reproductive health and Rights information and services by adolescents and young people. The project is managed by a steering committee composed of key Organizations working in the area of Adolescents and Young people Sexual and reproductive Health and rights in Africa and is supported by a Youth Advisory Board. The Youth Advisory Board (YAB) is a consultative committee that is set up to support the implementation of the project and bring a youth lens perspective to its interventions. The board is composed of 10 members aged between 15 - 35 years, who have demonstrated commitment to young people SRHR.

Among the achievements include;

1. Initiated with the AU ambassador on ending child marriage the Egumeni. Egumeni promotes advocacy and dialogue between young people affected by key issues and high level decision makers
2. Coordinated youth engagement and key partners interventions during the Au African Girls Summit
3. Facilitated youth engagement in key SRHR policy making platform
4. Strengthened partnership with the Organisation of the First Ladies against AIDS
5. Organized a journalist award on the side-lines of the International Conference on Family Planning in Bali, Indonesia. The Award initiative is a strategy to inspire and recognize African journalist that have been championing sexual and reproductive health and rights issues affecting young people. The event was organized together with IPPF journalist network on SRHR
6. Mobilized resources from partners to support youth participation in key continental processes
7. Coordinated the online consultation on the road map developed in response to project 2017
8. Built the capacity of 2 members of the Youth Sexual and Reproductive health and rights Advisory Board on continetal mechanisms and strategy to ending child marriage and harmful traditional practices
9. Built the YAB online presence through a blog [www.yadvisory.wordpress.com](http://www.yadvisory.wordpress.com) and a twitter page @yadvisory

### Youth Participation and Engagement

**Engagement with Pan African Youth Union (PYU)**

A Memorandum of Understanding was signed between the African Union Commission and the Pan African Youth Union on the 29th of February 2016. The objective of the MOU is to create a working partnership that enables both Parties to pursue collaborative activities and projects that will assist in promoting the right to meaningful participation of the youth in the development affairs of the Continent.

**Africa German Youth Initiative (AGYI)**

The African-German Youth Initiative (AGYI) is a multi-lateral initiative of the African Union Commission and the German Government aimed at enhancing youth exchange and mobility between African countries and Germany in the context of education for sustainable development. The intention is to contribute to the development of essential competencies and skills in young people from African countries and from Germany in view of a ´global citizenship.’

The AGYI is part of the Federal Ministry for Economic Cooperation and Development (BMZ) new Africa Policy presented in April 2014 by Federal Minister Dr. Gerd Müller. In October 2015, a political cooperation has been agreed upon with the African Union Commission (AUC). For the initial pilot phase, **Benin, South-Africa and Tanzania** have been selected as pilot countries, based on the youth exchanges from the BMZ already existing with partner organizations. The AGYI builds up on existing programs in these countries and aims at strengthening African partners in youth exchange.

**Intergenerational Dialogues (IGDs)**

Intergenerational dialogues are held regularly for youth and decision makers to interact and share ideas on pertinent issues affecting young people. The overall goal is to improve the contact between youth and key policy makers, in order to achieve understanding and solidarity between them. It aimed at developing transformative strategies and perspectives on maximizing the development potentials of youth. So far, six IGDs have been held with the last being during the commemoration of the African Youth Charter in Banjul, The Gambia.

**African Union Youth Clubs**

The conceptualization of the African Union Youth Clubs is envisaged as a platform for encouraging exchange and Pan-Africanism amongst young people on the continent. It seeks to promote key continental policies, programs and legal instruments and was developed in early 2015. So far, a data base has been developed to get perspectives of current and prospective clubs on the continent and in the diaspora. It is proposed that a consultant be engaged to analyze the current landscape and propose a tool kit and way forward for the programme.

**Special Youth Events**

Engagement with youth is also undertaken during special events as organized and supported by the Youth Division. Some of these events include Commemoration of Africa Youth Day (1st November), International Youth Day (12th August) and Model African Union Simulations.

**Proposed Study on the organization of Youth in Member States**

The purpose of this study is to get better understanding of existing landscape of youth organizations in Member States, Regional and at the Continental level. It seeks to find out their roles and level of participation in developmental processes across the various themes of the African Youth Charter. This will ultimately help the Member States, RECs, AUC and other development partners identify best ways of investing in and engaging with youth on development matters across the continent.

## SCIENCE, TECHNOLOGY AND INNOVATION DIVISION

### Africa’s science, technology and innovation strategy

Following the review of Africa’s Consolidated Plan of Action, the Commission developed a Science, Technology and Innovation Strategy for Africa 2024 (STISA-2024) as part of the long-term AU Agenda 2063. The Commission considers science, technology and innovation as multi-function tools and enablers for Africa’s socio-economic development and for addressing the Sustainable Development Goals. The STISA-2024 strategy seeks to deploy STI in the areas of agriculture, health, infrastructure development, mining, security, water, energy, and environment among others; all of which are anchored within its six key priority areas. The strategy was adopted by the AU Assembly of Heads of State and Government in June 2014, as a continental framework for accelerating Africa’s transition to an innovation-led, knowledge-based economy within the overall framework of the African Union’s Agenda 2063.

### Institutionalization of the STC On Education, Science and Technology

Following the Summit Decision EX. CL/Dec.420 (XIII) to reconfiguration all sectoral Ministerial Conferences into ‘Specialized Technical Committees” in order to enhance the methods of work, and improving sectorial relationships, synergies, effectiveness and efficiency, the Commission in October 2015 institutionalised the STC on Education, Science and Technology. This STC brings together in a complementary formation the Education and Science and Technology sectors to drive Africa’s socio-economic development. The STC electeda Bureau composed of the following Members States from the Ministries in charge of Education and the Ministries in charge of Science and Technology from Egypt (Chair), Nigeria (1st Vice-Chair) , South Sudan (2nd Vice-Chair), Cameroon (3rd Vice-Chair) and Botswana (Rapporteur).

### African Union Kwame Nkrumah Scientific Awards Programme

In order to raise the profile of science, technology and innovation in the continent the Commission implements outreach and advocacy programmes.One of these programmes is the African Union Kwame Nkrumah Scientific Awards Programmewhich the Commission implements jointly with the Member States and the Regional Communities. The programme is supported financially by development partners in particular the Third World Academy of Sciences (TWAS), the EC and AfDB. The programme recognizes excellence in science, technology and innovation for young researchers, women and pioneer scientists in the continent by awarding them prizes ranging from USD 5,000 – 100,000.

### Supporting Researchers in Africa

The Commission runs the African Union Research Grants Programme as a competitive financial instrument to mobilize African scientific excellence, and promote both intra-Africa and international collaboration in the implementation of priority areas articulated in Africa’s science, technology and innovation strategy. The AUC recognizes that grant funding plays a critical role in accomplishing its mission by availing significant resources to support institutions that enhance its ability to deliver on its mandate. The Research Grant programme lead the Commission to develop and adopt a grants management manual that sets the administrative policies, contracting procedures, internal controls and institutional capacity requirements of the African Union Commission (AUC) to provide effective grant oversight, coordination function and improving the efficiency and effectiveness of programs and services funded through grants.

The EU-Africa Joint Strategy through the College-to-College endorsed the AU Research Grant as a one of the early deliverables of the Partnership on STI. The 1st African Research Programme received financing from the 10th EDF Intra-ACP Envelop of 14.7 million Euros. The Commission in collaboration with the European Commission launched two Calls (in 2011 and 2012) that provided funding for research in Post-harvest & Agriculture; Energy, Renewable & Sustainable Energy and Water & Sanitation, with the inclusion of climate change and fisheries. 20 lead institutions received a grant ranging from €500,000 to €750,000 to do research in 46 locations of Africa, involving a network of 54 research institutions established between Africa, Europe and New Zealand.

In 2016, the Commission received 17.5 million Euros to lunch two more Calls to support research in Food and Nutrition Security and Sustainable Agriculture. It is hoped that this programme will play important role to in structuring Africa research capacity and can be key force for knowledge sharing and flow to further enhance Africa integration.

### Pan African Intellectual Property Organization (PAIPO)

As a response to the implementation of the Assembly decision AU/Dec. 138 (VII) on the establishment of a Pan African Intellectual Property Organization (PAIPO), the Commission continues to engage with Member States, regional IP institutions ARIPO[[1]](#footnote-1), OAPI[[2]](#footnote-2), WIPO[[3]](#footnote-3). The Assembly adopted the Statute for establishing the PAIPO and endorsed the offer by Tunisia to host PAIPO.

### African Scientific, Research and Innovation Council (ASRIC)

Based on the Assembly decision on the need to establish a research council, the African Scientific, Research and Innovation Council (ASRIC) was established to serve as a continental institution to promote scientific research and innovation addressing challenges of Africa’s socio-economic development. The ASRIC has hence been established within the existing structure of the African Union under the STRC. The Statute was adopted by the Assembly.

Organizing Committee for first ASRIC conference was put in place to facilitate the launching of the ASRIC that is scheduled for 2016. Members of the committee were drawn from various regional organizations, RECs and STI institutions in Africa. The members had their first meeting on the margins of the Validation Workshop of STISA-2024 Implementation that was held on the 8th September, 2015, at Accra, Ghana to familiarize with updates on ASRIC since the Heads of State Decision. Thereafter, terms of reference was drafted for the members of the organizing committee. Planning meeting was held in Abuja for a second time on the 9th of October 2015. During the second meeting, agenda for the proposed First ASRIC meeting, guidelines for selection of members of ASRIC bureau, thematic and Programmatic Scientific Sub-Committee were drafted.

### AU Agenda 2063 Space Flagship program

Aspiration 7, of Agenda 2063 focuses on protection and utilization of space and its applications. The Commission established a MS-based Working Group to articulate an African Space Policy and Strategy that was subsequently adopted in Jan 2016 by the AU Assembly thus laying the basis of an continental outer space programme that focuses on building space capabilities for the continent on (i) Earth Observation, (ii) Satellite Communication (iii) Navigation and Positioning and (iv) Space Science and Astronomy.

### The Global Monitoring for Environment and Security (GMES) & Africa

GMES & Africa is a collaboration initiative for Earth Observation under the EU-Africa partnership and is financed by PanAf instrument at 28 million euros. It focuses for the first phase on management of Water & Natural Resources; and Marine & Coastal Areas services and will gradually will bring on the remaining thematic areas namely (1) Food Security and Rural Development;(2) Climate Variability and Change; (3) Disaster Risk Reduction; (4) Health; (5) Conflict and Political Crisis and (6) Infrastructure and Territorial Development and the cross-cutting issues:(1) Policy and Institutional framework (2) Infrastructure framework and (3) Capacity Building framework

The GMES & Africa initiative will set-up under the AU space policy and strategy, a framework for Earth Observation (EO) applications through a long term partnership between African and European stakeholders; with a goal to support national and regional policy formulation and implementation through systematic exploitation of Earth Observation data, technologies and services.

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

The EU-Africa High-Level Policy Dialogue (HLPD) on science, technology and innovation serves both (1) as a political structure (endorsed by the 3rd EU-Africa Joint Summit in Tripoli in 2010 and launched in October 2011), that enhances our dialogue through promoting better common understanding, building mutual trust and ownership of our partnership; (2) as a technical platform for defining and setting priorities of mutual benefit for current and future collaboration and joint implementation design.

In 2013, the HLPD agreed on a step by step process of identifying priorities for implementation focusing on impactful common challenges shared across the whole partnership and endorsed the first priority on the role of science, technology and innovation in ensuring “Food, security, nutrition and sustainable agriculture (including water)” and emphasised on an integrated approach that takes into account the cross-cutting nature of innovation/ entrepreneurship, research infrastructures and technical competence building.

In 2016, the HLPD adopted a Roadmap towards a jointly co-owned EU-Africa Research & Innovation Partnership on Food and Nutrition Security and Sustainable Agriculture. This draft Roadmap which is well-aligned to our development goals will focus on Sustainable intensification; Agriculture and food systems for nutrition, Expansion and improvement of agricultural markets and trade and cross-cutting issues that include innovation and entrepreneurship.

### BIODIVERSITY PROGRAM

The Department had been implementing a capacity building Project for an Africa-wide biosafety system from March 2006 to December 2010. The outcomes of this Project have been quiet successful to equip the AU with the necessary instruments to support its Member States in implementing their obligation under the Cartagena Protocol on Biosafety. Among the key instruments that are worth recalling are the development of the instruments for an African Biosafety Policy such as the African Strategy on Biosafety and the Revised African Model Law on Biosafety, development and publication of select technical biosafety issue papers, supporting the implementation of the Cartagena Protocol on biosafety and the liability and redress negotiations in the international negotiating arena and the various international and regional cooperation on biosafety that was achieved in the course of the Project.

The Department has since retained activities on biosafety within its portfolio in response to the decision by the AU Policy Organs to retain a permanent post to undertake biosafety activities within the department.

***Biosafety Biodiversity and ABS***

Recognizing the need to incorporate biodiversity in the development agenda the 16th ordinary session of the AU Assembly has passed a decision to include biodiversity among its priorities. The Assembly also called on the Member States to become Parties to the Convention on Biological Diversity (CBD) and all its Protocols (namely; the Nagoya Protocol on ABS[[4]](#footnote-4) and the Cartagena Protocol on Biosafety, and its Supplementary Protocol on Liability and Redress). Furthermore, the Commission had been called upon to implement progress in the implementation of this decision on a regular basis[[5]](#footnote-5). Another call for action was made in September 2012 by the African Ministerial Conference on the Environment (AMCEN) to establish an African coordination mechanism for the negotiations on the CBD and its Protocols.

In an effort to implement these decisions, the Department had focused its intervention areas to the CBD and its Protocols. The AU Guidelines for the Coordinated Implementation of the Nagoya Protocol on ABS was hence developed which was endorsed by all the relevant AU Policy Organs. The AU Guidelines contains a ‘Strategic Framework’ that intends to give policy direction to Member States and ‘Technical Guidelines’ that elaborates step-by-step actions to be taken by the relevant players in ABS implementation in Africa.

In the course of the years the Department has been popularizing the AU Guidelines at important regional and international fora. In 2016, work is underway to establish a Continental Coordination Committee on matters of biodiversity comprising of the AUC (and the key stakeholder departments; DREA, OLC, DTI) AU- STRC, AU-IBAR, AU-SAFGRAD, RECs, NEPAD Planning and Coordination Agency, ECA and AfBD.

***Mutually Supportive Implementation of the Nagoya Protocol on ABS and the International Treaty on Plant Genetic Resources for Food and Agriculture (ITPGRFA)***

The Department has been undertaking collaborative activities with *Bioversity International* focused on raising awareness about the International Treaty on Plant Genetic Resources for Food and Agriculture (ITPGRFA) among the AU Member States and to develop options/decision making tools that will assist to implement the multilateral system on ABS under the ITPGRFA in harmony with the CBD and the Nagoya Protocol. A range of stakeholders in two African countries namely Benin and Madagascar are being supported to make ABS agreements that contribute to rural development and offset the cost of conserving genetic resources.

***Reinforcing Collaboration with Partners and Stakeholders***

The Department has been entrusted to coordinate support to the African Group of Negotiators on Biodiversity alongside its sister Department of Rural Economy and Agriculture (DREA). In this regard the Department and DREA have entered into a five year collaborative agreement with the multi-donor ABS Capacity Development Initiative based on the key clusters of partnership. The Department is working closely with DREA to harmonize support to the Member States on matters of the CBD and its Protocols.

## THE AFRICAN UNION SCIENTIFIC, TECHNICAL AND RESEARCH COMMISSION (AU-STRC)

The office was successfully relocated from Lagos to Abuja the Federal Capital of Nigeria in March 2012 after a long struggle the STRC office accommodation was provided by the Federal Government of Nigeria in Abuja at plot number 114 Yakubu Gowon Crescent, Asokoro.

**Federal Government of Nigeria’s Support to STRC**

In addition to office accommodation the ***AMCOST V held from 12-16 November, 2012 in Brazzaville, Congo*** requested the Federal Government of Nigeria, through the Federal Ministry of Science and Technology to boost the capacity of STRC by seconding two senior staff. This was subsequently done in February 2013 for an initial period of one year and later renewed for another year for one of the secondee.

**The AU/STRC Property in Lagos, Nigeria**

The AU/STRC has 7 property in Ikoyi, Lagos namely; 24 Mekunwen Road, 3 Macpherson Avenue, 5A & 5B Ikoya Avenue, 1A & 1B Ikoya Avenue, 1A & 1B Ikoya Avenue, 32 Queen’s Drive (renamed 32 Oyinkan Abayomi Drive), 20 Gerrard Road and 13 Oyinkan Abayomi Drive. All documents relating to these houses were submitted to the Facility Management Division of the AHRM and all the houses are in the custody of STRC except for 13 Oyinkan Abayomi Drive which is presently occupied by the military Garrison Commandant. This may need the attention of the AU Headquarters to apply diplomatic pressure on the Federal Government of Nigeria to secure vacation by the Garrison Commandant.

#### Programme and Projects

STRC is mandated to implement programmes and projects that are guided by the Africa’s Science and Technology Consolidated Plan of Action and its successor the Science Technology Innovation Strategy for Africa 2024 as of this reporting period from January 2012 to date; considerable progress has been made in the implementation of the AU project on Infectious Diseases, Pan African Intellectual Property Organization; Documentation and Protection of African Indigenous Knowledge and Geographical Indication; African Union Network of Sciences; Africa’s STI challenges and Climate Change; STI for Youth Empowerment and Wealth Creation and African Scientific Research and Innovation Council.

**AU Project on Infectious Diseases**

The African Union, Science and Technology Framework for the Detection, Identification and Monitoring of Infectious Diseases of Humans, Animals and Plants in Africa endorsed by the AU Executive Council EX.CL.766 (XXII) in January, 2013) calls upon the establishment African Union Network of Infectious Disease Surveillance that is functional through an effective network of national and regional centres of excellence in all the AU levels. The following Member States designated the National Centres of Infectious Disease Surveillance (NatCIDS) Algeria, Egypt, Ethiopia, Ghana, Mali, Niger and Nigeria and the process is a continuing one. A draft legal agreement was sent out for clearance to the AU Legal Counsel, finalize and ready for signature. Consultations with RECs are ongoing to identify their Regional centres. East African Community (ECA) nominated the Integrated Disease Surveillance Network as the regional hub (RCIDS) for the AUNIDS which was endorsed by the ECA Council of Ministers in October, 2014. While modalities are put in place for the initiation and take up of West African Centre for Infectious Disease Surveillance WACIDS with ECOWAS. Two collaborative networks were identified and partnered with (Southern African Centre for Infectious Disease Surveillance (SACIDS), and the Connecting Organizations for Regional Disease Surveillance (CORDS).

As a response to the Ebola outbreak STRC with SACIDS[[6]](#footnote-6) and partners organised workshops on “Lessons learned from past Ebola Disease outbreak risk management”. The outcome centred on improved infectious control, communication, capacity building, collaboration, coordination and network-working. The outcome of the meeting resulted on a tripartite CORDS, SACIDS and STRC to develop Intensified Preparedness Programme (IPP) on building capacity in communication and community work to better manage Ebola outbreak initiative.

However, the decision to establish an African Centre for Disease Control and Prevention (ACDCP) Assembly/AU/16(XXII)Add.4 in January 2014 paved a way for the integration of the African Union Science and Technology Framework in the overarching framework of the ACDCP. The STRC halted further implementation of African Union Science and Technology Framework for the Detection, Identification and Monitoring of Infectious Diseases of Humans, Animals and Plants in Africa and in the process of currently handing over to the Department of Social Affairs while supporting the department in the areas of need.

**AU Project on Documentation and Protection of African Indigenous Knowledge and Geographical Indicators (GI)**

Under this project the **Volume one** **2nd edition of the African Pharmacopeia** was produced. The first edition of the African Pharmacopeia book was published in 1985 and since then there had been progresses made in the field technically and scientifically in other continents’ pharmacopeia. The STRC was able to finalize the 2nd edition of the African Pharmacopeia with an updated data on the plants identified under the 1st edition, not only that but additional 100 plant species was included in the book along with a photo glary. The book was dispatched to all Member States and specialized institutions.

The office is planning to commence work on the **Volume two 2nd edition of the African Pharmacopeia** that involves general methods of analysis, physical, chemical, biological including efficacies of species.

**African Union Network of Sciences**

The African Union Network of Sciences is a virtual network that involves a wide range of individuals/institutions working together to address Africa’s scientific and technological development challenges. It is a platform where African Scientist, Engineers, Innovators, Inventors and Technology developers will be able to interact, cooperate, exchange information/knowledge and complement one another in research and academic work. It is also an innovative way to enhance brain circulation and bridge the African based Scientists and those in the Diaspora to address Africa’s Challenges. The project is to be implemented in four phases:

STRC conducted a survey on existing Scientific networks Virtual/physical to develop the network data base. STRC achieved in identifying over 163 institutions and obtained data base of members of different networks and institution and assembled over 2000 database presently. However, STRC is in follow up with some African Universities and research institution to furnish the network with their data base. TWAS[[7]](#footnote-7) offered to support and partner with STRC in the development of AUNS project and graciously unveiled its database to STRC while The African Academy of Sciences (AAS) has applauded and welcomed the project and provided the AUNS with the database of its fellows.

The Network’s E-portal, modules, data base and digital library are in design stage where two meetings were held one with the host country Nigeria and second with the development partners with the aim of garnering support and popularization of the project. The consultation between the STRC and Management Information Service (MIS) Division of AHRD resolved that it is economical to out-source the hosting while a back-up should be in STRC. The Bibliotheca Alexandrina (library of Alexandria) has offered to partner with STRC and assist in the design, construction and hosting of the network portal.

**Africa’s STI challenges and Climate Change**

This is a continuing project that analysis the Africa’s challenges on climate change impact. Science and technology cut across all realms of live just like the climate change. The STRC carried out a survey on green innovation policy in the continent and the result shows that greater proportion of the Member State does not have green innovation policy. Among the RECs only SADC has one. The survey was carried out with aim of developing framework for the continent.

The STRC developed a document ‘Africa’s STI challenges and Climate Change’ and is published in the book of proceeding of the African Regional Action on Climate Change in Alexandria, Egypt.

**STI for Youth Empowerment and Wealth Creation**

Youth in STI for empowerment and wealth creation in Africa is to build the capacities of youth in Africa through the use of STI for self-development and community prosperity. The project will establish micro businesses, and/or similar institutions that are based on technology transfer, adoption, and diffusion in Member State as stipulated in the STISA 2024 priority areas ‘Live Together-Build the Society’ and ‘Wealth Creation’. It will also expose communities to environmental friendly technologies that address their daily challenges such as Water and Sanitation, Healthcare, Energy, Food, Agriculture & Environment, Housing and Construction, Waste & Recycling, and ICT.

In this regards, project document has been developed and the first phase of the project is targeting at leveraging/building the individual experience and capacities of Young Arms to utilize basic technologies for their economic sustainability, integration and community development.

## AFRICAN OBSERVATORY FOR SCIENCE, TECHNOLOGY AND INNOVATION (AOSTI)

**Governance of AOSTI**

* The need to establish an African Observatory for Science, Technology and Innovation (AOSTI) goes back to the Decision Assembly/AU/DEC.235 (XII) of February 2009 which was endorsed by the 12th Ordinary Session of the Assembly of the African Union.
* Consistent with the aforementioned decision, the Assembly agreed that the Republic of Equatorial Guinea shall host the Observatory. Accordingly, the host country went on to pledge a seed fund of US$3.6 million to support its start-up activities and; a Host Country Agreement relating to the headquarters of AOSTI was signed between the Government of the Republic of Equatorial Guinea and the African Union Commission on the 6th of July 2010.
* The actual creation of AOSTI occurred through the Decision Assembly /AU/Dec.452 (XX) of the 22nd Ordinary Session of the Assembly of the African Union which was held in January, 2013. The AOSTI Statute was endorsed by the first Specialized Technical Committee on Education, Science and Technology (STC-EST 1) on 30 October 2015 in Addis Ababa. Thereafter, the first Extraordinary Session of the Specialized Technical Committee on Justice and Legal Affairs through Doc. EX.CL/935(XXVIII) validated the AOSTI Statute and recommended it to the Executive Council for adoption by the Assembly through Decision Assembly/AU/Dec.2(XXVI).
* In order to map out the users’ needs to the AOSTI products and services, an inter-governmental meeting was held in Malabo from the 9th to the 11th of May, 2012 and thematic areas for AOSTI work were agreed upon. These results were presented and endorsed by the various meetings of the then Bureau of `the African Ministerial Conference on Science and Technology (AMCOST) as well as by the actual AMCOST meetings.
* The following thematic areas were agreed up 1n may 2012

Thematic Area 1: Building STI capacities

* Training courses on STI surveys and NIS reviews Infrastructure support to national STI focal points or observatories
* Training courses on STI policy formulation, monitoring, evaluation and implementation

Thematic Area 2: Technology Forecasting and Prospecting

* Monitoring global trends
* Technology Information Databases
* Building Technology Roadmaps
* Supports for Technology Prospecting Missions

Thematic Area 3: Developing and Managing STI Indicators

* Production of generation STI indicators and African STI Outlook reports
* Production of R&D and Innovation Indicators for Sectors (by economic sector i.e. Agriculture, Health, Energy& ICT.)
* Introduction to the Production of GBOARD data
* Using micro data for econometric modeling

Thematic Area 4: Strengthening National Innovation Systems

* Support for NISs reviews
* Comparative studies on NISs
* Promoting exchange of information on NISs
* Support for innovation policy development

Thematic Area 5: Policy Studies

* Support for thematic studies on specific STI issues
* Technology Assessment Studies
* Case studies on innovation

Thematic Area 6: Policy Outreach and Advocacy

* Production and dissemination of policy-briefs and newsletters
* Regional consultations and technical workshops

**Personal**

* The current staff complement at the AOSTI Secretariat comprises four staff members as follows: An Interim Director in the office since November 2011, a Senior expert in innovation policy in the office since June 2012, a Senior expert in science and technology policy in the office since June 2012 and an Expert in finances and administration in the office since May 2012.

**Finances**

* Up to February 2014, the Host country disbursed US$2,150,000 from the pledged US$ 3,600,00. While waiting for the outstanding amount from the host country, the commission pre-financed the operation of the Observatory with UD$ 320,000+US$500,000+US$51,060=US$820,000
* If the host country disturbed the outstanding US$1,390,771 and the pre-financing from the AUC is paid back, the actual fund for AOSTI will be US$1,390,771-US$820,00-US$51,060= US$519,702
* Since 2013, various international partners have supported AOSTI to run projects or attend meeting. These include UNESCO provided $45,000 in 2013 to run the AOSTI GO-Spin Pilot project in six counties; In 2013, AfDB provided $50,000 as general support to projects implementation. Sida has pledged through NEPAD $450,000 to implement the AOSTI Information system. In 2015, ECOWAS paid $70,00 for AOSTI to conduct a Bibliometric study in the its member states. Also in 2015, AOSTI is participating in the RINEA Project for the which the European Union aid 45,000 Euros. One should also note the contribution to attend meetings provided by ECOWAS,UNU-MERIT, UNESCO, ISESCO, NEPAD, the CEMAC Parliament

**Programme and Projects**

* AOSTI publication include;
  + Assessment of the best practices for STI observatories
  + STI Policy-making in Africa: An Assessment of capacity needs and priorities
  + The state of scientific production in the African Union
  + Strengths and Weaknesses of African countries and regions
  + Monitoring Africa’s progress in Research and Experimental Development (R&D) investments
  + Development of a continental data and information management system

# MAJOR ACHIEVEMENTS

* Granted over 15 million Euros to 20 Institutions in a network of 54 institutions to do research under the AU research grant framework
* Development of the Science, Technology and Innovation strategy for Africa (STISA-2024)
* Under the EU-Africa HLPD partnership for research and Innovation, developed a joint roadmap on Food and Nutrition Security and Sustainable Agriculture
* Secured 17.5 Million Euros to launch 2 additional calls for proposals under the African Union Research Grant programme for 2016 and 2017 as instrument for the implementation of the Science, Technology and Innovation strategy for Africa
* and the EU-Africa partnership on STI
* Awarded cash prices under the Kwame Nkrumah Scientific awards to over 37 young Scientist at national level, 28 Women at regional level and 8 at continental level in recognition of their scientific achievements
* Development of African Space Policy and Strategy to address socio-economic development issues through Space technologies
* Development of the Continental Education Strategy for Africa (CESA 16-25)
* Initiation of the development of a Pan-African Quality Assurance and Accreditation Framework (PAQAF)
* Continuation of the Nyerere Scholarship only for applicants with Physical Disabilities
* A pilot project for harmonizing curriculum development using the Tuning Approach has been successfully carried out by designing learning outcomes and competencies for selected subject areas
* SADC, ECOWAS and EAC have adopted their own EMIS Norms and Standards codes of practice and are currently assessing their member states compliance on these frameworks by using peer review by Member States
* Development of the Continental Strategy for Technical Vocational Education and Training (TVET) to Foster Youth Employment
* Identification of Model TVET centres to serve as examples of best practice of TVET in Africa
* Elaboration of the First Five Year Priority Programme on employment, poverty eradication and inclusive development
* Youth participation platforms particularly the institutionalization of the Intergenerational Dialogues
* Training and deployment of African Youth Volunteer Corps (AUYVC). 6th batch training conducted in Johannesburg, South Africa where 100 youth from all 5 regions were trained.
* Launch of youth advisory board on the Strengthening and Coordination to increase Access to Adolescents and Young People (SCAA&YP) on Sexual Reproductive Health Rights.
* Formulation and adoption of the Statute of the Pan African University
* Negotiation and signing of hosting agreements with PAU Host Countries and Host Universities
* Negotiations and signing of partnership agreements with Key Thematic and financial Partners
* Establishment and operationalization of 4 PAU Institutes in Nigeria (Western region), Kenya (Eastern region), Cameroon (Central region) and Algeria (Northern region)
* Recruitment of part time academic and short term administrative staff
* Graduation of students at the 4 PAU Institutes in Nigeria, Kenya, Cameroon and Algeria
* Election and appointment of the President and Vice President of the PAU Council by the Assembly of Heads of State and Government
* Constitution of the broader membership and operationalization of the PAU Council
* Designation of a Host Country for the PAU Rectorate by the Assembly of Heads of State and Government
* Conduct of curriculum development and review processes for PAU Institutes in Algeria and Cameroon
* Preparation of a draft PAU Strategic Plan
* Identification of companies to design the PAU I.T infrastructure (PAUNET) and formulate a PAU Research Policy
* Preparation and validation of a PAU Communications Strategy
* Conduct of Gender Analysis and validation of an Action Plan for Gender Mainstreaming at PAU

# MAJOR PRIORITIES AND PROGRAMMES TO MEET AGENDA 2063 FIRST 10 YEAR IMPLEMENTATION PLAN TARGETS

* The department developed 3 continental strategies that addresses the aspirations identified under the Agenda 2063, these are : The Science and Technology and Innovation Strategy (STISA-2024); The Continental Education Strategy for Africa 2025 and the TVET strategy to strength high quality TVET centers across Africa
* Operationalizing the African Outer space Programme, as one of the flagship programmes of the AU Agenda 2063
* Launching out research grants, Pan Africa University, the Pan African virtual university and Africa Space policy to elevate Africa role in global research, technology development and transfer.
* Operationalization of the International Center for the Education of Women and Girls in Africa (AU/CIEFFA)for expanding gender equality in education
* Operationalization of the Pan African Institute for Education Development (IPED) to monitor the development of educational systems and policies in Africa and ensure the harmonization of systems and data in line with the aspiration of Agenda 2063 for integration and inclusiveness Growth that is people centered
* Investing in the education of the youths, created the volunteer programme for youths to gain useful skills to combat youth unemployment

# CHALLENGES, THREATS AND RISK

* Funding gaps and resource constraints, over dependent on partner’s funds and uunpredictable donor/partner commitment leading to delays in availability of funding for most of the programmes of the departments and the over dependent on partners funds to run the department.
* Challenges of harmonisation of curriculum and competencies in outcome based curriculum development within universities.
* Limited support for departmental programmes among member states and delays in rectification of major conventions by Member states.
* Limited Programme funding for specialized regional offices and in some cases delay in host agreement and support.
* Challenging procedural and other conditions prescribed by Partners
* Constraints from AUC internal rules and processes, as well as its political and institutional bureaucracy
* National, regional and linguistic variations in terms of academic and university policies, systems and standards
* Competition from older and better funded national, regional, and international institutions
* Limited Human Resource Capacity within the department, more also 90 % of staff in the department are short term.
* Delay in filling up vacant positions
* Lack of structured youth engagement and coordination across various fields within the continent.

# Way Forward and Recommendation

* Consistent and sustainable funding of departmental activities by Member States
* Institutionalize robust fundraising and resource mobilization mechanisms
* Reaching out to and engaging a broader spectrum of potential partners
* Enhance the human resource capacity of the department by engaging more staff and sustainable measures for short term staff
* Acceleration of the recruitment processes to fill in vacate positions and priority given to internal staff members

**SUMMARY: Key areas of impact of the department**

* Supporting Research Initiatives through grants and direct funding
* Popularization of Science & Technology
* Promoting public understanding and participation in S&T
* Science and Technology Capacity Building in Africa (Policy, Institutional and Thematic)
* Support member states in matters of biosafety
* Facilitate the articulation of common education priorities, harmonization of education policies, systems and data, support quality assurance in education systems, support equity, and enhance mobility of staff and students across Africa, the Pan Africa University
* reorient Africa’s education and training systems to meet the knowledge, competencies, skills, innovation and creativity required to nurture African core values and promote sustainable development at the national, sub-regional and continental levels
* Youth Empowerment, Youth Capacity building, Technical, Vocational Education and Training
* Promoting Pan Africanism and Capacity building of African Youth through the African Union Youth Volunteer Corps (AUYVC)

1. African Regional Intellectual Property Organization [↑](#footnote-ref-1)
2. Organisation Africaine de la Propriété Intellectuelle [↑](#footnote-ref-2)
3. World Intellectual Property Organization [↑](#footnote-ref-3)
4. Nagoya Protocol on Access to Genetic Resources and the fair and equitable sharing of Benefits arising from their utilization [↑](#footnote-ref-4)
5. Doc. Assembly/AU/15 (XVI) Add.3 [↑](#footnote-ref-5)
6. Southern Africa Centre for Infectious Surveillance [↑](#footnote-ref-6)
7. Third World Academy of Sciences [↑](#footnote-ref-7)