CONTINENTAL EDUCATION STRATEGY
FOR AFRICA
2016-2025

CESA 16-25
Summary

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<tr>
<td>AAU</td>
<td>Association of African Universities</td>
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<tr>
<td>ACCESS</td>
<td>Africa Comprehensive Continental Education Strategy</td>
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<td>ADEA</td>
<td>Association for the Development of Education in Africa</td>
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<td>AfDB</td>
<td>African Development Bank</td>
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<td>ANAFE</td>
<td>African Network for Agriculture, Agroforestry and Natural Resources Education</td>
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<td>APN</td>
<td>African Peacebuilding Network</td>
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<td>AQRM</td>
<td>African Quality Rating Mechanism</td>
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<td>AUC</td>
<td>African Union Commission</td>
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<td>AUF</td>
<td>Association of French-speaking Universities</td>
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<td>AWARD</td>
<td>African Women in Agricultural Research and Development</td>
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<td>CAMES</td>
<td>Higher Education Council for Africa and Madagascar</td>
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<td>CAP</td>
<td>Common African Position</td>
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<td>CESA 16-25</td>
<td>Continental Education Strategy</td>
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<td>DP</td>
<td>Development Partner</td>
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<td>ECCAS</td>
<td>Economic Community of Central African States</td>
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<td>ECCE</td>
<td>Early Childhood Care and Education</td>
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<td>ECTOWAS</td>
<td>Economic Community of West African States</td>
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<td>EFA</td>
<td>Education for All</td>
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<td>ESD</td>
<td>education for sustainable development</td>
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<td>FAWE</td>
<td>Forum for African Women Educationalists</td>
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<td>GCE</td>
<td>global citizenship education</td>
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<td>GER</td>
<td>Gross Enrolment Ratio</td>
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<td>GDP</td>
<td>General Domestic Product</td>
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<td>GMR</td>
<td>Global Monitoring Report</td>
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<td>ICT</td>
<td>Information and Communication Technology</td>
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<td>M&amp;E</td>
<td>Monitoring and Evaluation</td>
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<td>MDG</td>
<td>Millennium Development Goals</td>
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<td>NEPAD</td>
<td>New Partnership for Africa’s Development</td>
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<td>NFET</td>
<td>Non-formal Education and Training</td>
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<td>NGO</td>
<td>Non-governmental Organisation</td>
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<td>NPCA</td>
<td>NEPAD Partnership and Coordinating Agency</td>
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<td>REC</td>
<td>Regional Economic Community or Communities</td>
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<td>SARUA</td>
<td>Southern African Regional Universities Association</td>
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<td>SDGs</td>
<td>Sustainable Development Goals</td>
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<td>STC</td>
<td>Specialized Technical Committee</td>
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<td>STISA</td>
<td>Science, Technology, Innovation Strategy for Africa</td>
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<td>TVET</td>
<td>Technical and Vocational Education</td>
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<td>TVSD</td>
<td>Technical and Vocational Skills Development</td>
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<td>UNECA</td>
<td>United Nations Economic Commission for Africa</td>
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<td>UPE</td>
<td>Universal Primary Education</td>
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Foreword
EXECUTIVE SUMMARY

Africa is ushering into an era that most observers and pundits are predicting will determine its destiny as the continent of the future. But to fulfill this promised bright future, the continent has to come to terms with its education and training systems that are yet to fully shed the weight of its colonial legacy and its own tribulations as a relatively new political and economic entity and player in the world arena. In the bid to “create” a new African citizen who will be an effective change agent for the continent’s sustainable development as envisioned by the AU and its 2063 Agenda, the African Union Commission has developed an Africa comprehensive ten-year continental education strategy (CES)

This strategy is driven by the desire to set up a "qualitative system of education and training to provide the African continent with efficient human resources adapted to African core values and therefore capable to achieve the vision and ambitions of the African Union. Those responsible for its implementation will be assigned to " 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"

The guiding principles and pillars serve to guide the implementation of the Continental Strategy pursing twelve Strategic Objectives supported by specific areas of work.

Guiding principles:

1. Knowledge societies called for by Agenda 2063 are driven by skilled human capital.
2. Holistic, inclusive and equitable education with good conditions for lifelong learning is *sine qua non* for sustainable development
3. Good governance, leadership and accountability in education management are paramount.
4. Harmonized education and training systems are essential for the realization of intra-Africa mobility and academic integration through regional cooperation.
5. Quality and relevant education, training and research are core for scientific and technological innovation, creativity and entrepreneurship.
6. A healthy mind in a healthy body -physically and socio- psychologically- and well fed

Pillars:

1. Strong political will to reform and boost the education and training sector.
2. Peace and security environment
3. Gender equality and sensitivity throughout the education and training systems
4. Resource mobilization with emphasis on domestic resources
5. Strong partnerships between government, civil society and the private sector
   i. Good governance, transparency and accountability
   ii. A coalition of actors to enable a credible participatory and solid partnerships between government, civil society and the private sector.
6. Orientation and support at different levels and types of training
7. The creation and continuous development of a conducive learning environment.

The twelve strategic objectives are as follows:
1. Revitalize the teaching profession to ensure quality and relevance at all levels of education
2. Build, rehabilitate and support education infrastructure and develop policies that ensure a permanent stress free and conducive learning environment for all, so as to expand access to quality education at all levels including informal and non-formal settings
3. Harness the capacity of ICT to improve access, quality and management of education and training systems
4. Ensure acquisition of requisite knowledge and skills as well as improved completion rates at all levels and groups through harmonization processes across all levels for national and regional integration
5. Accelerate processes leading to gender parity and equity
6. Launch comprehensive and effective literacy programmes across the continent to eradicate the scourge of illiteracy
7. Strengthen the science and math curricula in youth training and disseminate scientific knowledge and culture in society
8. Expand TVET opportunities at both secondary and tertiary levels and strengthen linkages between the world of work and education and training systems
9. Revitalize and expand tertiary education, research and innovation to address continental challenges and promote global competitiveness
10. Promote peace education and conflict prevention and resolution at all levels of education and for all age groups
11. Improve management of education system as well build and enhance capacity for data collection, management, analysis, communication, and use
12. Set up a coalition of stakeholders to facilitate and support activities resulting from the implementation of CESA 16-25.

ACES is underpinned by communication, governance and implementation frameworks for its delivery at the national, sub-regional and continental levels. Since each area of interest mentioned in this CESA 16-25 either as a guiding principle, strategic objective or pillar may deserve a separate program if not a full implementation strategy, the CESA 16-25 suggests all stakeholders and actors should be given freedom to act and take positive initiatives. They will be all integrated within the framework of coalition for education, training and STI with an approach that gives more visibility to actions undertaken on the continent for education, technical and vocational training.

We may name a few of them: STISA - 2024, the Continental Strategy for TVET, education of the girl child, school feeding, school health, school administration or the teaching profession in terms of training and/or living and working conditions...

This Annual continental Activity Report suggested by the CESA 16-25 will ensure success within the coalition at the national, regional and continental levels, a tool that will help to know
- Who is who?
- Who does what?
- Where? How? With who?
- What works well and why?
- How to share all these experiences across the country, the region and the continent?

1- BACKGROUND AND CONTEXT

Africa is well poised to shape its own destiny. The promise of the African Renaissance whereby the continent will achieve social cohesion, democracy, economic growth, and become a key player in global affairs within a non-distant future is now more than ever within reach in spite of the bumpy road ahead. African leaders at the highest echelons have over the last two decades spearheaded this determination through their political discourses and pronouncements at summits and at ministerial conferences.

The African Union, the embodiment of the collective will of the African people, the regional economic communities (RECs) and other regional bodies have carried out consultations and reflections that have produced visions and strategic frameworks on every facet of the fulfillment of the African Renaissance. The latest of these is the Agenda 2063, which has charted a bold strategic trajectory spanning the next 50 years to transform the
continent into a prosperous, integrated, secure and peaceful, democratic, and dynamic force in the world.

This optimism may look far-fetched but it is increasingly being reinforced by the current unprecedented rate of growth of African economies while other regions are experiencing sluggish expansion. Furthermore, and as stated by the African Development Bank (AfDB) in its 2011 vision document entitled, *Africa in 50 Years’ Time, The Road Towards Inclusive Growth* “Africa has some of the most abundant natural resources in the world, many of which are yet to be tapped. These include not just minerals and oil, but also bountiful possibilities for clean energy. But natural resources are not Africa’s only advantage. While Western countries are shouldering the burden of aging populations, Africa is the world’s youngest continent.

If it invests in education and training to develop the potential of its youth, Africa could become one of the most dynamic and productive economies.

As indicated in the AfDB report, Africa’s prosperity can be achieved only if the continent invests in the education and training of his youth.

This call has been reechoed by national governments, regional communities and continental groupings. During the last two decades, they have heavily invested in the schooling and training of African children and youth and articulated strategic policy frameworks and plans to achieve accessible, dynamic and relevant educational development. At the African Union, the transformative role of education and training has always been acknowledged. AU has launched two successive decades of education, and the second of which is being concluded in 2015. The laudable outcomes, have however not been fully optimal as much is still left to do to improve access, quality and relevance. The lessons learned from both the African Union-led developmental efforts and those supported by the international community clearly indicate that educational development is first and foremost a national and regional responsibility.

And that meaningful educational development cannot be achieved outside of a clearly defined vision and strategic framework, owned and articulated around the socioeconomic and cultural aspirations of the people.

Clearly, educational programs designed and financed from the outside unavoidably lack coherence and their impact remains limited.
Agenda 2063 is a roadmap for the development of a peaceful continent, integrated, prosperous and people-oriented; it defines strategic steps to achieve this vision in the shortest possible time. The post 2015 development program is an essential step towards the implementation of Agenda 2063.

On the grounds that the vision of Agenda 2063 requires that we transform the Pan-African priority areas, the Common African Position (CAP) on the development program post 2015 is based on the following six pillars that meet the aspirations of the African people:

i. Structural economic transformation and inclusive growth;
ii. Science, technology and innovation;
iii. People-oriented Development;
iv. Environmental sustainability;
v. Natural resource, risk and disaster management;
vi. Peace and security
vii. Funding and partnerships.

Under the auspices of the AU, the African ministers of education and training also carried out consultations to articulate Africa’s post-2015 education agenda. This was held in Kigali, Rwanda in February 2015. The outcome of the conference was subsequently submitted to and endorsed by the World Education Forum (WEF) organized by UNESCO in Incheon, South Korea in May 2015.
Ten priority areas were identified for the region: equitable and inclusive access for all; inclusion, equity and gender equality; teachers and teaching; educational quality and learning outcomes; science, technology and skills development; education for sustainable development (ESD) and global citizenship education (GCE); youth and adult literacy; skills and competencies for life and work; financing, governance and partnerships; and education in crisis situations.

In the wake of the World Education Forum process (Incheon 2015), the African Union is anxious to have its own benchmarks that can help take stock of the global goals; hence, this new Continental Education Strategy for (CES), running from 2016 to 2025.

This strategy, which is part of the global AU Agenda 2063 is based on the results of the consultation process and reflections mentioned above. It draws lessons from the evaluation of the Second Decade of Education and self-final evaluation of EFA in order to highlight the main lessons for the future. In addition, it will capitalize on post 2015 sector strategies such as STISA 2024, the Decade revised Action Plan for youth, and continental strategy of TVET.
2- EDUCATIONAL DEVELOPMENT IN AFRICA:
State of Affairs and Perspectives

2.1- Introduction

Over the last two decades, educational development in Africa has overall been characterized by notable gains in the number of children and young people accessing schooling at all levels. But this expansion is still insufficient as it came from a low baseline. It is estimated that there are more or less 30 million children that are unschooled in Africa and their number is growing due to rapid population growth. The overall pyramid of the African education as it stands now shows a broad base (79% at primary level), a very narrow middle section (50% at secondary level) and a microscopic top (7% at tertiary education) (GMR 2015). The expansion in enrolments also masks huge disparities and system dysfunctionalities and inefficiencies across sub-sectors. Key sub-sectors such as pre-primary, technical and vocational and non-formal education are severely underdeveloped in spite of growing evidence showing their importance. The African education and training systems are also characterized by low quality of teaching and learning, inequalities and exclusion at all levels.

Moreover, one of the critical issues is the segmented development of the sub-sectors of the education and training systems as well as their lack of articulation either upstream or downstream with the economic and social sectors. The Continental Education Strategy (CES) needs to bring coherence and integration in the development of the various sub-sectors into a holistic system that addresses the needs of imparting knowledge, skills and values required for systematic response to the socioeconomic demands for development in the 21st Century.

A major focus of this strategy, therefore, should be on the continued capacitation of African ministries in charge of education and training in terms of their ability to formulate policy, plan and implement reforms. Another key area of focus is the articulation of education and training policies with economic and social sectors in order to make national human resource development a top priority and a recipient of substantial and sustained investment in the years to come. In line with this, TVET, adult education and tertiary education will deserve a special attention.

2.2- Overview of Sub-Sectors

In this section, each of the sub-sectors of the education and training systems will be briefly analyzed along the following issues: Access, quality and equity followed by challenges to be addressed. It is worth noting that data used here carry the weaknesses of their sources.
as the African continent is disaggregated into Sub-Saharan Africa (SSA) and North Africa and Middle East and are relatively outdated to portray situations currently.

The use of education and training as a concept is deliberate here as oftentimes education is perceived as schooling only. The recognition here is that education encompasses training but to avoid misconception and emphasize the education and training continuum the two are used as one concept. For example, TVET is a component of both the upper secondary education and the first tier of the tertiary education. Pre-vocational education on the other hand starts from the early grades; hence the preference of education and training continuum.

The continental strategy of TVET uses the term TVET in its broadest sense to cover all aspects of training and skills acquisition and all types of training, whether formal, non-formal or informal. It also includes issues of demand and supply of skills, employability, capacity building, self-employment, retraining, versatility and continuous learning. TVET should be understood as cross-cutting and as extending from primary to higher education.

It is the responsibility of governments to define the entire education system, including technical and vocational education as a coherent single set made up of different parts: preschool, primary, secondary and higher education. The governments should to invest all required means to monitor this coherence which stands as a guarantee for the success of national and regional cohesion.

2.2.1- Pre-primary

Pre-primary education is the pillar on which future learning and training are grounded. However, it is a neglected area in terms of policy and investment. The sub-sector is therefore characterized by disparities, poor management and lack of coherent curriculum and linkages to primary education. It is a sub-sector that deserves a special attention in the 2016-2025 CES.

2.2.1.1- Access

Although there has been improvement in this sub-sector in the last decade, pre-primary enrollments in Africa are far below than those in other regions. Enrollment is about 20% on average in SSA for the age-cohort. However, it is much higher in Northern African countries such as Algeria, Morocco and Tunisia. Although policies and strategies in some cases exist, implementation in terms of infrastructure, teacher development and materials have been very slow.

2.2.1.2- Quality and Equity

Quality in this sub-sector suffers from poor planning, limited allocation of resources, poorly trained teachers and availability of materials. Glaring inequalities exist in pre-primary education provision in many African countries. Differentiation in provision of facilities and
quality education accessed by the rich and the poor, rural and urban areas is clearly manifested. Private sector is a major provider which clearly indicates the limited involvement of the public sector.

2.2.1.3- Challenges

Many African children go to primary school unprepared and discontinuities between the home and classroom environments are prevalent. Africa is the only continent where the language of instruction is more often than not a foreign language, making it difficult for children to cope with a new language and structured approaches to teaching and learning. Early Childhood Care and Education (ECCE) is therefore the next frontier if Africa is to realize sustained quality education and training. The child's readiness to learn in school, the school's readiness to accommodate children with different abilities and the capacity of families and communities to collaborate with schools to enhance learning are essential ingredients for a successful educational journey.

2.2.2- Primary Education

In the last two decades, Africa has made tremendous progress in expanding access to primary education. From 1999 to 2012, the adjusted net enrollment ratio jumped from 59% to 79%. In terms of numbers of children enrolled, this translates into 144 million accessing primary education. This is a result of mobilization of efforts and resources made by national governments and other stakeholders under the auspices of EFA, MDGs and policies of free primary education enacted by an increasing number of African governments.

2.2.2.1- Quality and Equity

Despite this growth, quality and equity challenges are manifested in terms of disparities related to gender, regional location, minority groups, pastoral communities and the poor. Furthermore, completion rates in many countries are very low. On average, only 70% of children entering primary education in Sub-Saharan Africa complete it against 95% in North Africa and the Middle East. Quality of education as measured by learning outcomes has been a concern. Some of the children going through the system are not acquiring knowledge and skills expected at each stage. In some instances, data on learning achievements point to more than two-thirds of the children failing to read competently at the grade levels they are in (Adams and Van der Gaag, 2013). This is a result of poor quality of teaching, facilities and dire lack of learning materials. Moreover, leadership, school management and quality assurance in this sub-sector have been ineffective in bringing about meaningful reforms.

2.2.2.2- Challenges

The main challenge in Africa is to sustain access while improving learning outcomes. There is need to bring in more than 30 million children currently out of school while at the same time ensuring that those who are enrolled acquire relevant competencies and
knowledge at the end of basic education. This will entail giving, first and foremost, attention to the teaching force, its training, deployment, professional development as well as working and living conditions.

This should be accompanied by accountability of teachers to improve the quality of teaching and learning. There is also need to uphold the commitment to move from UPE of 6 to 7 years to a basic education of 10 to 12 years as reaffirmed by African ministers at their conference on education post-2015. Investment to improve school infrastructure in hard-to-reach and marginalized areas, to provide learning materials in quantity and quality will be critical. Keeping girls in schools is a major challenge that involves improving their performance especially in mathematics and science. ICT are expected to find effective and lasting solutions to these challenges.

Harmonization needs to be undertaken at national regional and continental level to define a common range of skills and knowledge according to age and grade level.

2.2.3- Technical and Vocational Education and Training (TVET)

In most industrialized countries, technical and vocational education and training (TVET) plays a very important role in producing the skilled workforce that underpins industry and propels economic growth.

The continental strategy for TVET aims to bring a paradigm shift in TVET by developing the idea that TVET prepares youth to become more of job creators than job seekers so that the public discard the idea that TVET is a refuge for those who failed in general education. The Strategy demonstrates that even the most sophisticated qualifications require prior training and this falls well within the broader framework of the Technical and Vocational Education Training.

2.2.3.1 Access

In spite of progress made in expanding TVET, it is still a low priority policy area which is reflected in enrolment which stands at only 6% of total enrolment in secondary education. This level of enrolment is actually a decline from the previous rate of 1999 (7%) and only one country has recorded some gains since then.

2.2.3.2- Quality and Equity

Most of the training and facilities are outdated and TVET’s relevance to employment is limited. This is a sub-sector where gender inequities are prevalent due to cultural biases.

2.2.3.3- Challenges

Expanding TVET training facilities is costly and the challenge for African governments is to prioritize this sub-sector as it is a key to the realization of Vision 2063 and critical generation of employment and infrastructure development.
In recent years, given the rapid technological developments taking place in the labour market, flexibility, adaptability and continuous learning in training programmes has become a major requirement.

One of the most important developments in the sector of TVET in recent years is a paradigm shift that favours a more holistic approach to adopt and recognize skills acquisition in all types of training, be it formal, informal or non-formal.

TVET must be a coherent system whose purpose is to meet the demand of economic development of the continent in terms of quality skilled human resources and sufficient enough to support the needs of human activity for the collective social well-being.

TVET should no longer be considered as a simple amalgamation of technical and / or professional institutions ranging from the primary level to higher levels, including private ones.

By adopting the continental strategy of TVET (Decision Assembly / Dec.525 (XXIII) , Heads of states and AU governments have indicated their desire to deviate from the old perception of TVET.

The first step towards the new boost of TVET will be the creation of the current status of TVET, youth employment and mapping the components of TVET in a bid to identify gaps to be filled.

2.2.4- Secondary Education

2.2.4.1- Access

In spite of notable gains between 1999 and 2012 when Gross Enrollment Rate (GER) rose from 24% to almost 50%, access to secondary education in Africa is on the whole constrained by lack of opportunities and limited investment. Demand for secondary education outstrips the supply leading to stiff competition for the available opportunities. Private sector has a niche here but the response has not been commensurate with the growing demand.

On average access to both lower and upper secondary education in low income African countries (as measured by GDP and where data exist) is very low (44.7 and 23.2% respectively). Moreover, the completion rates for both levels are also very worrisome as only 29.5% and 13.9% of those accessing the lower and upper secondary level respectively complete them. There is also the issue of those who complete both levels but lost to the system as they do not access the subsequent level. At the end of the lower level, there is 6% missing at the enrolment at the upper level and of the 13.9% who complete the upper level, only 6.1 % access tertiary education.

2.2.4.2- Quality and Equity

In spite of limited data on learning outcomes at the secondary education level, proxy data such as completion rates and examination results show that quality is a concern. In low income African countries, the completion rates for lower and secondary education are very
low as only 29.5% and 13.9% of those accessing the lower and upper secondary level respectively complete them.

In most countries, the transition from primary to secondary works to the advantage of boys which leads to the enrolment of girls being between 30 and 35% of the total enrollment. Girls’ performance in math and science is poorer than boys due to limited facilities combined with classroom (and societal) culture which tends to discourage girls.

2.2.4.3- Challenges

While it is now established that quality and relevant secondary education can significantly address abject poverty in Africa as it increases chances for gainful employment (Gallup, 2011), the capacity to accommodate graduates of primary education at the secondary level is very limited as it stands at 36% (UNESCO, 2011). Therefore, increasing opportunity, especially for marginalized communities and urban poor and girls remains critical. The relevance of secondary education remains a concern as it relates to employability, technical and vocational training and articulation with tertiary education. Math and science at this level are critical to the development of a well-equipped human capital capable of competing in increasingly science and technology-driven world as well as the foundation of knowledge-based economies.

2.2.5- Tertiary Education

Virtually all development players now concur that for any meaningful and sustainable economic growth to be realized and sustained, tertiary education must be centrally placed in the development agenda of nations. Countries around the world are striving to build the sector either under pressure, as in the case in Africa, or as part of their priority strategic development plan, as in the case in the developed and emerging countries. For sure, building a tertiary education system is no more a luxury once African countries were chastised from indulging with; but a national imperative critical for national development and global competitiveness. The following three components: Higher Education + Scientific Research + TVET is increasingly present in the concerns of AU member states.

STISA - 2024 places special emphasis on higher education as the grouping of the largest research centres in Africa. This is expressed in terms of scientific production relating to the development of Africa.

Higher education provides a conducive environment for the development of STI and a suitable exploitation of the full potential of science, technology and innovation to support sustainable growth and socio-economic development. It also improves competitiveness with regards to the global process of research, innovation and entrepreneurship requiring more and more quality university studies from African states.

2.2.5.1- Access
In spite of the impressive growth recorded in this sector during the last two decades, enrolment stands at about 7% of the age cohort—low in comparison to other regions of the world. Furthermore, whereas many countries are pushing to reverse the proportion of the fields and disciplines in favor of science and technology, the enrolment landscape continues to be dominated by humanities and social sciences. The private providers have continued to play an important role in this growth, as they currently enroll 25% of the students in the continent.

It is therefore possible to implement positive discrimination to favour not only scientific and engineering fields, but also, girls in terms of support to their studies and / or research.

**2.2.5.2- Quality and Equity**

Quality and relevance of university education have emerged as serious concerns of the sector for some time now. Post-graduate education remains underdeveloped and its contribution to research and innovation remains minuscule. Notwithstanding the limited relevance of world ranking of universities to the African context, and with the exception of South Africa and Egypt, none of the African universities appears in the world top rankings. Africa contributes around 1% of the global knowledge, the lowest in the world. The impressive growth however grapples with considerable inequities in gender, social class, geographic location, minority groups, and disability among others.

**2.2.5.3- Challenges**

Reorienting enrolments, post-graduate education, research and innovation linked to economic, social and industrial development remain a challenge. The capacity to absorb the massive number of graduates of the secondary education systems necessitates building additional modern infrastructure and providing innovative training methodologies using ICTs and online courses. Tertiary education in Africa is also faced with an aging population of professors and trainers. Most of the most experienced and better trained faculties will be retiring soon. There is therefore an urgent need for renewal of the teaching force. The working and living conditions of both faculty and students also need to be improved in order to attract more young people.

The mounting cost of tertiary education is also a key challenge and continental and sub-regional integration schemes (e.g. harmonization) combined with private sector involvement hold a key to expanding access and promoting relevance and advancing quality.

We should never lose sight of the close relationship recommended by the continental strategy of TVET between the education system as a whole and the end user of the product in order to reverse the trend of the increasing the numbers of jobless graduates.

**2.2.6- Informal and non-formal Education and training and illiteracy**
Informal and non-formal Education and training encompasses all the structured education and training programs and projects taking place outside of the formal system. It has taken decades for the Informal and non-formal Education and training system to be recognized as an important sector contributing to educational development in Africa. Alternative modes of education that fall under the Informal and non-formal Education and training label have provided learning and training opportunities to millions of African children, youth and adults.

In meeting the institutional challenge linked to the governance of TVET, the continental strategy of TVET recommends a real framework which takes into account this growing sub-sector full of creativity.

2.2.6.1- Access

In the absence of systematic data collection and analysis on NFET in Africa, only proxy data can be used to describe the sub-sector. First of all, and with very few exceptions, most African governments invest only 1% of their total education budget into informal and non-formal education development. Most of the work is being carried out by NGOs, both local and international, through funding of development agencies. If the illiteracy rate has not improved over the last decades, it means that informal and non-formal education development in Africa is still very weak compared to Asia and Latin America and therefore much is left to be done. The 2015 GMR puts Africa's illiteracy rate at 41%, making it the highest in the world. According to that report, the progress to address this situation has also been the slowest in the world and women represent the largest proportion of the African illiterate population.

2.2.6.2- Quality and Equity

There is no systematic data to substantiate any quality claims of informal and non-formal education programs. Most of it relies on formative evaluation of programs and projects that show that children, youth and adults do benefit from informal and non-formal education programs as these have been designed to address real needs. In terms of equity, informal and non-formal education programs and projects are characterized by a concerted effort to ensure gender balance and reaching out to marginalized and vulnerable groups.

2.2.6.3- Challenges

Illiteracy is a major challenge to the adoption of scientific and technological innovations geared towards improvement in health, agriculture and livelihoods. If its growth is not stemmed in the coming years, it may jeopardize economic and social progress on the continent. To make matters worse, Africa has the highest proportion of children, youth and adult out of school. Six out of the ten countries with the highest out-of-school children are African (UNESCO). As many governments in Africa have relied heavily on external development resource to expand learning opportunities, its current decline may worsen the out-of-school populations. With one of the fastest population growth rates, there is a danger
that Africa may be dragged down by a massive population of illiterate people. Very few African countries in Africa have embarked on massive literacy campaigns of the likes of the Cuba, Nicaragua and other Asian countries in the 1960s and 1970s. Community learning centres are still few in both rural and urban areas. African cities are yet to fully embark on the “learning cities” initiative in spite of the opportunities availed to them and the exponential growth of their populations.
Even though the CESA 16-25 is cast within AU’s vision and the 2063 as the sector strategy for education, it also envisions the type of education and training systems that need to be in place by 2025 in order to propel Africa towards the attainment of the goals set out in both the vision and the agenda.

3.1- UA Vision

The vision of the African Union (AU) is that of a "peaceful and prosperous Africa, integrated, led by its own citizens and occupying the place it deserves in the global community and in the knowledge economy." This is a major advantage that this vision is based on the development of African human resources capable of leading the faith of the Continent.

3.2- Mission of CES:

The mission of CESA 16-25 is to get competent human resources to achieve the vision of the African Union.

Reorienting 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.

Guiding Principles and Pillars

The following guiding principles and pillars serve as a compass for African decision-makers and implementers of the CES. The principles indicate key orientations for reform agendas and the pillars encompass both sine qua non conditions and the building blocks on which the CESA 16-25 will stand.

3.2.1- Guiding principles:

1- Knowledge societies are driven by skilled human capital called for by the Agenda 2063 are driven by skilled human capital.

2- Holistic, inclusive and equitable education with good conditions for lifelong learning is sine qua non for sustainable development.

3- Good governance, leadership and accountability in education management are paramount.

4- Harmonized education and training systems are essential for the realization of intra-Africa mobility and academic integration through regional cooperation.
5- Quality and relevant education, training and research are core for scientific and technological innovation, creativity and entrepreneurship.
6- A healthy mind in a healthy body -physically and socio- psychologically- and well fed.

3.2.2- Pillars:
1- Strong political will for reform and boost the education and training sector
2- Peace and security environment
3- Gender equality and sensitivity throughout the education and training systems
4- Resource mobilization with emphasis on domestic resources
5- Strong partnerships between government, civil society and the private sector
   a. Good governance, transparency and accountability
   b. A coalition of actors to enable a credible participatory and solid partnerships between government, civil society and the private sector.
6- Orientation ans support at different levels and types of training
7- The creation and continuous development of a conducive learning environment.

3.2.3- Strategic Objectives

The strategic objectives below articulate a set of high-level results that the CESA 16-25 will aim to achieve by 2025 in order to fully reorient African education and training systems towards the achievement of the AU’s vision and Agenda 2063. Under each strategic objective a set of intermediate-level goals, that can be called action areas (AAs), are provided in order to specify the critical elements and results the CESA 16-25 must accomplish before achieving the strategic objectives. These action areas will be the basis on which operational plans for implementing the CESA 16-25 will be developed.

Both the strategic objectives and action areas are derived from the section on background and perspectives on educational development in Africa and seek to redress issues of internal efficiencies of the systems while charting the path to the future.

3.2.3.1- Revitalize the teaching profession to ensure quality and relevance at all levels

a. Recruit, train, and deploy well qualified teachers as well as promote their continuous professional development with emphasis on instilling core values, results and accountability to learners
b. Provide good working and living conditions to teachers in order to enhance their status and value in society
c. Develop quality and relevant teaching and learning materials
d. Enhance quality assurance and assessment mechanisms for learning outcomes
e. Strengthen curricula to include life skills and other key competencies such as civics
f. Identify and reward dedicated and innovative teachers

3.2.3.2- Build, rehabilitate, support education infrastructure and develop policies that ensure a permanent stress free and conducive learning environment for all, so as to expand access to quality education at all levels including informal and non-formal settings

a. Expand and consolidate infrastructure and learning and training facilities especially in and rural and other underserved areas
b. Develop administrative and legislative mechanisms to ensure the protection of school infrastructure;
c. Ensure harmonious development of the body, taking into account a voluntary feeding and school health policy;
d. Ensure free access to textbooks and teaching tools
e. Formulate appropriate policies conducive to expansion of education with special focus on early childhood care and education, TVET and general secondary education, as well as tertiary education
f. Address access constraints imposed by poverty, lifestyle, culture, location among others.
g. Integrate mapping of education facilities and infrastructure into urban and rural planning

3.2.3.3-Harness the capacity of ICT to improve access, quality and management of education and training systems

a. Formulate policies for ICT integration in education and training Build ICT capacities of learners and teachers to take full advantage of the potentials of technologies
b. Build capacities of education managers and administrators on use of ICTs in the planning, implementation, monitoring, strategies and programs
c. Promote the development of online contents taking into account African and local specificities
d. Capitalize on existing and successful ICT-driven initiatives that enhance access including the Pan-African E-University
e. Provide appropriate and sufficient equipment associated facilities (e.g. connectivity, power) and services
f. Create mobile and online education and training platforms and accessibility to all students regardless of their circumstances

3.2.3.4-Ensure acquisition of requisite knowledge and skills as well as improved completion rates at all levels and groups through harmonization processes across all levels for national and regional integration

g. Establish and institutionalize assessment of classroom learning outcomes at various stages
h. Build the capacity of teachers in formative assessment and its utilization for the improvement and remedial of learning outcomes
i. Set up national qualification frameworks (NQFs) and regional qualification frameworks (RQFs) to facilitate the creation of multiple pathways to acquisition of skills and competencies as well as mobility across the sub-sector

j. Develop continental qualifications framework linked to regional qualifications and national qualification frameworks to facilitate regional integration and mobility of graduates

k. Establish and strengthen quality assurance mechanisms and monitoring and evaluation systems

3.2.3.5- Accelerate processes leading to gender parity and equity

a) Scale up successful retention experiences in the service of at-risk gender groups (girls and boys) and enhance their performance

b) Ensure successful progression from one level to another throughout the system

c) Mobilize communities to become partners in ensuring that girls (and boys as appropriate) enrol, stay and achieve in schools

d) Develop relevant interventions to address constraints of access and success at all levels

3.2.3.6- Launch comprehensive and effective literacy campaigns across the continent to eradicate illiteracy

a) Revisit and expand existing literacy campaigns

b) Develop curricula and gender responsive pedagogy, to meet the specific education and training needs of all learners.

c) Promote teaching of languages, social sciences, math and the use of ICT in literacy programs

d) Promote reading and writing activities by revitalizing and expanding African book fairs, school, community and national libraries and through awards to best writers in national languages

e) Build additional and support existing public and national libraries

f) Increase the share of the education budget allocated to NFE to 10%

g) Mobilize students during breaks to teach adult literacy classes and mentor students at primary education level

h) Strengthen and establish national youth service corps in every African country

3.2.3.7- Strengthen the science and math curricula and disseminate scientific knowledge and the culture of science in the society

a) Introduce science at early stage of education and create attractive extra-curricular activities such as science parks and clubs

b) Encourage practical training and reward innovation and innovators

c) Facilitate the implementation of incubator projects and mentorship programs

d) Employ informal and non-formal means of disseminating scientific knowledge and culture
e) Embed contextualized scientific knowledge in curricula and alternative delivery modes  
f) Promote indigenous scientific knowledge and culture  

3.2.3.8- Expand TVET opportunities at both secondary and tertiary levels and strengthen linkages between the world of work and education and training systems  
a) Establish and strengthen Labor Market Information Systems to identify skills and competencies needs  
b) Expand and upgrade TVET and polytechnics to attract quality trainees and provide incentives for career opportunities  
c) Build win-win partnerships between tertiary and vocational training institutions and enterprises to jointly develop and implement relevant curricula and programs  
d) Institutionalize internships as part of preparation for the world of work  
e) Provide incentives for training institutions and private sectors involved in applying innovative solutions and promoting young entrepreneurs  
f) Promote entrepreneurship and innovation through incubation and research and development (R&D)  

3.2.3.9- Revitalize and expand tertiary education, research and innovation to address continental challenges and promote global competitiveness  
a. Honor national commitment to allocate 1 percent of GDP to research and innovation  
b. Create conducive environments for research and innovation through the provision of adequate infrastructure and resources  
c. Link research to the development of priority areas and enhancement of global competitiveness  
d. Promote research on education and TVET  
e. Consolidate and expand Centers of Excellence and enhance institutional linkages in the continent  
f. Promote international research and development cooperation based on continental interest and ownership  
g. Expand competitive grants and awards and other support mechanisms to nurture young academics and accomplished researchers  
h. Strengthen quality (post)graduate and post-doctoral education to cater for expanding tertiary education as well as meet demand for high level human capital  

3.2.3.10- Promote peace education and conflict prevention and resolution at all levels of education and for all age groups
a. Formulate national policies for peace education involving relevant ministries as well as representatives of civil societies and groups grounded in African values and mechanisms of conflict prevention and resolution
b. Train teachers, social workers, security forces, representatives of religious organizations and civil societies as peace actors and mediators
c. Develop and disseminate teaching and learning materials on peace education and organize periodic training sessions at schools, training institutions, universities and adult learning centers
d. Capitalize on ongoing innovative peace building experiences in various African countries and networks and disseminate lessons learned
e. Reinforce the initiatives and activities of the Inter-country quality node on peace education which is a community of practice and a platform for policy dialogue and exchange of experiences

3.2.3.11- Build and enhance capacity for data collection, management, analysis, communication, and improve the management of education system as well as the statistic tool, through capacity building for data collection, management, analysis, communication, and usage.

a. Establish regional and continental Education Management Information Systems (EMIS) and education observatories
b. Produce and disseminate regular publications, such as digests and outlooks
c. Identify and provide support to educational think tanks
d. Support educational research, dissemination, and communication

3.2.3.12- Set up a coalition of all education stakeholders to facilitate and support initiatives arising from the implementation of CESA 16-25

a. Map out key stakeholders on the basis of their comparative advantages
b. Identify and develop strategic engagements
c. Identify and deploy champions to leverage priority areas of the strategy
d. Recognize champions and publicize their achievements
4- COMMUNICATION AND ADVOCACY

Good communication is central to ownership and mobilization of stakeholders in the successful implementation of CES. This entails the deployment of multiple approaches and actions at different levels and numerous stakeholders.

4.1- The objectives of the CESAs’s communication and advocacy strategy are the following:

1. To create an awareness and ownership of the CESA 16-25 at national, sub-regional, continental and global level
2. To build visibility and credibility for the CESA 16-25 and its advocates
3. To disseminate widely the content and the spirit and orientation of the CES
4. To foster the implementation of the CESA 16-25
5. To help mobilize resources for the successful implementation of the CES

4.2- Requisite Actions

1. Promote policy dialogue within national parliaments, council of ministers, regional conference of ministers (Specialized Technical Committee for Education), sub-regional (IUCEA, CAMES, SADC, SARUA and ECOWAS), continental (AAU, ADEA, AFDB, FAWE), and global bodies (UNESCO, UNICEF.), among others
2. Promote inter-ministerial interaction around the CES
3. Promote inter-generational dialogues to ensure inclusive planning, ownership by the next generation, and sustainability of actions/ideas
4. Provide sustained support to national consultative fora and professional conferences
5. Support, build, maintain, and popularize the CESA 16-25 Portal through a variety of avenues both hard and soft (electronic) means
6. Produce and widely disseminate flyers, newsletters and other communication means

It is worth noting that the implementation of the strategy is a learning process and hence it is understood that there is a built-in flexibility to establish feedback loops and learning communities for an iterative revision process.
5- GOVERNANCE

Undertaking the successful implementation of the CESA 16-25 requires the recognition of roles and responsibilities to be played at continental, regional and national levels by all stakeholders and actors.

5.1- Continental

In recognition the critical role that education plays in the development of the continent, a committee of 10 heads of state and government (two from each geographical region) was established following the decision by the African Union summit (Assembly/Dec.572(XXV). Its mission is to defend and promote the development of education, science, technology and innovation on the continent. They are therefore responsible to actively engage their peers in their respective regions for ESTI. They will undertake to invite heads of enterprises from the public and / or private sector, members of the civil society and philanthropists on the continent and abroad to get involved in development ESTI.

The team of ten may present the ESTI sector in Africa and the evaluation of the implementation of the CESA 16-25 to their peers. This could be done on the basis of an annual report quoted in this continental strategy that will be submitted to them.

The Specialized Technical Committee of education and science and technology (STC/EST) will be responsible for the implementing, monitoring, evaluating and drafting the CESA 16-25 report.

5.2- Regional

During their statutory meetings, education ministers of the different regional economic communities should coordinate and cooperate in the implementation, monitoring and evaluation of the strategy. These meetings could help exchange experiences, disseminate lessons learned through existing thematic working groups and educational entities as well as promote cooperation.

At this level, the contribution of the Regional Economic Community will also be considered, with regards to the annual report of the continental ESTI and functioning of the coalition for education at regional level.

5.3- National

Ministers in charge of education and training are responsible for ensuring the ownership, domestication and implementation of the CESA 16-25 involving other development sector ministries in accord with their national strategies. Their respective ministries are responsible for the collection, management, analysis and dissemination widely. The ministries are expected to closely cooperate and collaborate with bi- and multi-lateral development agencies. Working groups are ideal opportunities to evaluate, monitor and
assess the implementation of the CESA 16-25 by involving national experts and representatives (of development agencies) and joint follow up missions.
CES 2016-2025 is designed to involve the widest possible coalition for education, training and STI in Africa.

At the top of the monitoring system pyramid is a team of ten heads of states and governments, champions of education, training and STI whose mission is an annual assessment of the state of education, training and STI and report to the Conference during the AU Summit.
Such monitoring taking place at a higher level involves organization and advanced collection and processing of information in order to develop a system that requires decisions.

Each topic discussed or area of interest raised in this CESA 16-25 either as a guiding principle, strategic objective or pillar may deserve a separate program if not a full implementation strategy. Without being exhaustive, this is the case for STISA - 2024, the Continental Strategy for TVET, education of the girl child, school feeding, school health, sports, school administration or the teaching profession in terms of training and / or living and working conditions...

Each of these many subjects and areas of interests are often of specific concern to various public and / or private players whose actions involve genuine multiannual plans and contribute to the achievement of educational development and hence the objectives of this CESA 16-25.

In order to get the best of the performance of each active player on the field, the CESA 16-25 relieves them of the shackles of state control. Thus the participation of all institutions that have signed a Memorandum of Understanding (MoU) with the AUC will be better taken into account.

Its strategic objectives are clearly defined and well-known, the CESA 16-25 is 16-25 suggests all stakeholders and actors should be given freedom to act and take positive initiatives within the framework of coalition for education, training and STI with an approach that gives that implies the acceptance of a certain approach through:

- The development of a program;
- Implementation of a policy for monitoring and continuous evaluation;
- Presenting a periodic activity report.

Thus we can be reassured to know within the coalition in the national, regional and continental.

6.1- Principles of intervention

The education system is a national enterprise that requires a real awareness and a strong political will at national level.

Having set goals, the CESA 16-25 defines an approach at the national, regional and continental levels to create a common and harmonized tool for management, monitoring and evaluation based on reliable statistics and simple commonly agreed performance indicators. The target is a genuine integration on our continent.

Only a powerful coalition of all stakeholders supporting education at the national, regional and continental levels can ensure the best conditions for success. Sharing and / or exchanging experiences from each other to avoid situation rediscovering the wheel.

The genius of a people, the courage of its elite and the political will of its leaders can make significant differences in translating into actions and implementing the process of the CES.
1. Ensure high-level commitment of stakeholders with clear institutional engagement
2. Institute transparency and trust to build confidence among stakeholders
3. Adopt cross-sector collaborative approach
4. Establish independent monitoring and evaluation mechanisms

6.2- Institutional arrangements

6.2.1- Continental institutions: AU

The role of AUC/HRST includes:
1. Collaboration with APN to facilitate activities and provide support to RECs and national entities.
2. Set up a knowledge management information system to provide best practices to the RECs and countries, share lessons learned and exchange experiences during the implementation of CESA 16-25
3. Develop mechanisms for monitoring and evaluation to evaluate impact and improve outcomes

Within or on the fringes of AUC/HRST, it will be important to ensure the creation of a team of experts to advise on the efficient implementation of the CESA 16-25 2016-2025. The status and operating mode of such a team is the responsibility of the African Union Commission.

Main Outcome: Continental guidance and sharing of best practices

6.2.2- Regional Economic Communities (RECs)

1. Strengthen capacity of RECs to take ownership of CESA 16-25
2. Integrate CESA 16-25 objectives within regional programmes
3. Scale up regional centres of excellence (or specialized centres) and facilitate mobility
4. Encourage regional thematic networking to share experiences and complementarities
5. Provide support to Member States to develop strategies at national level for achieving CESA 16-25 goals
6. Sensitize Members States, Civil Society Organizations and private sector on the CESA 16-25 objectives and facilitate implementation and monitoring of the CESA 16-25

Main Outcome: Regional coordination in the implementation

6.2.3- Member States

1. Strengthen dialogue among national stakeholders and establish a dedicated body for the implementation of CESA 16-25 alongside a dynamic coalition Identify a national body by the highest government authorities, as this may require coordination across sectors. The national body should:
   i. take ownership of the CESA 16-25 process by internalizing the relevant guidelines in the existing national policy and strategy
ii. enhance private sector investment in the education and training systems through developing enabling legislation and efficient policies develop and institutionalize processes that facilitate national dialogue among all stakeholders to respond CESA 16-25 objectives on social, economic, political challenges in the country

iii. create conducive environment for public-private partnerships to contribute to development of quality education and training in the service of social and economic transformation

**Main Outcome:** *Coordinate implementation of CED 16-25*

### 6.2.4- Private sector

Private investors should be encouraged to engage and contribute to the implementation of the CESA 16-25 by:

1. Adopting practices that support development of local entrepreneurship and job creation for the youth
2. Encouraging business environment to enhance increased private investment in education and training
3. Mobilizing the private sector and the civil society in executing corporate social responsibility to support the CESA 16-25 programs

### 6.2.5- Initiatives from continental partners

The CESA 16-25 should benefit from actively engaging and deploying existing and new regional and continental networks, such as ADEA, FAWE, CAMES, AUF, AAU, IUCEA, RUFORUM, ANAFE, and AWARD. These sub-regional networks must support the CESA 16-25 through the implementation of specific program interventions aimed at achieving some of the objectives set for in the CES.

### 6.2.6- Annual Continental Activities Report (ACAR)

With regards to CESA 16-25 there will be Annual Continental Activities Report to report on a consolidated basis at the continental level about the progress of education in relation to the continental education strategy 16-25, STISA -2024 and TVET strategy.

Information relating to the school enrolment and the budgetary contribution towards ESTI and the youth will be consolidated under the responsibility of each country.

The ACAR will include at least the following five chapters:

- AUC/HRST Report (AUC)
- Reports from member states
- Reports from RECs
- Reports from partners and other stakeholders
- Continental Synthesis and Orientations
Elements from all member states of the AU and stakeholders must reach the AUC (HRST) no later than October 20 of each year. Thus at the AU summit in January AUC shall submit the report to the team of ten (10) Heads of States and Governments, ESTI champions in Africa.
7- FUNDING MECHANISMS:
Resource Mobilization

Innovative mechanisms for sustainable financing and mobilization of resources are a pre-requisite for the success of the CES. New financing mechanisms to mitigate the burden on the public must be implemented including the effective deployment of the private sector.

7.1- Strategic and investment plans
A ten-year education sector investment plans at continental, regional and national levels must first be developed in participatory and collaborative manner

1. At Continental level: Estimate the cost of implementing the CESA 16-25 including the requisite resources for management, implementation, monitoring, and evaluation

2. At Regional level: Estimate the cost of implementing the CESA 16-25 at the level of RECs, including resources required for management, implementation, monitoring, and evaluation with special emphasis on Centre of Excellence, networking and mobility

3. At National level: Estimate the cost of education closely and in accordance with national priorities

7.2- National Mobilisation of Resources
Développement de modèles d'affaires pour un financement durable pour :

1. Significantly increase the current national education budgets by 10 % for 10 successive years and invest in access and quality of the system at all levels

2. Diversify the scope and magnitude of resource mobilization through new partnerships, South-South cooperation, private investment, FDI (Foreign Direct Investment), the Diaspora, foundations and other champions ;

3. Cost share with different stakeholders taking into consideration the capacity of learners to afford tuition at certain levels of education

4. Strengthen the efficiency of resource utilization in public institutions

5. Support the expansion of private providers of education and training

7.3- Mobilization of Public-Private Partnership
Engage development and financial partners in the continent and beyond in the effective implementation of the new vision of CESA 16-25

1. Provide direct support to institutions. From various regions, all industries, whether mining, industrial or telephony should provide direct support to training institutions.
2. Grant various types of scholarships to support learners and teachers for the proper execution of programmes
3. Provide mentoring and internships to learners, so as to facilitate the integration of young people into the job market
4. Contribute to an education fund.

7.4-: Contribution of development partners and the diaspora

Engager les partenaires au développement et les partenaires financiers dans le continent et au-delà dans la mise en œuvre efficace de la nouvelle vision de la CESA 16-25.

Based on past experiences on the continent and from successful experiences in other continents, partners are invited to provide alongside the CESA 16-25 ambitious programmes capable to fit in this new African dynamics. Bilateral and multilateral partners are invited to engage in national, regional and continental negotiations to develop the human capital required for a more prosperous planet.
References


