



CONTINENTAL EDUCATION STRATEGY FOR AFRICA

2016 – 2025

CESA 16-25

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ACRONYMS

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



FOREWORD

It is with immense pleasure and satisfaction, coupled with great emotions, that I am presenting the Continental Education Strategy for Africa (CESA). Indeed, in a continent with as many ambitions as those expressed in CESA's mission, the stakes are high and we could not shy away from our responsibility to step up to the challenge of defining our own objectives vis-à-vis the future we want and in so doing position ourselves against the global development agendas and goals.

Through CESA 2016-2025, henceforth CESA 16-25 for short, we would like to not only own the global sustainable development goals, but adapt and make them compatible with our own aspirations as there is no one-size-fits-all when it comes to wants and needs. The goals and intents of CESA 16-25 are unambiguously ambitious as they seek to achieve better results than any previous education strategic frameworks, be it regional or international. Therefore, here is Africa's response which comes at the heels of the Conference of Education Ministers held in Kigali and the World Education Forum in Incheon (Korea).

First and foremost, CESA 16-25 is a continental strategy that matches the 2016-2025 framework of the African Union 2063 Agenda, meets the Common African Position (CAP) on the Post-2015 Development Agenda and draws lessons from previous continental plans and strategies with regard to the role and place of the AUC (AU) which, unlike member states, has no territory for the implementation of strategies in the field. Furthermore, it capitalizes on numerous and active players ready to mobilize financial, human and technical resources within national, regional and continental coalitions for education, science and technology. Thus, CESA 16-25 seeks to provide each education stakeholder the opportunity to make his or her best contribution to education and training in Africa.

The Report of Annual Continental Activities (RACA) will be the opportunity and the medium to highlight activities that are carried out across the continent in support of education and training as well as the main institutions in charge of the sector at national, regional, continental or even international levels. RACA will also provide the opportunity for joint evaluation mechanisms to help compare and track progress achieved and thereby enable a stimulating exchange of experiences.

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I express my appreciation to Save the Children for their invaluable and overall support.

I also express my deep appreciation to the experts of AU member States, Agencies such as UNICEF, UNFPA, IICBA and WFP, as well as all the individuals throughout the continent and in the diaspora who consulted AU's website and were willing to contribute to improve the final text of CESA 16-25.

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 of achieving 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 following guiding principles and pillars are articulated to guide the implementation of the Continental Strategy as reflected in twelve Strategic Objectives supported by specific areas of work as follows.

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- fit and well fed learners.

Pillars:

1. Strong political will to reform and boost the education and training sector.
2. Peaceful and secure environment
3. Gender equity, equality and sensitivity throughout the education and training systems
4. Resource mobilization with emphasis on domestic resources
5. Strengthen institutional capacity building through
 - i. Good governance, transparency and accountability
 - ii. A coalition of actors to enable a credible participatory and solid partnership 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:

- SO 1: Revitalize the teaching profession to ensure quality and relevance at all levels of education
- SO 2: Build, rehabilitate, preserve education infrastructure and develop policies that ensure a permanent, healthy and conducive learning environment in all sub-sectors and for all, so as to expand access to quality education
- SO 3: Harness the capacity of ICT to improve access, quality and management of education and training systems
- SO 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
- SO 5: Accelerate processes leading to gender parity and equity
- SO 6: Launch comprehensive and effective literacy programmes across the continent to eradicate the scourge of illiteracy
- SO 7: Strengthen the science and math curricula in youth training and disseminate scientific knowledge and culture in society
- SO 8: Expand TVET opportunities at both secondary and tertiary levels and strengthen linkages between the world of work and education and training systems
- SO 9: Revitalize and expand tertiary education, research and innovation to address continental challenges and promote global competitiveness
- SO 10: Promote peace education and conflict prevention and resolution at all levels of education and for all age groups

SO 11: Improve management of education system as well build and enhance capacity for data collection, management, analysis, communication, and use

SO 12: Set up a coalition of stakeholders to facilitate and support activities resulting from the implementation of CESA 16-25.

CESA 16-25 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 strategy proposes that all stakeholders and actors be given freedom to act and take positive initiatives proactively. They will be all integrated within the framework of the coalition for education, training and STI using an approach that gives more visibility to actions undertaken on the continent in education and training. Some of the initiatives identified already include 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.

The Annual Continental Activity Report suggested by the CESA 16-25 is intended to document activities, outputs, and results within the coalition at the national, regional and continental levels. The tool will thus help to provide information on:

- Who is who?
- What is he doing?
- Where? How? With whom?
- 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 possible 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 New Partnership for African Development (NEPAD), 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 strategic frameworks referred as decades of education, and the second of which is being concluded in 2015. The gains, 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.

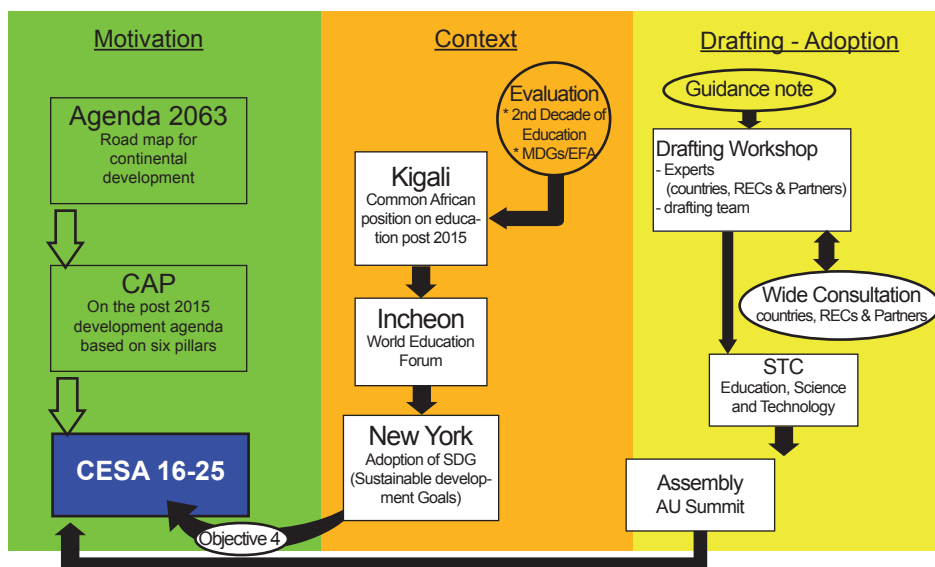
Clearly, educational programs designed and financed from the outside unavoidably lack coherence and their impact remains limited.

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 agenda 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 seven 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.

CESA 16-25 – General Procedure



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 education 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 (Incheon 2015), the African Union is keen to develop its own benchmarks that takes stock of the global goals; hence, this new Continental Education Strategy for Africa (CESA) which will run from 2016 to 2025 .

This strategy, as depicted in the figure, 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 for TVET.

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 miniscule 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 in the education system is its segmented sub-sectors which lack articulation either upstream or downstream—and complementarity. 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 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 with focus on access, quality and equity followed by challenges to be addressed. It is worth noting that data used here may not be up-to-date and are often disaggregated into different geographical regions of Africa, SSA, and North Africa, leading the latter to be linked to the Middle East.

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. TVET, for instance, 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.

These last years, the African continent has witnessed horrendous attacks on schools and universities, in particular by extremist groups.

Those attacks and military use of schools and universities represent a huge threat for students and teacher's security as they damage and destroy the few available school infrastructures. It lead to high drop-out rates, reduce enrollment and lower the teaching quality and the results. Girls are particularly negative affected as it exacerbates the challenges they already face to access education in conflict zones.

Protecting the schools and universities from attacks and preserve them from military use is vital in order to ensure the continuation of education during war and in post conflict situation.

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, TVET and higher education. The respective governments should invest in and monitor this coherence which stands as a guarantee for the success of national and regional integration.

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 with primary education. It is a sub-sector that deserves a special attention in CESA 16-25.

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 has been generally 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 inadequate materials. Glaring inequalities exist in pre-primary education provision in many African countries. Differentiation in provision of facilities and quality by rich and the poor, rural and urban areas is unambiguously manifested. Private sector is a major provider which clearly indicates the limited involvement of the public sector and calls for regulatory frameworks to monitor quality and relevance.

2.2.1.3- Challenges

Many African children go to primary school unprepared and thus 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

2.2.2.1- Access

In the last two decades, Africa has made tremendous progress in expanding access to primary education as well. 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 school-age children 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.

2.2.2.2- Quality and Equity

Despite this growth, quality and equity challenges are manifested in terms of disparities in 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 the 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.

2.2.2.3- 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, strengthening school feeding and health programmes will be critical. Keeping girls in schools is a major challenge that involves improving their performance especially in mathematics and science. ICTs are expected to find effective and lasting solutions to some of 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 enrollment is actually a decline from the previous rate recorded in 1999 (7%) and only one country has made 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 through 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. This is all the more important as most of the training is happening in the informal sector which represents on average 80% of African economies.

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 shift away from the old perception of TVET. The first step towards the revitalization of TVET to elevate its status promote youth employment and map out the components of TVET ecosystem all with the view to in a bid to identifying and addressing gaps.

2.2.4- Secondary Education

2.2.4.1- Access

Notwithstanding 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, 6% is 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 imbalance of girls that stands 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 for 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 priority in their strategic development plans, as in the case of developed and emerging countries. For sure, building a tertiary education system is no more a luxury African countries were once chastised for indulging in it; but a critical imperative for national development and global competitiveness. The following three components, higher education, scientific research and TVET are increasingly singled out as concerns of AU member states.

STISA- 2024 places special emphasis on higher education as the grouping of the largest research centers 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 increasingly quality knowledge production from universities in African countries.

2.2.5.1- Access

In spite of the impressive growth recorded in this sector during the last two decades, enrolment still 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 about 25% of the students in the continent. It is therefore possible to implement favourable policies towards scientific and engineering fields and empower women to access and succeed in 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 meager 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 top of these rankings. Africa contributes around 1% of the global knowledge, the lowest in the world, and yet remains an exclusive consumer which further marginalizes it as a producer of knowledge. 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 delivery, such as distance and open/virtual learning, using ICTs and other available means. Tertiary education in Africa is also faced with an aging population of professors and trainers. A sizeable number 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. 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 growing trend in jobless graduates.

2.2.6- Informal and non-formal Education and training and illiteracy

Non-formal Education and training encompasses all the structured education and training programs and projects taking place outside of the formal system. On the other hand, informal education occurs in everyday life in families, workplace and one's leisure time. It has taken decades for the Informal and non-formal Education and training 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. The concept of lifelong learning is also embedded in these two alternative modes of education and deserves recognition by African policymakers.

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 2015). 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 Cuba, Nicaragua and other Asian countries in the 1960s and 1970s. Community learning centers 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.

3- STRATEGY

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- AU Vision

The African Union envisions 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.”*** CESA 16-25 is meant to deliver the necessary human capital for the realization of the AU Vision.

3.2- Mission of CESA 16-25

The mission of CESA 16-25 is

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 as stipulated in the Agenda 2063
- 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- fit and well fed learners.

3.2.2- Pillars:

- 1- Strong political will for reform and boost the education and training sector

- 2- Peaceful and secure 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 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 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.

SO 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

SO 2:

Build, rehabilitate, preserve education infrastructure and develop policies that ensure a permanent, healthy and conducive learning environment in all sub-sectors and for all, so as to expand access to quality education

- a. Expand and consolidate infrastructure and learning and training facilities especially in rural and other underserved areas
- b. Develop administrative and legislative mechanisms to ensure the preservation and 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

SO 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 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

SO 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

- a. Establish and institutionalize assessment of classroom learning outcomes at various stages
- b. Build the capacity of teachers in formative assessment and its utilization for the improvement and remedial of learning outcomes
- c. 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

- d. Develop continental qualifications framework linked to regional qualifications and national qualification frameworks to facilitate regional integration and mobility of graduates
- e. Establish and strengthen quality assurance mechanisms and monitoring and evaluation systems

SO 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) enroll, stay and achieve in schools
- d. Develop relevant interventions to address constraints of access and success at all levels

SO 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 sciences 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 NFET to at least 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

SO 7:

Strengthen the science and math curricula and disseminate scientific knowledge and the culture of science in the African 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

SO 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)

SO 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

SO 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

SO 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

SO 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. Jointly identify and develop strategic initiatives
- c. Identify and mobilize 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 CESA 16-25. This entails the deployment of multiple approaches and actions at different levels and numerous stakeholders.

4.1- The objectives of the CESA's communication and advocacy strategy include:

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, the spirit and orientation of the strategy
4. To foster the implementation of the strategy
5. To help mobilize resources for the successful implementation of the strategy

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 of 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 Education, Science and, Technology (EST). 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 the 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 the agreed upon Annual Continental Activities Report quoted in this 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 communities will also be considered, with regards to the annual report of the continental EST and functioning of the coalition for education at regional level.

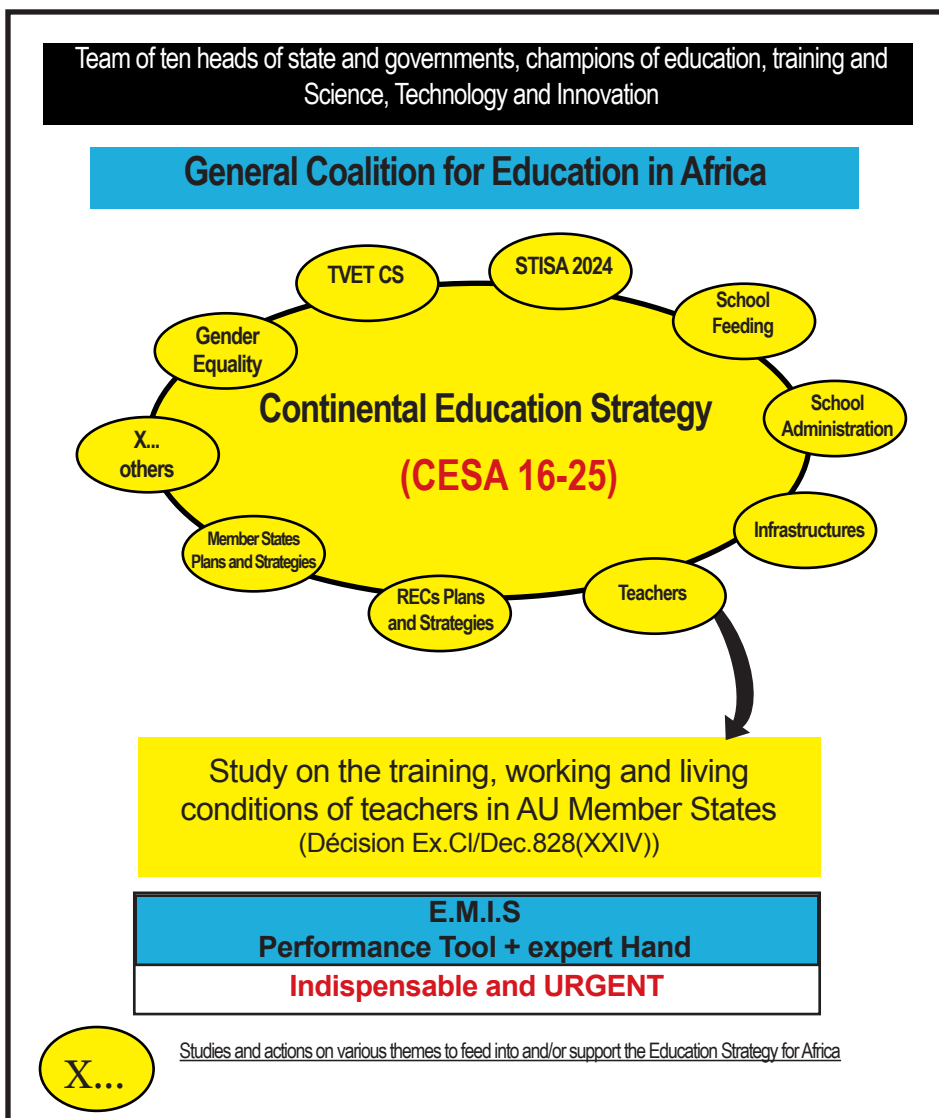
5.3- National

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 of CESA 16-25 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.

6- IMPLEMENTATION AND MONITORING

CESA 16-25 is designed to involve the widest possible coalition for education, training and STI in Africa. At the top of the pyramid of monitoring system is a team of ten heads of state and governments, champions of education, training and STI which reports to the Conference during the AU Summit.

The CESA 16-25 requires all stakeholders and actors to be given freedom to act and take positive initiatives within the framework of the coalition for education, training and STI. This approach implies the acceptance of the following processes



Given the high level of monitoring needed, each thematic area or issue raised in CESA 16-25 will require a specific organization for data collection and analysis leading to an effective system of decision-making.

Likewise, the importance of the guiding principles and strategic objectives will necessitate programmes and frameworks solely dedicated to the implementation of the strategy such as STISA-2024, Continental TVET Strategy, education of the girl child, school feeding, school health, school administration and the teaching profession in terms of training, living and/or working conditions.

In order to better involve the different stakeholders active on the ground, CESA 16-25 will broker a frank and participative partnership that will check unilateral action in the implementation process. Thus, the participation of all the institutions that have signed MoUs with the African Union Commission will be primarily taken into account.

Its strategic objectives are clearly defined and well-known, the CES 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.

- Who is who?
- What is he doing?
- Where? How? With who?
- What works well and why?
- How to share all these experiences across the country, the region and the continent?

6.1- Principles of intervention

Education is a national priority that requires strong political will as well deep awareness on the part of all stakeholders. 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 data and statistics on commonly agreed performance indicators.

Only a strong 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 avoids reinventing the wheel.

The collective determination 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 CESA.

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:

Within AUC/HRST or in an ad hoc manner, it will be important to ensure the creation of a team of experts to advise on the efficient implementation of the CESA 16-25. 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 practises

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 centers of excellence (or specialized centers) 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: Efficacy of 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
2. Identify and/or establish 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
 - iii. develop and institutionalize processes that facilitate national dialogue among all stakeholders to respond to CESA 16-25 objectives on social, economic, and political challenges in the country

- iv. 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 CESA 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- Continental and regional partners

The CESA 16-25 should benefit from actively engaging and deploying existing regional and continental networks, such as AAU, ADEA, ANAFE, ANCEFA, AUF, AWARD, CAMES, FAWE, RUFORUM and new ones. 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- Report of Annual Continental Activities (RACA)

A Report of Annual Continental Activities will present, on a consolidated basis, the progress made in 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 Annual Continental Activities Report will include at least the following five chapters in the report:

- 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, and EST 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 plan 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 CESA 16-25 pertinent objectives in accordance with national priorities

7.2- National Mobilisation of Resources

Given the importance of national resource mobilization for CESA 16-25 implementation, it is essential that sustainable business models be developed that will reflect the following principles

1. Diversification and increasing of funding sources owing to new partnerships, south-south cooperation, private investments, foreign direct investments, diaspora, foundations and other champions.
2. Cost sharing with different stakeholders including tuition fees at all levels
3. Strengthening effective and efficient management resource systems in public institutions
4. Expansion of private education and training providers

7.3: Mobilisation of Public-Private Partnerships

This mobilisation should provide incentives to the private sector with the view to facilitating its involvement in:

1. providing direct financial support to public institutions
2. granting scholarships
3. providing mentorship and internships opportunities
4. supporting the management of levies to support education and training
5. contributing to special funds for education and training

7.4: Contribution of Technical and Funding Partners

The strategy for mobilizing the technical and funding partners will consist of reaching out to them at the continental level and beyond so that they provide a strong backing to the implementation of CESA 16-25.

Based on past experiences on the continent and from successful experiences in other continents, partners are invited to provide meaningful and consistent support to the implementation of the ambitious programmes embedded in CESA 16-25. Bilateral and multilateral partners are invited to engage in national, regional and continental negotiations to develop the human capital required for a more prosperous continent in particular the world in general.

8- CONCLUSION

The ambition of Africa to take charge of its own destiny, as defined by AU's Agenda 2063, hinges on the availability of competent and qualified human resources, able to imagine, create, propose and implement innovative development plans rooted in African values.

Designed to prop up the AU's Agenda, CESA 16-25 draws on lessons learned from two decades of education and experiences from other parts of the world to propose, within a holistic vision integrating all sub-sectors of education and training systems, a concrete set of actions under twelve strategic objectives. As a guarantee of success, the Strategy will be underpinned by a systematic campaign of mobilization of both national and external resources through support provided by technical and financial partners and a national, regional and continental coordination framework.

The successful implementation of CESA 16-25 will eventually enable Africa not only to have the necessary human capital for its sustainable development, but above all to become a major player in the knowledge economy and be a credible competitor in a globalized world.

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CESA 16-25

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