

**HANDING OVER REPORT DURING THE
FIFTH ORDINARY SESSION OF THE
CONFERENCE OF MINISTERS OF
EDUCATION OF THE AFRICAN UNION,
(COMEDAF V) 23rd-27th APRIL, 2012
ABUJA, NIGERIA**

**By
Minister for Education, Kenya
on 26th April, 2012**

INTRODUCTION

- **The Third Ordinary Session of the Conference of Ministers of Education of the African Union (COMEDAF III) was held from 9th - 10th August 2007 in Johannesburg, South Africa**
- **Kenya offered to host COMEDAF IV which was held in Mombasa, Kenya from 23rd -26th November 2009**

KEY DECISIONS OF COMEDAF IV

Action Points by AUC

1. Compile a database of all agencies and institutions working on Education in Africa
2. Expedite implementation of the African Quality Rating Mechanism
3. Implement the Pan African University (PAU) project
4. Finalize the preparations for scale up of the Mwalimu Nyerere African Union Scholarship programme

KEY DECISIONS OF COMEDAF IV

Action Points by AUC

5. Coordinate and harmonize all the continental activities undertaken on the development and use of the main African languages in schools
6. Coordinate finalization of the Draft Arusha Convention

KEY DECISIONS OF COMEDAF IV

Action points by Member States

7. Secondment of staff to support education programmes at AUC and RECs by Member states and Partners
8. Early Childhood Development (ECD) was adopted as the eighth area in the Plan of Action
9. COMEDAF V be hosted by the Federal Republic of Nigeria in 2011

KEY DECISIONS OF COMEDAF IV

Action points by RECs and Agencies

10. UNESCO was requested to ensure that key actors are brought on board in the project on the pedagogical use of the General History of Africa in schools

11. RECs were called upon to raise status of education in their portfolio

KEY MILESTONES OF COMEDAF IV

These include:

- 1. Pan African University (PAU) launched in December 2011 and adopted in January 2012 by Heads of State and Government Summit**
 - **Three PAU Institutes (Kenya at JKUAT for Basic Sciences, Technology and Innovations; Nigeria at University of Ibadan for Earth and Life Sciences; Cameroon at University of Yaounde II for Governance, Humanities and Social Sciences)**
 - **An upcoming Institute in Northern Africa in Algeria for Water and Energy Science**
 - **The AfDB has committed to provide USD 45 million to upgrade teaching and research facilities**
 - **Germany, India, Japan and Sweden have made firm commitments as partners for the PAU.**

KEY MILESTONES OF COMEDAF IV

2. **Mwalimu Nyerere AU Scholarship Scheme scaled up:**
 - **35 million Euros received from the European Commission (EU) for the scheme**
 - **Three networks of 28 African Universities created and 2 Million Euros awarded per network for research**
 - **Treatment of scholarship holders as home students in progress**
 - **Over 120 young Africans awarded scholarships in Indian Universities**

KEY MILESTONES OF COMEDAF IV

- 3. Enhanced quality of teaching and learning in African Universities in collaboration with African Academy of Sciences, among others**
- 4. Finalization of harmonization of Higher Education in Africa is on-going**
- 5. A policy framework for operationalization of the African Education Observatory has been developed**

KEY MILESTONES OF COMEDAF IV

- 6. Institutionalization of the Pan African Conference on Teacher Education and Development (PACTED) in collaboration with the Pan African Teachers Association and the Centre for Mathematics and Centre for Mathematic, Science and Technology Education in Africa (CEMASTEIA)**
- 7. Enhancement of TIVET with establishment of 10 TIVET Centres with support from the India Government (2 per region)**
- 8. Mobilization of resources by AUC for establishing 30 TIVET reference Centres across Africa is on course**

PROGRESS IN IMPLEMENTATION OF THE PLAN OF ACTION (POA) FOR THE SECOND DECADE OF EDUCATION IN AFRICA

Priority Area 1: Gender and Culture

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

Priority Area 1: Gender and Culture

Some Key Achievements

- Many Member States have made significant progress in gender parity and 27 countries had reached gender parity in primary education by 2010 but with regional disparities within Countries

Challenge

- Reaching gender parity by 2015 does not seem feasible for many countries unless they make radical shifts in policies and priorities

Kenya Progress:

- Near gender parity (Primary 0.97 and Secondary 0.87 in 2010)
- Gender in Education Policy (2007) developed

Priority Area 2: EMIS

Goal: Develop functional national Educational Management Information Systems (EMIS), interconnected to regional and continental EMIS networks

- 1. Member countries have made progress to improve their statistical systems, however, many continue to face challenges in producing quality education statistical data which adversely affect reporting on progress of POA**
- 2. ADEA Working Group on Educational Management and Policy Support has confirmed to train some Member States in EMIS**

Priority Area 2: EMIS

Kenya Progress:

- In the process of improving EMIS by adopting the UNESCO Institute of Statistics data collection instruments
- Data from strengthened EMIS will be integrated with the Government Open Data Source created by the Ministry of Information and Communication
- However, the challenge of ICT infrastructure and capacity still persists

Priority Area 3: Teacher Development

- **Goal: provision of sufficiently qualified teachers who are properly supported and adequately remunerated.**
- **Some Key Achievements**
 - **At Continental level, number of qualified primary and secondary school teachers has grown by 8 and 23 per cent between 2006 and 2009 respectively (EFA Global Monitoring Report (GMR), 2011)**
 - **Greater Investment in Teacher Development by Member States**

Priority Area 3: Teacher Development

Challenges

- **None of the Sub-Saharan Africa (SSA) Countries has achieved sufficient teachers who are properly trained and supported and an additional 1.1 M teachers will have to recruited if Universal Primary Education (UPE) is to be achieved by 2015 (GMR, 2011)**
- **Low use of ICT in teaching affects quality of teaching and further compounds impact of teachers shortages**

Priority Area 3: Teacher Development

Kenya Progress

- Enhanced teacher development through training and improved remuneration to match other Government Workers
- Kenya has a surplus of trained primary and secondary school teachers and some are serving in South Sudan and Rwanda under bilateral agreements
- Annual recruitment of teachers has been ongoing to address shortage which currently stand at 66,000 (23,000 secondary and primary 43,000)
- However inadequate funds for adequate teacher recruitment remains a challenge

Priority Area 4: Higher Education

- **Goal: Revitalisation of higher education in Africa, focusing on development-oriented research, teaching, community outreach and enrichment functioning in an environment of academic freedom and institutional autonomy, within an overall framework of public accountability.**

Priority Area 4: Higher Education

Some Key Achievements

1. Quality of higher education enhanced through collaboration and partnerships
2. Increased funding for research and scholarships through AU and National initiatives
3. Increased access to higher education in the region
4. Establishment of Centres of Excellence (COE) in higher education
5. Establishment of PAU

Priority Area 4: Higher Education

Some Challenges:

1. Inadequate number of Professors despite increased enrolment
2. Low transition rates to Higher Education
3. Low funding for research at less than 1% of GDP
4. Few entrants into Science, Technology, Engineering and Mathematics (STEM) based courses
5. Gender disparities in enrolment and STEM based courses

Kenya Progress

- **Higher Education Loans Board (HELB) supports higher education through students loans, bursaries and scholarships in both public and private universities**
- **Increased access to Higher Education through expansion of public and private institutions**
- **Increased funding for research through the National Council of Science and Technology**

Challenges include:

- **Inadequate funds, gender disparities, low transition rates from Secondary to Higher Education due to inadequate facilities to absorb all qualified students**

Priority Area 5: TIVET

Goal: education systems to provide the young generation with quality education that imparts key generic competencies, skills and attitudes leading to a culture of lifelong learning and entrepreneurship

Priority Area 5: TIVET

Some Key Achievements

1. Increased awareness of and enrolment in TIVET programmes and improved quality of training
2. Increased partnerships and collaboration leading to establishment of ADEA Inter-Country Quality Node (ICQN) on TVSD hosted by Cote D'Ivoire

Priority Area 5: TIVET

Some Challenges:

1. Poor attitudes towards TIVET programmes
2. Gender disparities in favour of male students
3. Inadequate funding of TIVET programmes
4. Inadequate number of trained instructors

Kenya Progress

- 1. Development of modularized curricula**
- 2. Targeted bursary awards and subsidized tuition fees**
- 3. Revamping of infrastructure and provision of tools and equipments in Youth Polytechnics**
- 4. Creation of Centres of Excellence**
- 5. Establishment of Technical Accreditation and Quality Assurance Directorate in Ministry of Higher Education, Science and Technology**
- 6. Developed a TIVET strategy in 2008**

Challenges

- Poor attitudes**
- Inadequate funding**
- Low participation of female students**

Priority 6: Curriculum and Teaching-Learning Materials

Goal: development and provision of balanced, relevant, responsive and culturally sensitive curricula supported by appropriate teaching and learning materials

Priority 6: Curriculum and Teaching-Learning Materials

Key Achievements:

1. Curriculum reviews undertaken in many Member States to enhance relevance and address emerging issues
2. Harmonisation of Curricula within regional blocks
3. Integration of ICT in Education is on-going in Member States
4. The ADEA working group on Books and Learning Materials has continued to support Member States in development of Book policies and relevant training

Priority 6: Curriculum and Teaching-Learning Materials

Some Challenges:

1. Inadequate research in pedagogy
2. Inadequate funding to support curriculum implementation
3. Weak mechanisms for monitoring and evaluation of curriculum implementation
4. Lack of published materials in African languages hinders initiatives of promotion of languages

Priority 6: Curriculum and Teaching-Learning Materials

Kenya Progress

- 1. Diversified Curriculum e.g. Establishment of Talent Academies in Kenya in collaboration with UNICEF**
- 2. Curriculum digitisation at secondary school level by Kenya Institute of Education (KIE)**
- 3. Provision of instructional materials through the FPE and FSE**
- 4. Continuous Standards Assessment of Schools by Quality Assurance and Standards Directorate**
- 5. Continuous curriculum review**
- 6. The Kenya Institute of Education (KIE) develops, while Directorate of Quality Assurance and Standards monitors Curriculum Implementation**

Priority 6: Curriculum and Teaching-Learning Materials

Challenges

- **Ineffective curriculum implementation resulting in low mastery of literacy and numeracy skills in some cases**
- **Inadequate textbooks storage facilities resulting in poor maintenance of textbooks**
- **Inadequate ICT infrastructure and capacity**

Priority Area 7: Quality Management

Goal: Improved access, relevance, equity, and efficiency of Education in Africa through the development and sustenance of sound quality management systems at national, regional and continental levels

Priority Area 7: Quality Management

Key Achievements:

1. **Child Friendly Schools Initiative in some Member States**
2. **Establishment of Quality Assurance and Standards Directorates in some Member State**
3. **Standardized Assessment Tools**
4. **Enhanced capacity building of quality assurance and standard officers**
5. **Monitoring Education Quality through regional initiatives like SACMEQ**

Priority Area 7: Quality Management

Challenges:

- 1. Large variations in Teacher Pupil ratios in many Member States (GMR, 2011)**
- 2. Inadequate infrastructure against increased enrolments**
- 3. Regional disparities in education resources within Member States**
- 4. Low use of ICT in Education by both teachers and learners**

Priority Area 7: Quality Management

Kenya Progress

1. **Establishment of a National Assessment System for Monitoring Learning Achievement (NASMLA)**
2. **Strengthening of Mathematics and Science at Basic Education in Africa at CEMASTEIA**
3. **Child Friendly Schools**
4. **Improvement of school infrastructure**
5. **Capacity building of education managers, special needs education teachers among others**
6. **Integration of ICT in education is on-going**

Priority Area 7: Quality Management

Challenges

1. High teacher pupil ratios
2. Overstretched schools facilities due to increased enrolment
3. Understaffing in the Quality Assurance and Standards Directorate

Priority Area 8: ECD

- **EFA Goal 1: Expanding and improving comprehensive childhood care and education especially for the most vulnerable and disadvantaged children**

Priority Area 8: ECD

Key Achievement:

1. **Child Mortality Rate has fallen in all regions including SSA**
2. **Increased awareness on holistic approach to provision of ECD**
3. **Increased enrolment in ECD**
4. **ICQN on ECD being developed by Mauritius for networking and collaboration under ADEA**

Priority Area 8: ECD

Some Challenges:

1. About 40% of children under 5 years in SSA are affected by stunting
2. Early Childhood Education is not provided in a holistic manner
3. Inadequate funding for infrastructure and human resource

Priority Area 8: ECD

Kenya Progress:

1. ECD policy developed in 2006
2. Mainstreaming of ECD into basic education is in progress
3. Comprehensive School Health Policy developed and disseminated
4. Enhanced pre- and In-service ECD teacher training programmes
5. Increased enrolment in ECD with GER of 41.4% in 2000 to 60.9% in 2010

Priority Area 8: ECD

Challenges:

- 1. Weak coordination mechanisms between line ministries dealing with ECD issues (health, education and nutrition)**
- 2. Marginalized and vulnerable children have limited access to ECD**
- 3. Shortage of teachers who are trained in holistic approach in provision of ECD**
- 4. Inadequate funding for infrastructure and human resource**

Recommendations for Enhanced Implementation of POA

- 1. Member States should take greater ownership of the POA**
- 2. All RECs should be more involved in implementation of POA, however, Kenya commends SADC and ECOWAS for leading the way in support of implementation**
- 3. Development Partners and Agencies to enhance support (technical and financial) in implementation of POA**
- 4. Member States to strengthen EMIS for better reporting on implementation of POA**
- 5. Member States adopt a holistic approach in provision of ECD and mainstream it into basic education**

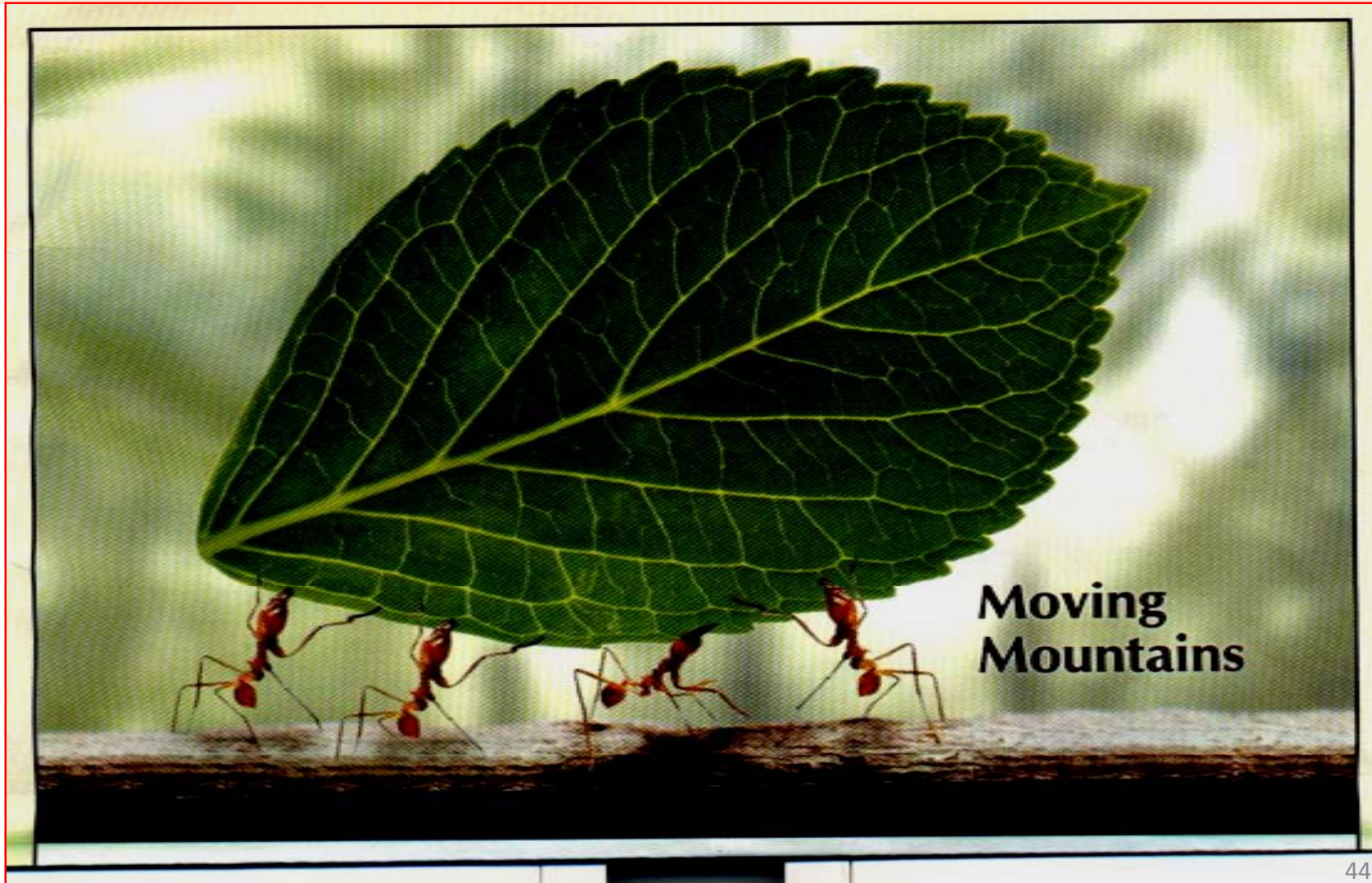
Recommendations for Enhanced Implementation of POA

- 6. Member States should embrace the concept of Talent Academies to identify, tap, nurture and develop talent among the youth including the out of school**
- 7. Member States to enhance educational exchange programmes for both students and staff to learn from each other**
- 8. Member States to take COMEDAF Sessions and other AU initiatives more seriously**

CONCLUSION

- **The Government of Kenya is fully committed to the implementation of the Plan of Action**
- **Kenya thanks Member States, Development Partners and Agencies for support during her tenure as Chair of COMEDAF IV and Co-Chair of ADEA and urge you to accord the same support to the incoming Chair**
- **Kenya is committed to supporting the Federal Republic of Nigeria, the incoming Chair of COMEDAF V**

TOGETHER WE CAN MOVE MOUNTAINS!



**Moving
Mountains**

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THANK YOU

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