1. **Adoption of the Agenda**

Ministers considered and adopted the Draft Agenda and Work Programme, attached as *SADC/MOET/1/2010/1*, presented by the SADC Secretariat.

Ministers noted that the Annotated Agenda was divided into two parts, namely Part 1 on Issues for Decision and Part 2 on Issues for Noting, in accordance with the Council of Ministers’ decision of March 2007.

**PART 1: ISSUES FOR DECISION**


2.1 Ministers recalled that at their meeting held in Maseru, Lesotho, in July 2007, they agreed that progress on the implementation of the Regional Education and Training Plan, which integrated the African Union Second Decade of Education for Africa Plan of Action (PoA), be a standing agenda item in all their meetings. The priority areas were Curriculum Development, Gender and Culture, Education Management Information System (EMIS), Teacher Development, Higher Education, Technical and Vocational Education and Training (TVET), Curriculum, Teaching and Learning Materials and Quality Management.
2.2 Ministers also recalled that at their meeting held in Lusaka, Zambia, in July, 2008, they urged those Member States that had not submitted their written country progress reports to do so by the end of July, 2008, to facilitate the development of a comprehensive Regional Report. In addition, Ministers had mandated the Troika of Ministers responsible for Education and Training to adopt the comprehensive report before it was submitted to the African Union Commission (AUC) for the COMEDAF Bureau Steering Committee in November 2008.

2.3 Ministers noted that there were delays in submission of country reports by some Member States. As a result, the Report could not be finalised on time to convene the Troika of Ministers for adoption before the COMEDAF Bureau Steering Committee in November, 2008. Nevertheless, a draft progress report was presented to the COMEDAF Bureau Steering Committee in November, 2008 and to COMEDAF IV in November 2009, by the SADC Secretariat. COMEDAF IV highly commended SADC for the comprehensive Report.

2.4 Ministers considered the 2008/9 Progress Report on the execution of the Regional Education and Training Implementation Plan (RETIP) (SADC/MOET/1/2010/2). The Report was compiled using the country reports submitted in 2008 and updates in 2009, indicators from the African Union Outlook and other assessment and research reports commissioned by the SADC Secretariat and other partners such as the Southern African Regional Universities Association (SARUA). The structure of the Report followed the specifications by the African Union Education Observatory on the Second Decade of Education for Africa Plan of Action (PoA) for Regional Economic Communities (RECs) reports. It contained five sections as follows:

2.5 Overview of Structure and Management of Education and Training in the Region

Structures and management of education systems

2.5.1 Ministers noted that in the period under review, some Member States undertook restructuring and reforms in the organisation and management of their education and training systems resulting in the inclusion of skills development in the education portfolio in cases such as Botswana, Lesotho, South Africa and Swaziland. In other countries it had resulted in the education and training portfolio being split into two ministries as in the case of South Africa and Angola. In Tanzania, the reforms and restructuring resulted in the Departments of Higher and Technical Education being moved to the Ministry of Education and Vocational Training. The secondary
education administrative functions were decentralized to the Prime Minister's Office, Regional Administration and Local Government.

2.5.2 Ministers also noted that with respect to structures and duration of education systems in the region, there were both similarities and differences. The range of duration for formal provision of early childhood education was 1-3 years. There was a growing trend to expand early childhood education to early childhood development. Some countries in the region, such as Lesotho, Mauritius, South Africa and Zimbabwe provided an additional pre-primary education year within the primary school system. The range of duration of primary school was 5 to 8 years. The common duration was seven years (Botswana, Lesotho, Mozambique, Namibia, Swaziland, Tanzania and Zambia). Malawi and Zimbabwe have eight years while Madagascar have the shortest duration of primary education at five years. The duration of secondary education ranged from 4-7 years. The systems in Angola, DRC, Madagascar, and Mozambique were similar to each other in so far as they have a vocational stream of secondary education. South Africa also have a vocational stream within the secondary schooling system.

2.5.3 Ministers noted that all countries offered a qualification after 12 years of schooling except Mauritius, Seychelles, and Zimbabwe, which offer a qualification after 11 years, with an Advanced Secondary qualification at 13 years. These three countries have the highest school level entry requirements for university in the region. In terms of degree qualifications, typically, most first degrees were 3-5 years in duration. All Member States, except Seychelles, have Master's degree equivalent qualifications, which are 1-2 years in duration. PhD programmes varied from 2-6 years in duration.

2.5.4 Ministers also noted that there is lack of common definition of Basic Education in the region. In addition, in view of the diversity of structures of education systems in the region, there was need to fast track the development of the Regional Qualifications Framework (RQF) as a mechanism for recognition of qualifications in order to facilitate labour and academic mobility in the region. Progress on the implementation of the Regional Qualifications Framework was reported under section 2.8.2.

**Decision 1**

2.5.5 Ministers mandated the SADC Secretariat to consult with Member States to get a consensus on the definition of Basic Education.
Overview of education achievements (2006-2007)

2.5.6 Ministers noted that the SADC Region had made considerable progress in education and training provision. In particular, substantial progress had been made in the provision of free and compulsory primary education with Net Enrolment Rate (NER) ranging between 76% and 98% in 2006. In 2006, there was no gender gap at that level as the average Gender Parity Index (GPI) was 1 and ten countries had achieved a GPI of 1. However, survival rate to Grade 5 and completion rates\(^1\) at the end of primary was about 73% and 88% respectively. Hence a minimum of one child out of every four was not completing primary school. However, the SADC region was above the Continental average of 65% completion rate\(^2\).

2.5.7 Ministers also noted that access to secondary education was low with most of the Member States providing places for fewer than 25% of the secondary school aged children. The exceptions were Angola, Botswana, Namibia, Seychelles, South Africa and Mauritius who had a net enrolment rate of more than 50%. The average gross enrolment ratio for the Region was 39% in 2006 and 40% in 2007. In 2006, the Region achieved the gender parity with an average GPI of 1 and in 2007 the average GPI was 0.80.

2.5.8 Ministers noted that participation in higher education in the Region was low with gross enrolment rate ranging from 1-17%. In all Member States, except South Africa and Mauritius, gross enrolment rates were lower than 5%. However, there was an expansion of higher education provision in the Region with an increasing number of private universities established in recent years. In all countries, except Malawi and Zimbabwe, private institutions outnumbered public institutions. Data from the Southern African Regional Universities Association (SARUA) study published in March 2009 showed that there were 66 public universities with the majority concentrated in a few countries, namely South Africa, Zimbabwe and Tanzania. Higher education in the Region was predominantly provided by South Africa, which accounted for about 70% of the total public higher education provision. Gender disparity was high with 36.8% female and 63.2% male, if students in South Africa were excluded. If all countries were included, the data showed that there was no gender gap at that level. However, in all countries the gender disparity was greater in Science, Engineering and Technology fields.

\(^1\) The ratio of access to the last year of primary which measures approximately the completion of primary education

\(^2\) EFA in Africa, Dakar Plus 7 Report, 2007 (Statistics 2004/5)
2.5.9 Ministers further noted that there was no comparable data on teacher education and technical and vocational education to demonstrate a regional overview. Few countries provided information to the UNESCO Institute for Statistics (UIS) on teacher education and Technical and Vocational Education and Training (TVET). The only available information was on trained teachers. In 2006, the percentage of trained teachers at primary level ranged between 66% in Mozambique to 100% in Tanzania and Mauritius. At secondary level the percentage of trained teachers ranged from 64% in Mozambique to 99% in Swaziland. The shortage of teachers at primary level was not that critical as most countries had pupil-teacher ratio of less than 40. However, there were major challenges in retaining mathematics and science teachers at secondary level across the region. In addition, there were critical staffing shortages in higher education across the region. In recent times, Member States had experienced a mass exodus of teachers and lecturers with these scarce skills migrating to other countries within and outside the region where there were better working conditions.

2.5.10 Ministers noted that Africa was reported to have the highest rate of migration of highly skilled workers (at least 13 years of education) world wide towards OECD. Countries such as Malawi, Zambia, Angola, (15-25%), Mozambique, Mauritius, Zimbabwe (42-45%) were reported to have lost a significant portion of their skilled human resources to OECD countries.3

2.5.11 Ministers also noted that the regional overview of education achievements showed that major strides had been made in terms of gender equity and access to primary education. However, the region was still facing challenges with gender equity and access to secondary education, technical and vocational education and higher education as well as provision of quality and relevant education for all. As a result, it was lagging behind in achieving the Education for All targets and Millennium Development Goals. Greater attention was needed to be focused on issues of access, gender equity, quality and relevance of education in early childhood education, secondary education, technical and vocational education and higher education.

2.6 Coordination and Monitoring the Implementation of the Plan

2.6.1 Ministers noted that structures at national and regional level had been established, partnerships with regional and multi-lateral organisation were being formed, monitoring and reporting tools had

3 Ibid pg 189
been developed, regional consultations had been started and resource mobilisation was ongoing. The status on each of these was as follows:

(i) **Structure at national and regional levels:** At the national level, there were Education Focal Points who facilitated communication and liaison between the SADC Secretariat and national stakeholders. The effectiveness of the focal points varied from country to country. At the regional level, three technical committees had been established and they were fully operational. These were Technical Committee on Certification and Accreditation; Technical Committee on Open and Distance Learning; and Technical Committee on Education Management Information System. The Technical Committee on Technical and Vocational Education and Training was in the process of being formalised as it existed in a different form. In the area of Higher Education, the SADC Secretariat was working together with the Southern African Regional Universities Association (SARUA) and concrete collaboration arrangements were yet to be developed.

(ii) **Partnerships:** Partnerships arrangements with various organisations, multilateral agencies and institutions that were working in the SADC region were being explored. The SADC Secretariat has a concrete partnership with UNESCO. The two organisations undertook joint planning and implementation of activities in common priorities of the Second Decade of Education for Africa Plan of Action (PoA) to avoid duplication of effort and maximize resources utilisation and impact. Two SADC-UNESCO joint planning meetings were held in December 2008 and September 2009. As a result, in the 2008/9 financial year both organisations co-sponsored the implementation of activities in EMIS and TVET. Through that effective partnership, UNESCO cluster offices in the SADC region aligned their activities to support the Second Decade of Education for Africa PoA. TVET, EMIS, Curriculum Development and Culture and HIV and AIDS were prioritised for joint implementation between the two organisations in 2010/11.

(iii) Other partnerships established included UNESCO-UNEVOC International Centre and UNESCO Institute of Statistics on TVET and EMIS, respectively. The Association for the Development of Education in Africa (ADEA) Working Group on Education Management and
(iv) **Monitoring implementation**: A Regional Monitoring Framework, which took cognisance of the indicators developed by the African Union Commission to monitor the Second Decade of Education Plan of Action, has been developed. The Draft Monitoring Framework as well as progress on monitoring the Second Decade of Education Plan of Action was a substantive agenda item SADC/MOET/2010/3.

(v) **Resource Mobilisation**: The regional activities of the Regional Education and Training Implementation Plan were funded by SADC Member States and the African Development Bank. A programme budgetary allocation of US$1,751,254 was made available for education in the 2008/9 financial year. Most of it, 83% of the budget, was for the implementation of the Open and Distance Learning (ODL) Project funded by the African Development Bank (AfDB) while 17% was from Member States budget and used for implementation of the other priority areas. In the 2009/2010 financial year, a budgetary allocation of US$3,103,332 had been provided for education of which 6% was from Member States. Member States contribution was allocated for the implementation of programme priorities in Technical and Vocation Education and Training, EMIS, monitoring of implementation and servicing of technical meetings and Ministers’ Meeting. UNESCO had provided US$400,000 for implementation of the joint activities for TVET. The funding allocation to the education programme was determined by the SADC Secretariat budget ceiling approved by the Council of Ministers. As a result the allocation to education on a yearly basis did not cover all the priority areas. Implementation of the priority areas had to be prioritised on an annual basis.

(vi) To facilitate resource mobilisation, the SADC Secretariat convened a meeting of International Cooperating Partners (ICP) in September 2009 to establish the Thematic Group on Education, Science and Technology in order to finance the priorities of the region in the areas of education, science and technology. Thematic coordination was a framework that the SADC Secretariat
had agreed to use with its International Cooperating Partners to mobilise resources for its programmes. This was in line with the Paris Declaration and Windhoek Declaration on donor coordination. The attendance was poor and another meeting was to be convened in May 2010.

2.6.2 Ministers noted that in priority areas of: EMIS, ODL, Harmonisation of Qualifications, where technical committees had been established, substantial progress was made. There was, therefore, need to consider the creation of technical committees in all the remaining areas.

Decision 2

2.6.3 Ministers mandated the SADC Secretariat to facilitate the establishment of technical committees in the remaining priority areas namely; Higher Education, Technical, Vocational Education and Training, Teacher Education, Curriculum Development, Gender and Culture, Learning and Teaching Materials and Quality Management.

2.6.4 Ministers urged Member States to support their experts to attend meetings of the technical committees.

2.7 Progress on the seven priority areas

2.7.1 Curriculum Development, Gender and Culture

2.7.1.1 Ministers recalled that at their meeting in Lusaka, Zambia, in July, 2008, they directed the SADC Secretariat to accord priority to Curriculum Development, Gender and Culture and to fast track implementation of related activities.

2.7.1.2 Ministers noted that the region was addressing that priority area through implementation of relevant legal instruments, especially the SADC Protocol on Gender and Development, the SADC Gender Policy, Strategic implementation Framework on Gender and Development and the Protocol on Culture, Sports and Information.

2.7.1.3 Ministers also noted that a Gender Mainstreaming Strategy for Open and Distance Learning (ODL) had been developed as part of the implementation of the ODL Capacity Building project. In addition, the SADC Secretariat was soliciting support from UNICEF to provide programmatic support at the regional level for the implementation of gender programmes in education.

2.7.1.4 Ministers further noted that integration of culture in the school curriculum was one of the joint programme activities between the
Secretariat and UNESCO for 2010. In 2009, the Secretariat and UNESCO had started a programme on promoting the concept of culture for development. In this regard, a regional workshop was held in July 2009 on culture within the context of the 2010 FIFA World Cup. The workshop emphasised the importance of integration of culture into the curriculum. In addition, the SADC Regional Environmental Education Programme (REEP) and UNESCO through the Education for Sustainable Development (ESD) held a regional workshop on mainstreaming culture on ESD using a tool called the ESD lens. This workshop also reiterated the integration of culture into the curriculum rather than being taught separately as a stand alone programme.

2.7.1.5 Ministers also noted that the Secretariat was exploring collaboration with the Eastern and Southern African Curriculum Organisation (ESACO) whose Secretariat was reported to be based in Tanzania. ESACO was reported to be a non profit making organisation, which aimed to stimulate and strengthen effective cooperation and collaboration among institutions/organisations of curriculum development in Eastern and Southern Africa.

2.7.1.6 Ministers further noted that with respect to implementation at Member State level, the country reports highlighted the following major policy interventions:

(i) All countries had policies and programmes that promoted gender in education. Eleven Member States reported that mainstreaming of culture and gender was reflected in their education policies or strategic plans;

(ii) All countries reported that gender and culture was mainstreamed into the curriculum;

(iii) In all countries, African languages were taught as a subject. DRC, Madagascar, Malawi, Namibia and Zambia reported that mother tongue was used as a language of instruction in the first four or five classes in primary education. In Tanzania Kiswahili is used as a language of instruction for primary and teacher education. South Africa reported that mother tongue is encouraged as a medium of instruction but is not compelled in schools.

Decision 3

2.7.1.7 Ministers urged Member States to encourage the use of mother tongue in the first four or five years of primary education.
2.7.2 Education Management Information Systems (EMIS)

2.7.2.1 Ministers noted that substantial progress had been made at the regional level in coordinating the implementation of EMIS. An assessment of the status of EMIS in the Region was completed. It informed the development of the SADC EMIS Norms and Standards and Regional EMIS Capacity Building Strategy, which were substantive agenda items SADC/MOET/1/2010/4 and 5 respectively. The ADEA WGEMPS was assisting countries in developing and improving their school record management information systems in order to improve the overall quality of education. To that end, a workshop was held on school record management information in February 2009, where Member States shared their experiences and agreed to collaborate in this area.

Findings of EMIS Assessment

2.7.2.2 Ministers also noted that with respect to implementation in Member States, the EMIS assessment found the following:

Policy and Legal Framework:

(i) Nearly half of SADC Member States lacked a national policy guiding effective implementation. Only eight countries (DRC, Malawi, Madagascar, Mauritius, Mozambique, South Africa, Zambia and Zimbabwe) had a national EMIS Policy. The rest of the countries used their national statistical policy as National Statistical Offices were the overriding national authority on collection of statistics. All SADC countries had a national information and communication technology (ICT) policy.

(ii) In all countries, education institutions were compelled by law to report statistics periodically to their central governments. The Ministries of Education in Angola, Botswana, DRC, Lesotho, Malawi, Mauritius, Mozambique, Namibia, South Africa and Zambia had a specific legal obligation to make accessible and publicly disseminate current education information and statistics. Despite the existence of these policies and regulations, enforcement was still a challenge in many instances, especially regarding non-reporting of statistical data by education and training institutions in the private sector. Measures to address such cases varied from country to country but included reminders, threats of sanctions and quoting relevant laws regarding non-reporting.

(iii) All countries had EMIS units in their Ministries to provide data for monitoring and evaluation of the implementation of their national and international policies, plans and
frameworks. However, their focus was predominantly on Basic Education - the sub-sectors of Pre-primary, Primary and to a less extent Secondary education. Apart from Mozambique, Namibia, South Africa, Tanzania and Zambia, other Member States reported that they did not have EMIS in Higher Education, TVET and Non-Formal Education.

Structure and Systems Development

(iv) The effectiveness of EMIS was hampered by the fragmentation of EMIS functions, which cut across different Ministries of Education and other government Ministries. The tendency was for Ministries of Education to have a publicly identified data collection mandate for formal education except in the fields of pre-primary and non-formal education, which often fell under different Ministries. It was essential that there were functioning inter-sectoral mechanisms centrally coordinated by EMIS units of Ministries of Education to ensure that data was integrated and comprehensive.

(v) In most SADC Member States, EMIS units reported to either the Permanent Secretary or the Planning Directorate/Commission and its sub-division in the Ministry of Education. It was important that EMIS was anchored at the highest levels of decision-making if it was going to be responsive and able to address the needs of senior management in monitoring and evaluating policy implementation.

(vi) A feature of relevant and timely EMIS systems was that they were decentralised to lower levels of governance so as to support operational decision making on resource allocation and policy implementation. Eight countries had centralised EMIS, at the national level, while the rest of the countries had either decentralised or were moving towards decentralised systems.

Coverage, Questionnaire Design, Distribution and Review

(vii) Coverage of all sub-sectors of education and training by education information systems was a key challenge for the SADC region. There was incomplete and variable coverage of education information systems in the region. All countries had standard annual censuses for primary and secondary education sub-sectors. Ten had annual censuses for pre-primary, higher education and TVET sub-sectors while eight countries had annual censuses on non-formal education.
There were wide variations in the data elements that SADC Member States captured on teachers, particularly around the level of qualifications. This created a problem of understanding the availability of qualified teachers in the region.

(viii) In all countries, the questionnaire collected information by gender.

(ix) Increasingly, Member States were extending the scope of their statistics to capture information on disadvantaged pupils, in particular Orphans and Vulnerable Children (OVC). Eight countries captured OVC data at primary level; seven captured such data at secondary level and only three captured at Pre-primary level.

(x) Most countries did not obtain information on urban/rural dimensions and student socio-economic background information both of which supported important policy issues on access. Similarly, there was little coverage of statistics on national languages (as a subject or as a medium of instruction), African and National History and mother tongue instruction, which were key priorities of the AU Second Decade of Education.

(xi) Most countries reported that their EMIS Units did not capture or keep data on examinations, finance and other curriculum related issues. While such information or databases were available in other sections of Ministries of Education or Government Ministries, they were often not linked to EMIS.

(xii) Data collection was done once or twice a year for most countries with an average turnaround time of six to nine months from questionnaire distribution to availability of statistical tables. The level of publication production was relatively weak in the region. Annual statistical abstracts were not generally produced in a timely manner with many countries’ publication lagging behind by between 2-4 years.

(xiii) A key challenge facing many countries was maintaining a current and accurate master list of registered public and private institutions. While on average, the census questionnaire return rate was over 80% from registered public and private education institutions, that rate was dependent on Ministries keeping an accurate and up-to-date register of all schools and other education institutions. Some countries did not report statistics on private schools.

(xiv) The majority of the countries, 60%, reported that they did not
have sufficient EMIS personnel to effectively perform EMIS functions. More than half of SADC countries were under-supported with essential EMIS equipment.

(xv) In all countries except DRC, Malawi, Swaziland and Zimbabwe, the government provided financial support for its annual census operations. There was also marked reliance on external support for purchasing of EMIS equipment and software as well as for capacity building initiatives except for Botswana, and South Africa.

Innovations

(xvi) Innovations in EMIS included the development and implementation of both manual and electronic School Administration Systems (SAMS) and the Learner Unit Record Performance and Tracking Systems (LURITS) by South Africa; development of integrated database that linked EMIS with Human Resource Information Systems and Financial Management Information Systems by Mauritius and implementation of the District Management Information System in Malawi, Zimbabwe and to some extent South Africa.

2.7.2.3 Ministers further noted that the Technical Committee on EMIS observed that there was a high demand and short supply of EMIS experts in the region resulting in low capacities of EMIS Units in most Member States. The Committee proposed that EMIS should be considered as a scarce skill in the region. In this regard, Ministries of Education should establish strategies and mechanism for attracting and retaining EMIS personnel within existing recruitment and retention framework of public servants.

2.7.2.4 Ministers noted that in order to address the challenges facing EMIS Units in the region, the Committee made the following recommendations:

(i) All Member States should develop and implement an explicit EMIS Policy;

(ii) National Coordination of EMIS should be with the Ministry of Education dealing with General Education or Schooling, in instances, where there were more than one Ministry collecting education data and information for different sub-sectors of education. In this regard, the EMIS unit responsible for coordination aimed to also store the databases of all EMIS sub-sectors;

(iii) There was need for formal collaboration between Ministries
of Education and their national statistical agencies through an intergovernmental Protocol or Memorandum of Understanding to address all challenges related to data quality and calculation of indicators. This was to be done within the framework of the National Statistics Development Strategy (NSDS);

(iv) To ensure accuracy of education data, all institutions that were providing education in a country were to be registered. The mechanism for registration and de-registration of education institutions needed to be robust and effective;

(v) To establish EMIS Units that have adequate capacity to effectively carry-out their mandate; and

(vi) Member States were expected to develop or improve EMIS for other sub sectors such as Higher Education, Technical and Vocational Education and Training and Non Formal Education.

Decision 4:

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<th>2.7.2.5</th>
<th>Ministers approved the recommendations and urged Member States to adopt and implement them in their education management information systems.</th>
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<td>2.7.2.6</td>
<td>Ministers urged Member States to include statistics on private institutions in their education statistics and reports.</td>
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Pilot on Data Quality improvement

2.7.2.7 Ministers also noted that a pilot project on improving data quality was undertaken in seven countries namely Lesotho, Mozambique, Madagascar, Swaziland, South Africa, Tanzania and Zambia in collaboration with UNESCO Institute of Statistics (UIS). The data quality improvement pilot entailed a detailed diagnosis of data collection, analysis and dissemination systems using the Data Quality Assessment Framework (DQAF). The diagnosis was done by both local and external assessors focusing on the six dimensions of quality for education statistics. National reports for the seven Member States had been produced and were being finalised subject to national consultations. A regional synthesis report had been produced. The results of the pilot (national and synthesis reports) were presented at a regional workshop of EMIS experts from all Member States in September 2009. The workshop made the following observations and recommendations:

(i) The DQAF tool was useful as an advocacy tool to raise awareness on data quality issues and for designing and implementing quality improvement action. It provided a
standardized model for assessing data quality following a joint review process. It was also a tool to share best practices and experiences;

(ii) There was need to improve the DQAF tool and processes. These included refining the instrument and defining guidelines for scoring; documenting the process of conducting the DQAF; involvement of managers and policy makers in the diagnosis process and increasing the duration according to the national context;

(iii) The seven Member states were expected to disseminate the findings of the DQAF and to develop an action plan to address the data quality gaps identified. UNESCO was to support national dissemination workshops in 2010 in those countries;

(iv) The DQAF should be rolled out to the remaining eight Member States in 2010. In this regard, UIS has made budgetary allocation for rolling out to the other Member States in 2010/11;

(v) Member States were expected to develop expertise in data quality and undertook data quality audit to improve accuracy of the exercise; and

(vi) At regional level, south to south cooperation to promote dialogue among countries on data quality. In addition, a roster of experts to support capacity building was expected to be developed.

Decision 5:

2.7.2.7 Ministers urged the seven countries that had undertaken the pilot (Lesotho, Mozambique, Madagascar, Swaziland, South Africa, Tanzania and Zambia) to develop and implement an action plan to address the challenges identified;

2.7.2.8 Ministers mandated the SADC Secretariat and UNESCO Institute of Statistics to make the necessary improvements on the DQAF tool, in consultation with the remaining SADC Member States, and to roll out the diagnosis in 2010/11.

2.7.3 Higher Education

2.7.3.1 Ministers noted that a study on higher education was undertaken by SARUA. The findings and recommendations from the research studies were presented as a substantive agenda item SADC/MOET/1/2010/7.
2.7.3.2 Ministers also noted that the Centres of Specialisation of Public Administration and Management (CESPAM) at the University of Botswana and in Education Policy and Management at the University of Witwatersrand continued to offer training. The University of Witwatersrand piloted a professional certificate course in Education Finance, Economics and Planning. Twenty nine students from Botswana (2), Democratic Republic of Congo (3), Malawi (8), Mozambique (7), Namibia (5), South Africa (3) and Germany (1) enrolled in the course, which began in July in 2008 and ended in July 2009. A review of the pilot was undertaken between July and August 2009 and the final report was completed in September 2009. The next intake was expected in January 2011.

2.7.3.3 Ministers also noted the following progress at Member State level:

(i) All SADC Member States had higher or tertiary education policies in the form of explicit policy document or Higher Education Acts. In many countries, there was an emphasis on increasing access as well as addressing gender disparities.

(ii) To ensure regulation and quality assurance of higher education, there was an increasing trend towards the establishment of statutory bodies for regulating and monitoring higher education. At the time of the meeting, Tertiary/ Higher Education Councils or Commissions existed in eight countries, namely Angola, Botswana, Lesotho, Namibia, Mauritius, South Africa, Tanzania and Zimbabwe. Malawi, Swaziland and Zambia were in the process of developing their higher education councils.

(iii) At institutional level, 76% of higher education institutions had institutional quality assurance systems in place. Initiatives such as Higher Education Quality Management Initiative for Southern Africa (HEQMISA) and the Association of African Universities continued to assist higher education institutions to develop their own quality management programmes and quality assurance systems.

(iv) Only few countries (South Africa, Swaziland and Zambia) were treating SADC students as national students in terms of fees.

2.7.3.4 Ministers further noted that in order to facilitate access to higher
education in the region and student mobility, Article 7(4) of the Protocol on Education and Training provided that Member States shall within ten years from the date of entry into force of the Protocol, treat students from SADC countries as home students for purposes of fees and accommodation. The Protocol on Education and Training entered into force in 2000 and that the grace period was coming to an end in 2010.

2.7.3.5 Ministers noted that there were other cost barriers such as foreign levies and student visas, which limit access to higher education and student mobility in the region. In this regard, there is need for an in-depth assessment to understand the type, nature, magnitude of these barriers and the extent to which they prohibit access to higher education and mobility of students in the region.

Decision 6:

2.7.3.6 Ministers mandated the SADC Secretariat to undertake an in-depth assessment of access to higher education in Member States with particular emphasis on cost barriers that prohibit access and student mobility across the region. A full report, which includes recommendations on strategies to address these barriers, be submitted to the next meeting of Ministers in 2011.

2.7.3.7 Ministers agreed that with respect to the provision of the Protocol on Education and Training on treatment of SADC students as home students, the status quo should be maintained until a decision is made following the results of the in-depth assessment on barriers to access to higher education.

2.7.4 Technical and Vocational Education and Training (TVET)

2.7.4.1 Ministers noted that the SADC Secretariat was working with UNESCO in facilitating the implementation of the priority areas at the regional level. To this end, UNESCO had mobilised about US$400,000 for strengthening capacity for TVET Policy and Strategy formulation.

2.7.4.2 Ministers also noted that two regional seminars, one on curriculum innovations and best practice in TVET and another on reform and strategies for developing TVET Teacher Education were held in September 2008 and July 2009, respectively, through collaboration with UNESCO-UNEVOC. Some of the critical challenges that were highlighted were:

(i) Absence of labour market information system on SADC Member States to support TVET policy formulation and planning;

(ii) The lack of relevant national TVET policy anchored in the
national legal frameworks to guide planning and development of TVET;

(iii) Outdated curriculum and traditional mode of delivery that did not meet the needs of learners and industry;

(iv) There was a proliferation of training institutions and programmes without regulation of quality and standards. Hence, there was a need for countries to establish national qualifications frameworks;

(v) There were critical shortages in infrastructure, facilities and equipment for training purposes. There was a corresponding critical shortage of qualified TVET professionals to sustain TVET;

(vi) The biggest challenge was availability of technical teachers and instructors who have sufficient technical competence and experience in their teaching and instructional area with the necessary pedagogical training for effective delivery;

(vii) Inadequate number of TVET educator/instructor training institutions to prepare teachers/instructors to train at TVET colleges;

(viii) Low participation of women in TVET due to their low participation in scientific and technology related subjects; and

(ix) Limited research and documentation of current reforms.

2.7.4.3 Ministers also noted that the SADC Secretariat in collaboration with UNESCO was developing a regional programme to address the above mentioned challenges.

2.7.4.4 Ministers noted that in terms of implementation at national level, the country reports highlighted the following:

(i) A number of Members States were developing and revising their TVET policy and legal frameworks. Lesotho, Mozambique, Swaziland, Tanzania, Zambia and Zimbabwe were currently either reviewing or developing their TVET policies and legal frameworks. At the time of the meeting, TVET policies existed in Botswana, Namibia, Malawi, Mauritius, South Africa and Zambia;

(ii) Most countries had embarked on the development of national or TVET qualifications frameworks and quality assurance systems in TVET. However, lack of resources,
both financial and expertise, curtailed any attempts at establishing and effectively implementing the required standards.

(iii) Most Member States had established regulatory bodies for TVET. These included Botswana, Namibia, Malawi, South Africa, Tanzania and Zambia.

(iv) The government education budget allocated to TVET was still low ranging between 1 to 6%. Some Member States registered a decline in their TVET budget allocation. Innovative ways of mobilising resources were being implemented. This included the training levy or annual wage bill of 1%.

2.7.5 Teacher Development

2.7.5.1 Ministers noted that teacher development was being addressed through the ADB funded Project on ODL. To that end the Open University of Tanzania had been designated as a Centre of Specialisation (CoS) on teacher education for open and distance learning for countries that fall under the African Development Fund (ADF). The CoS was being capacitated with the necessary equipment to facilitate the sharing of resources on teacher education in the region.

2.7.5.2 Ministers also noted that the SADC Secretariat had agreed to collaborate with African Union Commission on the operationalisation of an Implementation Strategy for Teacher Development for Science, Mathematics and Technology and an Implementation Strategy for Teacher Development through Open and Distance Learning, for the second decade of education in Africa.

2.7.5.3 Ministers further noted that teacher education was a priority in most Member States in the region. Members States were addressing the issue of shortage of teachers especially in Science and Mathematics, qualification of teachers and improving working conditions. Initiatives being implemented included the following:

(i) development of teacher development strategy and master plans (Angola and Malawi);

(ii) teacher training curriculum review (Botswana);

(iii) upgrading of primary teacher qualifications through ODL (Botswana, Malawi, Mozambique, Namibia, Tanzania and Zimbabwe);
(iv) establishment of policy structure for regulation of the professional conduct of teachers (Namibia and Zambia);

(v) strategies for attracting and retention of teachers in the profession (Lesotho, Madagascar, South Africa and Zambia). In that regard, South Africa had introduced a teacher recruitment strategy, Zambia provided incentives such as rural hardship allowances and in Lesotho measures were taken to achieve the parity in conditions of service across primary and secondary teachers;

(vi) teacher licensing and certification (South Africa, Mauritius and Namibia); and

(vii) Bilateral arrangements for training of secondary school teachers (example of Zimbabwe and Namibia).

2.7.6 Curriculum, Teaching and Learning Materials

2.7.6.1 Ministers noted that work was being undertaken by SADC and UNESCO on the history of Africa and liberation struggle in Southern Africa. To that end, research on the liberation struggle in Southern Africa had been undertaken through the Hashim Mbita Project and volumes of publications were being produced. Likewise, UNESCO has produced volumes on the History of Africa and work was underway to develop teaching and learning materials for the school curriculum. Discussions were also underway through the Hashim Mbita Project to utilise the publication for teaching and learning at school level.

2.7.6.2 Ministers further noted that Member States were implementing curriculum reviews and reforms (Botswana, Lesotho, Madagascar, Mauritius) and production of teaching and learning materials.

Decision 7

2.7.6.3 Ministers urged Member States to ensure that the publications on the liberation struggle in Southern Africa are authentic representation of the struggle.

2.7.7 Quality Management

2.7.7.1 Ministers recalled that at their meeting in Lusaka, Zambia in July 2008, they mandated the Permanent Secretaries of the Troika to explore with the SADC Secretariat, the possibility of hosting the SACMEQ Secretariat.
2.7.7.2 Ministers noted that in preparation for the Troika of Permanent Secretaries meeting, the SADC Secretariat had a meeting with the SACMEQ Secretariat in December 2008. The SACMEQ Secretariat indicated it was undertaking consultations with Member States and that was to provide concrete options for relocation of the Secretariat in Africa. The meeting agreed to allow the process of consultations to be concluded before convening the meeting of Troika of Permanent Secretaries. The possibility for the SADC Secretariat to host the SACMEQ Secretariat was also discussed. That option was not found to be feasible due to lack of office space at the new SADC Headquarters.

2.7.7.3 Ministers also noted that the issue of relocation of the SACMEQ Secretariat was discussed at the SACMEQ Assembly of Ministers in October 2009. The SACMEQ Ministers agreed that the SACMEQ Secretariat will be relocated to Africa after December 2010 to its original home in UNESCO Office in Harare.

2.7.7.4 Ministers further noted that with respect to monitoring of learner performance, the results of SACMEQ III were still being finalised. The results of SACMEQ III was expected to provide progress on different aspects of quality of education such as (a) levels and trends in resource mobilisation, (b) levels and trends in Reading and Mathematics achievement, (c) pupil knowledge about HIV and AIDS, and gender differences in educational achievements. Preliminary results of SACMEQ III were presented to the SACMEQ Assembly of Ministers at their meeting in October 2009.

2.7.7.5 Ministers noted that not all SADC Member States were participating in the SACMEQ studies. All those countries that were not participating in SACMEQ studies were encouraged to participate to ensure a regional picture of learner performance in the region. SACMEQ IV was to begin in 2011.

2.7.7.6 Ministers noted that with respect to the implementation of that area at national level, quality delivery of education at all levels was a concern for all Member States. Measures that were implemented included establishment or improvement of quality assurance systems in all levels of education.
Decision 8:

2.7.7 Ministers mandated the SADC Secretariat to facilitate the circulation of the SACMEQ III Report to Member States within a period of three months.

2.7.8 Ministers urged those Member States that were not participating in SACMEQ studies to do so in the next SACMEQ study, which was to begin in 2011.

2.7.9 Ministers recommended the inclusion of environmental sustainability in the SACMEQ IV study.

2.8 Cross-cutting activities

2.8.1 HIV and AIDS

2.8.1.1 Ministers noted that despite the efforts made by Member States to fight the HIV and AIDS epidemic, the region was still experiencing new infections. All sectors were encouraged to review and strengthen their response to HIV and AIDS. In that regard, the SADC Secretariat in collaboration with UNESCO and UNICEF had started a review of the education sector response to HIV and AIDS in the region to identify weakness and gaps as well as capitalise on the strengths of the current response. The review was focusing on high–prevalence countries and was designed to analyze current sector policies, strategies and planning frameworks.

2.8.1.2 Ministers noted that preliminary findings of the review indicated the following:

(i) A number of countries had either policies or strategic frameworks for HIV and AIDS in the education sector. However, the existence or availability of education sector specific HIV and AIDS policies did not measure or confirm the implementation status of those policies;

(ii) A number of country policies and strategies were of high quality in terms of content, attention to implementation processes and budgeting. However, some countries were lagging behind;

(iii) The trend had been to develop specific HIV and AIDS policies and strategies rather than integrating HIV and AIDS response in every aspect of the relevant areas of education policy and strategy;

(iv) There was impressive display of Orphans and Vulnerable Children policies, strategies and action plan but some
countries with high orphan levels were lagging behind;

(v) There was little evidence of attention to sexual reproductive health, HIV and AIDS and sexually transmitted infections on Pre-service Teacher Training programmes and curriculum; and

(vi) Most countries had sophisticated monitoring and evaluation systems at national level but few appeared to have education sector specific monitoring and reporting systems;

2.8.1.3 Ministers further noted that a regional stakeholder’s workshop to discuss the findings of the review of education sector’s response to HIV and AIDS and to chart a way forward to strengthen current interventions was expected to be held in August 2010.

2.8.2 Harmonisation of qualifications

2.8.2.1 Ministers noted that the Technical Committee on Certification and Accreditation met in December 2009 in Gaborone, Botswana to discuss progress on the implementation of national qualifications frameworks, the regional qualifications frameworks and improvement of quality assurance.

2.8.2.2 Ministers also noted that with respect to improvement of quality assurance systems, there was convergence of quality assurance structures and systems in the region. In all countries except Seychelles, the trend was to establish sub-sector quality assurance agencies/bodies and significant progress has been made in establishing quality assurance bodies for general education, TVET and higher education. In Seychelles, quality assurance for all sub-sectors were under the Seychelles Qualifications Authority.

2.8.2.3 Ministers further noted that with regard to harmonisation of quality assurance systems, the Committee agreed on the need for a regional set of quality assurance guidelines and standards that countries should be working towards. In that regard, the Committee reviewed draft regional guidelines for quality assurance. The Committee observed the guidelines were too detailed and prescriptive and agreed that the guidelines be revised to make them reader friendly, non-prescriptive and focused on providing a checklist of about five key elements for each sub-sector.

2.8.2.4 Ministers noted that with regard to establishment of National Qualifications Framework (NQF), the Committee observed the following:
(i) Significant progress has been made. Few countries were in the beginning stages but more countries had either concept documents, legal documents with state law advisors or in process of being legislated, while others were implementing and in process of review;

(ii) There was a convergence around the establishment of a ten-level national qualification framework;

(iii) Most countries had started with sub-sector qualifications frameworks and were now moving towards the establishment of NQFs covering the entire education and training system;

(iv) All countries except Angola and DRC had developed TVET Qualifications Frameworks and were at various stages of implementation;

(v) Some countries were seeking to develop information management systems to capture their information on a comprehensive database as well as a portal;

(vi) For those countries that were using the credit system, the 1 credit was equal to 10 notional hours of learning was the most dominant; and

(vii) Some countries had started to implement recognition of prior learning in some sectors. There was need to develop regional guidelines on recognition of prior learning.

2.8.2.5 Ministers also noted that with regard to development of a Regional Qualifications Framework (RQF), the Committee noted that substantial progress had been made by Member States in developing their national qualifications frameworks and improving their quality assurance systems. There was need to proceed with the development of regional qualifications framework to facilitate mobility and portability of qualifications in the region. The Committee agreed on the following road map on the establishment of the RQF:

(i) to develop a SADC portal on the RQF to publish information on all existing qualifications in the region. It was expected to provide a platform where countries could provide detailed information about their qualifications and update them regularly;

(ii) to develop common definition on the concepts of comparability and equivalence;
(iii) to develop regional guidelines for recognition of prior learning;

(iv) to develop a concept document on the development of the RQF that would consider the most strategic starting point taking into account the progress made by Member States; and

(v) to benchmark the development of the RQF with international developments such as the Bologna process.

**Decision 9:**

| 2.8.2.6 | Ministers approved the proposed Road Map for the development of the Regional Qualifications Framework (RQF) by the Technical Committee on Certification and Accreditation and that a progress report be presented to the next meeting of the Ministers. |

2.8.3 **Human Resource Development Planning and Management**

2.8.3.1 Ministers recalled that at their meeting in Lusaka, Zambia in July 2008, they approved human resource development planning and management as a cross-cutting area to be reported as part of the annual progress report.

2.8.3.2 Ministers noted that there was an increasing recognition of the importance of human resource development planning and management. Many countries in the region had recognised that one of the weaknesses of the current approach to education and training was the mismatch between education and training and the labour market. This was largely due to absence of labour market information system as well as an integrated human resource development plan and strategy. In addition, retaining the educated and skilled human resources in the region was a growing concern.

2.8.3.3 Ministers noted that most SADC Member States were making efforts to rationalise the organisation and management of education and training into an integrated system of human resources and skills development. That had been depicted in changes of the responsibilities of Ministries of Education to include skills development. Other efforts included development of human resource strategies (South Africa and Mauritius) and undertaking national skills survey (Swaziland) to determine the kind of skills that were required by the country.
2.9  **Regional Cooperation**

2.9.1 Ministers noted that five countries offered to play a critical role in developing some of the priority areas by being champions. These were Botswana (Curriculum, Teaching and Learning), Mauritius (Teacher Education), Namibia (ICT), South Africa (higher education) and Zimbabwe (TVET).

2.10 Ministers noted that in future, the progress report should include the status of funding of education by Member States.

**Decision 10:**

2.11 Ministers adopted the Progress Report on the implementation of the Regional Education and Training Implementation Plan.

3. **Draft Monitoring Framework for the Regional Education and Training Implementation Plan (RETIP).**

3.1 Ministers recalled that at their meeting in Maseru, Lesotho, in July 2007, they mandated the SADC Secretariat and the African Union Commission to harmonise the monitoring and reporting frameworks that will track progress of the implementation of the Second Decade of Education and the Protocol on Education and Training. In that regard, one consolidated monitoring framework and reporting template was to be provided to Member States to report progress that would be used by both organisations.

3.2 Ministers noted that the SADC Secretariat had been working in collaboration with Pan African Institute of Education for Development (IPED) designated as the Education Observatory for Africa by the AUC, which had been leading the development of indicators for monitoring the Second Decade of Education for Africa Plan of Action and the ADEA WGEMPS. Various consultative meetings were held to identify the indicators suitable for monitoring the Second Decade of Education for Africa Plan of Action. A prioritised list of indicators was developed and agreed upon. The work done through the Education Observatory formed the basis for the development of the Draft Monitoring Framework for Regional Implementation Plan (RETIP).

3.3 Ministers also noted that a national reporting template and database (AU Outlook on Education for uploading the indicators to be used for monitoring the Second Decade Plan of Action) were developed. The AU Outlook indicators that were uploaded on the AU Outlook were from two sources, UIS data source and from
national EMIS sources. Two training workshops on the use of the AU Outlook and the reporting template were held in April 2009 and August 2009. All the SADC Member States, except Botswana, Lesotho and Swaziland, attended the training. In line with the decision of Ministers of Education, in 2007, that the reporting by Member States to SADC and AU should be harmonised to avoid over-burdening of Member States, the SADC Secretariat did not request Member States to submit their 2009 progress reports since the Education Observatory for Africa (IPED) had requested Member States to submit their country progress report by September 2009 in preparation for COMEDAF VI.

3.4 Ministers considered the Draft Monitoring Framework for the Regional Education and Training Implementation Plan (SADC/MOET/1/2010/3a), the AU prioritised list of indicators (SADC/MOET/1/2010/3b) and the Reporting Template for Member States (SADC/MOET/1/2010/3c) presented by the SADC Secretariat.

3.5 Ministers also noted that the Monitoring Framework had the following chapters;

(i) Chapter 1 provided some background information
(ii) Chapter 2 articulated the priority focus of the Regional Education and Training Implementation Plan in terms of goals and expected outcomes.
(iii) Chapter 3 discussed the conceptual framework for monitoring and evaluation. In that regard, the logic model had been used as the basis for the indicators to be used.
(iv) Chapter 4 highlighted the definition of indicators, their purpose and criteria for selection of indicators. The section also proposed a set of indicators for each priority area. These were depicted in a detailed Matrix. Under each priority area, indicators had been identified for each strategic intervention. For each indicator, their definition, source, type and responsibility was provided in the Matrix. Each priority areas had on average ten indicators.
(v) Chapter 5 discussed implementation issues in particular the role of EMIS in monitoring the RETIP.

3.6 Ministers further noted that the Technical Committee on EMIS reviewed the monitoring framework in April 2009. They observed that all of the indicators were all relevant and some would be provided once. However, the indicators to be provided annually were too many and some of the proposed indicators were new and
would need to be developed. In that regard, the Committee agreed that in the short-term (period of two years) there was need to prioritise the indicators to be used for reporting. The Committee recommended that in the short to medium term (two years) the AU indicators for reporting on the Second Decade of Education Plan of Action be used.

**Decision 11:**

3.7. Ministers approved the RETIP Monitoring Framework (SADC/MOET/1/2010/3a) and in particular the AU prioritised list of indicators (SADC/MOET/1/2010/3b) to be used in the short-term.

3.8. Ministers also approved the SADC/AUC Reporting Template for Member States (SADC/MOET/1/2010/3c).

4. Draft Regional Norms and Standards for Education Management Information Systems (EMIS)

4.1. Ministers recalled that at their meeting in Lusaka, Zambia, in July 2008, they directed the SADC Secretariat to develop and harmonise statistical norms, standards and nomenclature for the SADC region. In that regard, the SADC Secretariat through the assistance of the ADEA’s WGEMPS developed regional norms and standards for EMIS for the SADC region.

4.2. Ministers considered the Draft Regional Norms and Standards for Education Management Information Systems (SADC/MOET/1/2010/4), presented by the SADC Secretariat and in particular noted the following:

(i) That the Norms and Standards were developed in a consultative process involving EMIS and Statistics experts. The first draft was developed in a workshop that was convened by the WGEMPS held in Johannesburg, South Africa in February 2009. The Technical Committee on EMIS further refined the EMIS Norms and Standards. Technical support was also received from UIS and Statistics South Africa;

(ii) That the main purpose of the EMIS Norms and Standards was to have a set of criteria and measures for advocating best practice and benchmarking countries’ capabilities in being able to produce relevant, accurate, timely and comprehensive education statistics and information. In addition, the norms and standards were intended to guide
Member States in developing or improving and maintaining appropriate, comprehensive and sustainable education management information systems, at national level. They were also intended to facilitate harmonisation of education management information systems to contribute towards the development of regional and continental EMIS networks;

(iii) There were 17 proposed norms and standards covering the policy and legal frameworks, resource availability and utilisation, statistical processes and education information reports. These were minimum norms and standards that each country could adapt and further develop their own norms and standards to fit their own context;

(iv) By adopting the Norms and Standards, Ministries of Education in the SADC region were committing themselves to adhering to the Norms and thereby improving their education management information systems; and

(v) The Norms and Standards would be used as a basis for periodically monitoring the functioning of EMIS systems in Member States. In that regard, an assessment framework and tool to accompany the norms and standards would be developed.

Decision 12:

4.3. Ministers approved the Regional EMIS Norms and Standards and mandated the Technical Committee on EMIS to develop the assessment framework and tools for monitoring adherence to the Norms and their standards.

5. Regional Education Management Information System (EMIS) Capacity Building Strategy

5.1 Ministers considered the Draft Regional EMIS Capacity Building Strategy (SADC/MOET/1/2010/5) presented by the SADC Secretariat.

5.2 Ministers noted that the assessment of EMIS in the region identified a number of challenges. Member States, through an EMIS workshop held in December 2008, were requested to categorise their EMIS system and identify areas of strengths and weaknesses. As a result, Angola, DRC, Lesotho, Swaziland and Zimbabwe categorised themselves as having basic EMIS. Botswana, Malawi, Madagascar, Mauritius, Mozambique and Tanzania classified
themselves as having intermediate level EMIS while Namibia, South Africa and Zambia reported having self-sustaining EMIS.

5.3 Ministers also noted that the EMIS areas of capacity building incorporated in the strategy followed from the categorisation of capacity. Intervention strategies were therefore customised to the generic needs of these specific groupings. The following strategic interventions were covered in the EMIS Capacity building Strategy;

(i) Ensuring a comprehensive EMIS policy and legal infrastructure;
(ii) Improving statistical process and methodologies;
(iii) Ensuring coverage of all sub-sectors by EMIS;
(iv) Data quality improvement and coverage;
(v) Increasing utilisation of EMIS;
(vi) Improved education reporting and dissemination

5.4 Ministers further noted that the Capacity Building Strategy had two parts, the strategic framework and the Programme of Action. The strategic framework articulated the context and the conceptual framework for the strategy. The programme of Action detailed the goal to be achieved, the key objectives, main activities, the participating countries for each activity, the timeframe, performance indicators, and means of verification, partners and proposed budget. The duration of the capacity building strategy was six years and the minimum estimated budget was US$3,145,000. The Technical Committee on EMIS in collaboration with UNESCO and ADEA WGEMPS was to develop a proposal for mobilising resources for the implementation of the capacity building strategy.

Decision 13:

5.5 Ministers approved the Regional EMIS Capacity Building Strategy and mandated the Technical Committee on EMIS to start its implementation.

6. Report of the Evaluation of the SADC Centre for Distance Education

6.1 Ministers recalled that at their meeting in Lusaka, Zambia, in July 2008, they noted that the evaluation of the SADC Centre for Distance Education had been completed. The focus of the evaluation was to determine whether the objectives for establishment of the Centre had been met in the three years of its existence. However, the Advisory Board (Botswana, DRC, Lesotho, Mauritius, Swaziland and Zambia) of the Centre was yet to consider the recommendations of the Evaluation Report. In addition,
Ministers mandated the SADC Secretariat to formally request the Government of Botswana and Commonwealth of Learning (COL) to extend their support to the Centre for a period of 12 -18 months with effect from 1 July 2008.

6.2 Ministers noted that the Secretariat formally requested the Government of Botswana and (COL) to extend their support. Formal response was only received from (COL) pledging their support to the Centre. Even though there was no formal communication to the Secretariat, the Government of Botswana continued to fund the operations of the Centre.

6.3 Ministers considered the Report on the Evaluation of the Centre and its Future (SADC/EGT/1/2010/6) presented by the Advisory Board of the SADC CDE and, in particular, the following:

(i) Since its inception, Botswana and (COL) took full responsibility of funding the Centre. Botswana acting, on behalf of SADC Member States, entered into a Memorandum of Agreement (MoA) with (COL) in June 2004 to cooperate in the establishment of the Centre for Distance Education. In accordance with the MoA, the Ministry of Education agreed to host the Centre and provide staff and infrastructure. The Centre was hosted by the Botswana College of Open and Distance Learning (BOCODOL). The financial contribution from Government of Botswana was reported to be about P2 million annually (for staff and overhead costs). COL had been providing a grant of 100,000 Canadian Dollars annually.

(ii) The establishment of the SADC CDE was in line with the Protocol on Education and Training, which identified Distance Education as one of the priority areas and proposed the establishment of a SADC Distance Education Centre to contribute towards improving and strengthening distance education and training systems in the Region. However, the SADC procedure and process for establishing Regional Centres was not followed. Ministers of Education in March 2006 approved that the SADC Secretariat cooperate with SADC CDE through the principle of subsidiarity. That was a provision for SADC to recognise and cooperate with institutions that were fulfilling a regional mandate yet they were not established through its procedures and structures;

(iii) The Centre was given to fulfil seven objectives and had unequal success in achieving all of them. Within the three years, it managed to implement all the objectives except two of them, namely serving as a regional Centre of expertise in the region and actively seeking opportunities to work in ODL
Projects and consultancies to generate its own revenue;

(iv) Only some Member States, individuals and institutions in the region benefited from the Centre’s activities. The expectation that the Centre with two permanent staff, would within three years, establish itself and have a major impact on the region as a whole was too ambitious;

(v) In terms of achievements, the Centre had facilitated national policy development in Lesotho, developed strategies for systematic research and its promotion by producing two volumes of the SADC CDE/DEASA International Journal on Open and Distance Learning in collaboration with DEASA. It had facilitated capacity building through training of 40 ODL Practitioners in a Post Graduate Diploma in Distance Education. Thirty eight (38) of those ODL practitioners were also enrolled for a Master’s Degree Programme. In addition, it had enrolled 10 practitioners in a Gender Course with the University of Pretoria, assisted Malawi to develop ODL materials and assisted Zambia in reviving its national ODL association;

(vi) Whilst some countries directly benefited from the Centre’s Projects, no other SADC country except Botswana directly supported the Centre financially. The entire dependence of the Centre for its existence on the Government of Botswana and COL was not sustainable;

(vii) Member States reiterated the need for, and importance of, the Centre. However, its impact needed to be visible in all SADC Member States. There was need to review its structural and strategic positioning so that it can play a pivotal role in the region. It needed to take cognisance of ODL developments and initiatives such as the SADC ODL Capacity Building Project funded by the ADB.

6.4 Ministers noted that the evaluation recommended that the Centre be located within the SADC Secretariat and that its role be redefined within the ODL landscape in the region. COL was expected to continue to support the Centre financially and technically in its period of repositioning and for an agreed period thereafter. The advantage of the recommendation was that the issue of regional ownership would be solved and the contribution of Member States to support the Centre would be evenly spread;

6.5 Ministers noted that the Advisory Board met in September 2008 to consider the findings of the evaluation. The Advisory Board learnt that the Ministry of Education and Skills Development in Botswana and SADC CDE were not given an opportunity to make comments
and input into the report before it was finalised. COL’s position was that the report was complete and it was COL’s practice not to comment on evaluation reports of projects undertaken. It signs off all its evaluation reports once they had been presented without making comments.

6.6 Ministers noted that both COL and the Ministry of Education and Skills Development in Botswana articulated their positions on the Report of the Evaluation. The Ministry of Education and Skills Development position was that the report had inaccuracies or errors that could have been cleared up during the debriefing exercise as is common with such kind of monitoring and evaluation exercise. COL found the Report not negative and accepted the report as presented by the evaluator. However, they noted the issues raised and clarified that according to COL policy, approval of a Report does not mean agreement with each and every sentence in the Report. Nevertheless, the Advisory Board requested that the comments from both the SADC CDE and Ministry of Education and Skills Development in Botswana be included as appendices to the Evaluation Report.

6.7 Ministers further noted that the Advisory Board deliberated on the recommendation and future of the Centre. The Advisory Board resolved that the Centre should continue to operate as there was need for sustainable capacity building for ODL in the region. The Board did not accept the recommendation of the evaluation that it be located within the SADC Secretariat because it was against the principle of the Protocol on Education and Training. It affirmed the 2006 decision of Ministers of Education, that there was need for a relationship between the SADC Secretariat and the SADC CDE through a formal Agreement. The location of the Centre in Botswana had an advantage of facilitating ease of collaboration between the SADC Secretariat and the Centre.

6.8 Ministers also noted that the Advisory Board recognised that there was no constitution that established the Centre as a legal entity in order for it to operate as an independent entity fostering strategic partners with various organisations. The existence of a constitution was a requirement in the processing of the subsidiarity status with SADC. In this regard, the Advisory Board had developed a draft Constitution of the Centre. In terms of its location, the Advisory Board agreed that the Centre should remain in Botswana hosted by BOCODOL.

6.9 Ministers further noted that the Advisory Board considered the following two options for the future operation of the Centre;

(i) **Option 1**: The Government of Botswana to continue to host
the Centre at BOCODOL and that all other Member States make contributions towards the running of the Centre. The advantages of this option was that it would facilitate regional ownership and the burden of supporting the Centre would fall on all countries. The disadvantages of the option was that the operations of the Centre may not be sustainable due to the inability of Member States to pay their subscriptions. The Centre would be responsible for its staffing and operational costs.

(ii) **Option 2**: BOCODOL to be recognised as a SADC Centre of Specialisation in Distance Education. The advantage of this option is that the operation of the Centre would not be dependent on financial contributions of all Member States. It would replicate other ODL Capacity building Centres established by COL such as RETRIDAL at the Nigerian Open University in West Africa and STRIDE at the Indira Gandhi National Open University in India. That would require a waiver from SADC on its normal process of establishing Centres of Specialisation and Excellence.

6.10 Ministers noted that to ensure regional ownership; the Advisory Board recommended option 1. The option required that the Centre be registered as an independent legal entity. In that regard, the Advisory Board working with the SADC CDE and the SADC Secretariat would consult Member States on the draft constitution with a view to registering the Centre.

**Decision 14:**

6.11 Ministers mandated the Advisory Board, working together with the SADC CDE, the SADC Secretariat and Member States to within a period of two years:

(i) conclude the process of registering the Centre
(ii) facilitate the process for the Centre to meet all the necessary requirements to cooperate with SADC through the principle of subsidiarity.

6.12 Ministers requested the Government of Botswana, once again, to continue providing financial support for the operations of the Centre for another two years, effective June 2010, to facilitate smooth transition into the new operations of the Centre.
Report of the Research on Higher Education in the Region

7.1 Ministers recalled that at their meeting in Lusaka, Zambia, in July 2008, they noted that SARUA was undertaking a regional study on Higher Education. In addition, they noted that a regional consultative workshop to discuss the outcome of the study was planned for December 2008.

7.2 Ministers noted that SARUA released the publication of the study in February 2009 and the regional consultative workshop was not held as planned due to inadequate funding. Instead, the findings were presented to Vice Chancellors, in April 2009. In addition, copies of the study were distributed to all Ministries of Education in the region, as well as to all public higher education institutions, and were available online at www.sarua.org.

7.3 Ministers also considered the report on the study of Higher Education in the region (SADC/MOET/1/2010/7) presented by SARUA. The study provided data for higher education in the SADC region in areas such as the number of institutions, student enrolment, fields of study, staffing, funding, research output and interactions with firms in the region. It provided vital information to inform planning and indicated priorities for revitalisation of Southern African higher education. The key findings were as follows:

(i) The higher education sector was currently predominantly based on contact provision with 72% of student enrolled as contact students and 28% as distance students;

(ii) In terms of enrolment patterns, 83.5% of enrolments were at undergraduate level, 5.5% at postgraduate diploma, 5.4% at Master's Degree and 1% at PhD level. South African institutions were the main contributors of enrolment for PhD students. The results showed that the enrolment for PhD studies from institutions from the region excluding South Africa is 0.2%;

(iii) Enrolment by discipline showed that most students were enrolled in humanities and social sciences accounting for 38% of total enrolment in public institutions. Enrolment in health sciences is low at 7%. Awarding of qualifications demonstrate similar patterns to enrolment data above;

(iv) A majority of higher education institutions focused their attention on teaching and learning, (65%) with relatively low focus on research (22%) and community service (11%). The low focus on research was a concern in view of the role of research, innovation and technology to industrialisation and economic development;
(v) The low focus on research by institutions had translated into overall low research output in the region as a percentage of the world research output (the total share of world scientific papers for Sub-Saharan Africa as whole was 0.7% in 1996, and has continued to diminish). Annual research output for the region was about 13609 publications of which 39% was in the science, engineering and technology area while about 14% was from health science. That was a consequence of both staff shortages and of funding availability;

(vi) There were critical staffing shortages in higher education systems across the region. Only 26% of academic and research staff hold doctoral degrees. The staff body is aging, and turn over of young staff members is high. Attracting and retaining qualified and experienced teaching and research staff is crucial to revitalising higher education;

(vii) Over the past ten years, there has been a large growth of provision of private higher education. There is no systematic data available on private higher education and therefore there is need for a study on private higher education provision in the region;

(viii) There was lack of accurate and comparable data on higher education in the region. The data was said to be essential for systems planning and understanding of capacities in different countries for research purposes and to drive collaboration efforts; and

(ix) There was some evidence of student and staff mobility within the region, however, most of the movement of student and staff was to South Africa accounting for 95% of student and 81% of staff mobility. South Africa (4.9%) Namibia (1.9%) and Madagascar (1.4%) have the highest percentage of students from other SADC Member States.

7.4 Ministers noted that in addition to the above findings, there was need to focus attention on policy, governance and leadership in higher education, on funding and planning, on the development of science and innovation systems, on quality, comparability and shared data. There was need to focus efforts in areas which were necessary to building the capacity of the system as a whole.

7.5 Ministers also noted that the provision of an enabling policy environment was necessary to achieving the goals of higher education revitalisation. The following five priority areas, which were fundamental systematic building blocks were recommended
as areas of focus:

7.5.1 **Data and statistics**;

(i) There was need for renewed and vigorous efforts to develop regionally compatible national higher education information management systems; and

(ii) A study needed to be commissioned to collect information regarding the extent, nature, and regulation of private education provision in each of the SADC Member States;

7.5.2 **Coordination of funding and planning**;

(i) Member States gave careful consideration to the appropriate levels of funding for higher education, including funding for higher levels of access, and to the diversification of funding sources;

(ii) Member States examined means of using a specified funding mechanism to achieve the goal of revitalising higher education through planning, which should be done with relevant ministries including the Ministry of Finance and/ or Planning in particular;

7.5.3 **Importance of ICT**

(i) Member States committed to reducing regulatory barriers to ICT access;

(ii) Member States worked towards the provision of an enabling environment for knowledge flows, including the promotion of strategies for open access to knowledge;

7.5.4 **Development of Science systems**

(i) Member States committed to the development of a science and technology policy (where this is not already in place);

(ii) Member States prioritised the goal of increasing the number of postgraduates (masters and doctorate levels);

7.5.5 **Effective Quality Assurance**

(i) Member States committed to working to ensure regional compatibility of national quality assurance systems;

(ii) There was a regional body to ensure regional compatibility of national quality assurance frameworks;
### Decision 15:

<table>
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<tr>
<th>7.6.</th>
<th>Ministers adopted the report, in particular the five priority areas of focus for higher education and mandated the SADC Secretariat working together with SARUA and the proposed Technical Committee on Higher Education to develop a Regional Plan of Action for revitalisation of higher education. The Regional Plan of Action would be submitted to the next meeting of Ministers in 2011.</th>
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<td>7.7.</td>
<td>Ministers mandated the SADC Secretariat to treat the establishment of the Technical Committee on Higher Education as a priority.</td>
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### 8. Progress Report on Capacity Building in Open and Distance Learning.

<table>
<thead>
<tr>
<th>8.1</th>
<th>Ministers recalled that the SADC Open and Distance Learning (ODL) Project, funded by the ADB to the amount of US$22 million was launched in June 2007 and implementation commenced in April 2008. The Project will be implemented over a period of five years. The main purpose of the project is to contribute to the development and deployment of effective, harmonised Open and Distance Learning (ODL) in order to increase access to quality education and training. The main components of the project were; policy development and capacity building.</th>
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<td>8.2</td>
<td>Ministers noted that Open and Distance Learning (ODL) was increasingly being utilised as a strategy to tackle the challenges of access, quality and equity. There was evidence of ODL practice across a range of educational sub-sectors in the region. In terms of institutional development, there was a growing trend of institutions using ODL programme designs that incorporate contact and interaction between learners and educators. There were over 60 known public institutions in the region that offer programmes and courses by distance learning. The majority of the institutions were universities and teacher education colleges. In higher education, there were three public, single mode, open universities and one private open university. A neglected area in terms of institutional development was TVET as there were very few institutions in the region offering TVET through ODL.</td>
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<td>8.3</td>
<td>Ministers were also invited to note that the SADC Secretariat conducted some studies, which confirmed that despite the steady increase in ODL, the following challenges limit the development of ODL in the region:</td>
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8.4 Ministers were further invited to note the following project achievements:

(i) an Information, Education and Communication (IEC) Strategy for ODL (SADC/MOET/1/2010/8a) was developed and recommended for approval by the Project Steering Committee in 2009. The IEC Strategy is expected to increase awareness of the benefits of ODL among key stakeholders in the SADC region. The Strategy will be implemented at national and regional levels.

(ii) supported national advocacy meetings in Lesotho, Malawi, Mozambique, Tanzania, Zambia and Zimbabwe.

(iii) a Gender Mainstreaming Strategy for Open and Distance Learning (SADC/MOET/1/2010/8b) was developed and recommended for approval by the Project Steering Committee in February 2010. The Gender Mainstreaming Strategy is framework to facilitate gender mainstreaming in open and distance learning in the region and particularly for SADC ODL Project;

(iv) two Centres of Specialisations, namely the Malawi College of Distance Education (MCDE) and the Open University of Tanzania (O.U.T) as Centres of Specialisation for secondary and teacher education, respectively, were established. Both Centres will provide training in 11 key ODL skill areas;

(v) a total of 116 ODL practitioners from seven Member States classified as ADF were supported to participate in regional and continental ODL conferences to facilitate sharing of best practice and networking. 51% of these were females;
(vi) exchange of experiences through study tours has been facilitated and supported for the Democratic Republic of Congo, Lesotho, Madagascar, Mozambique, Zambia, and Tanzania.

8.5 Ministers were also invited to note that the implementation of the ODL Capacity Building Project experienced the following challenges:

(i) delays in the issuance of “No Objections” by the ADB. This has resulted in delays in the implementation of major policy activities such as development of regional ODL policy and strategic framework;

(iii) lack of participation of some Member States classified by ADB as African Development Fund (ADF) countries in the project activities resulting in low disbursement;

(iv) Non-submission of work-plans to the SADC Secretariat, by some ADF Member countries, for financial support from the Project.

8.6 Ministers were invited to note that as of March 2010, US$ 3 164 135 had been spent, which represent 14% the Grant Amount. The Project Steering Committee discussed the low disbursement rate of the Project and adopted a fast track plan to be implemented

Decision 16:

8.7 Ministers approved the following:

(i) Information, Education and Communication (IEC) Strategy for ODL (SADC/MOET/1/2010/8a);

(ii) Gender Mainstreaming Strategy for ODL (SADC/MOET/1/2010/8b)

8.8 Ministers urged:

(i) Member States to fast-track the development of their national ODL policies;

(ii) Member States classified as ADF who were beneficiaries of the Project to proactively participate in the Project.
Proposed Theme for the Next Ministerial Meeting

9.1 Ministers recalled that in their meeting held in Maseru, Lesotho in July 2007, they agreed that their annual meeting should address particular themes that will be identified through consultations with Member States.

9.2 Ministers noted that the region was making progress towards the achievement of national, regional and international goals such as the Education for All (EFA) targets and Millennium Development Goals (MDGs). However, the momentum of the progress in the education sector may be negatively affected by the effects of the world wide economic downturn. The adjustments and tightening of domestic budgets and external aid could make it difficult to sustain policy reforms towards the achievement of EFA and MDGs. In that regard, it was proposed that the theme for the next Ministerial Meeting focus on finding innovative and creative ways for retaining education as an apex priority at national and regional level in the midst of economic challenges, in the context of the Continental Agenda.

Decision 17:

9.3 Ministers considered and approved the proposed theme: “Finding Innovative and Creative ways for sustaining education as an apex priority at national and regional level in the midst of economic challenges, in the context of Continental Agenda” for the next Ministerial Meeting.
PART 2: ISSUES FOR NOTING


Ministers recalled that at their meeting held in Lusaka, Zambia in July 2008, they made a number of decisions as reflected in the Record (SADC/MOET/1/2010/10). A review of the implementation of the decisions taken that have not been covered in other agenda items is presented as follows:


10.1.1 Ministers recalled that at their meeting in Lusaka, Zambia in July 2008 directed the development of national and regional strategies on labour migration and management of human resources.

Action Taken

10.1.2 Ministers noted that a pilot study on labour migration has been done in three countries namely South Africa, Zambia and Zimbabwe through the programme on Labour and Employment at the SADC Secretariat. The focus of the study was to investigate the capacity of Member States to manage labour migration with respect to legal and policy frameworks, human resource and expertise and facilities at borders to monitor migration. The results will be extrapolated for the region to design a regional intervention on management of labour migration. In addition, the SADC Secretariat has sought the assistance of UNECA to develop a regional mechanism for attraction and retention of skilled labour. A report on the cooperation and output will be presented to Ministers at their next meeting in 2011.

10.2 Proposal for enhancing the human capacity of the SADC Secretariat to coordinate the implementation of the Education and Training Plan

10.2.1 Ministers recalled that at their meeting in Lusaka, Zambia in July 2008, they approved three additional positions in the Education and Skills Development Unit of the SADC Secretariat. In addition, that as an interim measure, Member States offer to second officers to fill the additional positions in the Education and Skills Development Unit for a period of two years subject to extension depending on the circumstances.
Action Taken

10.2.3 Ministers noted that the Council of Ministers is the organ in SADC that approves structures. In this regard, the recommendation was included in the report to the Council of Ministers in August 2008 and September 2009 respectively for their consideration. Since, the job evaluation had just been concluded; the leadership of the Secretariat indicated that additional requests for positions will be dealt with progressively. The matter is being addressed internally and the Ministers will be briefed on a continuous basis.

10.3 Policy Dialogue on the quality and utilisation of data for planning, decision making, monitoring and evaluation

10.3.1 Ministers recalled that at their meeting in Lusaka, Zambia in July 2008, they directed the SADC Secretariat to work with UNESCO Cluster Offices in the region to recommend the appropriate funding allocation for EMIS. In addition, they directed the Secretariat to establish a Centre of Specialisation for EMIS in the region within a period of one year to focus on capacity building.

Action Taken

10.3.2 Ministers noted that the Technical Committee on EMIS had commenced research on the appropriate funding allocation for EMIS taking into account the capital and operational costs as well as the stage of EMIS. The research involved a desktop analysis of funding allocation in some countries on the African Continent. As a basis for determining the appropriate allocation, Member States have been requested to provide their current financial allocation and expenditure on EMIS.

10.3.3 Ministers also noted that three Centres of Specialisation on Education Policy Support, which includes EMIS were established through the Education Policy Support Initiative. As a first step, these Centres would need to be evaluated to determine their capacity to play the role of building capacity of EMIS in the region. As this activity was not included in the 2008/10 budget, the evaluation of the Centres could not be undertaken. This activity has been included in the budget for 2010/11.

11. Progress Report on the Programme on Mainstreaming Care and Support for Teaching and Learning

11.1 Ministers recalled that at their meeting in Lusaka, Zambia in July 2008, they approved the programme on Mainstreaming Care and Support to Teaching and Learning, which will be implemented in
two phases. In addition, they approved that phase 1 will cover six Member States namely: the Democratic Republic of Congo (DRC), Madagascar, Mozambique, South Africa, Swaziland and Zambia, subject to confirmation by the DRC and Madagascar of their readiness to participate.

11.2 Ministers noted that the DRC and Madagascar confirmed their readiness to participate in the programme.

11.3 Ministers also noted that Phase 1 of the Programme commenced in December 2008 and will end in 2011. It was being implemented in collaboration with UNESCO, UNICEF and MIET Africa. The remaining Member States would be covered in Phase 2, which would commence in 2012.

11.4 Ministers noted the following progress in the implementation of the Programme:

(i) 60% of the funds (amounting to US$ 4,162,743) have been mobilised by MIET Africa from the Swiss Agency for Development and Cooperation (SDC) for implementation of the Programme. MIET Africa was providing programme support to the SADC Secretariat to coordinate the implementation of the Programme at regional level. UNESCO and UNICEF will provide support to Member States with the implementation at national level;

(ii) A Steering Committee to guide the implementation of Phase 1 was established in May 2009 and it approved the Work plan for 2009;

(iii) A base line study was undertaken and a draft Monitoring and Evaluation Framework has been developed.

(iv) National consultations with key stakeholders were held in all Phase 1 Member States as part of the pre-implementation phase of the Programme. This was done to ensure that all Member States understand their role in implementation of the Programme and to determine their readiness;

(v) A Regional Support Pack (RSP) that contained guidelines and tools that Ministries could use to mainstream care and support for teaching and learning was developed; and

(vi) Exchange of experiences was facilitated through a regional sharing meeting that was attended by all SADC Member States.
11.5 Ministers noted that the Programme provides technical and financial support to the participating Member States. The financial support amounting to US$60,000 per annum was granted to support Member States to implement activities at the national level. In addition, each Member State has an allocation of fifteen days of technical support and six days of exchange visits. In this regard, five Member States (with exception of Madagascar) submitted their Annual Workplans and Budgets for 2009. Madagascar has not participated since their sanctions and hence has not received any support. The non-participation of Madagascar has delayed the disbursement of resources allocated for 2009 and will negatively impact on the achievement of the expected results.

12. Strategic Framework for Orphans and other Vulnerable Children and Youth (OVCY)

12.1 Ministers noted that the Secretariat developed a Strategic Framework and Business Plan for Orphans and other Vulnerable Children and Youth (OVCY) in SADC, which was approved by SADC Ministers in charge of Health and HIV and AIDS at their meeting in Maputo in April 2009. The Strategic Framework places emphasis on multi sectoral and holistic approaches to addressing the unprecedented challenge of orphaning and vulnerability among children and their families in SADC. In this regard, different sectors including Education and Skills development were required to strengthen their efforts to support OVCY.

12.2 Ministers noted that the education sector has started to address the implementation of the Strategic Framework for OVCY through the Programme on Care and Support to Teaching and Learning.

12.3 Ministers noted that at their meeting in Maputo in April 2009, SADC Ministers in charge of Health and HIV and AIDS directed the Secretariat to convene an Inter Ministerial Meeting of Ministers in charge of Sports and Youth, Gender, Social Welfare and Education, among others to collectively deliberate on the comprehensive implementation of the SADC Business Plan on OVCY. In this regard, Ministers noted that the Secretariat is mobilising resources for the implementation of the SADC Business Plan for OVCY. An Inter Ministerial Meeting was planned during the financial year April 2010 to March 2011. The SADC Secretariat would work closely with OVCY national coordinating structures in working out logistics for the meeting.

13.1 Ministers noted that COMEDAF IV was held from the 23-26 November 2009 in Mombasa, Kenya. The meeting discussed, amongst others, progress on the implementation of the Second Decade of Education Plan of Action and the Pan African University Project.

13.2 Ministers considered the Report on the Fourth Session of the Conference of Ministers of Education in Africa (SADC/MOET/1/2010/13). COMEDAF IV made the following decisions, amongst others:

(i) Adopted Early Childhood Development (ECD) as the eighth areas of focus of the Plan of Action for the Second Decade of Education for Africa (POA), and amended the first areas of focus to read “Culture, Gender and curriculum Development”

(ii) Requested the AUC to ensure that synergies between the Pan African University (PAU) project and other continent-wide initiatives in Higher Education were maximised and that unnecessary duplication is avoided;

(iii) Endorsed the following thematic areas for the Pan African University:

(a) Space sciences;
(b) Water and Energy including Climate change;
(c) Basic science, Technology and Innovation;
(d) Earth and Life sciences; and
(e) Governance, Humanities and Social sciences.

(iv) Requested the AUC to carry out thorough continent-wide consultation with Member State governments and RECs, in order to allocate the PAU thematic hubs to the regions in a fair and transparent manner. The process was to be guided by a feasibility study covering all regions whose findings will inform the allocation of themes.
Called on RECs to raise the status of education in their portfolios, considering the value of education for social and economic development and regional integration and urged better attendance and timely submission of their reports.

Ministers noted that the PAU Project intends to establish hubs of excellence in five thematic areas across the five geographical regions of the Continent. The PAU will be constituted from existing education and research structures and will focus on disciplines that were most relevant to the development of the African continent.

Ministers further noted that subsequent to COMEDAF IV, the AUC started consultations with Member States. Member States raised concerns on the process of implementing the COMEDAF IV decisions with respect to the PAU and, in particular, the consultation process followed by the African Union Commission. The concerns were as follows:

(i) the Regional Economic Communities were not consulted as per COMEDAF IV decisions;

(ii) the correspondence to Member States indicated allocation of the thematic areas to geographical regions and requested Member States to comment on the allocation. Member States recalled the decision of COMEDAF IV that the process should involve thorough consultation with individual Member States and their RECs;

(iii) the principles of COMEDAF IV decision for a thorough, fair and transparent process of allocating the hubs was not adhered to;

(v) As SADC had an existing structure for engaging Ministers of Education, Member States indicated that such consultation should have been channelled through the appropriate structure.

Ministers noted that in view of the above concerns, Senior Officials recommended that the principles of COMEDAF IV decision, of thorough, fair and transparent consultations should be followed.
13.6 Ministers also noted that the AUC proposed a regional workshop to discuss the allocation of the thematic areas to be held before the COMEDAF Bureau in May 2010.

14. Venue of the next Meeting

14.1 Ministers noted that in accordance with their decision made in July 2007 of hosting of annual meetings, the next country to chair SADC is Namibia with effect from August 2010. In this regard, the Namibia Government will be expected to host the 2011 Meeting of Ministers of Education and Training. The exact dates and venue of the meeting will be announced once consultations have been finalised with the host.