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EDITORIAL

Educate and Skill Africa

SIPHAMANDLA ZONDI , TINUADE OJO  & JOSEF KEUTCHEU 
Editors

The African Union continues to be seized with the task to build the Africa we want as outlined in the African Agenda 2063. This agenda should lead to a stronger, more peaceful and more prosperous Africa.

It should lead to strong and effective institutions. It should produce more responsible leadership and accountable governments across the continent. It is expected that the road to 2063 must see inclusive economic growth and development marked by the participation of small and medium size enterprises and informal entrepreneurs that Africa has in abundance.

As the AU does every year, the 2024 efforts happen with emphasis on the annual theme: *Educate and Skill Africa*. This is meant to build on the outcomes of the United Nations global summit on Transforming Education of September 2022. This summit sought to address a global education crisis manifest in poor progress toward Sustainable Development Goal 4.

African Union accepts that the continent manifests this double crisis and that this was well expressed at an AU High-level side event to the Global Summit. The bulk of the challenge relates to access, completion, and quality of education, with problems facing out-of-school children and improving literacy rates.

The declaration, later refined by Specialized Technical Committee on Education, Science, and Technology stressed the need for collective efforts to address

the named education challenges by strengthening continental education strategies and SDG4.

We dedicate this edition to the pursuit of education for all, quality and universally accepted education. We dedicate to the African child who has not make do with little support and hungry stomachs in order to make a better life for themselves.

We dedicate it to those children that have been denied a chance because they were too poor to enroll or were needed in household duties or there are wars and conflicts that makes access to schools difficult. There are children that are prevented by patriarchal traditions that seek to control the destiny of females.

This edition celebrates educators who go beyond the call of duty to give future generations the best knowledge they can muster often with access to teaching aids themselves. We celebrate officials who do their best to support schools and children in their learning. We recognize those who design policies and programmes that increase access and improve the quality of education accessed.

Education for all is education for fundamental transformation. It is therefore a decolonising education.

Siphamandla Zondi
Editor-in-Chief