



Ushirika wa Maendeleo ya Elimu Barani Afrika
الرابطة لأجل تطوير التربية في إفريقيا
Association for the Development of Education in Africa
Association pour le développement de l'éducation en Afrique
Associação para o Desenvolvimento da Educação em África



ADEA 2022 Triennale

“Reflecting on the Impact of COVID-19 on Africa’s Educational Systems
& How to Build Resilience to Sustain the Development of Skills for the Continent and Beyond”

DRAFT DETAILED AGENDA

Day 1 | Wednesday, 19th October, 2022

Day 2 | Thursday, 20th October, 2022

Day 3 | Friday, 21st October, 2022

Time (GMT+4)	Item	Description
09:00 – 10:00	Plenary session (Chamarel 2)	<p>Report-back on key takeaways from previous day’s discussions</p> <p>General Rapporteur (Based on synthesis of group rapporteur reports): Clio Dintilhac, Senior Program Officer, Global Education, Bill & Melinda Gates Foundation</p> <hr/> <p>Presentation highlights of key cross-cutting issues to inform parallel sessions</p> <ul style="list-style-type: none">• Dr. Martha Phiri, Director of the Human Capital, Youth and Skills Development, African Development Bank <p>Rapporteur: Prof. Shafika Isaacs, Associate Professor of Practice, Faculty of Education, University of Johannesburg. South Africa (TBC)</p>

10:00 – 10:30

Health break

10:30 – 12:00

Parallel sessions

Presentations, discussions, and key takeaways

Data challenge
(Chamarel 2)

Title: Tackling the data challenge in Africa's educational systems

Storyline: Africa faces a data crisis in education and skills and the COVID-19 pandemic exacerbated the situation. Countries have made positive efforts in providing data on education and skills, demonstrated in improved country reporting on the eight priority areas of the African Union's Second Decade of Education for Africa's Plan of Action (2006-2015) and the Millennium Development Goals targets (reflected in ADEA's Outlook on Education regional and continental reports of 2008, 2010, 2012 and 2014 and presented to the then Conference of Ministers of Education of the African Union – COMEDAF). However, global, continental, and regional reports still exhibit missing or outdated data. For example, only 17 out of 55 countries in sub-Saharan Africa had data for SDG Indicator 4.1.1 on achieving minimum proficiency level in foundational literacy and numeracy, and no African country had reported any data for SDG Indicator 4.3.1 on youth and adult participation in formal and non-formal education (UIS, 2018). As a result of the perennial challenge of scarce quality data on education and skills for informed decision making, poor data continues to hurt the ability of African countries to make demand-driven policy decisions on education and skills. There is need to support African countries to provide quality data on education and skills for informed decision making through policy, planning, programme implementation, monitoring, and evaluation.

Objectives: Explore the best ways to:

1. Sensitize the education leadership on the importance of quality data, cascading to other levels.
2. Strengthen the capacity of policymakers to understand the process of collecting, utilizing, and publishing quality education and skills data.
3. Identify country priority needs and areas of support to inform capacity building interventions that are institutionalized and sustainable over time, in the data value chain.
4. Strengthen peer learning and communities of practice around data on education and skills.

Expected outcome: A capacity building roadmap for improving the capacity of African countries to collect, manage, publish, and use data for education and skills to inform decision making in planning, monitoring, and evaluation.

Moderator: Dr Silvia Montoya, Director, UNESCO Institute for Statistics (UIS)

Rapporteurs:

- Open Development Education (OpenDevEd)
- Mr. Suraj Shah, Lead, Regional Centre for Innovative Teaching and Learning (CITL), Mastercard Foundation

Expert perspective: Prof. Eric Hanushek, Senior Fellow, Stanford University, United States

Policymaker response: Hon. Claudiana A. Cole, Minister of Basic and Secondary Education, The Gambia

Panellists:

- Hon. Dr. Joyce Moriku Kaducu, Minister of State for Primary Education, Uganda
- Mr. Patrick Nkenge, Program Manager, Quality Management, IIEP-UNESCO Dakar
- Dr. Lucy Heady, CEO, ESSA Africa. Methodology for mapping education data & lessons from its application to TVET data in Kenya, basic education in Malawi and Sierra Leone: ESSA Africa.
- Mr. Alpha Bah, Head of EMIS and ICT, Ministry of Basic and Secondary Education, The Gambia. Country experience with DHIS2 for Education.
- Mr. Shadreck Nkoya, Zambia National Examinations Council. Innovations to improve the quality of national assessments.

Digitalisation
(Chamarel 3)

Title: Embracing digitalisation to improve the sustainable delivery of education and training in Africa

Storyline: Despite African countries quickly introducing changes in education policy and practice responses to COVID-19, they remain far from resiliently meeting issues of quality, continuity, inclusivity, and equity. Gaps in policy, connectivity, infrastructure, and remote learning systems, among others, limit opportunities for the learning environment to tap fully the potential of digital learning technologies. A collaborative study by AUC and OECD (2021) covering Africa's regional economic blocks found that the crisis brought about by the pandemic strengthens the role of digitalisation in contributing to Africa's productive transformation and in fulfilling Agenda 2063. But this requires governments to promote the dissemination of digital innovations beyond large cities through place-based policies. Africa's workforce also needs to be prepared to embrace digital transformation and guarantee social protection. As part of encouraging smaller firms to compete in the digital age, governments should also remove barriers to innovation. Partnership and collaboration are central to the success of these recommended actions. It is therefore important to deepen regional and continental co-operation for digital transformation. Education technologies (EdTech) can have a positive impact on learning if countries harness the efforts of multiple actors and integrate EdTech into the broader education system policy and practices. This requires a comprehensive approach.

Objectives:

- Share experiences and working practices around EdTech issues such as capacity and required skills needed, tracking policy implementation, school connectivity, budgetary allocations, and lessons for resilient educational systems.
- Share ways member countries are supporting the design of ICT-oriented education policies and strategies, including in decision making and implementation of effective use of ICT in education that could be emulated in other countries.
- Share ways of improving the curricula required for the adoption of ICT in education levels, including level of the workforce's digital competence and capacity of teachers.
- Explore strategic recommendations of regional cooperation in digital education to improve economic competitiveness of Africa, with partners and stakeholders engaged in supporting the use of digital technology in education.

Expected outcomes:

- Shared understanding of strategies for leveraging digitalization in education training and skills development, and the role of ICT in enabling attainment of resilient, inclusive, and equitable quality education.
- Shared knowledge, experiences, good practices, and lessons to inform policies and programmes aimed at enhancing ICT in all education levels and understanding of country needs and status of ICT in education.
- Fostered partnerships among key stakeholders to advance policy and strategy development and ICT implementation in education.

Moderator: Dr Tarek Chehidi, Global Head, Future of Work and Public Sector, Teach for All

Rapporteurs:

- Dr. Youshra Rajabalee, Lecturer, Mauritius Institute of Education
- Ahmedou Ahmed Djibaba, Directeur Général par intérim, Ministre de l'Emploi et de la Formation professionnelle, Mauritanie

Expert perspective: Mr. Joseph Nsengimana, Head, Centre for Innovative Teaching and Learning in ICT, Mastercard Foundation

ADEA response: Remote Education Benchmarking Toolkits for Basic Education, TVSD, and Higher Education (TBC) & Korea Education and Research Information Service (KERIS): pre-recorded video (5 minutes)

Panellists:

- Hon. Edgar Moyo, Deputy Minister of Primary and Secondary Education, Zimbabwe
- Assoc. Prof. Dr. Mohammad Santally, Pro VC Planning and Resources, University of Mauritius
- Ms. Jacinta Akatsa, Director, CEMASTEVA, Kenya
- Mr. Alfie Hamid, Regional Manager for Cisco Corporate Affairs in Sub-Saharan Africa, Cisco South Africa (virtual)
- Laís Oliveira Leite, Education consultant at Eduix Ltd. Edupreneurs: Networking and empowering education eEntrepreneurs towards a resilient EdTech ecosystem in Southern Africa (Botswana, Namibia, South Africa, Zambia, Zimbabwe)

Access and Equity
(Chamarel 4)

Title: Improving access and equity in education and training for vulnerable populations

Storyline: Prior to the Covid-19 pandemic, African countries had made landmark policy reforms that led to improvements in learner enrolments across the education spectrum. The expansion in physical infrastructure has, however, not kept pace with the surge in enrolments and according to ACET (2022), free tuition fails to benefit all population segments, with girls, children with special needs, and those in rural communities often left out. Recent research evidence around the impact of Covid-19 on Africa's educational systems points to the need to rethink the concept of infrastructure to include both physical and remote access to education, especially for the vulnerable groups of learners, and innovatively targeting funding for education. This calls for the need to adequately demonstrate how funding mechanisms will enhance education for the most vulnerable learners (ADEA, AU/CIEFFA, & APHRC, 2021). Girls and women face many barriers to education, which calls for, among other things, reducing the unequal domestic burden and improving home learning environments for girls, modernizing learning institutions to be all-inclusive, providing more career guidance, mentoring, and coaching opportunities, encouraging stronger gender-sensitive policies and promoting accessible digital training programs. The need to enhance partnerships and sustain coordination with the private sector continues to grow. Countries can also benefit from tools (e.g., FAWA/AU Gender Responsive Pedagogy for TVET & UNESCO guide for embedding inclusion and equity in educational policy) and platforms (e.g., ADEA ICQNs and AU CESA Clusters) for peer learning and knowledge exchange on this important area.

Objectives:

- Agree on the roadmap to translate the policy-level commitments into actions to improve equitable and inclusive access to quality education for learners in vulnerable populations.
- Identify modalities of implementing Covid-19 recovery strategies targeting learners in vulnerable populations.
- Share knowledge, experience, and best practices, and strengthen partnerships to support efforts aimed at enhancing access, equity, and inclusion with a focus on learners in vulnerable populations.
- Identify the best strategies in using data and evidence to design and improve programmes targeting learners in vulnerable populations.

Expected outcome:

- Agreement on the action roadmap to build resilient education systems to deliver equitable and inclusive quality education to learners from vulnerable populations.
- Awareness of innovative approaches to improve access, equity, and inclusion to quality education for learners in vulnerable populations, informed by the Covid-19 experience and mitigation strategies.
- Improvements in stakeholder partnerships to support governments as they align their policies and budgets with the TES commitments to action (CtA) and the roadmap.
- Ways to prioritize gender and vulnerable group considerations in education based on data and evidence.

Moderator: Jawara Gaye, Lead Global Education Specialist, Economic & Social Infrastructure, Islamic Development Bank (IsDB)

Rapporteurs:

- Ms. Mary Sichangi, Coordinator, ADEA ICQN on Mathematics and Science Education, Kenya
- Mr. Sylvain Mudahinyuka, Project Officer, ADEA ICQN on Teaching and Learning

Expert perspective: Mr. Thomas Ongolo, GIZ Regional Disability Advisor, Global Project Inclusion of Persons with Disabilities (virtual)

Policymaker response: Ms. C. Weston, Director, Curriculum Development and Quality Improvement (FET), Ministry of Basic Education, South Africa

Panellists:

- Ms. Epha Ngota, PSO - TDSE, Kenya National Examinations Council (TBC)
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- FAWE: Practical experiences based on the equity and equality case of an intervention implemented in Mali and Zanzibar.
 - Julie Kornfeld, Chief of Staff, Building Tomorrow, Inc., USA
 - Anna Murru, VVOB: Practical experiences focusing on quality enhancement in TVET
 - Dr. Coffi AGOSSOU Director, ILO Country Office for Madagascar, Comoros, Mauritius and Seychelles
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**Side Event 14:
World Bank
Accelerator
Program
(Chamarel 1)**

Organiser: World Bank

Topic: Promising approaches to improving foundational learning and integrating new evidence into national policies and programs.

Title: What does it take to accelerate foundational learning? Country perspectives

Storyline: The global community is facing a learning crisis. Most children in low- and middle-income countries fail to master the foundational literacy, numeracy, and socio-emotional skills that are the building blocks for a life of learning. “Learning poverty” (the proportion of 10-year-olds who cannot read and understand a simple story) has risen, with most countries seeing little improvement between 2015-2019. COVID greatly exacerbated the crisis, and outcomes have been worse for the most disadvantaged groups.

Today, countries face a dual challenge of recovering from pandemic losses and getting on to new, steeper trajectories of progress on foundational skills. This type of accelerated progress is challenging but possible. The **World Bank** and **UNICEF** together with the **Bill and Melinda Gates Foundation**, **U.K.’s Foreign Commonwealth and Development Office (FCDO)**, **UNESCO’s Institute of Statistics**, and **USAID** launched the Accelerator Program in 2020 to reduce learning poverty and accelerate progress on foundational learning. In the Africa Region, the members include Kenya, Rwanda, Sierra Leone, Mozambique, Niger and Edo State in Nigeria.

We have compelling evidence about the policy changes and interventions that can unlock progress on foundational learning. The Accelerator Program aims to demonstrate that with focus, technical support, and contextually appropriate, evidence-based intervention, it is possible for government to improve foundational learning outcomes, at scale in 3-5 years.

In this session, representatives from Accelerator Program governments (Edo State, Nigeria; Mozambique; and Rwanda) will discuss promising efforts underway to operationalize principles of accelerating foundational

learning. This technical session will highlight the ongoing and planned activities to improve reading proficiency levels rapidly and at-scale, sharing lessons learned on how to reach best results in different contexts given the institutional and macro constraints faced. Accelerator government representatives and World Bank country leads will also share mitigation strategies for challenges that inevitably arise.

Objectives:

- Share tacit operational knowledge on how to successfully implement evidence-backed foundational learning initiatives considering the institutional and macro constraints faced in many countries.
- Facilitate an open discussion on the key challenges in operationalizing and integrating initiatives that have been proven successful
- Elaborate on the challenges governments face and practitioner’s lessons learned specifically in the priority areas of: science of teaching, tools for measuring learning proficiency, building consensus and buy-in internally, school leadership, capacity development, data systems, digitalization.

Expected outcome: Policy makers and practitioners will have knowledge of the practical steps to take and pitfalls to avoid when operationalizing interventions to improve foundational learning outcomes and how to integrate evidence-aligned foundational learning principles into national policies and programs.

Moderator: Saamira Halabi, Senior Education Specialist, World Bank

Presenters:

- Hon. Dr. Valentine Uwamariya, Minister of Education, Rwanda
- Dr. Joan Oviawe, Commissioner of Education, Edo State, Nigeria
- Lina Portugal Director of HR, Ministry of Education, Mozambique
- Huma Kidwai, Senior Education Specialist, Rwanda

12:00 – 13:30 **Lunch break**

13:30 – 15:00 **Final Report-Back in Plenary (Chamarel 2)** **Presentation of key recommendations to inform ADEA’s strategic plan, and Ministerial Declaration of commitment**

Moderator: Dr. Asyia Kazmi, Policy Lead, Global Education, Bill and Melinda Gates Foundation

Presenter: Mr. Albert Nsengiyumva, ADEA Executive Secretary

Rapporteur: Clio Dintilhac, Senior Program Officer, Global Education, Bill & Melinda Gates Foundation

15:00 – 15:30

Closing ceremony
(Chamarel 2)

Closing remarks: Hon. Dr. Monica Musenero. Minister of Science, Technology and Innovation, Uganda; Chairperson, AU STC-ESTI Bureau; ADEA Steering Committee

Official closing: Hon. Mrs. Leela Devi Dookun-Luchoomun, G.C.S.K, Vice Prime Minister & Minister of Education, Tertiary Education, Science and Technology, Mauritius

15:30 – 15:45

Health break

15:45 – 16:30

Press conference
(Chamarel 4)

Mauritius Ministry of Education and ADEA representatives to participate

- Hon. Mrs Leela Devi Dookun-Luchoomun, G.C.S.K, Vice Prime Minister & Minister of Education, Tertiary Education, Science and Technology, Mauritius
- Mr. Albert Nsengiyumva, Executive Secretary, ADEA

16:30

Departures
