



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

MINISTERIAL DECLARATION

Triennale 
Mauritius | 19-21 October 2022



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WE, THE AFRICAN MINISTERS OF EDUCATION present at the ADEA 2022 Triennale held in Mauritius from 19th to 21st October 2022 with the theme, “Reflecting on the impact of COVID-19 on Africa’s educational systems, and how to build resilience to sustain the development of skills for the continent and beyond”.

NOTING THAT the COVID-19 pandemic brought to the fore the imperative for proactive forward planning with crisis situations in mind following the disastrous impact of the pandemic on access, relevance, and quality of education, especially for learners in disadvantaged and vulnerable situations and those with special education needs, with waning resilience;

OBSERVING THAT Africa continues to face unprecedented challenges in foundational learning, with low reading and mathematics levels in primary schools, and identifying pedagogy as one of the main pathways to improve foundational learning;

APPRECIATING THAT innovative and disruptive technologies have become a way of life and work, entrepreneurship promotion is an extremely complex endeavor that is often underestimated, private sector partnership is key in consolidating competency-based training to ensure relevance of skills learnt, and the importance of data in the diagnosis of challenges in Technical and Vocational Skills Development (TVSD);

ACKNOWLEDGING the increased goodwill among member countries to dialogue about policy, programming, and practice in higher education, collaborate to mediate funds deficits and improve conduct of research, and that the focus on infrastructure development alone, while not prioritizing research and development, calls for collaborative sharing and dissemination of scientific findings, especially based on the COVID-19 experience;

APPRECIATING the value of making decisions that are well-informed by evidence, hence the need for quality data, the need to prioritize areas requiring the use of EdTech that is context-relevant in digitalization and prioritizing and targeting interventions to improve access and equity in education while intentionally bringing in the gender and disability impacts of policies to ensure no one is left behind;

NOW THEREFORE RENEW our commitment to act on the Commitments to Action (CTAs) endorsed at the Transforming Education Summit in New York in September 2022, and which we hereby affirm, and resolve to follow the action roadmap as part of implementing the recommendations from the ADEA 2022 Triennale for the next three to five years.

1. Impact of COVID-19 on Africa's Educational Systems: Strengthening resilience to shocks and similar crises

We undertake to establish education Think Tanks at the continental, regional and national levels to facilitate the inflow of ideas from the best brains in the continent. We commit to build on practices that worked well during the pandemic, institutionalize mechanisms that provide further support to staff and learners experiencing mental health issues, work with young startup entrepreneurs to develop innovative solutions, and rally all education stakeholders, including traditional and faith-based leaders, to mitigate the impact of the pandemic on education systems. We further undertake to:

- **Build sustainable and resilient education systems that anticipate shocks and crises.** This will entail developing functional contingency plans, that are working for the African education context, and communicating the plans and any subsequent modifications thereof, to the different actors and stakeholders within the system.
- **Promote cross-learning and empower teachers.** Learning from each other and sharing of experiences were powerful in mitigation planning for education in each country. We will also empower teachers and those delivering education to be responsive to adapt and to be innovative in finding solutions and developing a reflex to be adaptive.
- **Embrace a multi-sectoral approach.** We will avoid silos-type of planning and collaborate with other partners and sectors such as infrastructure, health, finance, and nutrition in a whole government approach to transform education.
- **Leverage community-based programs.** This will be complemented by modes of learning and e-learning and the use of school-based management committees to supplement and expand what government and development partners are doing at the grassroots level.
- **Initiate, where none exists, school re-entry programs, especially for girls,** in the wake of a disaster such as COVID-19 to ensure that learning does not stop abruptly.

2. Improving the salience, accountability, and capacity in Foundational Learning¹ in Africa

We resolve to increase access to and improve the quality of early childhood education programs, improve the teaching of foundational literacy and numeracy, and use assessment-informed instruction to support foundational learning. We, therefore, undertake to:

- **Ensure the availability of accurate and accessible data to track progress on the foundational learning commitments.** We will promote the use of existing tools such as the Human Capital Africa's learning accountability scorecard and the Africa Spotlight Report series 'Born to Learn' initiative, engage in intra- and inter-country policy and programming dialogue around foundational learning, and involve citizens, parents, and

¹ Literacy, numeracy, and socio-emotional learning.

communities in the assessment and remediation process and in monitoring the progress of foundational learning.

- **Make the application of the principles of structured pedagogy a top education priority to sustain or surpass the gains made in foundational learning.** We resolve to embrace the principles of successful, structured pedagogy programs such as the daily use of structured resources like workbooks for learners and guides for teachers, remediation systems for additional learner support and the regular use of information from assessments so that instruction is in line with students' learning needs.
- **Provide ongoing support to teachers to successfully shift from assessment of instruction to assessment for instruction, and to strengthen the capacity of teachers to support children's social and emotional learning and safeguard their wellbeing.** We will train teachers on how to embed assessment within instruction and give on-the-spot feedback, clarify their role in scaling structured pedagogy programs, and apply a system-wide approach in developing assessments to align what is being assessed with why.
- **Inculcate mutual accountability and partnerships to maintain the momentum generated at the Triennale.** We resolve to build on the unprecedented expression of solidarity at the Triennale to broker other partnerships. We commit to reactivate and leverage existing peer learning mechanisms and communities of practice to take root among education stakeholders² in addition to greater involvement of parents and communities.

3. Rethinking Technical and Vocational Skills Development (TVSD), in light of Digitalization and the Fourth Industrial Revolution

We commit to finding alternative TVSD financing sources to supplement public funds and support apprenticeships. We will build sustainable funding models through co-funding and joint ownership structures. This is in addition to designing affordable innovative interventions for scale-up from the start. We further undertake to:

- **Promote the application of EdTech solutions to learning crafts, to promote production quality.** This will require, as pre-requisites, a change of mindset, quality improvement, and incorporation of digital skills.
- **Ensure that technical universities and polytechnics do not mimic traditional research universities and instead emphasize practice-oriented skills development and technological innovations,** coupled with providing a pathway for learners to acquire employment-oriented and entrepreneurial skills to the highest level possible.
- **Promote policy coherence by learning from policy failures. Policy learning and contextualization to a country's situation is preferable to wholesale policy borrowing.** We will also guard against conforming blindly to metrics designed by others for their purposes: we will look at world standards but with the African spirit and country specificities.

² Such as the African Union's Leveraging Education Analysis for Results Network (LEARN) Peer Learning Mechanism, ADEA's Inter-Country Quality Nodes (ICQNs), UNESCO Africa Spotlight Report, RTI's Science of Teaching Structured Pedagogy 'How to Guides', Gates Foundation and UNICEF FLN Hubs, and World Bank's Accelerator Program.

- **Prioritize training of trainers, especially in industry or externships**, and implement continuous development programs to promote upskilling, reskilling, and multiskilling.
- **Change the perception of TVSD** by improving the quality of its provision and attracting high performing students, prioritizing its functionality and utility, promoting the portability of skill sets and micro-credentials, and inter- and intra-differentiation instead of only vertical differentiation.
- **Avoid the narrow job specification training and embrace new forms of work-integrated training** while encouraging partnerships and benchmarking with African TVET/TVSD institutions.
- **Forge partnerships with the private sector to consolidate competency-based training to ensure relevance of skills learnt.** We will adopt a win-win approach with benefits for both firms (such as tax discounts) and learners (acquisition of workplace skills).
- **Highlight the importance, and use, of data in the diagnostics of TVET challenges.** Lack of data and research evidence is a serious challenge facing the development and modernization of TVSD.
- **Establish a Continental TVSD Think Tank** to support the revitalization of TVET in Africa, under the leadership of Mauritius.

4. Reimagining Higher Education and Scientific Research in Africa

We note that the higher education sub-sector is facing difficulties in securing funding for research post COVID-19, a crisis of recruitment and retention of faculty, and resource capacity challenges, including meeting the set standard of allocating 2% of a country's GDP for research. We therefore commit to expand higher-level teaching, learning, and research and strengthen research-industry linkages through innovative and alternative financing options. We further undertake to:

- **Innovate on funding options for research in higher education to inform policy, programming, and practice.** This includes promoting endogenous funding for a better match between research and development, mobilizing funding for research from governments and donors while developing mechanisms that encourage inter-university exchange and for universities and industries to benefit from each other.
- **Strengthen the capacity of higher education personnel to undertake robust research** and implement programs for skills development for Africa. We will also nurture and manage robust, collaborative higher education research for impact, built on trust and mutual benefit. This includes promoting collaborative publication while guarding against unregulated massification of publications from universities to ensure quality and accountability.
- **Encourage strategic partnerships** between universities and other higher education institutions (HEIs) in Africa, promote opportunity oriented HEIs and TVSDs, and accelerate blue, green and digital transition as well as the growth of jobs in human development.

- **Maintaining strategic peer learning opportunities and mainstream the use of data and evidence** for decision making in higher education.
- **Continue to improve the quality assurance and harmonization of qualifications** to enhance free labour and skills movement, while contributing to the transparency of qualifications and trust between African qualifications frameworks.

5. Tackling the data challenge in Africa's educational systems

We acknowledge that without sufficient quality education and skills data, it is difficult to develop guided policies and make informed decisions, and that we need to shift the discourse to the economics of data gathering. To capitalize on data necessitates going beyond the value of having data and focusing on people who can use the data, such as schools, because external persons cannot dictate how schools should run. We further undertake to:

- **Develop innovative ways of working with policy and decision makers in other Ministries**, such as Finance, to earmark more funding to improve the use of quality data for advancing education and skills. We will ensure that the institutionalization of our actions for sustainability and resilience, while being cognizant of the different country contexts.
- **Strengthen the capacity of relevant units within our Ministries**, beyond the training, through peer learning, exchange of knowledge and experiences and report back sessions for the events in which our Ministries participate.
- **Push for the incorporation of programs that support the provision of education and skills data as part of the national budget** and institutionalize capacity strengthening programs for education institutions and national assessment systems, with partner support.
- **Employ a multi-sectoral approach in addressing the fragmented collection and holding of data** by developing a (or strengthening the existing) long-term strategy on data and a communications plan, incentivizing data collection and sharing through leveraging the collective wisdom of all stakeholders and building a community of practice.

6. Embracing digitalization to improve the sustainable delivery of education and training in Africa

We note the lack of a robust environment and infrastructure to support digitalization. In some countries, the priority may not be digitalization as their needs may be as basic as electricity and food demands among impoverished communities. Teacher capacity and the use of instructional technology for the teaching community, creating an enabling environment for digitalization, lack of robust environment to ensure resilience for continued education, and lack of best practice standards and guidelines for digitalization remain key barriers to embracing digitalization in education. We therefore undertake to:

- **Focus more on the education dimension when formulating policies and designing/ implementing educational technology initiatives, and link to reach and/or learning outcomes.** This will help focusing how we approach digital technology in our context on

how it can help achieve educational policy goals/objectives.

- **Harness knowledge about grass-roots innovations leveraging technologies to achieve educational goals that are more relevant to many contexts across the continent.** We will identify local solutions that can be scaled, and develop scaling strategies, to accelerate relevant deployment of digital technology.
- **Adopt an ecosystem approach in EdTech** to drive resilient and sustainable deployment of technologies, and **embrace an inclusive approach** for all stakeholders to build the digital education ecosystem.
- **Leverage available technologies to move beyond the digital skilling of teachers and help develop teachers as leaders** that can drive the meaningful deployment of digital technology in schools and communities.
- **Provide dedicated investment in digital transformation and infrastructure, learn from existing models of continued education for teachers, and benchmark toolkits and maturity models** to facilitate the focus on specificities of countries with respect to education development.

7. Improving access and equity in education and training for vulnerable populations

We observe that the provision of career guidance, mentoring, and coaching opportunities, encouraging stronger gender-sensitive policies and promoting accessible digital training programs, modernized learning institutions, and improved home learning environments for girls are some of the promising practices. However, a reduced and unequal domestic burden, unequal gender relations, affordability, infrastructure and challenges of physical access remain key challenges to improving access and equity for learners in vulnerable populations. We undertake to:

- **Continuously review policies** in reference to global trends in education to remain relevant and **operationalize policies and document lessons** learnt to inform practice.
- **Design contextualized interventions** in reference to varied geographies and **involve participating recipients** to ensure effective implementation of projects or programs.
- **Build sustainable pedagogical interventions** through mentorship and shadow practices and **encourage the use of the Gender-Responsive Pedagogy (GRP) toolkit** for teachers, trainers and leaders to facilitate access, equity, and quality education.
- **Use professional workers to sensitize communities** on the need to enrol children with disabilities in schools to enhance access.

Endorsed on this 21st day of October 2022.

List of Ministers / Deputy Ministers / Ministers of State / Secretaries of State:

1. Hon. Mrs Leela Devi Dookun-Luchoomun; Vice Prime Minister and Minister of Education, Tertiary Education, Science and Technology, Mauritius.
2. Hon. Dr Monica Musenero; Minister of Science, Technology and Innovation, Uganda; Chairperson, AU STC-ESTI Bureau; Chairperson, ADEA Steering Committee.
3. Hon. Dr Valentine Uwamariya; Minister of Education, Rwanda.
4. Hon. Agnes Makonda Ridley; Minister of Education, Malawi.
5. Hon. Prof. Mariatou Koné; Minister of National Education and Literacy, Côte d'Ivoire.
6. Hon. Claudiana A. Cole; Minister of Basic and Secondary Education, The Gambia.
7. Hon. Dr Joyce Moriku Kaducu; Minister of State for Primary Education, Uganda.
8. Hon. Gabriella Rahantanirina Vavitsara; Minister of Technical Education and Professional Training, Madagascar.
9. Hon. Mr Niang Mamoudou; Minister of Employment and Vocational Training, Mauritania.
10. Hon. Dr Francisco Pacheco; Secretary of State for Pre-School and Primary Education, Angola.
11. Hon. Mr Edgar Moyo; Deputy Minister of Primary and Secondary Education, Zimbabwe.
12. Hon. Mr John Ntim Fordjour; Deputy Minister of Education, Ghana.

List of Head of Delegated Ministerial Representatives:

1. Mr Joshua Mwangi; Ag. Director, Policy & Partnerships, Ministry of Education, Kenya.
2. Dr (Mrs) Folake Olatunji-David; Director, Basic Education, Federal Ministry of Education, Nigeria.
3. Mr Koto Ey'Olanga Firmin; Director of Cabinet, Democratic Republic of Congo.
4. Ms Carol Oluyemi Nuga-Deliwe; Acting Deputy Director General, Department of Basic Education, South Africa.
5. Mr Charm Kalimbika, Director; Early Childhood Education, Ministry of Education, Zambia.
6. Ms Roda Mahamoud Issa; Head of Research, Dissemination and Evaluation, CRIPEN, Ministry of National Education and Vocational Training, Djibouti.
7. Mrs Lina Portugal; Director of Human Resources, Ministry of Education and Human Development, Mozambique.
8. Prof. Kanndanan Insiata Ouattara Epse Goita; Chief of Cabinet, Ministry of Higher Education and Scientific Research, Côte d'Ivoire.