ADEA High-Level Annual Policy Dialogue Forum

“Secondary Education in Africa: Preparing Youth for the Future of Work”
Most African countries features on the bottom Quartile of the Human Capital Index score on the World Map!

Source: World Bank Index Report

Most African countries fall in the bottom quartile of the Human Capital Index Score

South Africa score = 0.41
Sub – Saharan Africa Average = 0.4
World Average = 0.57
2012 PISA study on creative problem solving socioeconomic status of learners had an impact on creative problem-solving.
Africa cannot afford to follow a sequential path of access, quality and relevance?

AFRICA NEEDS A REVOLUTION IN EDUCATION
The 21st Century curriculum must focus on Knowledge, Skills and Character.

Meta Learning Environment = Knowledge + Skills + Character
The Skills inequality gap is growing at a faster pace in the 21st Century

“... at the current pace of change, skills inequality is not going to be solved anytime soon. In fact, we found that it will take approximately a century for girls and boys in poor countries to catch up to today’s education levels in rich countries.”

- Sean F Reardon an Ximena A Portilla, “Recent Trends in Income, Racial and Ethical School Readiness Gaps at Kindergarten Entry
The twin problems of skills inequality and skills uncertainty

Skills Inequality and the 100-Year Gap

"It will take approximately a century for girls and boys in poor countries to catch up to today’s education levels in rich countries"

- Brookings Institute

"By 2030, more than half the world’s 2 billion children will not be on track to achieve basic skills at the secondary level, including literacy, numeracy, problem solving, and critical thinking"

- Education Commission

Qualifications and competency frameworks

- There is lag between qualification frameworks and skills of the future. The education system needs to work closely with employers in qualification and competency frameworks

- The education community simply does not yet have the tools to take summative and broadly comparable measures of non-academic skills
No Quality teaching without quality teachers

- African education systems must focus on attracting quality students into teaching
- Major focus on educating STEAM teachers to address shortages
- Teacher training colleges must integrate knowledge
- In addition to knowledge ITE must include 21st century skills and build characters of teachers
- Most education systems prohibit unlicensed professional and others from teaching
- Learning regularly involves community members, peers, parents, siblings, employers, and others along with educators
New teaching methods and curriculum must encourage problem solving, use of technology and project based learning through collaborative learning methods.

- Africanised and decolonised education
- Revisit epistemology
- Entrepreneurship
- Encourage indigenous knowledge

[Images of children and educators in collaborative learning settings]
We need to create the next generation of future leaders that have character.
Introducing modern discipline and themes in learning and teaching that shape our future

**Modern disciplines**
- Entrepreneurship
- Coding and Robotics
- Artificial Intelligence
- Data analytics
- and more...

**Modern themes**
- Global Literacy
- Information Literacy
- Environmental Literacy
- Digital Literacy
- Systems Thinking
- Design Thinking
- and more...
At least 1500 languages are spoken on the African continent.

Reading for comprehension will not improve without addressing the indigenous language issue.

- At least 1500 languages are spoken on the African continent.
... But Africans are taught in colonial languages

<table>
<thead>
<tr>
<th>Region</th>
<th>Total Population (Million)</th>
<th>1st Language (Million)</th>
<th>1st Indigenous Languages (Million)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anglophone</td>
<td>690</td>
<td>10</td>
<td>680</td>
</tr>
<tr>
<td>Francophone</td>
<td>442</td>
<td>20</td>
<td>424</td>
</tr>
<tr>
<td>Lusophone</td>
<td>63</td>
<td>14</td>
<td>49</td>
</tr>
<tr>
<td>Other</td>
<td>3</td>
<td>0.5</td>
<td>2.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>44.5 Million</strong></td>
<td><strong>1155.5 Million</strong></td>
<td></td>
</tr>
</tbody>
</table>

Only 4% of African students are taught in their 1st Language while Europe and Asia use local languages which promotes development and process.

Recent developments in promoting indigenous language

- **Nigeria** has over 500 local languages, but teaches mainly in English. A pilot project is currently introducing the most widely-spoken languages Haussa, Yoruba and Igbo in primary schools.

- In **Senegal** where French is the mode of instruction – a language in which only one-third of the population speaks fluently. Schools have now started introducing bilingual classes in French plus one other local language.

- **Mozambique**, has planned to open schools to 23 different languages.

- **Malawi**-from 2016 English is used as LoLT

- **Ethiopia** also has problems integrating local languages. The use of only one language, Amharic, has led to quite a bit of resistance.
The burden of foreign languages as language of learning and teaching

“Research shows children are more active, think more critically and create an entirely different classroom atmosphere when taught in their mother tongue”

The Importance of Indigenous Languages

• “If only English and French are taught, he says, it creates the impression that knowledge only comes from abroad” - Ngugi wa Thiong’o Kenyan Author

• Supports local culture and parental involvement and creates a bridge between formal schooling and student home and community involvement Learn through play becomes more effective in indigenous languages

• With instructions in mother tongue, teachers and students can interact more naturally and negotiate meanings together which improves the learning process.

• Presentation of curriculum in unfamiliar languages requires an enormous amount of time to teach children to speak, read and write. This time could be spent in learning academic concepts and acquiring 21st century skills in mother tongue

• Most countries in Africa recognise the importance of indigenous languages-some use indigenous languages in early years of schooling –but often these policies are inadequately resourced in terms of language development as LoLT and business
The use of technology to leapfrog improvement in education is critical

- Technology is increasingly touted as integral to democratizing access to education
- Whilst technology will probably not replace teachers in basic education, it offers opportunities to address some existing challenges in the education sector
- Government in most countries lag behind in adopting clear policies of leveraging technologies for education
- Most innovators have no direct involvement in learning and teaching
Technology and Innovation in Education is increasing across the East, Central and Southern Africa
Most Ed-Tech innovations are focussed on the marginalised.

Source: Brookings Institute
What is holding the African continent back?

Politics

Policymakers and regulators too slow to implement change
Silo based mentality and poor collaboration between Business, Labour, Government and Educational institutions is causing much harm.
Mission

Our mission is to mobilise national capacity to assist government to achieve distinctive, substantial and sustainable improvements in education.

We want South African children to possess skills, knowledge and attitudes that enable them to live economically gainful and fulfilled lives.
Visioning

Chapter 9
National Development Plan

“We are Africans.
We are an African country.
We are part of our multinational region.
We are an essential part of our continent.
We feel loved, respected and cared for at home, in community and in public institutions.
We learn together...We love reading.

Each community has:
a school
teachers who love teaching and learning
a local library filled with the wealth of books,
a librarian.
All our citizens read, write, converse, and value idea and thought.
We are fascinated by scientific invention and its use in the enhancement of our lives.
We live the joy of speaking many languages”

• Sound Practice-based Professional Development Approach
• The Approach has reached over 70% of schools
• Supported by Government, Academics, Unions and practitioners
• We all agree on the Importance of Reading
• Mathematics need to be our all-time key focus
• Education needs to catch up with the demands of the future
Outputs

- **Schools**: +12.5%
  - 16,611
  - Increased by 14,769

- **Teachers (Maths, science, languages)**: +21.1%
  - 92,047
  - Increased by 76,034

- **Teacher Toolkits**: +86.9%
  - 6,008,130
  - Increased by 3,215,214

- **Subject advisors involved in NECT programme**: 0%
  - 671
  - Increased by >600

- **School Management Team members involved in NECT programme**: +132%
  - 12,300
  - Increased by 5,290

- **School Management Team Coaching and Support (Hours)**: -51.5%
  - 8,517
  - Decreased by 17,563

- **District Management Tools Implemented in Schools (47% of Districts nationally)**: +45.8%
  - 35
  - Increased by 24

- **Teacher Coaching Hours**: -28.7%
  - 23,504
Business, labour and society can produce not only economic wealth but social welfare, social value and enhance public good