

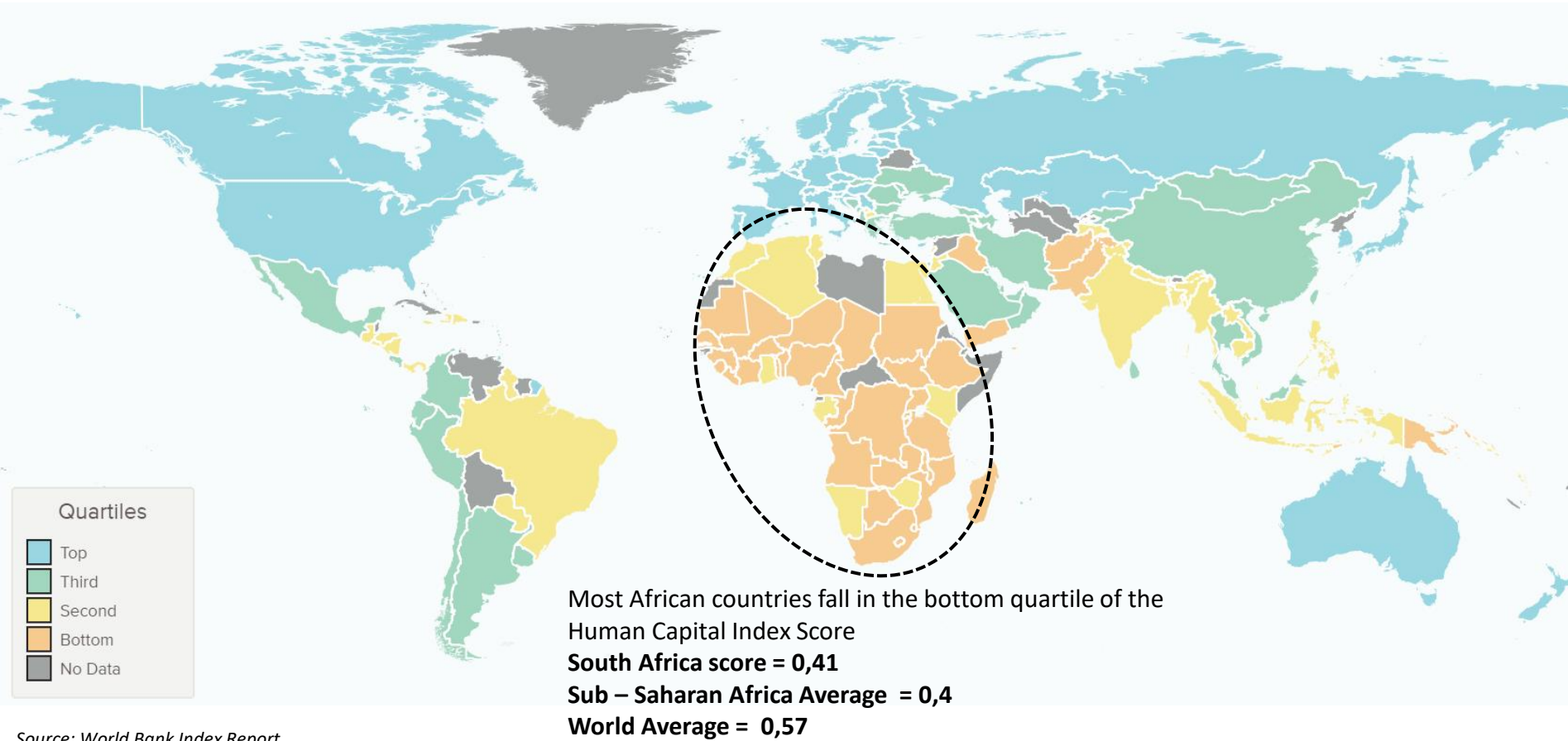


ADEA High-Level Annual Policy Dialogue Forum

**“Secondary Education in Africa:
Preparing Youth for the Future of Work”**



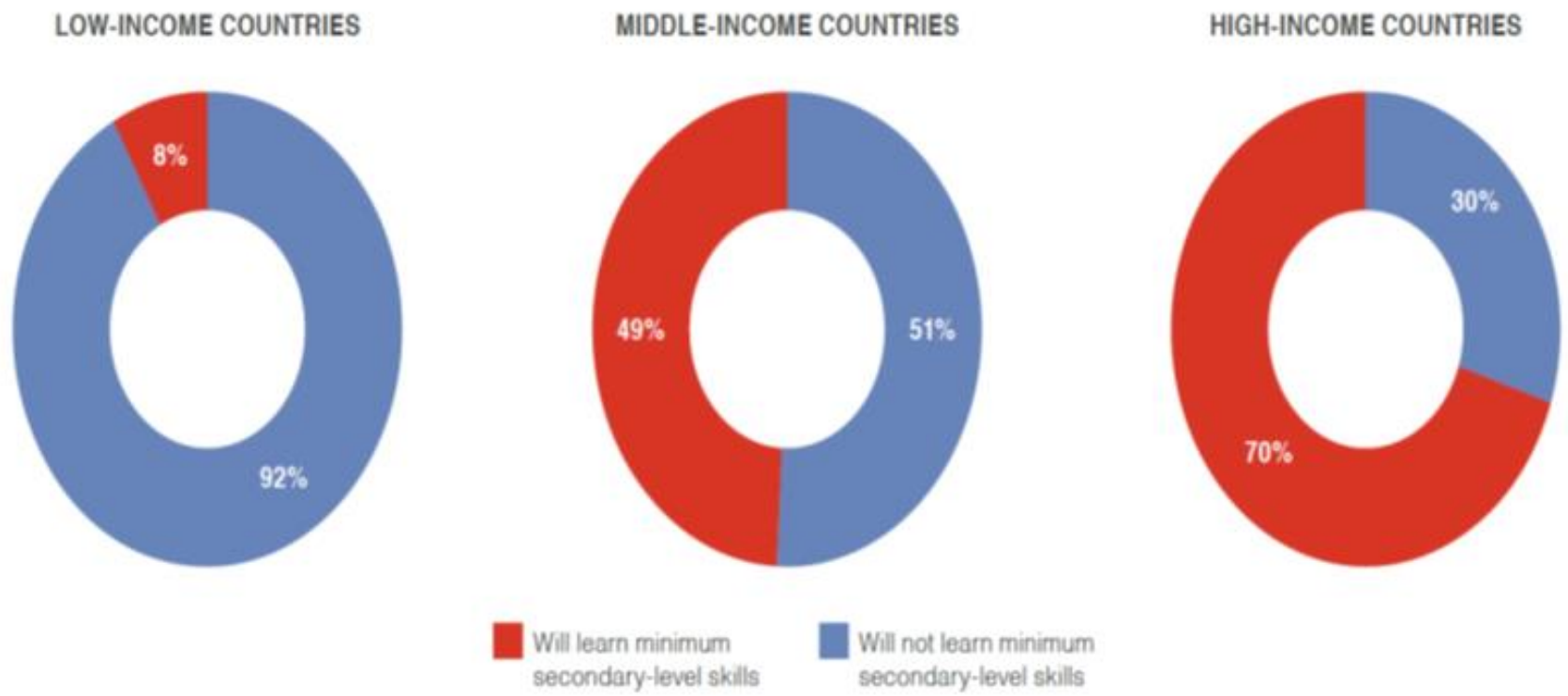
Most African countries features on the bottom Quartile of the Human Capital Index score on the World Map!



Source: World Bank Index Report

2012 PISA study on creative problem solving socioeconomic status of learners had an impact on creative problem-solving

Projected Learning Outcomes in 2030

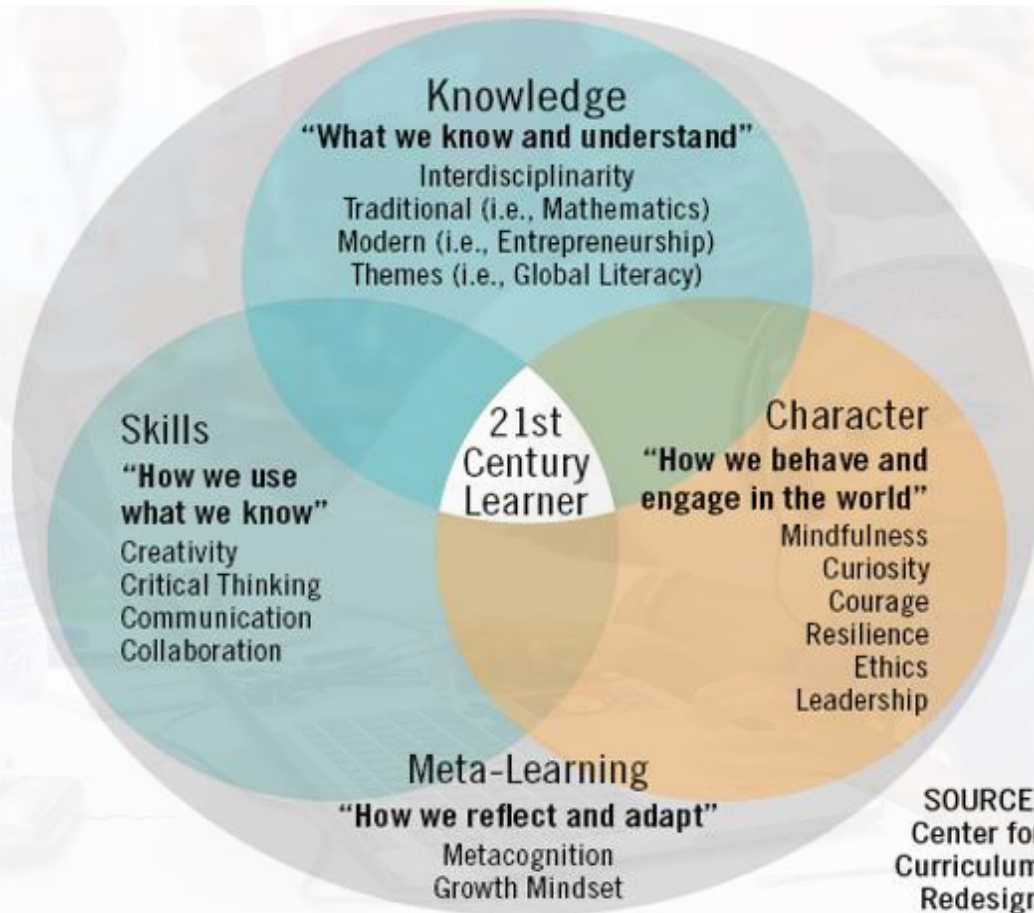


Source: Education Commission

Africa cannot afford to follow a sequential path of access, quality and relevance?



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 and Ximena A Portilla, “Recent Trends in Income, Racial and Ethnic 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



We need to create the next generation
of future leaders that have character

selfless leader
humility action
servant
leadership
good-listener open-minded
ethical role-model

Problem Solving
Ethics
Resilience
Curiosity
Collaboration
Courage
Attitude
Leadership
Trust
Integrity
Social Responsibility

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...



... But Africans are taught in colonial languages

Recent developments in promoting indigenous language

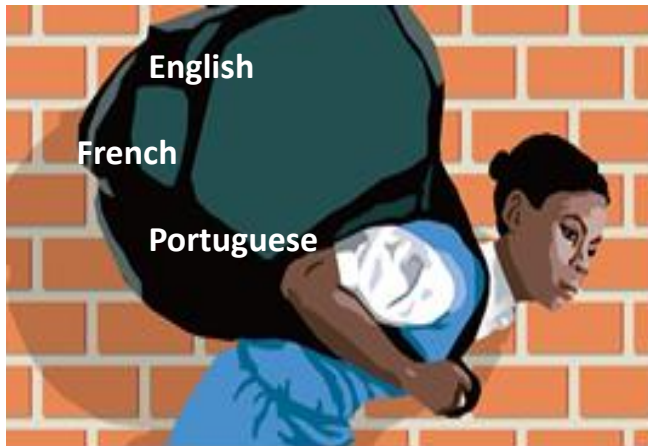
- **Nigeria** has over 500 local languages, but teaches mainly in English. A pilot project is currently introducing the most widely-spoken languages Hausa, Yoruba and Igbo in primary schools
- In **Senegal** where French is the mode of instruction – a language in which only one-third of the population 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

	TOTAL POPULATION (Million)	1 ST LANGUAGE (Million)	1 ST INDIGENOUS LANGUAGES (Million)
ANGLOPHONE	690	10	680
FRANCOPHONE	442	20	424
LUSOPHONE	63	14	49
OTHER	3	0.5	2.5
TOTAL		44.5 Million	1155.5 Million

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

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

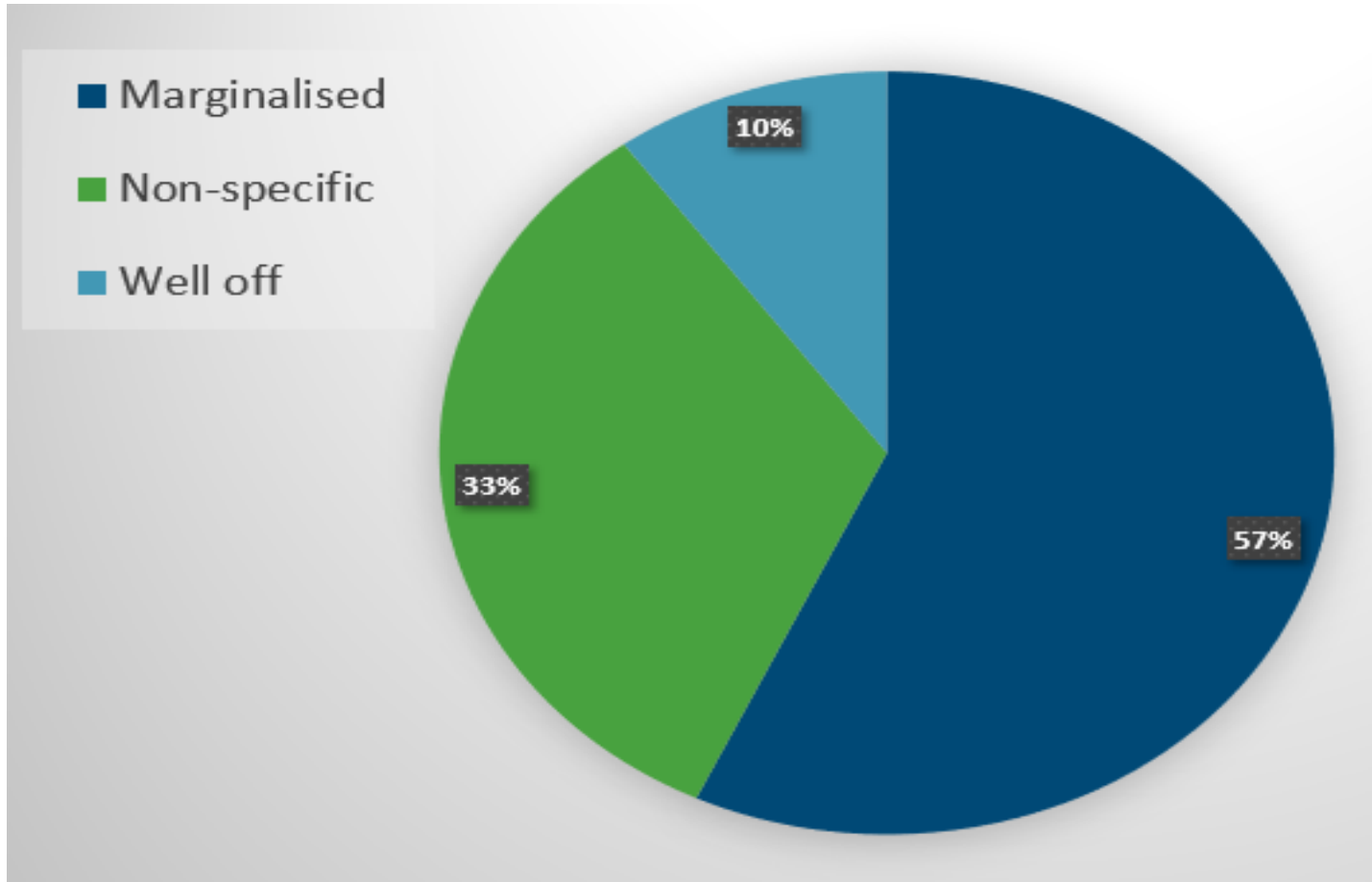
Technology and Innovation in Education is increasing across the East, Central and Southern Africa



616 United States	88 Mexico	51 Australia	38 Peru	27 Nepal	22 Senegal
320 India	80 United Kingdom	49 Tanzania	38 Indonesia	26 Jordan	22 Afghanistan
187 South Africa	74 Nigeria	46 Rwanda	38 Germany	26 Austria	21 Zimbabwe
167 Kenya	66 Colombia	46 Argentina	37 Spain	25 Turkey	20 Uruguay
130 Brazil	65 Canada	45 Ghana	36 Bangladesh	24 Ireland	20 Guatemala
120 Finland	57 Pakistan	42 China	34 France	24 Ethiopia	20 Cambodia
94 Uganda	55 Chile	38 Thailand	27 Zambia	24 Egypt	

■ Countries with 100+ innovations ■ Countries with 20-99 innovations ■ Countries with 1-19 innovations ■ Countries with 0 innovations

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



National Education Collaboration Trust

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.



Chapter 9

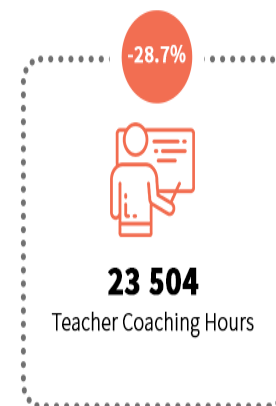
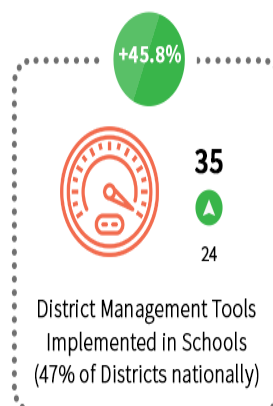
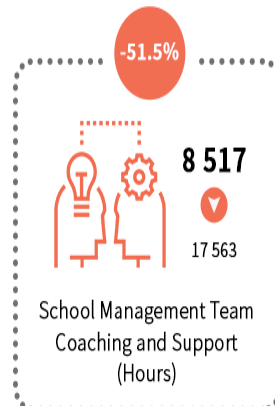
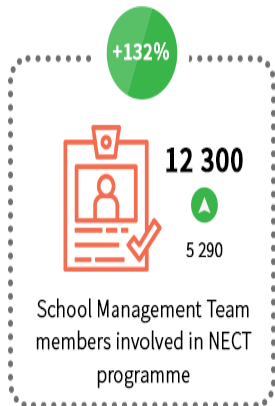
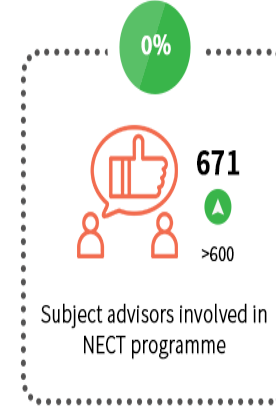
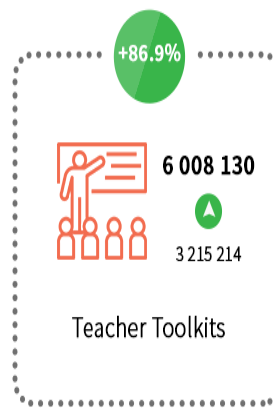
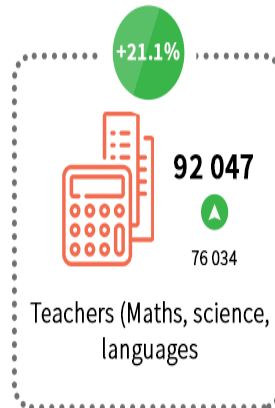
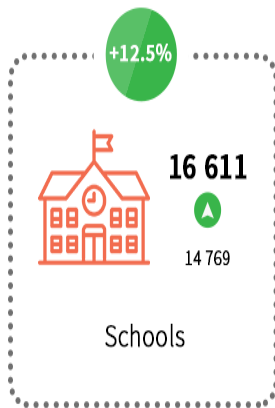
National Development Plan



"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



Business, labour and society
can produce not only
economic wealth but social
welfare, social value and
enhance public good

