

ADEA High-Level Annual Policy Dialogue Forum

On

SECONDARY EDUCATION IN AFRICA **“Preparing Youth for the Future of Work”**

Programme

Emperors Palace Hotel, Johannesburg, South Africa

29-30 July, 2019



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



Association for the
Development of
Education in
Africa

SUNDAY, 28TH JULY 2019

09:00 – 20:00

REGISTRATION OF PARTICIPANTS

Day 1 : MONDAY, 29TH JULY 2019

MORNING

08:00 – 08:30

ARRIVAL OF PARTICIPANTS

08:50 – 10:30

Venue: Auditorium

OFFICIAL OPENING CEREMONY

MASTER OF CEREMONY:

Mr Hubert Mathanzima MWELI, Director General, Department of Basic Education, South Africa

GENERAL RAPPORTEUR:

Ahlin BYLL-CATARIA, former ADEA Executive Secretary

08h50 - 09h00

ARRIVAL OF THE GUEST OF HONOR:

The President of the Republic of South Africa, Mr Cyril RAMAPHOSA

MEET AND GREET, GROUP PHOTOGRAPH

Guest of Honor, Ministers and VIPs

09h00 - 10h30

MUSICAL ITEM

The National Anthem and the AU Anthem

WELCOME ADDRESS AND INTRODUCTION OF THE GUEST OF HONOR

Minister for Basic Education, Republic of South Africa, Mrs Angelina MOTSHEKGA

OPENING ADDRESS

The President of the Republic of South Africa, Mr Cyril RAMAPHOSA

OVERVIEW AND KEY FOCUS OF THE HIGH-LEVEL POLICY DIALOGUE FORUM

ADEA Executive Secretary, Mr Albert NSENGIYUMVA

REMARKS

Minister for Basic and Secondary Education, the Gambia, Hon. Claudiana A. COLE

Commissioner for Human Resources, Science and Technology; African Union Commission, Ms Sarah Anyang AGBOR

ANNOUNCEMENTS/CULTURAL ITEM/HEALTH BREAK

Setting the stage: Keynote address, Key Messages and Ministerial Roundtable

Making a case for focusing on secondary education: The demand for secondary education in Africa is growing due to demographic change resulting in a growing youth population, success in expanding access to primary education under Education for All framework, and improving completion rates at the primary level and an increased focus on transition to secondary level. Ministries of Education in many African countries continue to face significant challenges in meeting this increased demand. Low existing capacity in secondary education systems across the continent and low learning outcomes at the primary level reflect this reality. Additionally, African countries experience high access and quality inequities in secondary education. Furthermore, there are higher costs per student at the secondary level and low resource availability for expanding secondary education. Despite these challenges, the provision of accessible, high quality, relevant secondary education is crucial to ensure that Africa's young people have the skills they need to find dignified and fulfilling work. This session seeks to create an understanding of what the future of work looks like, the skills for the future, and the unprecedented challenge of expanding access to high quality, relevant secondary education to all, but especially to a rapidly growing youth population. Participants will gain greater clarity on future work demands and the essential skills to match the demands. It is also an opportunity to share innovative policies and strategies for secondary education that have significantly improved the acquisition of knowledge, skills and competencies for large African youth populations.

Moderator: Sarah Anyang AGBOR, *Commissioner, AUC HRST*

Rapporteur: Justin SAIDI, Principal Secretary, Ministry of Education, Science and Technology, Malawi

Key Note Address: Future skills in the context of changing nature of work

Sizwe NXASANA, Head of Strategy, SIFISO Learning Group

Secondary Education as a Platform for Work: Key Messages from the Secondary Education in Africa Report

Kimberley KERR, Director for Regional Programs, Mastercard Foundation

Ministerial Roundtable:

- Hon. Angelina Matsie MOTSHEKGA, Minister for Basic Education, South Africa
- Hon. Mohamed Sanoussi Elhadji SAMRO, Minister for Secondary Education, Niger
- Hon. Aboubakar MOUKADAS-NOURE, Minister for National Education, Higher Education and Scientific Research, Central African Republic
- Hon. John Chrysostom MUYINGO, Minister of State for Higher Education, Uganda
- Hon. Claudiana A. COLE, Minister for Basic and Secondary Education, The Gambia

13:00 – 14:30 Lunch Break

AFTERNOON

Group Sessions: Fostering Relevant Knowledge and Skills

The breakout sessions will explore what skills and competencies young people in Africa need to prepare for the workforce of tomorrow and what works in helping youth acquire these skills.

14:30 – 16:00

Group Session A: Auditorium

What skills do African young people need to gain at the secondary level, given the changing nature of work?

This session will explore the argument that African youth increasingly require a broader set of foundational, 21st century, and digital skills. It will include a case study of a country that has made efforts to integrate these skills into their curricula.

Background: Africa has the fastest population growth and is the only region with a growing youth population. Meeting the education and work needs of this population remains an enormous challenge. Africa's Agenda 2063 has ambitiously set out to transform the youth challenge into an opportunity: "Youth unemployment will be eliminated and Africa's youth guaranteed full access to education, training, skills and technology, health services, jobs and economic opportunities..." Despite progress in primary education, the huge disparities result in an unequal starting point for the youth to transit into secondary education and, eventually, into work. This results in far fewer opportunities for achieving decent livelihoods and wellbeing, especially for marginalized groups. African countries must therefore develop secondary education systems that are relevant, inclusive and conducive to learning and skills development. While the creation of jobs in the formal sector is a key factor for economic growth and development, an equally important challenge is to increase the productivity of the large workforce who will be in the informal sector to address the underemployment associated with work in this sector. Africa must ensure that provision of high-quality skills also targets the majority of young people in the informal sector. Thus, future school to work transition strategies must ensure that secondary school students acquire the skills that will increase their level of human capital and enable them to thrive in informal sector jobs and increase the productivity of their activities, whether self-employment and/or entrepreneurship, while continuing to prepare them for formal sector jobs.

Moderator: Hendrina Chalwe DOROBA, Manager, Education and Skills Development Division, African Development Bank

Rapporteur: Steve CUMMING, Associate Director, Secondary Education and TVET, Mastercard Foundation

- 1 Overview of key issues (10 minutes):
 - Ed BROWN, Director of Policy, African Centre for Economic Transformation (ACET)
- 2 Stakeholder Perspectives (40 minutes):
 - Hon. Deng Deng HOC, Minister for General Education and Instruction, South Sudan
 - Emmanuel NNADOZIE, Executive Secretary, The African Capacity Building Foundation, Zimbabwe
 - Doris VILJOEN, Senior Futurist, Institute for Futures Research, Stellenbosch University
 - Angelin Marius RAFIDISAONINA, Chief Executive Officer, Stop becoming... BE, Madagascar
- 3 Roundtable interactive dialogue among group members (30 minutes)
- 4 Wrap-up of the session by the Moderator (10 minutes)

How do secondary education curricula and pedagogy need to change in Africa to deliver skills relevant to the future of work?

This session will explore reform efforts to introduce more contextually-relevant, learner centred, competence-based curricula as well as the debates around the introduction of specialist courses or extracurricular activities to teach the 21st century skills needed for work.

Background: A roundtable discussion with a select group of small and growing businesses, intermediary organizations and training providers from a cross-section of industries in Uganda highlighted the inadequacy of the current secondary education systems to provide flexible and adaptive approach required to provide the practical, applied skills demanded by small and growing businesses. This includes the provision of critical non-cognitive and workforce readiness skills such as communication, teamwork and initiative, as well as language, digital literacy and foundational skills. Appreciating the ongoing adjustments to curricula and attempts at policy reform, the small businesses, however, noted that teachers – who often lack key capabilities themselves – are often unable to successfully role model and impart these skills. Highlighting emergent examples of the fourth industrial revolution, businesses illustrated the need for skills and attributes that align with the changing nature of work. This includes increased opportunities for facilitated rather than rote learning, a shift to team-based and experiential learning, digital competencies for computers and smart-phones, and increased freedom to explore content and subjects outside the rigidity of the examination system.

Moderator: Josh ADLER, Vice President for Growth & Entrepreneurship, African Leadership Academy & Executive Director, The Anzisha Prize

Rapporteur: Khady DIOP MBODJI, General Secretary, Ministry of National Education, Senegal

- 1 Overview of key issues (10 minutes):
 - Karen MUNDY, Comparative and International Education, University of Toronto
- 2 Stakeholder Perspectives (30 minutes):
 - Malawi case study, Hon. William Susuwele BANDA, Minister for Education, Science and Technology
 - Kimberley Davis, Regional Technical Specialist, Secondary Education and Skills, UNICEF Regional Office
 - Keiko TAKEI, Chief Education Analyst, Education and Skills Development Division, African Development Bank
- 3 Roundtable interactive dialogue among group members (40 minutes)
- 4 Wrap-up of the session by the Moderator (10 minutes)

What is the place for technical and vocational training within secondary education?

This session will explore the role of technical and vocational training in secondary education systems.

Background: Reports indicate that sub-Saharan Africa has a lower share of secondary students in TVET compared to other regions like East Asia and in OECD countries. Expanding TVET and STEM/ICT are therefore key priorities as they are crucial to creating employment more quickly. The AfDB commissioned study that surveyed eight countries showed that the countries are not well prepared, especially policymakers, for the 4th Industrial Revolution. Secondary education is about preparing youth for both tertiary education and the labor force. There is need for a paradigm shift to see secondary education as a way of preparing youth for the labor force, not just for university, and that TVET can lead to dignified work. Expanding TVET in secondary education and changing the negative perceptions of TVET – from a dead end path to a pathway to progress – is a long-term process. It involves having unrelenting social campaigns with incentives and policy advocacy to change mindsets, leading to positive results that convince the youth. This will create opportunities to mobilize the youth as strong advocates for change. Since domestic investment is the driver for investments in education, countries need costing models where TVET fits in to support government strategic prioritization,

considering the tight budget ceilings. The private sector is key to this process, yet their role at the level of secondary education – a level more relevant due to the connection to employment – is under-developed. There is therefore a need to communicate their value proposition.

Moderator: George AFETI, Skills Development Expert, NEPAD SIFA & NIRAS-IP Consult

Rapporteur: Fofie KOFFI, Director of Vocational Training, Ministry of National Education, Technical Education and Vocational Training, Côte d'Ivoire

- 1 Country perspectives: How are governments conceptualizing the role of TVET in secondary education? (30 minutes):
 - Hon. Lamine MOUSTAPHA, Secretary of State, Ministry of National Education and Civic Promotion, Chad
 - Hon. Paul V MAVIMA, Minister for Primary and Secondary Education, Zimbabwe
 - Hon. Jesus Joaquim BAPTISTA, Secretary of State for Technical and Vocational Education and Training (TVET), Angola
- 2 Continental reflection: Beatrice NJENGA, Head, Education Division, AUC HRST (10 minutes)
- 3 Roundtable interactive dialogue among group members (40 minutes)
- 4 Wrap-up of the session by the Moderator (10 minutes)

14:30 – 16:00

Group Session D: TBC

How can we develop a highly skilled teaching workforce to meet growing demand for secondary education?

This session will explore the importance of a highly skilled teaching workforce, and how strengthening pre-service education for teachers could help create a virtuous cycle, leading to improved learning and cost efficiencies.

Background: It is said that education starts with the teacher, and the transformation of education requires the transformation of teachers as pre-requisite. Based on data from 55% of African countries in the sub-Saharan region, UNESCO (2018) found a declining trend in the proportion of trained primary and lower-secondary teachers, projecting that less than half of Africa's primary and lower-secondary teachers will have the training they need to do their jobs by 2030. This will have a disastrous impact on the region's learners at these two levels, unless the situation is reversed by, for example, recruiting and adequately training 17 million more teachers in the next 12 years. This is a challenging task for many African states considering the rapid growth of enrolment in primary schools across Africa and the alarming signs of decline in the quality of teacher education. Beyond providing additional funds to support further expansion of school systems across the region, there is need to balance quantity and quality in the provision of education that equips learners for active participation in society and the economy. This calls for radical reforms in the initial teacher education complemented by institutionalized continuous professional development programmes, and encouraging teachers to conduct research, as part of their training, to keep up to date on current methods in the field and entrench their research skills. The private sector should be more involved in such radical reforms. Governments should consider providing entrepreneurship training to secondary school teachers to better prepare them to teach adequately TVET subjects at this level. There is also the urgent call to re-elevate the profession in terms of recognition through motivational incentives such as rewarding quality teachers. These reforms are long term. However, more can be done with what exists, including increased efficiency in the use of resources and building smart institutional capacity anchored on good governance and political will.

Moderator: Hon. Mory SANGARÉ, Minister for National Education and Literacy, Guinea

Rapporteurs: James MCINTYRE, Mastercard Foundation

- 1 Overview of key issues (10 minutes):
 - James KEEVY, Chief Executive Officer, JET Education Services
- 2 Stakeholder Perspectives (40 minutes):
 - Uganda case study, Hon. John Chrysostom MUYINGO, Minister of State for Education and Sports (Higher Education),

Uganda

- Assisi NAPOE, Chief Regional Coordinator, Education International Africa Region
- Herine Adhiambo OTIENO, Director of Teacher Training Program, African Institute for Mathematical Sciences (AIMS)
- Keith LEWIN, Professor of International Development, Centre for International Education, University of Sussex, UK

3 Roundtable interactive dialogue among group members (30 minutes)

4 Wrap-up of the session by the Moderator (10 minutes)

16:00 – 16:30 Health Break

16:30 – 17:00

Plenary: Auditorium

Presentation of reports from the 4 group sessions

Moderator: Hon. Reginah MHAULE, Deputy Minister, Ministry of Basic Education, South Africa

General Rapporteur: Ahlin BYLL-CATARIA, former ADEA Executive Secretary

Presentation of group reports (20 minutes @5 minutes each):

Overall reflection (10 minutes):

- Emile Tanawa, Director, Organisation Internationale de la Francophonie (OIF), Senegal

17:00 – 18:00

Plenary Session :Auditorium

Moving the secondary education transformation agenda forward through an ICQN on Secondary Education

This session will explore the roadmap for taking forward the implementation of the findings and recommendations of the Secondary Education in Africa Report using an Inter-Country Quality Node on Secondary Education.

Facilitator: Shem BODO, Senior Programs Officer, ADEA

Rapporteur: Elizabeth DICHU Clement, Education Attaché, South Sudan

Background: ADEA has established thematic-based and country-led Inter-Country Quality Nodes (ICQNs) that bring together countries facing similar challenges with strategic partners to promote dialogue, collective learning and space for collaborative action. ICQNs serve as catalysts in the process of accumulation of information on innovative educational experiences in Africa and for the implementation of the lessons that each country or group of countries draws from those experiences to improve their own programmes. They take a joint problem-solving approach and are built on the assumption that quality improvement in education in Africa is only possible when the main actors are committed to the process and have an ownership that is generally reflected in the strengthening of capacities at the country level. An equally important assumption is that regional cooperation is key to providing solutions to common challenges and pooling human and financial resources that no individual country can fully mobilise. ADEA ICQNs have proved to be a great value proposition in entrenching country leadership and ownership for sustainable development through education.

Stakeholder Perspective: Jacinta Lipeya Akatsa, Chief Executive Officer, Centre for Mathematics, Science and Technology Education in Africa (CEMASTE A)

Summary remarks and recap of key takeaways from Day I (10 minutes)

- Albert NSENGIYUMVA, Executive Secretary, ADEA

END OF DAY 1

19:00 Dinner – Ministry of Basic Education, South Africa

Day 2 : TUESDAY, 30TH JULY 2019

MORNING

09:00 – 10:30

Plenary Session : Auditorium

Recap of Day I

Ministerial Roundtable: How have countries approached education reform?

Recap of Day I, setting objectives and agenda for Day 2 (10 minutes)

- Albert NSENGIYUMVA, ADEA Executive Secretary.

Moderator: Beatrice NJENGA, Head, Education Division, AUC HRST

Rapporteur: Hellen INYEGA, Dept. of Educational Communication & Technology, University of Nairobi

Ministerial Panel (40 minutes):

- Hon. Ntoi RAPAPA, Minister for Education and Training, Lesotho
- Hon. Matthew Opoku PREMPEH, Minister for Education, Ghana
- Hon Lady HOWARD-MABUZA, Minister for Education and Training, eSwatini
- Hon. Ansu SONII, Minister for Education, Liberia
- Khady DIOP MBODJI, General Secretary, Ministry of National Education, Senegal

Question and Answer session (30 minutes)

10:30 – 11:00 Health Break

Group Sessions: Flexible Pathways for Diverse Young People

These breakout sessions will explore how to build flexible systems with multiple pathways into secondary education, and from secondary into technical training, tertiary, and the world of work, with a focus on improving access to secondary education or its equivalent for out-of-school youth.

11:00 – 12:30

Group Session A: TBC

How can we make education systems more flexible to accommodate all youth?

At the secondary age, many youth face competing pressures to seek work before completing their studies. This session will explore approaches like bridging or accelerated learning programs that could help make secondary education more accessible to youth who take non-linear pathways.

Background: Africa's youth face various types of vulnerabilities in the current global social and economic dispensation, and providing the right education and skills that can enable them to have decent and fulfilling life is one way to mitigate this vulnerability. Studies have shown that a significant number of young boys and girls in Africa are out of school, with many finding it hard to access and/or complete formal secondary schooling. Contributing factors include low retention in primary school, inadequate school places, early marriages for female youth and household social capital. Understanding these factors is not only important for school re-entry programs but has implications on workforce entry for youth. Out-of-school youth are motivated to join complementary education programs to acquire basic literacy skills, to find work or set up their own business. Two possible pathways for out-of-school youth are: (i) remediation programs that aim to bring out-of-school youth back to formal schooling or alternative education programs; and, (ii) integration of youth into the labor market through workforce development. Alternative education programs include bridging programs, complementary education programs, and non-formal education programs. Their success hinges on having

multiple entry and exit points, as well as close associations with formal education. The pathways back to formal education vary, depending on level of program diversification and the extent of institutional segregation (or integration). Re-entry programs or second-chance programs include accelerated learning programs and equivalency education programs.

Moderator: Rudo KWARAMBA-KAYOMBO, Executive Director, ONE.ORG

Rapporteur: Mallory BAXTER, Learning Manager, Programs, Mastercard Foundation

1 Overview of key issues (10 minutes):

- Karen MUNDY, Comparative and International Education, University of Toronto, University of Toronto

2 Stakeholder Perspectives (40 minutes):

- Uganda Basic Education for Urban Poverty Areas (BEUPA) Program, Hon. John Chrysostom MUYINGO, Minister of State for Education and Sports (Higher Education), Uganda
- Mbali Gushu, Interim Regional Director, South Africa, Ashoka Africa
- Malawi National Adult Literacy Program (NALP) & Complementary Basic Education Program, Hon. William Susuwele BANDA, Minister for Education, Science and Technology
- Abdel Rahamane BABA-MOUSSA, Secretary General, CONFEMEN

3 Roundtable interactive dialogue among group members (30 minutes)

4 Wrap-up of the session by the Moderator (10 minutes)

11:00 – 12:30

Group Session B: TBC

How can systems promote stronger linkages between general and technical pathways?

This session will explore system-level strategies of strengthening the general and technical pathways in secondary education to better embrace in school, out-of-school or 'never in school' youth.

Background: A renewed approach to the continuum concept that is based on seamless links between education, training and the transition to work is essential for maximizing the efficiency and effectiveness of flexible secondary education pathways for the diverse out of school youth in Africa. The schemes that different African countries are implementing to facilitate young people's continuation in basic education and, when they have dropped out or never been to school, their integration or reintegration into the education system can be categorized into five. These are: (i) remedial measures within basic education, (ii) integration or reintegration into basic education, (iii) skills training beyond remedial education, (iv) developing a stronger continuum between the education system and the world of work, and (v) developing a continuum based on the accreditation of knowledge and skills. The fifth type comprises the accreditation of prior educational, professional and social experience and is a successful illustration of interaction between the three component aspects. It shows how these three terms work in coordination with one another and enable those excluded from the school system to acquire, in non-school settings, the knowledge and skills they need to succeed in their social and professional life. The World Bank Report of 2015 indicates that successful alternative education systems are those that have "multiple entry and exit points and close associations with formal education...and that mix academics and cognitive skills with training in life skills as well as mentoring. Youth with vocational education tend to be absorbed faster in the labor market than those with other forms of education. This probably supports out of school youth programs with a strong focus on TVET. Such programs should have definite paths linked to formal education tracks while also examining their compatibility with the labor market. This necessitates the development of tools and mechanisms such as national and regional qualifications frameworks and creation of pathways using instruments such as recognition, validation and accreditation of basic youth and adult education and recognition of prior or experiential learning.

Moderator: George AFETI, Skills Development Expert, NEPAD SIFA & NIRAS-IP Consult

Rapporteur: David Blaise OSSENE, Expert, Education and Culture, Economic Community of Central African States (ECCAS)

- 1 Overview of key issues (10 minutes):
 - Milena NOVY-MARX, Consultant, Regional Program, Mastercard Foundation
- 2 Stakeholder Perspectives (40 minutes):
 - Hon. Deng Deng HOC, Minister for General Education and Instruction, South Sudan
 - Jawara GAYE, Lead Education Specialist, Islamic Development Bank Group
 - Herine Adhiambo OTIENO, Director of Teacher Training Program, African Institute for Mathematical Sciences (AIMS)
 - Cecilia BALDEH, Regional Education Adviser for West and Central Africa, UNICEF
- 3 Roundtable interactive dialogue among group members (30 minutes)
- 4 Wrap-up of the session by the Moderator (10 minutes)

11:00 – 12:30

Group Session C: TBC

Can innovation in education technology help to deliver at scale more flexible secondary education?

This session will explore the potential advantages and drawbacks of education technology. What are promising innovations? What policy frameworks need to be in place to promote innovation, testing and adoption of successful models at scale?

Background: There is limited use of technology under second chance programs that use face-to-face instruction, unlike in programs that train youths through open distance learning. The out of school youth enrolled in the former sometimes use the internet on their own to search for reference materials to supplement what is delivered in face-to-face classes. On the other hand, second chance models that use open distance learning promote use of technology in the delivery of contents to the enrolled youth. The technologies include computer-assisted learning, audio- and video-recorded information, toll-free phone lines and website material searches. Utilization of the services through these technological channels among the youth, however, remain low. Thus, the catch-up model, which relies heavily on face-to-face teaching, is limited in the deployment and use of technology. This is partly due to the condensed curriculum and the fact that targeted youths, some of whom are illiterate or semi-literate, start the program at different levels, making the use of technology difficult. However, the introduction of ICTs such as mobile phones into pathway classrooms has had a positive impact on young people's literacy skills. Combining classroom literacy work with SMS/text exercises enables the improvement of access to knowledge and the portability of lessons in time and space, leading to improved quality. The USAID-supported Advancing Youth Project implemented by the Government of Liberia imparted skills and competencies to the youth in appropriate ICTs like interactive audio instruction and mobile learning through the use of cell phones (mLearning).

Moderator: Jerome Morrissey, Chief Executive Officer, Global eSchools and Communities Initiative (GeSCI)

Rapporteur: Sibongile M. Mtshali-DLAMINI, Principal Secretary, Ministry of Education and Training, eSwatini

- Catalyzing Impact through Ed Tech (10 minutes):
 - Joseph NSENGIMANA, Director, Mastercard Foundation Centre for Innovative Teaching and Learning in ICT, Rwanda
- Partner Perspectives (40 minutes):
 - Ghana experience, Hon. Matthew Opoku PREMPEH, Minister for Education
 - Mxolisi ZULU, Noma Ikuph[anywhere] Connections, Ashoka Young Changemaker Finalist, South Africa
 - Nader IMANI, Executive Vice President, Global Education, FESTO Didactics SE, Germany
 - Daniel ANTWI, Africa Regional Director, Africa Internship Academy, Ghana
 - Roundtable interactive dialogue among Hon Ministers and group members (30 minutes)
 - Wrap-up of the session by the Moderator (10 minutes)

Perspectives of private sector on secondary education reform

This session will explore the role of the private sector in improving secondary education to match the needs of this critical industry, which continues to attract a significant number of youth entrepreneurs as employers or employees.

Background: While there have been attempts to draw secondary education closer to businesses and industry to provide exposure to career pathways, these efforts have not been systematized and scaled. Small businesses, for example, have had challenges providing a comprehensive and unified approach to institutionalize apprenticeships, career services and other opportunities to draw a closer connection between the private sector and education system. With the emergence of the fourth industrial revolution, the need for skills and attributes that align with the changing nature of work is urgent. This includes increased opportunities for facilitated rather than rote learning, a shift to team-based and experiential learning, digital competencies for computers and smartphones, and increased freedom to explore content and subjects outside the rigidity of the examination system. Tighter integration with employers and the world of work is necessary at the secondary level to identify key skills, signal needs from employers and create opportunities for apprenticeships, internships, and on-the-job training.

Moderator: Hon. Reginah MHAULE, Deputy Minister, Ministry of Basic Education, South Africa

Rapporteur: Maud Seghers, Senior Education Advisor, VVOB Belgium

1 Overview of key issues (10 minutes):

- Steve CUMMING, Associate Director, Secondary Education and TVET, Mastercard Foundation

2 Stakeholder Perspectives (40 minutes):

- Hon. Comlan Richard AHOUANSOU, First Vice President (PVP), Ministry of Technical Secondary Education and Vocational Training (MESTFP), Benin
- Nicola GALOMBIK, Executive Director, Yellowwoods, South Africa
- Gregory MASONDO, National Labour Relation Officer, National Professional Teachers' Organisation of South Africa (NAPTOSA)
- Amanda JOJO 2018 Anzisha Fellow, South Africa (TBC)

3 Roundtable interactive dialogue among group members (30 minutes)

4 Wrap-up of the session by the Moderator (10 minutes)

12:30 – 13:00

Plenary: Auditorium

Presentation of reports from the 4 group sessions

Moderator: Hon. Ansu SONII, Minister for Education, Liberia

General Rapporteur: Ahlin BYLL-CATARIA, former ADEA Executive Secretary

Presentation of group reports (15 minutes @5 minutes each):

Overall reflection (10 minutes):

- Kourouma IBRAHIM, General Coordinator, General Inspectorate, Ministry of National Education, Technical Education and Vocational Training, Cote d'Ivoire

Wrap-up of the session by the Moderator (5 minutes)

13:00 – 14:30 Lunch Break

AFTERNOON

14:00

Media Briefing: Media Centre

Group Sessions: Financing for Equity

These breakout sessions will explore the importance of equity considerations in financing secondary education.

14:30 – 16:00

Group Session A: Auditorium

How do we strike the right balance in financing different levels of the education system?

This session will explore the role of governments, households and donors in financing secondary education, and explore the balancing of financing between levels of the education system.

Background: UNESCO-UIS indicates that domestic spending on education by African governments as a share of GDP rose from 3.8% to 4.3% between the periods 2000-05 to 2012-17. Public spending on secondary education as a share of GDP by sub-Saharan African governments totaled 1.3% over 2012-2017, compared to 1.8% on primary education and 0.8% on tertiary education. Between 2000-2005 and 2012-2017, of the 22 sub-Saharan African countries with data in both these periods, 15 increased their spending on secondary education as a share of GDP while seven decreased their spending. Of the 15 countries that increased their spending, seven decreased spending on primary education as a share of GDP over the same period; this is despite many children – especially the most disadvantaged – failing to complete a primary school cycle in some of these countries. The majority of countries with data have moved towards prioritizing secondary, at the expense of primary education, and large variation exists between countries in how they distribute education resources between sub-sectors. Most secondary school systems in sub-Saharan Africa continue to be marked by a legacy of elitist systems where there are few students, and a high cost per student, with a clear difference in the public funding of boarding secondary schools when compared to day or community secondary schools. This calls for balanced financing between the levels of education system, and embracing the principle of progressive universalism to address issues of equity in secondary education expenditure.

Moderator: Hon. Claudiana A. COLE, Minister for Basic and Secondary Education, The Gambia

Rapporteur: Martin MENDY, Regional Education Director, Region Five, Ministry of Basic and Secondary Education, The Gambia

I Overview of key issues (10 minutes):

- Hellen INYEGA, Dept. of Educational Communication & Technology, University of Nairobi

- 2 Stakeholder Perspectives (40 minutes):
 - Country case study, Martin GUSTAFSSON , Professor of Education Economics, Department of Basic Education, South Africa
 - Hendrina Chalwe DOROB, Manager, Education and Skills Development Division, African Development Bank
 - Georges BOADE, Statistical Advisor for Eastern Africa, UNESCO Institute for Statistics (UIS)
 - Emile Tanawa, Director, Organisation Internationale de la Francophonie (OIF), Senegal
- 3 Roundtable interactive dialogue among group members (30 minutes)
- 4 Wrap-up of the session by the Moderator (10 minutes)

14:30 – 16:00

Group Session B: TBC

How can we finance secondary education in a way that targets the poorest?

The elimination of tuition fees for secondary education is often not sufficient to eliminate cost barriers for the poorest students, as they must pay for transportation, books uniforms etc. Further, the opportunity cost of education at the secondary level is higher for students from low-income backgrounds. This session will explore equity-based financing mechanisms to improve access to secondary education for the poorest.

Background: In the shifting global demography, sub-Saharan Africa's population is relatively younger, and growing, compared to other regions. Planning for the provision of education and employment opportunities for the children and young people, existing and emerging from this growth, including for the poorest groups, is necessary for the successful implementation of the continental and global agendas. Primary school enrolments in sub-Saharan Africa have risen dramatically over the past two decades due to fee-free primary education. However, secondary school enrolment rates currently remains low, especially for the most disadvantaged groups. This is despite the efforts by governments, supported by partners, of increasingly prioritizing secondary education to create opportunities for young people to enroll onto secondary education. As part of addressing this challenge, there is need to review the status of domestic and donor financing of secondary education in sub-Saharan Africa, with a specific focus on equity. One approach under consideration is to expand the funding of Africa's secondary education from a 'progressive universalism' perspective that gives the greatest investment and priority to those most at risk; allocating funds to highest return activities.

Moderator: Jawara GAYE, Lead Education Specialist, Islamic Development Bank Group

Rapporteur: Mxolisi ZULU, Noma Ikuph[anywhere] Connections, Ashoka Young Changemaker Finalist, South Africa

- 1 Overview of key issues (10 minutes):
 - Assisi NAPOE, Chief Regional Coordinator, Education International Africa Region
- 2 Stakeholder Perspectives (30 minutes):
 - DRC case study, Hon. Emery Okundji NDJOVU, Minister of ICT & Telecommunication and Interim Minister for Primary, Secondary and Professional Education
 - Olufemi TAIWO, Executive Director, LEAP Africa Ltd/Gte.
 - Wycliffe OTIENO, Chief, Education and Adolescent Development, UNICEF South Africa
- 3 Roundtable interactive dialogue among group members (40 minutes)
- 4 Wrap-up of the session by the Moderator (10 minutes)

What system level efficiencies might help open fiscal space to finance secondary education?

While the expansion of secondary education will require additional resources, it will also be important to consider mechanisms to use existing allocations more efficiently. This session will explore possible system level efficiencies to open fiscal space for investment in the expansion of high quality relevant secondary education.

Background: The amount of research on the key factors that promote efficient and effective secondary schools, in the context of secondary education in sub-Saharan Africa, appears limited. This gap in knowledge brings the risk of African governments embarking on large-scale investments in reforming secondary education in ways that fail to identify the components of the system and processes that drive efficient and effective delivery of secondary education. The Mastercard Foundation study looked at the key determinants of efficiency and quality of secondary schools in a selected number of African countries, variations in secondary school level efficiency, the school factors associated with efficiency and the implications on cost effectiveness, brought about by variations in cost per student. The study shows that the typology of school types and their locations, which are closely associated with distribution of resources and the organizational and geographical barriers schools face, largely influence efficiency. Secondly, the output used to measure efficiency matters because quality secondary education is more a school-specific indicator and thereby subject to a larger between-school variability, than just efficiency based on completion rates or flows. Thirdly, it is also important to look at cost efficiency beyond technical efficiency.

Moderator: Ruth Dueck-MBEBA, Senior Program Manager, Education Finance, Mastercard Foundation

Rapporteur: Daniel ANTWI, Africa Regional Director, Africa Internship Academy, Ghana

1 Overview of key issues (10 minutes):

- Keith LEWIN, Professor of International Development, Centre for International Education, University of Sussex, UK

2 Presentation of country case study (40 minutes):

- Kalifa TRAORE, General Secretary, Ministry of National Education, Literacy & Promotion of National Languages, Burkina Faso
- Gima Forje, Acting Chief Executive Officer, TY Danjuma Foundation
- Emmanuel MUTISYA, JADS Program Coordinator, Education and Skills Division, African Development Bank Group)
- Hon. Kuyok Abol KUYOK, Undersecretary of General Education, Ministry of General Education and Instruction, South Sudan

3 Roundtable interactive dialogue among group members (30 minutes)

4 Wrap-up of the session by the Moderator (10 minutes)

Perspectives of youth engagement on secondary education reform

This session will provide an opportunity for the youth to share their experiences with the current secondary education system, the issues raised during the interactions among themselves and with the policymakers, and their expectations in terms of reforming the sub-sector to better prepare them for the future.

Background: ADEA recruited five young African persons from various backgrounds across the continent, who supported the Mastercard Foundation's study on secondary education as Youth Ambassadors. They led and provided valuable insights during the youth discussions and contributed in important forum engagements with policymakers. ADEA used unique approaches of youth voice integration and focused on three top issues affecting secondary education in Africa. The young people chose these top issues themselves using innovative strategies and communication tools to share and express youth opinion. First is how best to ensure that secondary education is accessible and available to all. Young people are concerned about the general lack of adequate learning

infrastructure, teaching recycling, deployment and retention as well as infrastructure and learning materials. They also focused on the situation of students with special needs; to ensure that secondary education equip young people with 21st Century skills so that they are prepared to enter and re-enter the workforce several times in their working lives.

Moderator: Josh ADLER, Vice President for Growth & Entrepreneurship, African Leadership Academy & Executive Director, The Anzisha Prize, South Africa

Rapporteur: Joseph OPOKU, Mastercard Foundation Scholar Alumnus

- 1 Overview of key messages and recommendations from youth/policymaker engagement (10 minutes):
 - Semphi KENEUOE, Youth Ambassador, Lesotho
- 2 Stakeholder Perspectives (40 minutes):
 - Hon. Matthew Opoku PREMPEH, Minister for Education, Ghana
 - Kimberley Davis, Regional Technical Specialist, Secondary Education and Skills, UNICEF Regional Office
 - Angelin Marius RAFIDISAONINA, Chief Executive Officer, Stop becoming... BE, Madagascar
 - Thabiso MABOATE, Supreme Cadets Institute, Ashoka Young Changemaker Finalist
- 3 Roundtable interactive dialogue among group members (30 minutes)
- 4 Wrap-up of the session by the Moderator (10 minutes)

16:00 – 16:30 Health Break

16:30 – 17:30

Plenary: Auditorium

Presentation of reports from the 4 group sessions

Moderator: Emmanuel MUTISYA, JADS Program Coordinator, Education and Skills Division, African Development Bank Group

General Rapporteur: Ahlin BYLL-CATARIA, former ADEA Executive Secretary

Presentation of group reports (40 minutes @ 10 minutes each):

Overall reflection & key takeaways from Day 2 (20 minutes):

- Olivier SAGNA, Director of Studies and Cooperation (DEC), Directorate General of Higher Education (DGES), Ministry of Higher Education, Research and Innovation (MESRI)

17:30 – 18:00 Preparation of Ministerial Resolution (General Rapporteur and team)

18:00 – 19:00

Auditorium

Official Closing Ceremony

Master of Ceremony: Hubert Mathanzima MWELI, Director General, Department of Basic Education, South Africa

Cultural Entertainment

Ministerial Resolution: Main Messages from the High-Level Policy Dialogue Forum (10 minutes)

- Albert NSENGIYUMVA, Executive Secretary, ADEA

Closing speeches:

- Kimberley KERR, Director for Regional Programs, Mastercard Foundation
- Hendrina Chalwe DOROBWA, Manager, Education and Skills Development Division, African Development Bank (5 minutes)
- Sarah Anyang AGBOR, Commissioner, AUC HRST (5 minutes)
- **Official closing by** Hon. Angelina Matsie MOTSHEKGA, Minister for Basic Education

19:00 – 19:45 Press Conference

19:00 – 19:45 Ministerial Side Event: Discussions on the African Education Fund

- Hendrina Chalwe DOROBWA, Manager, Education and Skills Development Division, African Development Bank
- Albert Nsengiyumva, Executive Secretary, ADEA
- Beatrice Njenga, Head, Education Division, HRST Department, African Union Commission

Many thanks for your support and participation.

Note

[illegible]

SPONSORS



AFRICAN DEVELOPMENT BANK GROUP
GROUPE DE LA BANQUE AFRICAINE
DE DÉVELOPPEMENT