

ADEA 2022 TRIENNALE

THE IMPACT OF COVID-19 ON AFRICA'S EDUCATIONAL SYSTEMS

SUB-THEME

Triennale
Mauritius | 19-21 October 2022



Ushirika wa Maendeleo ya Elimu Barani Afrika
الرابطة لأجل تطوير التربية في إفريقيا
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BACKGROUND



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ADEA Triennale on Education and Training

- ADEA's flagship event and one of Africa's seminal high-level forums for political dialogue, knowledge and experience sharing
- Provides a reflection of the past and shapes the future through forward-looking policy recommendations and stakeholder commitments.
- Linked to ADEA Strategic Planning process.

ADEA 2022 TRIENNALE: 19-21 OCTOBER, MAURITIUS



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- **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.”
- **Subthemes:**
 1. Foundational learning (literacy and numeracy).
 2. Technical and Vocational Skills Development.
 3. Impact of COVID-19 on Africa’s educational systems.
 4. Reimagining Africa’s Higher Education and Scientific Research.
- **Cross-cutting issues:**
 - Technology, data, gender, equity, inclusion and climate change.

CONTINENTAL STRATEGIC DIRECTION

- African Continental Free Trade Area (ACfTA)
- Africa CDC support on detection and rapid response to COVID-19 based on data-driven interventions
- Blue & Green Economy
- Food Security
- Digitalisation



COVID 19 SUB- THEME: EXPECTED OUTCOMES

- **Increased understanding** of the best practices and African-led solutions to mitigate the impact of the COVID-19 pandemic on educational systems.
- Increased **partnerships** and stronger networks to address COVID-19 impact on learning recovery in Africa
- A **practical plan** to build back better with key priority areas for African Ministries of Education and development partners, aligned with the outcomes of the Transforming Education Summit.



OVERVIEW OF COVID-19 IMPACT ON EDUCATION IN AFRICA



- Interrupted access to schools and Learning Loss
- Inadequately unprepared and under-resourced teachers.
- Learners well-being
- Challenges in creating, maintaining and improving distance learning solution
- Poor nutrition
- Parents were unprepared for distance and home learning
- Rise in dropout rates and increased exposure to Gender Based Violence (GBV) and exploitation.

IMPACT OF COVID-19 ON EDUCATION: EVIDENCE FROM THE KIX OBSERVATORY ON COVID-19



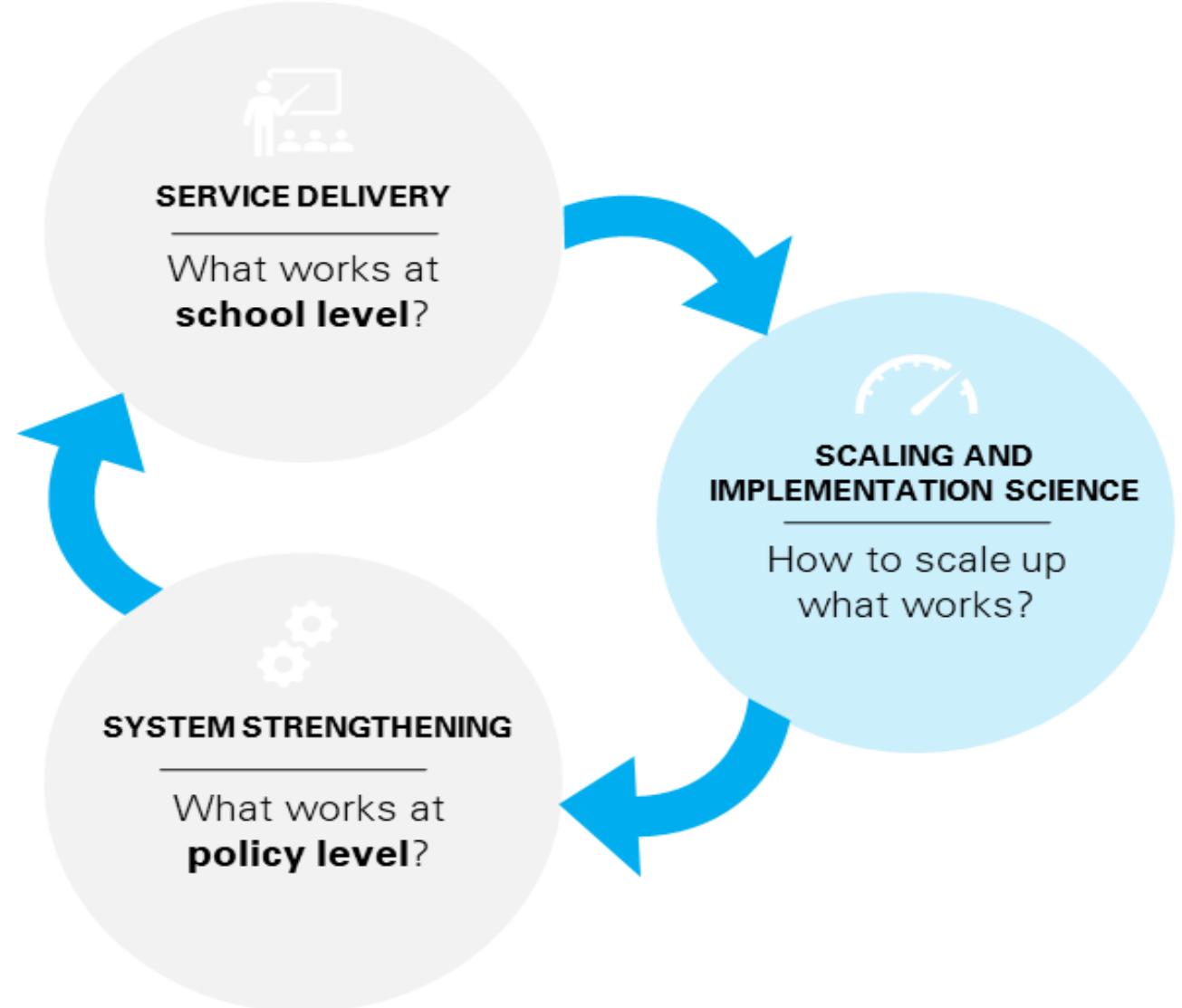
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- **More than 60%** of the 40 GPE partner countries in Africa faced prolonged and **recurring school closures** beyond 200 days.
- 5.3 million students at primary and secondary education levels were at risk of not returning to school, girls are more affected.
- **70% and 90% of countries** faced teacher shortages at the primary and the secondary level, respectively.
- **Less than 2/3 of primary and just half of secondary school teachers** in Africa received training on basic digital literacy.
- **Close to 30%** of the GPE countries **added more teaching staff** to allow for smaller class sizes and greater physical distancing.
- Parents and private sector education providers have a key role to play in **financing education** during and beyond COVID
- Existing challenges in the implementation of national learning assessment systems, including the **absence of baseline information**; lack of **guidelines** and limited **capacities** of teachers and students **to** adopt technology in learning and assessment.

APPROACHES



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EMERGING ISSUES



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Need to acquire new **mindsets, toolsets and skillsets** to:

- Scale up distance Learning Solutions and curricular content for online learning platforms and remote working tools
- Improve **Teacher and Student Preparedness**
- Improve crisis preparedness & **contingency** plans to ensure learning continuity
- Bring more education resources in **open access** domain
- Improve **Back to School delivery approaches**
- Develop relevant Policy Guidance and Advocacy Briefs
- Multi-country/sub regional situation assessments
- Facilitate **Learning Assessment & Recovery**
- Reimagine **partnerships** and education **financing** strategies
- Leverage Regional **Coordination** Mechanisms (RECs etc.)

ADEA STUDIES ON COVID



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- COVID-19 impact on Africa's educational systems in 40 GPE partner countries – **KIX Observatory** promoting knowledge mobilization (5 synthesis reports and 5 live trackers + Policy Briefs and Blogs) (GPE).
 - Teaching & Learner Well-Being during COVID-19 ([Feb. 2021](#))
 - Well-being of School Children during COVID-19 ([June 2021](#))
 - Financing Education in Africa during COVID-19 ([April 2021](#))
 - School Reopening in Africa during COVID-19 ([August 2021](#))
 - Teacher Training and Support in Africa ([January 2022](#))
 - Learning Assessment in Africa ([April 2022](#))
- Delivering education at home in 12 African Member States amid the COVID-19 pandemic: Status Report ([April 2020](#))
- Impact of COVID-19 on Africa's Education: Reflecting on Promising Interventions and Challenges ([July 2020](#))

ADEA STUDIES (2)

- Piloting **Remote Education Benchmarking Toolkits** (Basic Education, TVSD, Higher Education) in 10 African countries.
- Study on the **use of ICT in Education during the crisis** in pre-primary, primary, secondary, TVET and Higher Education in 30 African countries
- Assessment of key priority areas for **capacity strengthening** – targeting 30 African countries (and module development)
- Tackling the **data challenge** to enable planning, monitoring, and assessment in educational systems of up to 30 African countries (5-year project)



MAIN DISCUSSIONS QUESTIONS



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1. How has COVID-19 impacted **access**, relevance and quality education delivery across the continent?
2. What have been the most **effective solutions and technologies that contributed/sustained learning continuity** (both with teachers and learners) at the pre-primary, primary, secondary and tertiary levels?
3. How can **research** help assess government efforts to improve policy and practice to sustain learning during crises? How can indigenous knowledge and African-driven innovations and solutions help to build more robust and resilient educational systems in the continent?
4. The **COVID-19 pandemic learning recovery**: What type of policies, programs, and partnerships are needed to build back better? How can we build back better with women and youth-led innovations? What lessons from the implementation of remote education programs and policies, can be learned to improve education quality and develop a resilient recovery post-Covid-19?
5. What can COVID-19 teach us about the **ability of education systems to absorb the shock of a crisis**? What are most urgent challenges faced by African countries, in addressing learning losses, re-examining learning assessments, and reconsidering teacher training? And how can we turn the learning losses suffered by students into valuable lessons for the future?

PROPOSED PARTNERS & COUNTRIES



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Co leads and supporting partners:

- Global Partnership for Education (GPE), KIX Afrique 21, KIX Africa 19 Hub, UNESCO, UNICEF, WBG, APHRC, USAID, SADC, ESSA, Global Business School Network, INCLUDE Knowledge Platform, Brookings Center for Universal Education

Focus Countries:

1. Northern Africa: Morocco
2. Central Africa: Chad
3. Southern Africa: Madagascar
4. East Africa: Tanzania
5. Western Africa: Senegal



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