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

WEBINAR   UIS- Covid-19 and Education Data

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Remarks from the Executive Secretary of Association for the Development of Education in Africa (ADEA)

Brief Intro on the COVID-19 in general

The novel covid-19 has presented an unprecedented global education emergency requiring a proactive educational response and recovery strategy by Ministers. The development of this response, recovery and resilience building strategy as an educational response to COVID-19 requires the participation of a wider stakeholder group in the education sector of a given country to mitigate the lost of instructional time and long-term effects on children learning and development.

In order to obtain a clearer view of the status of learning during this period of COID-19 , and in order to better support countries in the immediate, short and long term, ADEA developed a questionnaire and sent to 16 most affected African countries[1] during the period of March 2020, as a pilot, to facilitate a mapping of the national situation in the education sector.

The main lessons learned are:

1. In general, the present health crisis has highlighted the ability to pool the skills and resources of different players in the public and private sectors, both national and

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[1] Algeria, Burkina Faso, Cameroon, Cote d'Ivoire, Democratic Republic of the Congo (DRC), Egypt, Ghana, Kenya, Mauritius, Morocco, Nigeria, Rwanda, Senegal, South Africa, Tunisia, Zambia.

international. Specifically, it has made it possible to experiment with new learning approaches and new avenues for disseminating knowledge (e.g. online dissemination of filmed course modules, use of mobile and smartphones, televisions and radios).

2. Optimizing the use of dedicated national radio and TV channels helps to reduce inequalities and enhances inclusion in the provision of digital leaning. The expectation is that stations of the two media will recognize their key role in supporting national education goals and strive to improve the quality of their programming, as part of their social responsibility.

3. Commitment, general mobilization and responsible civic involvement of all actors in the education and training sector and other sectors of socioeconomic development are necessary ingredients for the success of any national distance education project.

4. Prior development of great expertise in the field of distance education is of necessity. In Morocco and other African countries, for example, distance education does not date from the beginning of Covid-19; several functional portals have existed for a long time and cover all levels of education.

5. Intensive use of the Fourth Industrial Revolution (4IR) tools and the use of remote mechanisms to access education content are essential in times of crisis; they require significant investment.

6. The need for a strong collaboration is also critical because governments alone cannot manage the expansion of education provision through online platforms and other tools.

7. Other countries and education stakeholders can benefit from more lessons and good practices around the use of local languages, addressing inequality (inclusivity) and learning assessment practices.

The challenge faced by education ministers to form a team to develop a response plan to emergency

At the centre of the education response strategy development, it is essential to have a committee to steer this multidisciplinary and multi stakeholders' group. The need for relevant data to inform the educational response is critical hence the question of what existing local data is available to guide and inform the crafting of an effective educational response strategy to COVID-19. With the closure of schools, the only data at the ministry disposal could be the EMIS data. However, EMIS data given its nature – collected primarily from schools is very limited to inform an educational response aimed at continuity of learning

The issue of lack of data outside schools or EMIS to help learning outside school

In a nutshell, the existing data system in the education sector is not positioned to support planning and inform the development of an educational response to such an emergency pandemic like the COVID-19. Without a comprehensive socio-economic data from Integrated Household Surveys collected by National Bureau of Statistics, ministries of education are very likely to be faced with more data blanks. Planning without data is making decision based on anecdotes and opinions.

It is against this backdrop, ADEA sees this forum as timely and urges this august gathering to rethink about plight of EMIS and the future of EMIS. School has closed and most countries have attempted some form of continuity of learning through distance education. The questions we continue to ask ourselves what is the role of EMIS in this learning settings? What do we do with the data? What indicators are needed to evaluate the delivery of remote online or offline learning and teaching?   What adjusted indicators are needed and how progress towards the SDGs (4 and 8), CESA16-25 will be monitored and reported.

Conclusion

ADEA is happy to partner with UIS and other as we continue the dialogue and using this opportunity to ensure that more countries are able to meet their national obligation on report CESA 1625 and SDG4 and 8 indicators comprehensively by supporting the education planning

capacity in close collaboration with AUC and other partners. *The Country Status Report Delivering education at home in African member states amid the Covid-19 pandemic: published in April 2020 is available in our Website*. A follow up questionnaire will be sent to the same countries and the report is expected by end May 2020.

I thank u all for your kind attention

Albert Nsengiyumva

Executive Secretary ADEA