

REPORT

ON THE 2ND EDITION OF THE FUTURE OF EDUCATION IN AFRICA CONFERENCE 2023

**“Bolstering Innovation, Research & Technology in the African Educational Systems:
Leveraging Responsive Commitments to Driving Successful Implementations”**



**18th - 19th, September 2023
National University Commission Main Auditorium,
Abuja, Nigeria**

Powered



African Center for Youth Development
Education and Advocacy Initiative

Supported



Federal Ministry of Education





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EXECUTIVE SUMMARY

With the goal of achieving the United Nations Sustainable Development Goal (SDG) 4, it is critical to take decisive action, renew commitment to school enrolment, and address the African education system's declining standard of Education. The lack of immediate action is a recipe for disaster as the school-age population grows. According to U.N. statistics, over 244 million children are not in school, with approximately 20 million residing in Nigeria.

The African Center for Youth Development, Education, and Advocacy Initiative, also known as Great Minds Empire Africa, has successfully organised the second Edition of the “Future of Education in Africa” Conference 2023 from 18 to 19 September 2023. Delegates participated from different continent, including the United States, Germany, Tunisia, Ghana, Côte d'Ivoire, Lesotho, Ethiopia, Uganda, the Caribbean, Nigeria, etc. It was a high-level engagement, with over 50 Regional, Federal Government, Private and CSO agencies from various parastatals attending to shed more light on their efforts, challenges and recommendations to make the educational system effective in the African Continent.

The conference was broadcast live on the National Television Authority (NTA) for two days, reaching over 100 million people through televise and other media channels.



CONFERENCE OBJECTIVES

- Raising awareness of the challenges in the current education system in Africa and mobilising renewed political commitments and actions to make measurable accelerated progress is crucial to achieving the goals set out in the African Union's Agenda 2063 and the United Nations Sustainable Development Agenda for 2030.
- Providing a platform for policymakers, educators, and industry leaders to discuss the challenges and opportunities facing education in Africa
- Exploring innovative approaches to addressing these challenges and improving education outcomes and fostering collaboration and knowledge-sharing among stakeholders in the education sector in Africa and beyond.

GOODWILL MESSAGES

FEDERAL MINISTRY OF EDUCATION

Mrs. Sarah Akper, Gender Department, Federal Ministry of Education, extends greetings on behalf of the Ministry of Education. She expresses gratitude to the organisers of the 2023 Future of Education in Africa Conference and its esteemed partners. Sarah emphasises the critical importance of fostering greater inclusivity and accessibility in both formal and informal education for individuals of all genders. Furthermore, she underscores the necessity for increased support to enhance the quality of education in Africa.

Sarah also affirms the unwavering commitment of the Ministry of Education to the objectives of the conference and proudly acknowledges its role as a key partner in this event. The Ministry fully supports the conference's mission.

In conclusion, Sarah wishes all conference participants a highly productive and engaging experience.

FEDERAL CAPITAL TERRITORY ADMINISTRATION

Mrs. M.E. Uzoanya, Director of Quality Assurance at the **Federal Capital Territory Administration (FCTA)** Educational Secretariat, representing the Executive Secretary, conveys her warm greetings to the organisers and partners of the Future of Education in Africa Conference 2023. She extends the sincere regards of the Executive Secretary and assures all participants of the ministry's unwavering commitment to delivering high-quality education within the scope of its responsibilities.

Dr. Uzoanya also pledges full support for and dedicated to follow-up on the recommendations and outcomes of this conference, ensuring that they are effectively integrated into the operations of the secretariat.

She wishes both the in-person and virtual participants a fruitful and successful engagement at the conference.

NATIONAL INFORMATION TECHNOLOGY DEVELOPMENT AGENCY (NiTDA)

Dr. Aristotle Onumo, Assistant Director at the **National Information Technology Development Agency (NiTDA)**, standing in for the Chief Executive Officer, acknowledges the imperative of collective efforts in the construction and advancement of sustainable, technology-driven education that is accessible to all, not only in Nigeria but across the entire African continent. He conveys the regards of the agency's CEO, who, due to unavoidable circumstances, couldn't be present, and assures that NiTDA is wholeheartedly dedicated to catalysing the growth and development of Information Technology in Nigeria, focusing on benefiting Nigerians.

Dr. Onumo expresses gratitude to the organisers for convening this timely and essential conference and extends best wishes for a productive and engaging event. He underscores the agency's unwavering commitment to collaborate and partner with all stakeholders to ensure the delivery of high-quality education.

RAW MATERIALS RESEARCH AND DEVELOPMENT COUNCIL (RMRDC)

Mrs. Val Ehimiahe, representing the Director General of the **Raw Materials Research and Development Council (RMRDC)**, cordially conveys the Director General's warm regards to the organisers, partners, and esteemed international delegates gathered at the Future of Education in Africa Conference 2023. She underscores the agency's unwavering commitment to advancing research and educational initiatives, beginning from secondary school levels. This commitment is exemplified through the agency's initiatives, such as inter-secondary school competitions to bridge the gap between secondary and tertiary institutions.

Furthermore, she emphasises the importance of nurturing a passion for research among young individuals and the wider public. Mrs. Ehimiahe affirms the agency's readiness, under the leadership of its Director General, to support innovative ideas and forums like this one, dedicated to discussing the future of education in our country.

In closing, she extends her best wishes for productive discussions during the two-day conference. She eagerly anticipates the emergence of pragmatic and sustainable outcomes that will shape the future of education.

NATIONAL SPACE RESEARCH AND DEVELOPMENT AGENCY (NASRDA)

Dr. Francis D. Chizea, Director at the **National Space Research and Development Agency (NASRDA)** representing the Director General, sends his greetings. who regrettably couldn't attend conference due to a National Assignment, extends gratitude to the conference organisers for hosting an exceptional event centred around the Future of Education in Africa.

Dr. Chizea also reaffirms the agency's commitment to supporting research and sustainable development. He emphasises the importance of promoting STEM education within our learning systems and echoes the agency's backing for the conference. He assures an open-door policy for collaboration on scientific, research, and development endeavours aimed at national progress.

Dr. Chizea extends his best wishes to all participants for a successful and engaging two-day conference.





KEYNOTE ADDRESS:

Dr. Regina Omo-Agege, a distinguished individual who has held roles such as a Former Director of Political Party Monitoring and Liaison at the Independent National Electoral Commission (INEC), National Secretary to the League of Women Voters of Nigeria (NILOWV), and Senior Lecturer at the Shehu Shagari College Of Education, Sokoto State, now serving as the Executive Director of Women Education Advocacy and Development Initiatives (WEADI), emphasised some of the essential elements necessary to maintain a high-quality and sustainable educational system in Africa:

1. Investing in research that is rooted in the African context. Research that understands the unique challenges that African educational systems face and the cultural nuances that shape African societies.
2. Prioritizing equitable access to quality education for all, regardless of gender, location, or socio-economic status.
3. Prioritising life-long learning to enhance flexibility in employment opportunities, especially given rapid technological changes that could make prior learning obsolete, quickly, and more than ever before.
4. Fostering a culture of innovation within the African educational institutions, encouraging educators and students to explore new approaches to learning.
5. Investing in research that addresses the unique challenges faced by African educational systems and supports evidence-based decision-making.
6. Utilize technology to improve education, ensuring accessibility, affordability, and cultural relevance.
7. Forge partnerships that unite governments, academia, industry, and civil society in a shared commitment to educational advancement.

In conclusion, Dr. Regina made it known that transforming education is everybody's business, and we must address these challenges through strategic investment in infrastructure, training and support for educators, and public-private collaborations that extend connectivity to remote areas. **Access paper [HERE](#)**



TECHNICAL SESSION 1:

This session served as a plenary discussion focusing on the topic: **The Impact of Health And Nutrition on Education: Investing in School Health and Nutrition for a Significant Positive Impact on Children's Academic Achievement**. The panel for this session included distinguished individuals: **Mr. Ifeanyi Ofodu**, the CEO of Raymade Group from Nigeria; **Ebenezer Acheampong**; AFRA/IDOS from Ghana; **Monday Tama Yari**, the Executive Director of the ACYDEAI from Nigeria; and **Soumaya Zaddem**, the programmed Director of the ACYDEAI from Tunisia.

Some of the takeaways from these sessions include:

1. An innovative approach to fostering educational advancement, enhancing education in rural regions, promoting girls' education, engaging youth, and collaborating with non-governmental organisations (NGOs).
2. Embracing inclusivity for young individuals, communities, traditional leaders, and individuals with disabilities, regardless of our affiliations.
3. Active participation of youth in all sectors.
4. Both the government and parents should participate. Still, the need for an independent agency for monitoring and evaluation (M&E) of the school feeding programme in Africa is necessary to ensure accountability, as political interests have infiltrated the provision of substandard food to students.

5. The government should prioritise establishing and integrating the school feeding program into the taxation system. This initiative aims to ensure that children between the ages of 0 and 16 can contribute positively to society in the coming years. Implementing a school feeding program is instrumental in their development, and sustaining proper nutrition is imperative.
6. It is crucial to establish high-quality schools in rural areas to reduce the need for children from these communities to undertake long journeys in pursuit of quality education.
7. Leveraging digital innovation as a strategic framework and action plan, facilitated through the National Center for Research into Emerging Technologies, can empower and enable young individuals to create innovative platforms for self-education and the dissemination of knowledge to the broader public.
8. A balanced education maintains a balance between the science and arts subjects, the academics and technical/ vocational subjects, and urban and rural learners.

Technical Session 2 (Parallel Breakout Sessions)

Participants were organised into four groups to engage in discussions and generate recommendations specific to their designated topics. Ultimately, each group's representative was tasked with presenting the results of their deliberations to the general participants.

- **Group 1 topic:** What kind of Education do we need in Africa?

Resolutions:

1. More effort needs to be invested in reorienting Africans on the impact of informal Education.
2. Educational method that makes use of the indigenous or local languages in its teaching methodology.
3. Inclusive Education, where everyone can have access regardless of gender, disability status and more.
4. Free and affordable education
5. Education that focuses on creation, invention and the ability to think critically than the education that focuses on the user.
6. Education that makes digital literacy a priority
7. Education that is dynamic and not static.
8. Education that changes in line with current demands.
9. A holistic education that allows parents to play a vital role as guidance for their children.
10. African History and Culture should be mandatory subjects from the O-level to A-level education in Africa, giving people the opportunity to learn about their history.

11. Quality education is needed that supports STEM, research and invention.

- **Group 2 topic:** Science-driven Education in Africa, how best can it be done?

Resolutions:

1. To get the best for a science-driven Education in Africa, there must be a deliberate investment and infrastructural development that meets global standards and is also people-centric.
2. Adopting technological approaches and methods is important through providing an e-learning platform.
3. There is a need to make the science curriculum in such a way that it meets the emerging trend to be more relevant and engaging. This includes integrating practical applications, real-world problem-solving, and more technology-based learning.
4. The need to create more awareness about STEM (**Science, Technology, Engineering, and Mathematics**) fields to inspire students to pursue science-driven education cannot be overemphasised. Proper programmes should be encouraged to motivate young people to pursue STEM, such as STEM outreach programs, science fairs, and mentorship opportunities.
5. Emphasis also on teachers' regular training is critical to meet up with the global teachers' standard for science, and policy guiding science teachers recruitment should be reviewed.
6. Science-driven activities should be practical-oriented rather than just theory.
7. The need for collaboration between educational institutions, governments, and the private sector and fostering international partnerships should be the best practices to get the best out of science. Thus, it could promote knowledge exchange, resource-sharing, and best practices.

- **Group 3 Topic:** What should be the content of a balanced African curriculum that will meet up with the needs of the 21st century?

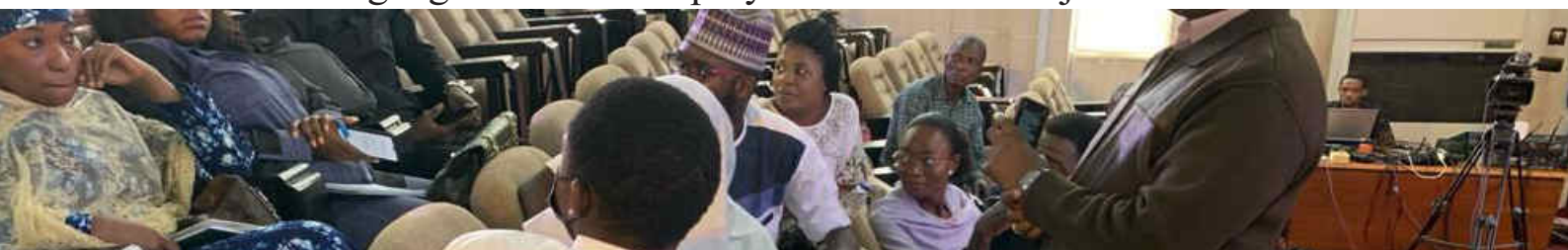
Resolutions:

1. The content of a balanced African curriculum should focus more on Integrating critical thinking and problem-solving skills into its curriculum to enable students to analyse, evaluate, and find solutions to complex issues of life.
2. The content that promotes and encourages inclusivity in STEM education.

3. There is a need to Promote civic education to develop responsible citizens who are aware of their rights and responsibilities and can actively participate in the democratic process.
 4. Make available vocational and technical education or training curricula to equip students with the skills necessary for diverse careers.
 5. The curriculum should foster and promote cultural heritage and appreciating arts, including music, dance, literature, and visual arts.
- **Group 4 topic:** The role of culture and indigenous language in the development of Africa's educational sector.

Resolutions:

1. People and culture are driving forces, and the need to integrate culture into the educational curriculum and make it mandatory for all is needed and thus plays a major role in creating a way for more educational acceptability.
2. Given the profound significance of culture and native languages in fostering sustainable development, the preservation and documentation of indigenous knowledge and languages becomes essential.
3. It is paramount that the African educational system prioritise the incorporation of indigenous languages, fostering their incorporation and utilisation.
4. Effective skill development can be achieved through the utilisation of the native language and an approach that is culturally tailored.
5. The advancement of cultural legacies and the preservation of their long-term viability should be actively encouraged.
6. Policies driving implementation and educational systems should inculcate an indigenous framework.
7. The adoption of community involvement and community leadership in influencing the education sector is essential from a professional standpoint.
8. Indigenous Culture and language integration should be context-specific due to the regional differences.
9. Indigenous printings and literature should be promoted.
10. Teachers with greater acumen in indigenous culture and language should be employed to teach the subjects/courses.





Technical Session 3:

This session served as a second plenary session focusing on the topic: **Science, Technology, and Innovation (STI) in the African Educational System**. The panel for this session included distinguished individuals: **Mrs. Val Ehimiahe** from the **Raw Materials Research and Development Council (RMRDC)** and **Dr. Francis D. Chizea** from the **National Space Research and Development Agency (NASRDA)**.

Some of the takeaways from these sessions include:

1. Due to the weak policy and framework that guide STIs in Africa, there is a need to develop comprehensive policies that support STI integration.
2. Adopting the RMRDC Approach to rekindle interest in research and STI-related fields from the Secondary School level by organising competitions.
3. The African Educational System need to foster international collaboration in the field of STEM/STI.
4. The need to address infrastructural and accessibility challenges to ensure inclusivity is important while promoting more STI/STEM-related activities.
5. Using STEM schemes in the Educational system and simplifying the approach is important.
6. STI is an enabler for e-learning platforms and should be encouraged in Africa to provide affordable and accessible learning opportunities.
7. The need to address the issues of infrastructure deficit, especially in the power sector, is critical to achieving sustainable STI development in the Educational Sector of Africa.



Technical Session 4: Key Paper Presentation

Professor Gabriel Ayoola, who is a faculty member at the **University of Michigan, Ann Arbor**, with many years of lecturing experience in both Africa and America, and has received multiple teaching and research awards, such as the Teaching Excellence Award, Outstanding Teaching Award, and Seed Grant Awards for his work on the African Indigenous Knowledge System presented a paper on **the State of Emergency in the Educational Landscape of Africa**.

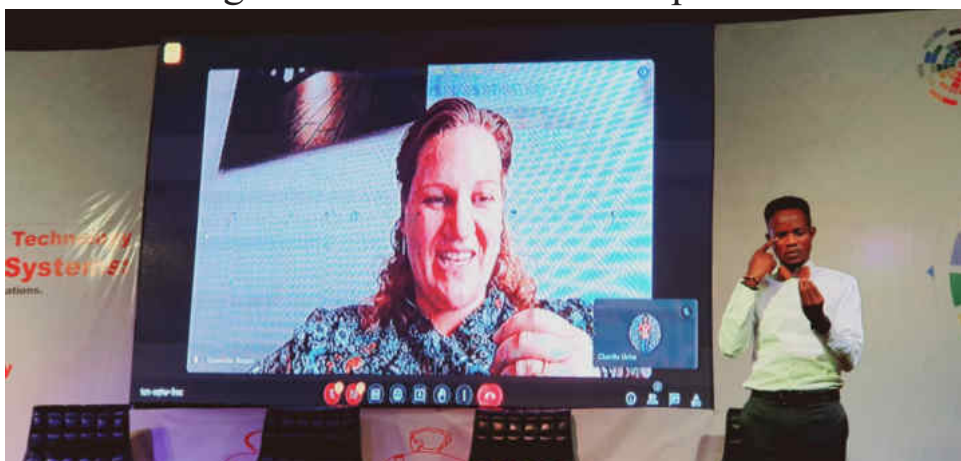
Some of the takeaways from this session include:

1. In ancient African societies, education prioritised functionalism, aiming to prepare individuals for adulthood and immediate integration into society. It emphasised social responsibility, job readiness, political engagement, and the development of spiritual and moral values.
2. Decolonization of the mind is essential for meaningful progress, and awareness must be a deliberate effort.
3. Educators must continually update their knowledge, especially in schools across rural and urban Africa, where basic infrastructure remains deficient.
4. We don't have a disability-friendly environment in our schools, and this plays a vital role in an inclusive educational system.
5. African education systems encounter diverse regional challenges that are often complex and multifaceted, which include:
 - Quality education access in Africa faces challenges like inadequate infrastructure, distant schools, and financial barriers, with millions of children lacking basic education (UNESCO, 2020).

- African countries face challenges in delivering internationally recognised, high-quality education due to issues like inadequately trained teachers, overcrowded classrooms, and outdated curricula (World Bank, 2018)
 - Gender Disparities in African Education: Girls encounter greater obstacles in accessing and completing education, due to social norms and economic factors. (UNICEF, 2020).
 - Teacher Shortages in African Countries: Insufficient qualified educators result in overcrowded classrooms, limited student individualised attention, and decreased educational quality (The World Bank, 2017).
 - Insufficient Infrastructure in African schools, including power, clean water, and sanitation, jeopardises a safe learning environment (United Nations, 2017).
 - Curriculum Relevance: Sometimes, the curriculum may not align with student or job market needs, leading to a gap between education outcomes and job prospects (Ndofirepi, 2017).
 - Education Financing in African countries often results in underfunded schools, low teacher salaries, and inadequate teaching resources (World Bank, 2020).
 - In multilingual African countries, the language of instruction choice can challenge students' learning and understanding, as noted by Bamgbose (2000).
 - Political instability in African nations disrupts education, displacing students and destroying schools (UNICEF, 2020).
 - Inclusive education policies and practices are frequently ineffectively implemented, especially for children with disabilities and marginalised groups (UNESCO, 2017).
6. African education faces diverse challenges, but there is progress. Governments, NGOs, and international organisations must do more to enhance educational outcomes across the continent.
 7. The current educational framework in Nigeria has a profound yet intricate impact on national development, manifesting both positive and negative effects, which include:
 - Education as a driver of human capital development in Nigeria plays a vital role in shaping skills, knowledge, and fostering economic growth, innovation, and national development.
 - Education fuels a skilled workforce, powering productivity and competitiveness across healthcare, engineering, technology, and business sectors, vital for economic growth.

- Higher education institutions in Nigeria drive research and innovation, catalysing progress in science, technology, and various sectors, fostering better healthcare, infrastructure, and overall development.

In conclusion, Prof. Gabriel recommended that to maximise the positive contributions of education to national development, Africa needs to address issues related to quality, access, relevance, and equity in its educational system. Additionally, there should be efforts to align education with the needs of the job market and the broader goals of sustainable development. **Access Paper** [HERE](#)

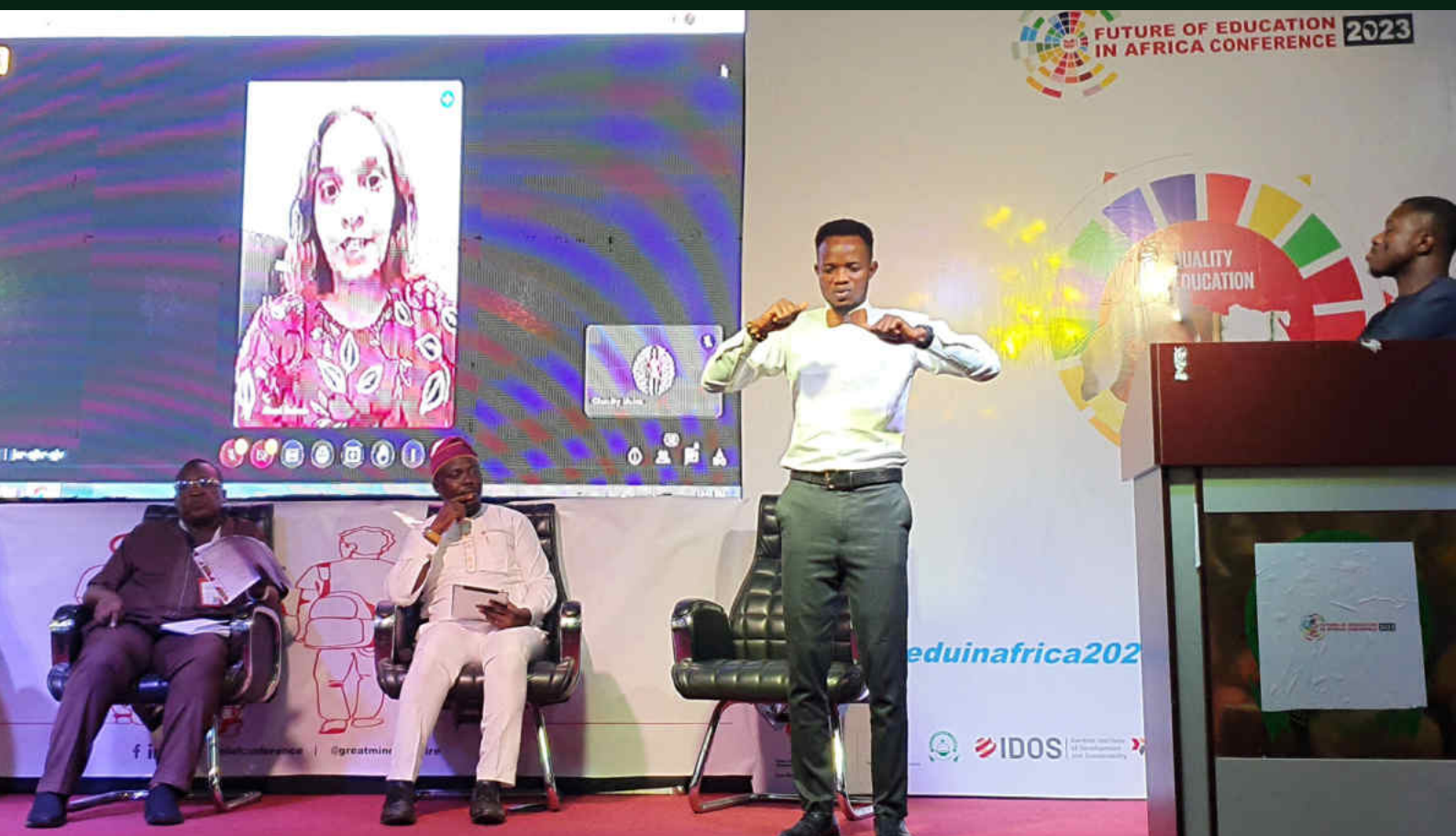


Technical session 5:

This session was intervened by **Dr Samantha Ruppel** on the topic: Encourage collaboration and exchange among students and scientists on the European and African continents, Dr Samantha is the Head of the African-German Leadership Academy at the German Institute of Development and Sustainability (IDOS).

Some of the takeaways from this session include:

1. Cross-border collaboration between Africa and European nations is essential, particularly in the field of science, to facilitate knowledge exchange and learning opportunities.
2. The collective pursuit of enhancing educational practices through African-European Collaborations lays the foundation for realising the desired future of education that benefits societies on both continents and beyond and for emerging scientists.
3. For sustainable development and collaboration, enabling the sharing of knowledge, concepts, and specialised skills, fostering reciprocal learning opportunities.
4. The future of education should provide more students and scientists with the chance to build a global network of peers and mentors, which can be invaluable for their career development.
5. Encourage specific and direct collaboration and exchange among students and scientists on the European and African continents.



Technical Session 6:

This panel session centered on **Nigeria's Education and Curriculum Appropriation and Adapting Education Systems to a Changing Climate**, comprised of distinguished panellists as follows: **Ms. Rabeb Aloui**, a journalist and a climate Change Advocate (Tunisia), **Dr. Peter Bolu** (AFRA/IDOS) Togo, and **Mr Osinaike E. K Olu**; Deputy Director, Vocational Training, Technology and Science Dept, Federal Ministry of Education.

Some of the takeaways from this session include:

1. Waste disposal, for example, should be provided in our homes, schools, mosques, and churches.
2. Africa is responsible for not more than 4% of the climate change disaster.
3. There should be more transparency and accountability on the climate change funds.
4. Climate justice should also be an area of focus.
5. Climate change is very important and has to be included in the African curriculum, just as Global Learning (GLOBE) schools are associated with climate.
6. The curriculum our educational system has is not holistic to the current climate realities..
7. Numerous African nations, including Libya and others, are susceptible to the adverse impacts of climate change. In this context, the imperative lies in the realm of education, specifically the necessity for heightened awareness and sensitisation regarding ecosystem transformation.

8. Climate change is an undeniable and ongoing phenomenon, significantly affecting our society. Annually, approximately 12.5 million students discontinue their education due to the repercussions of climate change, with adverse consequences for food security. In the state of Kogi, instances of flooding impede school accessibility, forcing students to evacuate their homes as their communities become submerged in water.
9. The contention was posited that the existing educational framework may not be sufficiently congruent with the requisites of the labour market, thus giving rise to a disparity between students' acquired knowledge and the proficiencies sought by employers. However, it is noteworthy that the Nigerian Ministry of Education has currently instituted a committee to undertake a comprehensive review of the curriculum, with the aim of aligning it with the evolving requirements of the 21st century.
10. Presently, the Nigerian educational system has made commendable strides in the advancement of vocational skills through the establishment of Technical and Vocational Education and Training (TVET) clubs within primary and secondary schools while concurrently endorsing initiatives geared towards the promotion of vocational skills via the auspices of the Ministry of Education.
11. The recognition of the significance of career guidance and counselling services within the education system is paramount, as proficient guidance plays a pivotal role in enabling students to make well-informed decisions regarding their vocational trajectories and future pursuits.





Technical Session 7:

This parallel session focuses on a topic: Addressing the gender gap in STEM fields and the potential economic benefits of investing in STEM education in Africa. The Panelist in this session include **Dr. Gnoudentiho Silue** (AFRA/IDOS) Côte d'Ivoire, **Vincent Bohouo** (AFRA/IDOS) Côte d'Ivoire, and **Emmanuel Ohanwe**, Deputy FCT Young African Leaders Initiative, Nigeria.

Some takeaways from this session include:

1. It was recognised that women are significantly underrepresented in STEM fields across Africa and thus should be encouraged to take on STEM fields.
2. In many African Societies, socio-cultural norms, limited access to education, and lack of female role models contribute to this gender gap in STEM Education.
3. It was notable that achieving gender balance in STEM can enhance innovation, problem-solving, and productivity in Africa.
4. There is a need for collaboration and partnership among African universities through exchange programs within Africa to understand our strengths and share learning opportunities.
5. The need to involve governments, the private sector, civil society, academia, and others in the development of policies to help reduce the financial burden on African universities.
6. It was noted that Cultural or traditional gender roles and stereotypes need to be challenged and stopped.
7. Ensuring the availability of quality STEM education in underserved regions, every child deserves to dream big.
8. The need to establish scholarships and mentorship programs and opportunities to support females in STEM.
9. The need to improve STEM education in the continent, which can lead to a skilled workforce, and foster economic growth.
10. Leveraging STEM innovation can drive entrepreneurship and create new opportunities for economic development.



PARTNER PRESENTATION:

Mr. Aaron Sterniczky, a Managing Director at the E-Learning Group e-learning-group.com, shares the agency's work as a leader in providing Higher and Executive Education, Partner network in Central Eastern Europe, Accelerating the digital transformation of higher education and the largest provider of online MBA degrees in German-speaking Europe.

The presentation's key points highlighted that E-learning platforms effectively cater to the societal need for knowledge, facilitating its applicability, accessibility, and scalability, thereby enabling substantial impact and fostering growth. **Access Paper** [HERE](#)

CONFERENCE OUTPUTS

1. Integrate technology into African educational systems through online learning platforms and e-resources to expand access to quality education, especially in remote and underserved areas.
2. Foster innovation and research by establishing research and innovation hubs in African educational institutions. These hubs would promote collaboration between academia and industry, driving the development of cutting-edge solutions for education.
3. Update and modernise the African Educational curricula to align with the demands of the 21st century. This includes integrating subjects related to Climate Change, technology, entrepreneurship, critical thinking, Skill acquisition, etc.
4. Establish a proper and quality teachers' training and remuneration Mechanism. There is a need for comprehensive teacher training programs that equip educators with the skills to use technology and modern teaching methods effectively.
5. Ensure regional and global collaborations and cooperation on educational initiatives, sharing best practices, resources, and exchange programmes.
6. Leverage a responsive commitment by highlighting the importance of not only making commitments but also following through with actionable plans for accountability and transparency in implementing educational reforms and policies.
7. Enhance Public-Private Partnerships among governments, private sector companies, and non-profit organizations to mobilize resources, funding, and expertise.
8. Establish a platform where decision-makers, educators, advocates, and business executives can discuss the opportunities and challenges facing the educational system on the African continent.
9. Strengthening the voices and perspectives of young people in decision-making processes and understanding their needs and aspirations is vital for shaping the future of education in Africa.
10. Exchange ideas, methodology, practical recommendations, and possible solutions that will accelerate the implementation of existing educational structures in Africa.
11. Establishing effective monitoring and evaluation mechanisms for measuring the impact of educational initiatives through using data to assess progress and make data-driven decisions.
12. Support of the School Feeding Programme (SFP) in Africa in recognising the critical link between nutrition and educational performance.
13. Deliberately strengthen and advocate for a more inclusive STEM education in African society.



CONFERENCE REFLECTION:

More impact is expected if relevant agencies, particularly the Federal Ministry of Education, African Union Development Agency - The New Partnership for Africa's Development (AUDA-NEPAD), the National Educational Research and Development Council, Federal Capital Territory Administration (FCTA) Educational Secretariat, National Information Technology Development Agency (NiTDA), National Space Research and Development Agency (NASRDA) and Raw Materials Research and Development Council (RMRDC) implement some of the conference's recommendations. High-level power advocacy will serve as a platform for collaboration with stakeholders and policymakers in order to ensure the long-term development of quality education in the continent of Africa for the actualisation of SDG and AU AGneda 2063 aspirations.

NOTE

Throughout the parallel sessions, all the participants had the opportunity to contribute and identify some gaps/challenges and possible solutions in the educational system. The recommendations encapsulated everyone's thoughts.

Approximately five MDAs requested a high-level engagement to discuss action plans and allocate some opportunities available for youth to benefit across the African region, as well as to further deepen partnership for sustainable development with the Federal Ministry of Education as our key implementing partners for coordination and tracking of success stories.

RECOMMENDATION:

1. Documenting and incorporating indigenous knowledge, values, and practices into educational learning materials is an important step toward recognising and preserving indigenous communities' rich cultural heritage while promoting a more inclusive and holistic education system.
2. Domestication of indigenous languages in teaching & learning. Indigenous languages should be integrated with foreign languages for better comprehension by learners.
3. Communication and skills development in line with cultural values. Beyond languages, African indigenous methods of communication should be developed and be integrated into the educational system.
4. Promotion of our cultural heritage. The history and cultural heritage of Africa should be promoted in our educational curriculum, beginning from primary to higher Education.
5. Adoption of context-specific approach. Because of the multi-ethnic nature of most African countries, every effort towards promoting African culture and values in Education should consider diversity and inclusion of all segments. Also, every country should develop their system in line with its peculiar realities.
6. Investment in infrastructure and resources, having adequate resources for educational systems and updating equipment for a better learning experience.
7. Investing in I.T. and technology for schools and using technology to spread Education by providing lessons and integrated learning to places where networks may not even be available.
8. Mentoring programs from experts on science-driven Education.
9. Stem-based learning that will inspire students to be more active in the science field. It will also make math easier for students, and with integrated robotics, which is usually a part of the stem system, it will encourage the use of the country to be innovative and to create things that will benefit the country and its future.
10. More practical lessons that will help students and youth know where to apply the knowledge they have been learning.
11. Training of teachers so that they can efficiently impact the students.
12. Financial Education, Entrepreneurship, Climate change, Mining, coding, Digital skills, and self-defence should be included in the curriculum.
13. The curriculum should be constantly reviewed at least every 5 years to suit the African content.
14. Teachers' Education should include critical thinking, creativity, and innovation.
15. The welfare of teachers should be reviewed in both private and public schools.

CONFERENCE PARTICIPATORY STAKEHOLDERS:

1. African Union Development Agency- New Partnership for Africa's Development (AUDA-NEPAD)
2. German Institute of Development and Sustainability (IDOS)
3. Africa-German Leadership Academy
4. International Republican Institute
5. Federal Ministry of Education
6. National Universities Commission
7. National Broadcasting Corporation (NBC) Nigeria
8. Federal Capital Territory Administration, Education Secretariat
9. Nigeria Law Reform Commission
10. National Population Commission
11. Nigeria Economic Summit Group
12. National Institute for Legislative and Democratic Studies (NILDS)
13. Federal Ministry of Works and Housing
14. Raw Material Research and Development Council
15. National Information Technology Development Agency (NiTDA)
16. National Space Research and Development Agency (NASRDA)
17. Federal Emergency Management Agency (FEMA)
18. National Agency for Food and Drug Administration and Control
19. University of Michigan
20. University of Abuja
21. Federal University Kashere, Nigeria
22. At-Tarbiyah STEM School, Abuja
23. Federal Ministry of Tourism
24. African Union Youth Commission
25. West African Youth Assembly
26. Activista
27. CVC Africa
28. E-Learning Group Germany
29. Hub Academy Africa
30. Young African Leaders Initiative
31. Nigeria Television Authority (NTA)
32. African Independent Television (AIT)
33. Eagles FM
34. Secret Heart Medical Center





NEXT STEPS

1. Engaging stakeholders on the scholarship opportunities through the already established partners and exploring collaboration among various key stakeholders.
2. Reach out to organizations, government entities, and stakeholders who expressed interest in the conference proceedings. and explore opportunities for collaboration, partnerships, and joint initiatives to tackle education challenges in Africa.
3. Constitute the specialized M & E committee entrusted with the responsibility of post-conference activities' execution, comprising individuals possessing a multifarious array of competencies and experiences pertinent to the field of education in the African context for the short-term and long-term.
4. Facilitating post-events, webinars, and workshops with the aim of continuing dialogue and sharing conference progress with a wider audience.
5. Launching a pilot education project based on the ideas and recommendations from the conference,
6. Planning for the next “Future of Education in Africa conference in 2024.

CONCLUSION

The Future of Education in Africa Conference was and will continue to be a fantastic opportunity to increase awareness of the problems with the current educational system as well as mobilise and renew more significant political commitments and actions in order to make measurable, accelerated progress in African Education as a whole in accordance with A.U. Agenda 2063 and the U.N. Sustainable Development Agenda for 2030.

It will work on implementing the conference's outcomes, such as a project for disadvantaged students in education, allocating scholarship slots for young people in need, forming partnerships with key stakeholders for better execution of current and future activities, and developing a long-term relationship.





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