



In-Depth Country Mapping

to determine education priorities in Eastern, Southern and Western Africa

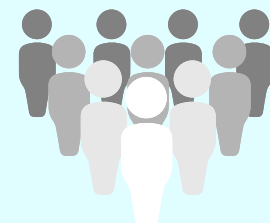
Objectives



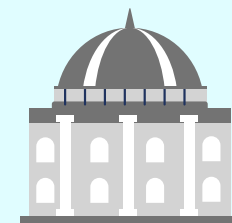
Map existing evidence and policies



Identify key education challenges & innovations



Map critical regional stakeholders



Assess country institutional capacity needs



Generate a report & country factsheets

Methodology

The mapping utilized a participatory, mixed-methods research design:

- Document analysis of education policy, planning and research documents
- Data collection from Ministry officials and Local Education Groups (LEGs) using thematic questionnaires
- Member state and partner validation of findings and priority ranking



Findings: Priority ranking

- 1 Teaching & learning + learning assessment systems
- 2 Equity & inclusion
- 3 Governance & management
- 4 Early childhood care & education (ECCE)

- 5 Gender equality
- 6 Data management
- 7 Coping with COVID-19

1st priority

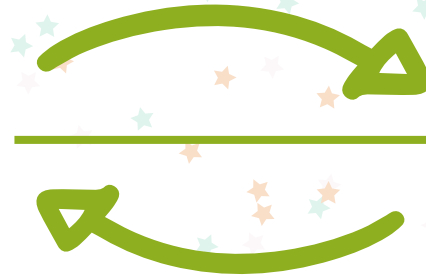
Teaching & Learning

Learning Assessment Systems

Improve teaching and learning effectiveness, create a robust learning assessment system across all sub-sectors, strengthen ICT application and build staff capacity in effective pedagogy and instruction methods



#1 challenge:
Poor instructional leadership and teacher support



#1 challenge:
Poor utilization of assessment data for policy and planning



Curriculum is teacher-centered rather than student centered



of respondents indicated assessments are underutilized to provide feedback to students



Key identified need:
Teacher capacity building



#1 identified need:
Capacity strengthening for teachers and education leaders

2nd priority

Equity & Inclusion

Ensure equity and inclusivity in education coverage by opening access to rural children (particularly girls), poor children, children with disabilities (special needs education) and children from minority groups



#1 challenge:
Limited access and completion rate



Further research is needed on the effects of conflict on education, especially for girls and women



The majority of countries have limited or no early identification system to support children with special education needs



Key identified need:
Focus on inclusive education policies and implementation

3rd priority

Governance
&
management

Strengthen governance and management of national education systems



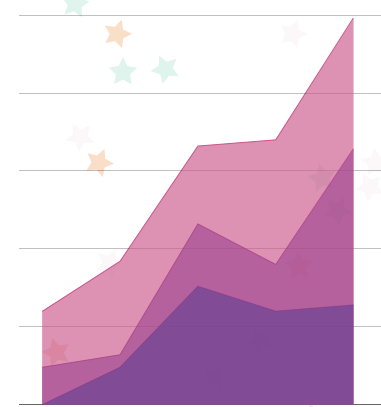
Key challenge:
Absence of a system-wide M&E protocol at all levels



Key challenge:
Lack of transparency and accountability in the education system



Key identified need:
Leadership and management capacity building among education officials at federal/central and state/provincial levels



Key identified need:
Development of the education sector plan based on a sectoral analysis

4th priority

Early
Childhood
Care &
Education

Expand pre-primary education coverage by providing quality ECCE



Key challenge:
Low capacity building opportunities for the ECCE sector workforce



Key challenge:
Limited support for the evaluation of ECCE effectiveness



Key identified need:
Improvement of ECCE teaching and learning, including curriculum



Key identified need:
Improvement and better provision of ECCE facilities and infrastructure

5th priority

Gender
Equality

Ensure gender equality in education



#1 priority:
Reduction of school related
gender-based violence
(SRGBV)



#2 priority:
Implementation of a multi-
sectoral approach to gender
equality in education



Key identified need:
Development and
implementation of gender-
responsive curriculum and
education sector plans



Key identified need:
Teacher training in gender-
responsive pedagogy



6th priority

Data
Management

Enhance education management
information systems (EMIS)



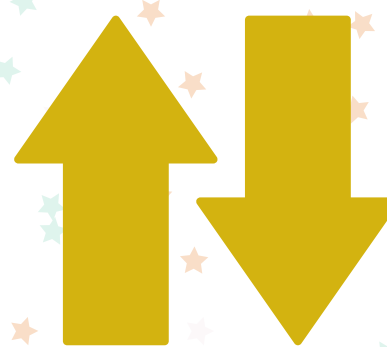
#1 challenge:
Inadequate use of data for
internal planning and
decisionmaking



Key challenge:
Limited capacity of education
officials to utilize the EMIS
system



Key identified need:
Upgrade manual based data
collection to avoid delays and
statistical errors



Key identified need:
Ensure appropriate feedback
mechanisms for schools

7th priority

Coping with
COVID-19

Cope with COVID-19, conflict and other
emergency situations



Key challenge:
Inequality and limited access
to distance education
solutions among
disadvantaged groups



Key challenge:
Limited ICT infrastructure,
particularly in rural areas



Key identified need:
Enhance teachers' competence in
ICT application for teaching and
learning at all levels



Key identified need:
Improve the capacity of
experts to design competency-
based curriculum and
curriculum materials for e-
learning

For more information:



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The In-Depth Country Mapping was produced at the request of the IDRC and GPE. It was prepared by the KIX Africa 19 Hub Secretariat under the patronage of a consortium of partners: UNESCO IICBA, UNICEF ESARO and the African Union.

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