

In-depth Country Assessment and Priority Setting for the Six Thematic Areas of KIX Hub Presented to Country Focal Points and Partners



Outline

- 1. Background of the Assessment**
- 2. Methodology**
- 3. Key Findings**
- 4. Recommendations**

1. BACKGROUND OF THE ASSESSMENT

1.1 Education challenges

- Education is entangled with a **host of problems** in sub-Saharan Africa
- Some of the most critical problems are related to: **teacher training, children's enrollment, gender equity, quality of learning processes, learning outcome/gain, institutional leadership, policy & finance, ICT, and data to inform education system planning and decision-making.**
- **Without alleviating these constraints, the collective targets for Sustainable Development Goal 4, the African Union's Agenda 2063 and Continental Education Strategy for Africa, quality education for all, will be out of reach.**
- **To support developing countries address the education challenges and achieve SDG 4, GPE & IDRC have created the KIX Hubs, one of which is KIX Africa 19 Hub.**

1.2 What KIX is Meant For?

- **KIX is an exciting new way to connect expertise, innovation, and knowledge to strengthen national policy dialogue and planning in countries supported by GPE.**
- **KIX 19 Hub Objectives:**
 - **fostering the exchange of demand-driven regional knowledge and building capacity of hub members to identify, use, share, and mobilize evidence;**
 - **producing and disseminating relevant knowledge and evidence syntheses to relevant actors; and**
 - **advancing effective regional mobilization and knowledge and evidence uptake among 19 African countries, drawn mainly from Eastern and Southern Africa.**

1.3 Objectives of the In-depth Assessment

- **General:**

- To **provide up-to-date information of the major trends in data, evidence and issues impacting** the education needs of countries in line with all **six** thematic areas.

- **Specific:**

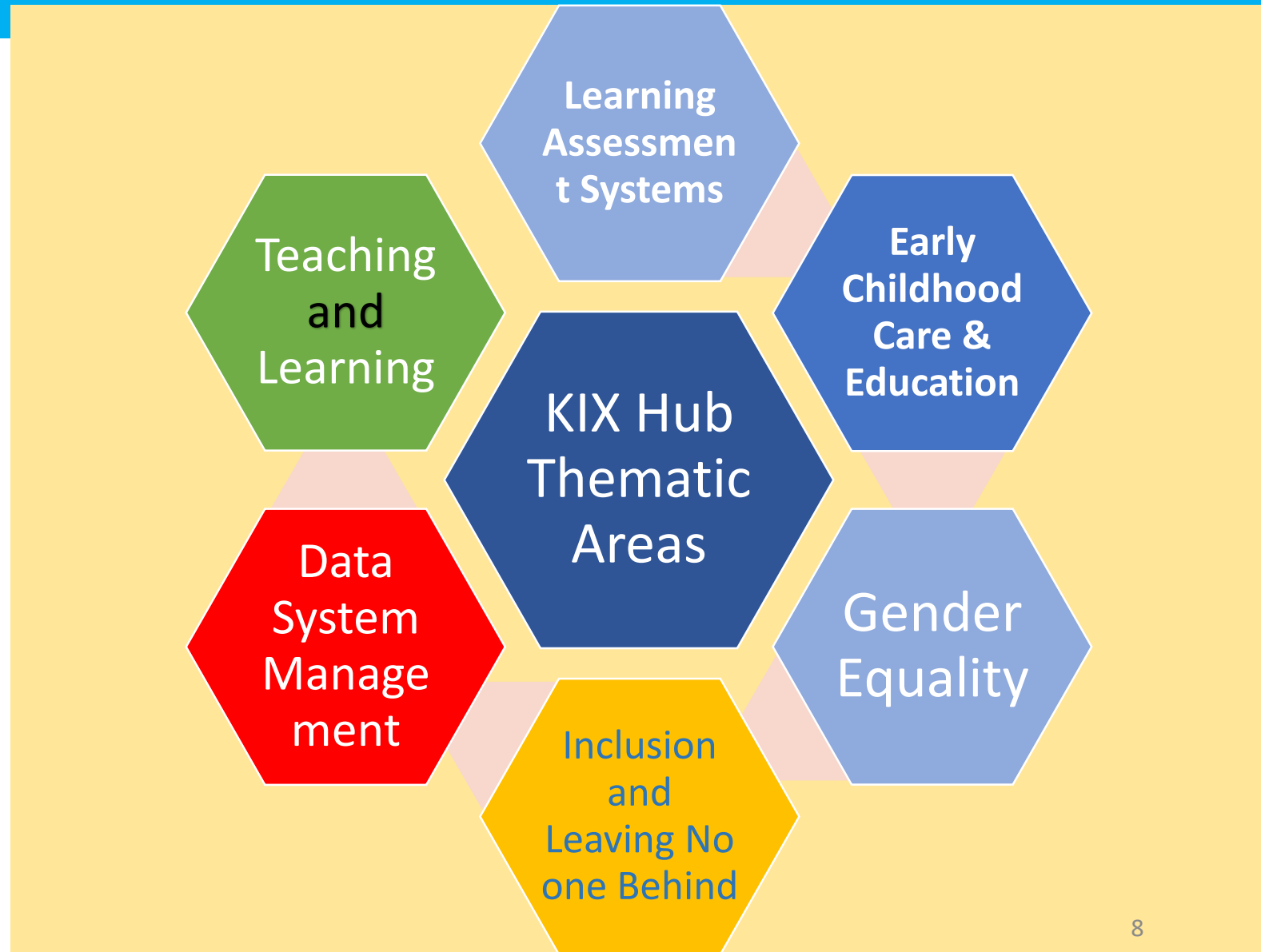
- To **examine and compile relevant research, evaluations, innovations, and best practices** to generate priorities and areas of focus for the regional KIX Hub.
- To **identify shared regional policy challenges** that are aligned with literature, expert opinions and, especially, key national education policymakers and stakeholders.

1.3 Objectives, Cont'd

- **To map out all the critical education sector stakeholders along the six KIX themes and other emerging themes within the KIX 19 Hub region.**
- **To undertake an in-depth assessment of country institutional capacity needs and gaps for the development of tailored DCP capacity building assessment frameworks.**
- **To generate an evidence-informed high-quality report with country factsheets for use and discussion at regional technical consultation workshops for DCPs to validate the selected country priorities.**

1.4 Scope of the Assignment

- This assignment has targeted 19 African countries (EA, SA & WA)
- **Focus areas of the assessment: GPE priorities**



N.B. Any emerging area may also be considered.

1.4 Scope, cont'd

- Focus of the educational cycle: **Basic education**



1.5 Outcome of the Survey

- Member countries will have understood the status of their education systems against the six thematic areas
- The KIX 19 Hub will have identified a set of activities, which serve as the bases for detailed planning to lead the Hub going forward
- LEGs and other education partners will have gotten a clear picture regarding the areas of cooperation with their respective host countries
- IDRC will have issued a regional calls for research on top priority needs.

2. METHODOLOGY

2.1 Design, Data Sources & Tools

- **Design/approach:** **Mixed method** involving both qualitative and quantitative methods
- **Data sources:** Primary and secondary
- **Data gathering tools:**
 - Desk review/documentary analysis,
 - Survey questionnaire, and
 - Workshop method.

2.2 Secondary data sources

- **Desk review of essential documents:**
 - Latest Planning and Sector Analysis documents
 - The 6 KIX thematic discussion papers (GPE)
 - KIX 19 Hub rapid country needs assessment report
 - GPE Specific Country Level Evaluations
 - Researches published in reputable journals or conference proceedings
- **Sources of the essential documents:**
 - MOEs of the KIX 19 Hub member countries (through KIX hub focal points)
 - GPE country page
 - The KIX Hubs
 - CPs websites (e.g. UNICEF, UNESCO, AU)
 - Open source research outputs

2.3 Structure and Contents of the Survey Tools

Tool 1: Education policy, planning & strategy



Deals with issues related to respondent background, national basic education policy, strategic planning, sector strategy, education structure, financing education system, education partners, their impacts on educn. quality, innovations, challenges, capacity gaps and interventions sought.

Tool 2: Teaching & Learning, and Learning Assessment



Deals with issues related to respondent background, basic education curriculum design, required competencies, textbooks, teacher competencies (pedagogical & subject mastery level) and their development needs, working environment, application of ICT on T&L, student learning experiences & their motivation, learning assessment methods, learning gain and student certification, repletion & progression, innovations, challenges, capacity gaps and interventions sought.

Tool 3: Early Childhood Care and Education



Deals with issues related to respondent background, national child development and pre-primary education policies, ECCE standards, M&E mechanisms, sectors involved to implement and monitor policy implementation, innovations, challenges, capacity gaps and interventions sought

Tool 4: Gender Equality in Education



Deals with issues related to respondent background, legislative and policy instruments used to ensure gender equality, gender parity index, gender structure and its involvement level, funding mechanisms, gender responsiveness of curricula and educational establishments at all levels, capacity gaps and interventions sought.

2.3 Structure and Contents of the Survey Tools

Tool 5: Equity and Inclusivity through Education



Deals with issues related to respondent background, legislative and policy instruments used to ensure equity & inclusivity in education (discrimination based on sex, residence, poverty, ethnicity, and others), gender parity index, treatment of SNE children, SNE structure and its involvement level, funding mechanisms, SNE responsiveness of curricula and educational establishments at all levels, innovations, challenges, capacity gaps and interventions sought.

Tool 6: Education data management system (EDMS)



Deals with issues related to respondent background, legislative and policy instruments used to ensure quality of education data management system, type of data collected, competence of data collectors, key education indicators covered, quality control mechanisms, utility of data, availability of required facilities, funding mechanisms, innovations, challenges, capacity gaps and interventions sought.

Tool 7: Combined thematic areas for LEGs



Deals with issues related to respondent background, observation of practices and challenges of the six thematic areas.

2.4 Participants in the Survey

- MOE Planning Head, M&E Specialists and relevant others **(Tool 1)**.
- MOE Curriculum Head, Teaching and Learning Head, Inspection/ Supervision Head, Learning Assessment Head, School Improvement Heads, Education Reform Head, Senior Supervisors **(Tool 2)**.
- MOE Curriculum Head, Teaching and Learning Head, Pre-primary Edn. Head & senior experts, Inspection/ Supervision Head, Learning Assessment Head, School Improvement Heads, Education Reform Head, Senior Supervisors **(Tool 3)**.
- MOE Curriculum Head, Planning Head, Gender Department Head and Senior Experts, Inspection/ Supervision Heads & Senior Supervisor, Education Reform Head, Ministry of Women focal person; and the most relevant others **(Tool 4)**.
- MOE Curriculum Head, Planning Head, Special Needs Education Head and Senior Experts (min. 2), Inspection/ Supervision Heads & Senior Supervisor, Education Reform Head, and the most relevant others **(Tool 5)**.
- MOE Planning Head & Senior Experts, M&E Head & Senior Experts, Education Statistics & Information Head & Senior Experts, Education Reform Head, and National Statistical Agency/Commission focal points **(Tool 6)**.
- DCPs education partners (LEGs, bilateral funding agencies, multilateral donors, NGOs, etc.) **(Tool 7)**.

2.5 Survey administration & data analysis

- **Mode of survey administration:**
 - Google form platform,
 - Workshop method (for validation purpose).
- **Data analysis methods:**
 - Descriptive statistics,
 - Thematic analysis/content analysis

3. KEY FINDINGS

3.1 Mapping Responses

Tool	Theme	Responses	Response countries
Tool 1	Policy, planning & strategy	15	Malawi, Nigeria, Sierra Leone, Kenya, Lesotho (2), Liberia, Ethiopia, Uganda, South Sudan, Rwanda, Tanzania (Mainland & Zanzibar), Zambia, Zimbabwe (2)
Tool 2	Teaching & learning and learning assessment	14	Uganda (4), The Gambia, Kenya (4), Nigeria, South Sudan, Ethiopia, Malawi, Zambia
Tool 3	Early childhood care & education	16	Ethiopia, Uganda (2), Kenya, Liberia (2), Malawi, Lesotho, Nigeria, Somalia (Somaliland & Puntland), Rwanda (3), Zambia, No Country specified (NCS) (2)
Tool 4	Gender equality questionnaire	9	Sierra Leone (2), Uganda, Kenya (2), Ethiopia, Nigeria, Malawi, Rwanda
Tool 5	Equity and inclusive education questionnaire	10	Sierra Leone, Uganda, Kenya, Lesotho (2), Malawi, Nigeria, Ethiopia, Rwanda, Ghana
Tool 6	Education data management system	12	Malawi, Lesotho, Ethiopia (3), South Sudan, Uganda, Nigeria, Rwanda, Zambia, Kenya, Somalia
Tool 7	LEGs: GPE Themes	28	The Gambia (6), Eritrea (3), Zambia, Uganda, Sierra Leone (2), Ethiopia, Nigeria, Rwanda (8), Lesotho, Somalia, Zimbabwe, Kenya (2)
	Total responses	104	

3.2 Key Findings: Overview

- Status of basic education policy, planning & strategy, and the six GPE thematic areas assessed
- Best practices and innovations against the thematic areas identified (big list)
- Key challenges against each thematic area and others identified
- Top priorities for immediate attention and possible intervention design identified (see next slide).
- Recommended actions highlighted to guide the possible interventions

3.3 ECCE Coverage & Quality

- **Coverage ECCE, n=28**

- Low= 50%
- Moderate= 32.1%
- High= 17.9%

- **Quality of ECCE, n=28**

- Low= 64.3%
- Moderate= 32.1%
- High= 3.6%

3.5 Top priorities of the ECCE Sector

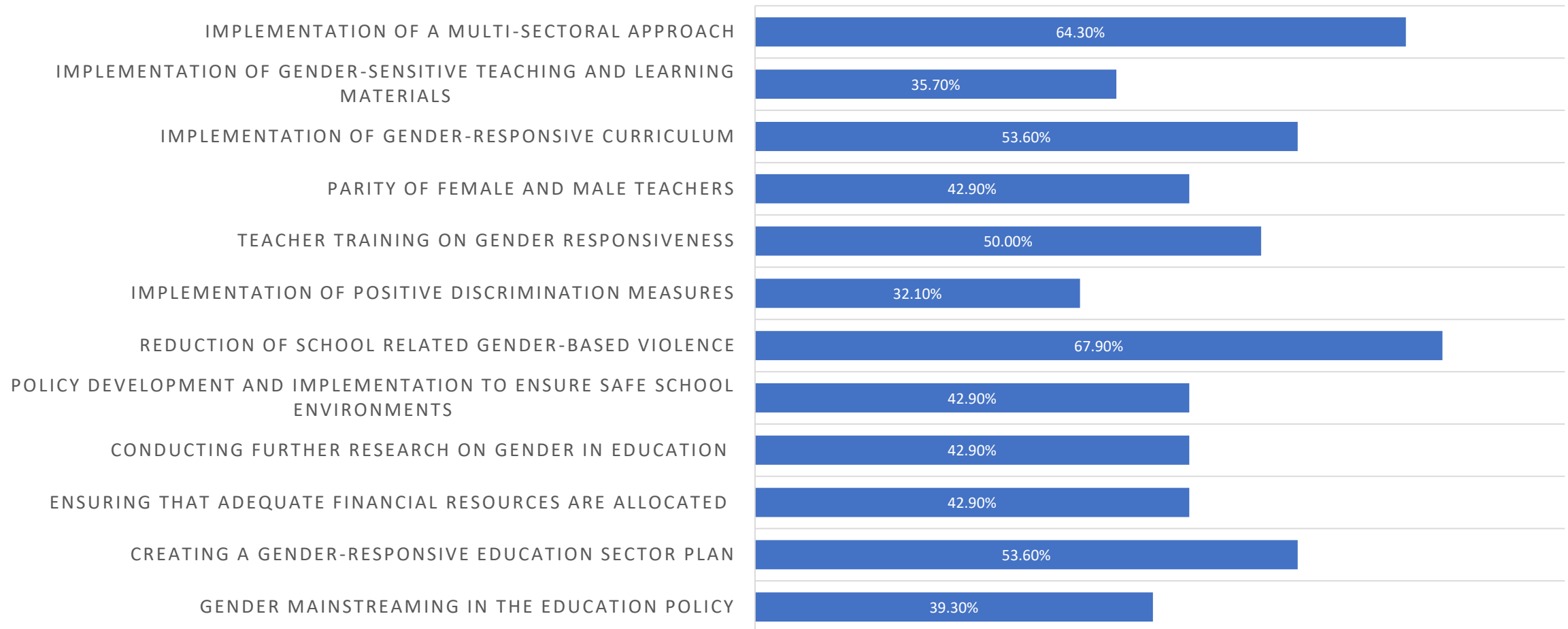
- Relevant and competency-based curriculum
- Quality of materials
- Quality of infrastructure
- Quality of teachers and care givers (parenting training & support)
- Increasing access for under 5, using community centers
- Promoting public-private partnership for ECCE
- Involvement of multiple sectors

3.6 Gender equality in education

- **Gender responsiveness of the education policy and plan, n=9**
 - Yes= 44.4%
 - No= 55.6%
- **Extent of independence and activeness of the gender unit at MoE, n=9**
 - Less active and independent= 66.7%
 - Highly active and independent= 33.3%
- **Existence of a re-admission policy for girls in the country, n=9**
 - Yes= 66.7%
 - No= 33.3%

3.7 Key priorities to ensure gender equality in education

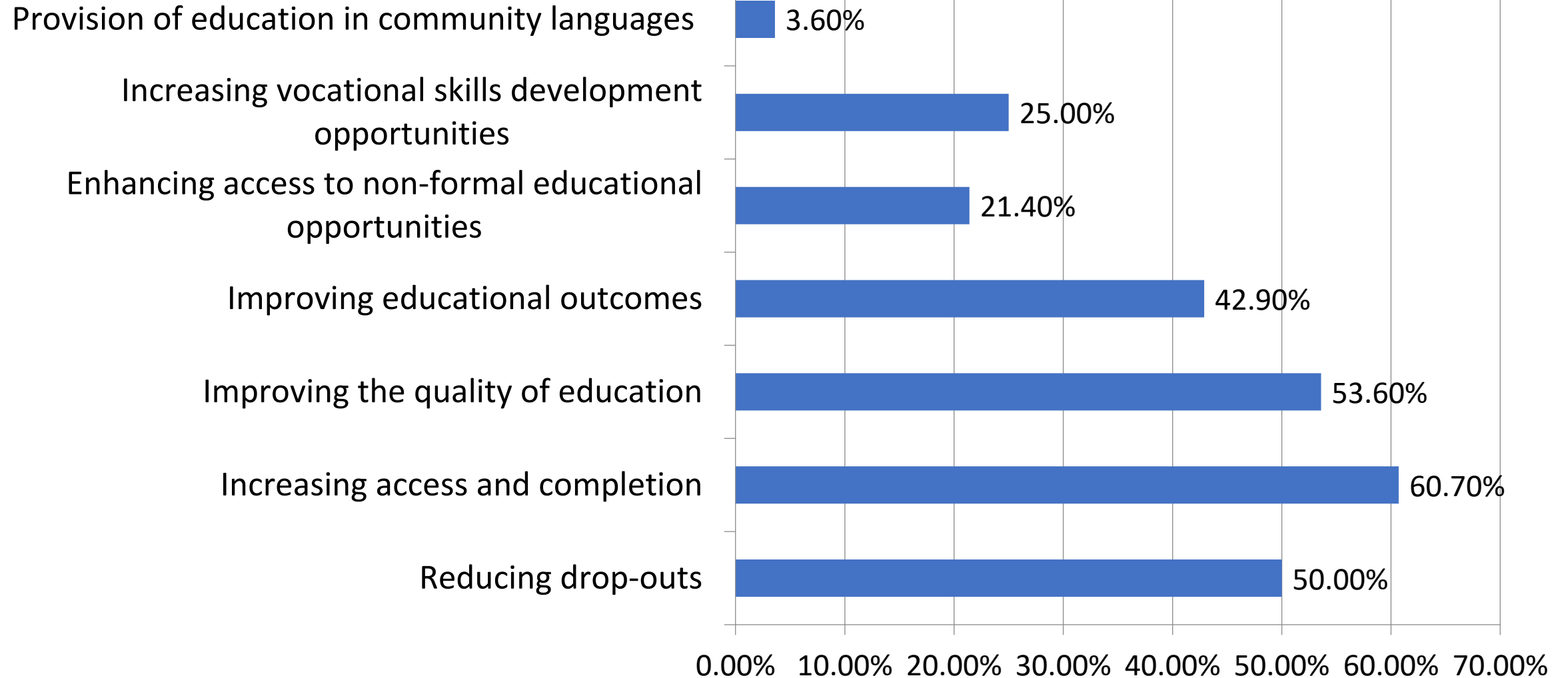
KEY PRIORITIES, N=28



3.8 Leaving No One in Education

- Forms disparities in access to education reflected in countries (n=28)
 - Sex in favor of boys/males= 53.6%
 - Economic status, neglecting the poor= 85.7%
 - Ethnicity, neglecting the minorities= 39.1%
 - Location of residence, disfavoring rural residents= 89.3%
 - Students' with special needs, disabilities = 96.4%

3.9 Top priorities for equity & inclusion in education, n=28

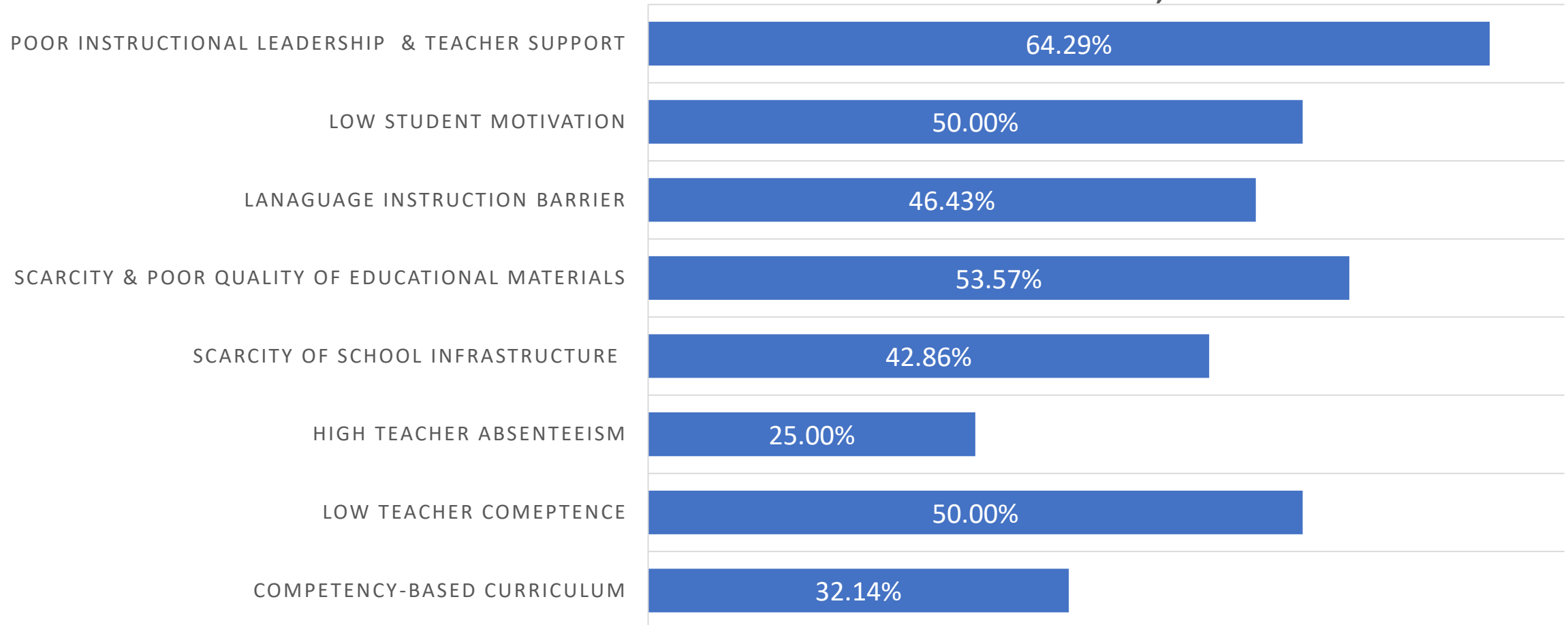


3.10 Extent of overall achievement of students, n=28

Education cycle	High	Medium	Low	Uncertain
Primary	14.3%	39.3%	42.9%	3.6%
Secondary	3.6%	50%	42.9%	3.6%

3.11 Key Challenges of Teaching & Learning

FIGURE 3 KEY CHALLENGES OF TEACHING & LEARNING, N=28



3.12 Key Challenges related to Teachers, n=28

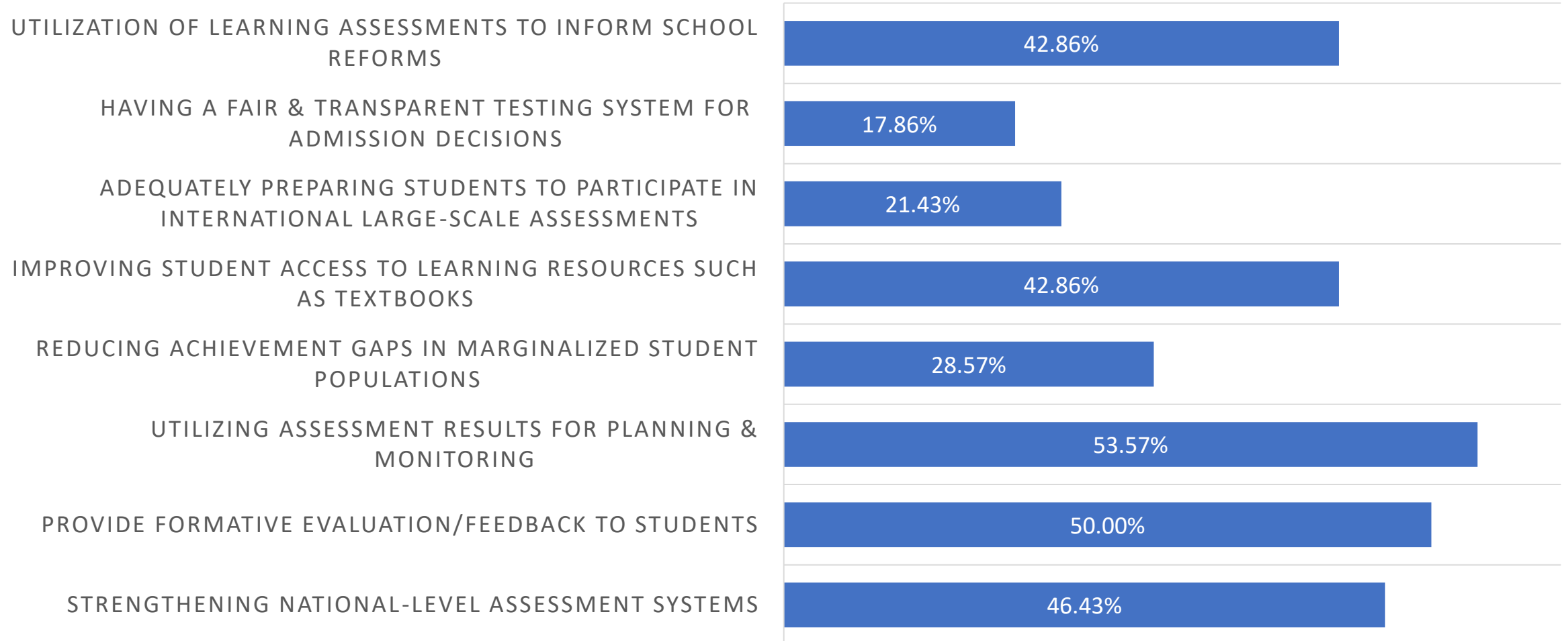
Key challenges related to teachers	Number of agreed respondents	Percent of case	Rank
Reluctance to work in remote locations	8	28.57%	7 th
Limited retention rate/high attrition rate	7	25.00%	9 th
Low respect given to the profession by society	10	35.71%	6 th
Low wages	23	82.14%	1 st
Absenteeism	4	14.29%	10 th
Teacher shortages in select subjects or regions	14	50.00%	4 th
Lack of pedagogical mastery	18	64.29%	2 nd
Low qualification levels	8	28.57%	7 th
Lack of career progress or unclear promotion criteria	11	39.29%	5 th
Lack of continuous professional development	15	53.57%	3 rd

3.13 Top Challenges related to Students, n=28

Top five challenges related to students	Number of agreed respondents	Percent of case	Rank
Lack of peace and security	2	7.14%	10 th
Loss of interest in education due to gloomy employment prospect of the educated	13	46.43%	4 th
Engagement in bonded labor	2	7.14%	10 th
Lack of uniform and/or learning materials	7	25.00%	8 th
Inability to pay tuition fees	8	28.57%	7 th
Addiction with alcohols or drugs	1	3.57%	13 th
Distance from home to school	15	53.57%	3 rd
Health related problems	2	7.14%	10 th
Lack of study habits	11	39.29%	5 th
Family burden (household chores)	17	60.71%	1 st
Lack of time management skills	6	21.43%	9 th
Difficulty of curriculum materials	9	32.14%	6 th
Poor instructional language mastery	17	60.71%	1 st

3.14 Top Priorities of Learning Assessment, n=28

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3.15 Data Management Challenge in Education

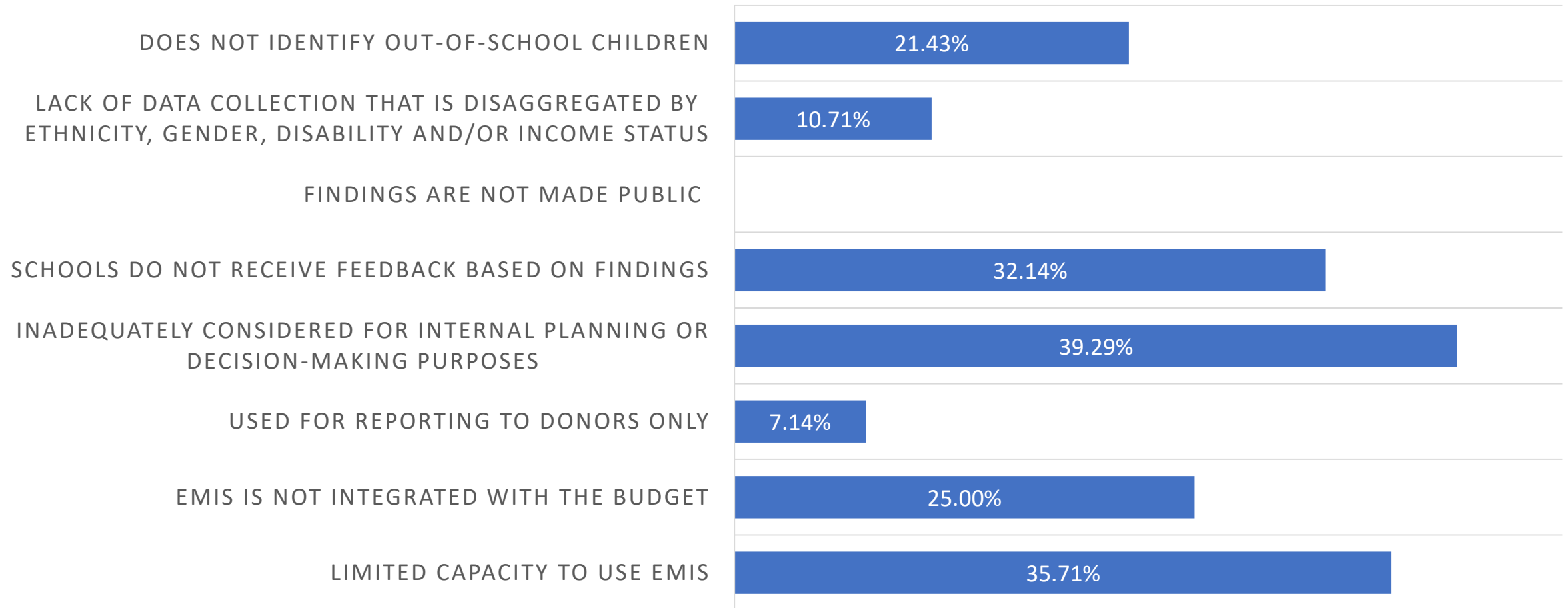
- **Data collection modality (n=12):**
 - Manual only= 25%
 - Electronically only =8.3% (Somalia)
 - Dual method= 66.7%
- **Adequacy of EMIS data (n=28)**
 - Adequate= 35.7%
 - Somewhat adequate= 46.4%
 - Not adequate= 14.3%
- **At what level is EMIS data used for planning & DM (n=28)**
 - At one level= 50%
 - At two levels= 21.4%
 - At three levels= 25%

3.16 Level of Client Satisfaction with EMIS Data Quality and Timeliness, n=28

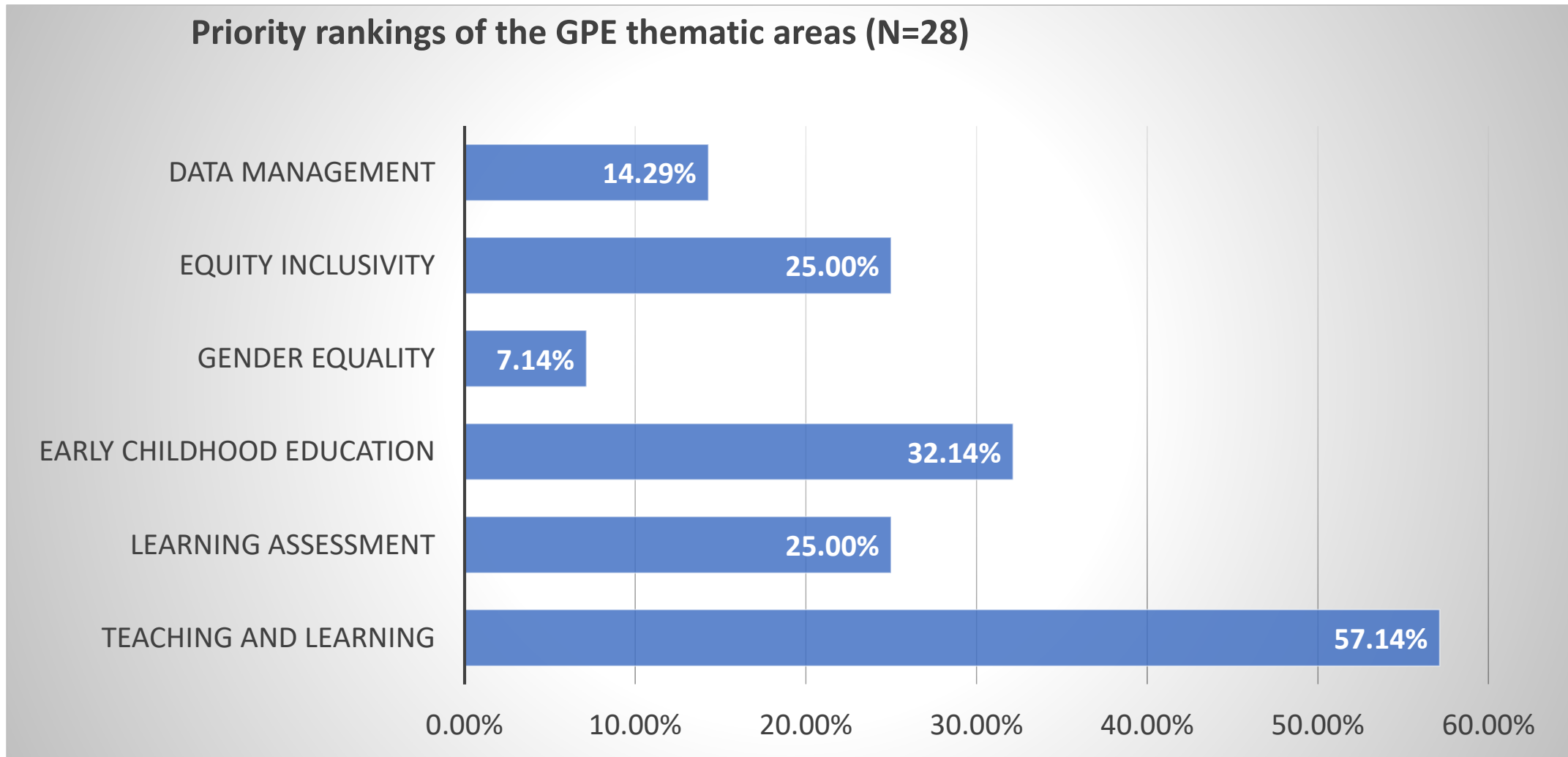
- Very satisfied= 7.1%
- Somewhat satisfied= 46.4%
- Somewhat dissatisfied= 25%
- Not Satisfied at all= 17.9%
- No opinion= 3.6%

3.17 Top Limitations of Existing EMIS

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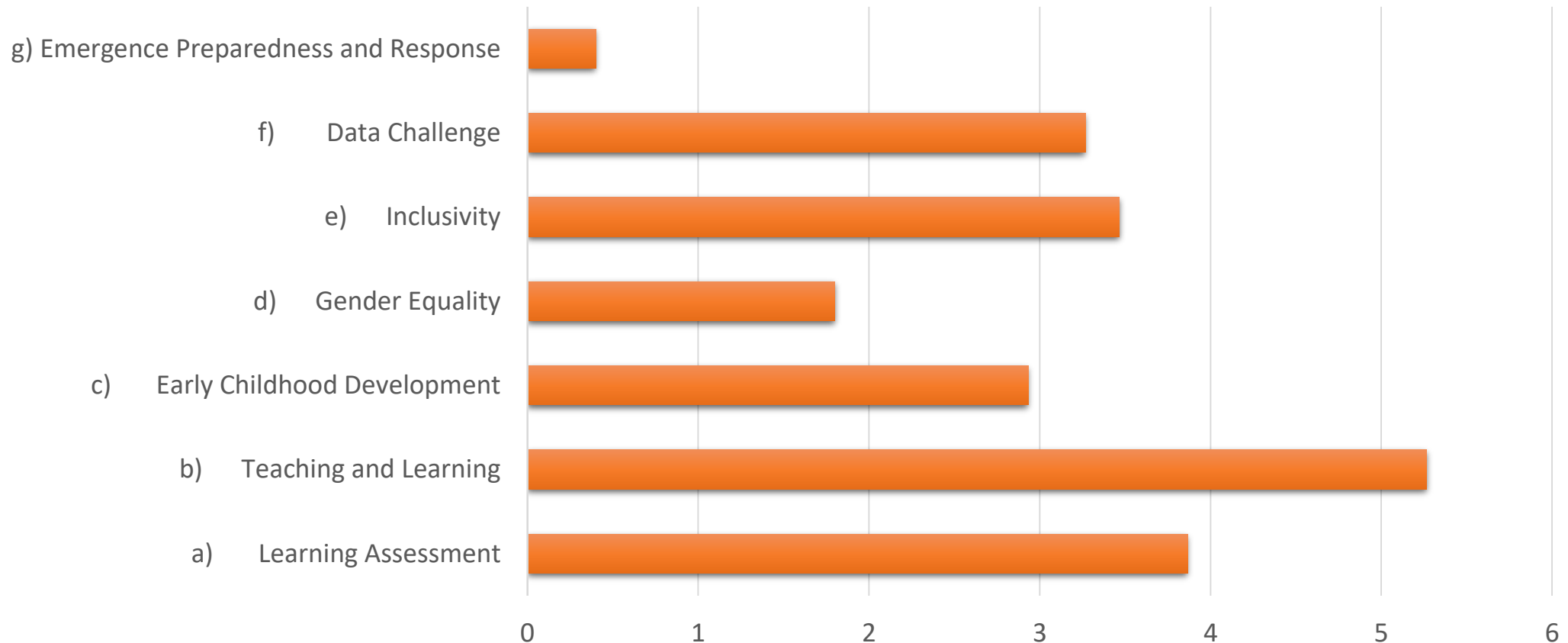


3.18a Overall Thematic Areas Priority Rankings



3.18b Overall thematic area rankings, rapid assessment

Priority ranking of the six GPE thematic areas (N=15)



4. Recommended Priorities for IDRC's Regional Call and DCPs Effort

- **First tranche:**

- Improving the teaching and learning effectiveness
- Promoting pre-primary education
- Creating a well functioning learning assessment system

- **Second tranche (depending the availability of resources):**

- Promoting equity and inclusive education
- Strengthening EMIS
- Promoting Gender Equality in Education

Thank you

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