KIX Africa 19 Hub

MEETING REPORT
KIX Africa 19 Hub In-Depth Country Mapping Review
Reported by the KIX Hub Secretariat

Date: Tuesday, 11 August 2020

Time: 15:00 – 16:30 EAS

Participants: 27 participants representing the following countries and organizations: ADEA, AfECN, AU, East African Community, FAWE, IDRC, Kenya, Malawi, Nigeria, South Sudan, The Gambia, Tanzania, UNESCO, UNESCO IICBA, UNICEF ESARO and VVOB

Meeting Objectives:

The In-Depth Country Mapping Review aims to:
- Present the findings of the In-Depth Country Mapping to the Hub's members
- Discuss the findings with Hub members and collect their feedback

I. Introduction, Beifith Tiyab (UNICEF ESARO)

Beifith welcomed participants to the In-Depth Country Mapping review. The In-Depth Country Mapping will identify the Hub's top priorities, guide upcoming activities and contribute to IDRC's regional calls. Everyone is encouraged to participate and can leave comments in the chat, which we will address throughout the meeting.

II. Presentation on the In-Depth Country Mapping, Dr. Tilaye, IICBA

Dr. Tilaye presented on the In-Depth Country Mapping, which aims to collect up to date information on country priority areas, best practices, achievements, policy gaps and shared challenges along the six KIX thematic areas (teaching and learning, learning assessment, early childhood care and education, gender equality, equity and inclusion and data management). The Mapping will lead to: analysis of each countries' education system in the six thematic areas, upcoming activities for the Hub, Local Education Groups (LEGs) and other partners understanding of priority areas for collaboration and IDRC's regional calls for research.

The Mapping used a mixed methods approach and primary and secondary data sources, such as policy document reviews, questionnaires and a validation workshop (today's event). Seven survey tools were produced, the first six targeted Ministry of Education (MoE) officials in each thematic area and the seventh questionnaire allowed LEG members to respond across all themes. 104 total responses were received, and each country had at least one response. Key finds along the thematic areas include:

1. Early childhood care and education
- 50% of respondents believe ECCE coverage is low and 64% believe ECCE quality is low
- Top ECCE priorities are: relevant, competency-based curriculum; better quality materials, infrastructure and training for teachers and caregivers; increased access for children under five years old; promotion of public-private partnerships and collaboration between sectors

2. Gender equality in education

- 56% of respondents indicated the education sector plan is not gender-responsive
- 67% of respondents indicated that the gender unit of the MoE is less active and independent
- 67% of countries do have a re-entry policy for girls
- The top priorities are: 1) reduction of school related gender-based violence, 2) implementation of a multi-sectoral approach, 3) gender-responsive education sector plan and 4) gender-responsive curriculum

3. Equity and inclusion

- Different disparities in education were reported: urban-rural (89%), gender (54%), economic status (86%) and ethnicity and disability (96%)
- Top priorities are: 1) increased access and completion, 2) improving quality of education, 3) reducing dropouts and 4) improving educational outcomes

4. Teaching and learning

- The most challenging areas of teaching and learning are: 1) poor instructional leadership and teacher support, 2) scarcity and poor quality of education materials, 3) low student motivation and 4) low teacher competence
- Teachers specifically are challenged by 1) low wages, 2) lack of pedagogical mastery, 3) lack of continuous professional development opportunities and 4) teacher shortages in selected subjects and in geographical locations
- Students' barriers to education were reported as 1) poor mastery of language of instruction, 2) family burden/chores, 3) distance from home to school and 4) low employment prospects

5. Learning assessment

- The top priorities in terms of learning assessment were: 1) use of results in planning and monitoring, 2) use of formative evaluations/providing feedback to students, 3) use of assessment results to inform school reforms and 4) further provision of textbooks/learning materials

6. Data management

- 67% of respondents indicated a dual collection method is used (manual and electronic)
- 47% of respondents indicated that EMIS data is only "somewhat adequate"
- 50% of respondents indicated that data is used for planning at only 1, as opposed to 2 or more, levels
- The top limitations found in EMIS systems are 1) little use of data in planning/decision-making, 2) limited capacity on the use of the EMIS system, 3) no feedback loop to schools and 4) EMIS is not linked to the budget

The overall thematic ranking is:

1. Teaching and learning
2. ECCE
3. Learning assessment and equity and inclusion (equal rating)
4. Data management
5. Gender equality

This rating is similar to what was reported in the rapid country assessment carried out in May 2020.

Based on the ranking, Dr. Tilaye recommends the following tranches for IDRC's calls:

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Tranche 1:
- Teaching and learning
- ECCE
- Learning assessment

Tranche 2:
- Equity and inclusion
- Data management
- Gender equality

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III. Discussion and Question and Answer, Chelsea Lavallee, IICBA and Beifith Tiyab, UNICEF

Chelsea conducted an online poll to gauge participants' agreement with the ranking of priorities. Many technical difficulties were encountered, but of those who could respond to the poll and those who responded in the chat box, all agreed with the ranking. Several comments were recorded:
- Gender and data should be considered as cross-cutting
- Girls' education should be made a higher priority

Questions and Response

- **Question:** How are parents and caregivers involved, they don't seem included in the priorities? **Response**: Dr. Tilaye responded that not all individuals could respond to the survey, as it was a time sensitive process and going forward feedback should be collected from these individuals.
- **Question:** Have the opinions reported in the surveys been compared to what the learning assessments are actually saying? Data versus perception should be considered. **Response:** Beifith responded that this has not been compared but would be interesting to conduct. Dr. Tilaye explained that documents on learning assessment for each of the countries have been reviewed and this will come into the final report.
- **Question:** How will we reconcile the two tranches, especially in the case where one of a county's main priorities is found in tranche 2? **Response:** Dr. Tilaye indicated that the tranches are based on the overall aggregate from all results, but almost every country had a very high priority on teaching and learning. Joy Nafungo from IDRC added this is an important question and the country responses are going to be taken seriously. Please note that the findings will help the Hub create a broader engagement plan and this is just a starting point and further refinement will be needed.
- **Question:** For ECCE, financing did not come up, though we know there is very little budget allocation. In this sub-sector The same is true of governance, which is fragmented for ECCE, which also contributes to fragmented financing. **Response:** We did ask the question about financing at pre-primary, primary and secondary level. As we could expect, very little is allocated to ECCE. This will be included in the report. In terms of fragmentation, some countries are annexing pre-primary with primary schools, some are using community schools, some are using UNICEF's method of peer to peer learning in villages.
- **Question:** Learning assessment and equity and inclusion are at equal level in the findings. Why was learning assessment placed in tranche 1 and equity and inclusion in tranche 2? **Response:** Due to resource constraints, we needed to divide the themes into two groups and teaching and learning and assessment should go together to leverage the limited resources, though this can be reconsidered. Beifith would like to see if we can keep four themes in tranche 1.

The final document will be shared with all Hub members for further comments and suggestions, which are very important to the Hub project.

IV. Final Remarks and the Way Forward, Joy Nafungo, IDRC

Joy thanked the Secretariat for their hard work on the Mapping. She thanked all country partners for responding to the surveys and for participating today. The Mapping report will be finalized and publicly published. IICBA has launched its Africa 19 Hub page (http://www.iicba.unesco.org/kix) where the report and other important information will be shared. The finding from the Mapping will be used to engage each country. She kindly reminded each country focal point to nominate the additional four focal points. IDRC will launch a call for proposals this month before the end of this month, which we hope will respond to the demands in the region.

V. Conclusion, Lukeman Jaji, AU

The AU is very pleased with the project and the collaboration in the Hub. He would urge IDRC to consider taking the top four themes in tranche 1 so we can address all countries' priorities. He would like us to use offline data collection methods next time se we can have better participation. He thanked everyone for attending the meeting.