

KIX Hub19

Summary Report

Country assessment on experiences, challenges and lessons learnt on policy formulation and implementation

1.0 Background

Countries in Sub-Saharan African (SSA) are confronted with the formidable challenge of realizing quality, inclusive and equitable education for social transformation and development. This vision is anchored in several frameworks and vision statements, including the SDG 4 – Education 2030 Framework for Action¹ and the Continental Education Strategy for Africa (CESA) 2016–2025² as well as other global, regional and national frameworks.

Although access to education has improved in SSA from 59 per cent to 78 per cent over the past decade³, learning achievement and quality of education remain alarmingly low. Many countries face enormous challenges around teacher recruitment, management and professional development, enrolment at pre-primary and secondary levels, gender equity and quality of learning processes and outcomes.

Africa's education ambitions cannot be realized without building effective partnerships and fostering harmonized approaches to integrating SDG 4 – ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all – into national education policies and strategies. Crucially, this ambition requires innovation due to the scale, diversity and rapid changes of education needs amidst high rates of population growth and unemployment in most SSA countries.⁴ In addition, there is little available context-specific evidence about what makes or does not make education interventions work – whether innovative or not – or about the costs of implementing them, particularly in SSA. When evidence is available, dissemination and the capacity to use that evidence is often weak, especially among

¹ UNESCO is the only United Nations agency with a mandate to cover all aspects of education. It has been entrusted to lead the Global Education 2030 Agenda through Sustainable Development Goal 4. The roadmap to achieve this is the Education 2030 Framework for Action http://uis.unesco.org/sites/default/files/documents/education-2030-incheon-framework-for-action-implementation-of-sdg4-2016-en_2.pdf

² http://www.education2030-africa.org/images/systeme_edu/docs/Final_Indicators_Manual.compressed.pdf

³ UNICEF Data (2018). *Primary Education*. <https://data.unicef.org/topic/education/primary-education/>

⁴ World Bank Report (2018). *The consequences of rapid population growth*. https://openknowledge.worldbank.org/bitstream/handle/10986/5967/9780195204605_ch05.pdf?sequence=6&isAllowed=y

key education stakeholders in the region. Evidence about how to scale up innovations that improve learning outcomes is key to unlocking rapid and sustainable change towards meeting SDG 4.

1.1 The Regional Anglophone Africa Knowledge and Innovation Exchange (KIX) Hub

UNESCO through its International Institute for Capacity Building in Africa (IICBA), UNICEF through the Regional Office for Eastern and Southern Africa (ESARO) and the African Union Commission (AUC) have established a Regional Anglophone Africa Knowledge and Innovation Exchange (KIX) Hub, supported by the Global Partnership for Education Knowledge and Innovation Exchange, a joint endeavor with the International Development Research Centre, Canada.

1.1.1. Purpose of the KIX Hub19

The purpose of the KIX Hub will be to collect, generate, exchange and facilitate effective use of evidence-based data, knowledge and innovation for education policy formulation and implementation among 19 Anglophone African countries, along the following thematic areas which include:

- (i) Strengthening learning assessment systems;
- (ii) Improving teaching and learning;
- (iii) Strengthening early childhood care and education;
- (iv) Achieving gender equality in and through education;
- (v) Leaving no one behind; and
- (vi) Meeting the data challenge in education.

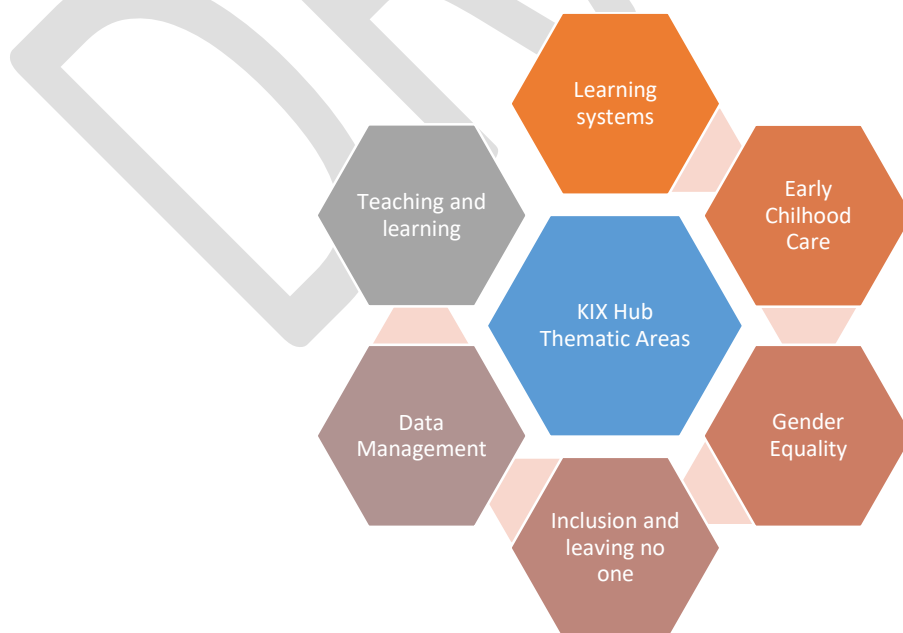


Figure 1: KIX Hub Thematic Areas

The Anglophone Africa Regional KIX Hub provides a timely opportunity to catalyse the provision of quality education through facilitating evidence-based developments in policy and practice, and through identifying and contextualizing evidence in education agendas unique to the region. Given that the Anglophone region has a number of countries affected by conflicts, other context specific education innovations deemed pertinent to the DCPs to foster inclusivity, such as education for crisis-affected and displaced populations, including education for children on the move, will also be included with the overall goal to contribute to SDG 4 aspirations and the realization of GPE's strategy.

1.1.2 Specific Objectives of the KIX Hub¹⁹

The specific objectives of the Hub are to:

- a) Establish and manage the regional Anglophone Africa KIX Hub with an emphasis on DCP engagement, continuous learning and adaptive management;
- b) Synthesize knowledge and set regional knowledge and innovation agendas for education policy formulation and implementation in support of realising quality, inclusive and equitable education through incorporation of gender responsive approaches; and
- c) Support knowledge sharing and mobilization along cross cutting themes and innovation agendas throughout the project cycle in order to facilitate monitoring and sharing of good practices across the DCPs.

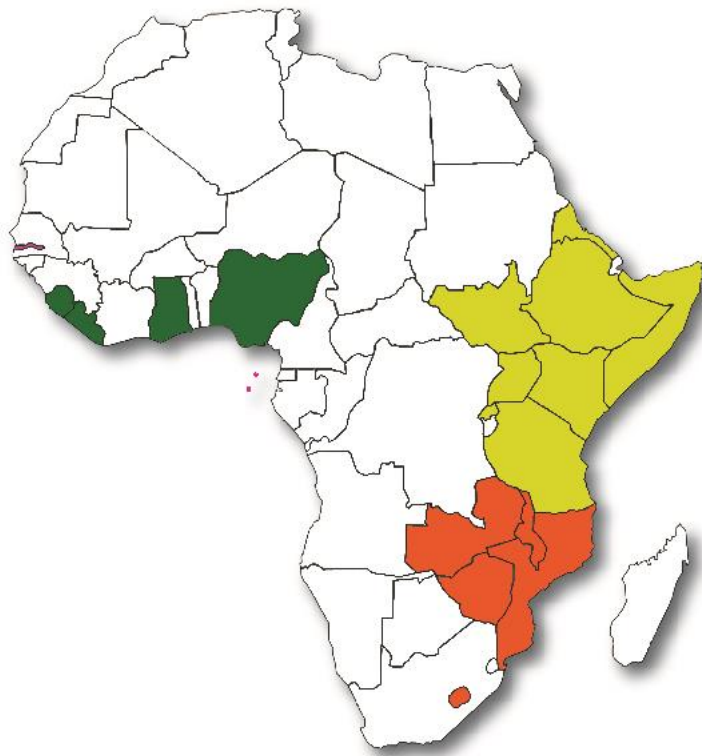
1.3 Countries participating in the KIX Hub

The Regional Anglophone Knowledge and Information Exchange (KIX) Hub will facilitate the collection, generation, exchange of data, knowledge and innovation for education policy formulation and implementation in 19 developing country partners (DCPs) in Anglophone Africa which include Eritrea, Ethiopia, Gambia, Ghana, Kenya, Lesotho, Liberia, Malawi, Mozambique, Nigeria, Rwanda, Sao Tome and Principe, Sierra Leone, Somalia (Somaliland and Puntland), South Sudan, Tanzania (mainland and Zanzibar), Uganda, Zambia and Zimbabwe.

1.4 Management of the KIX Hub

The KIX hub is managed and coordinated by a consortium of Research Learning Partners (RLPs) – lead by UNESCO's International Institute for Capacity Building in Africa, UNICEF's Regional Office for Eastern and Southern Africa and the African Union. The hub is expected to provide and disseminate the information, evidence and insights to 19 countries,⁵ through a network of national partners committed to evidence-based, innovation-driven and context-relevant policy making and practice, in order to close the educational and learning gaps between rich and poor children, rural and urban children, able and disable children, and boys and girls on the continent

⁵ Eritrea, Ethiopia, Gambia, Ghana, Kenya, Lesotho, Liberia, Malawi, Mozambique, Nigeria, Rwanda, Sao Tome and Principe, Sierra Leone, Somalia (Somaliland and Puntland), South Sudan, Tanzania (mainland and Zanzibar), Uganda, Zambia and Zimbabwe.



**19 GPE Countries
selected for the KIX Hub:**

1. Eritrea,
2. Ethiopia,
3. Gambia,
4. Ghana,
5. Kenya,
6. Lesotho,
7. Liberia,
8. Malawi,
9. Mozambique,
10. Nigeria,
11. Rwanda,
12. Sao Tome and Principe,
13. Sierra Leone,
14. Somalia (Somaliland and Puntland),
15. South Sudan,
16. Tanzania (mainland and Zanzibar),
17. Uganda,
18. Zambia and
19. Zimbabwe

Figure 2: KIX Hub Countries

1.5 Expected Impact of the KIX Hub

The hub is expected to;

- Promote regional evidence and knowledge agendas in support of improved policy and practice development;
- Enhance the use of evidence to inform policy and practice development and scale up innovations in education;
- Create new partnerships and networks that will support the sustainability of the enhanced use of evidence for improved policy and practice development along the six themes of the KIX Hub and other emerging issues in Africa.

2.0 THE RAPID ASSESSMENT OF COUNTRY EXPERIENCES, CHALLENGES AND LESSONS LEARNT ON POLICY FORMULATION AND IMPLEMENTATION

2.1 Introduction

As part of ensuring that the hub is well aligned to address the education needs of the member states, a rapid assessment was undertaken using a questionnaire to collect quick data with a view of identifying experiences, best practices and innovations as well as emerging priorities and institutional capacity development needs on education section policy formulation and development along the six thematic areas and beyond.

The assessment also aimed at identifying what is working and what is not working as well as other emerging issues; types of knowledge and innovations used in the education sector for evidence-based policy development and implementation along the six thematic areas as well as inform a regional call that will be launched soon by IDRC and GPE.

2.1.1 Countries that participated in the assessment

While the questionnaire was sent to all the 19 countries, 15 countries participated in the rapid assessment which included: Sierra Leone, Zimbabwe, Zambia, Tanzania, Republic of South Sudan, Somalia, Rwanda, Nigeria, Malawi, Lesotho, Kenya, The Gambia, Eritrea, Uganda And Ethiopia.

2.1.2 The Target group

The assessment targeted Senior Technical Officers from the Ministries of Education that have been nominated by their government to act as focal points for the KIX Hub at country level and to participate in KIX hub activities. These are also expected to ensure coordination at the national level among the different authorities dealing with the KIX hub key thematic areas. The KIX Hub focal points play a liaison role to allow for the information exchange and flow between the Secretariat and the Ministries of Education and the Local Education Groups.

The KIX Hub Focal points also have other key roles which are to:

- (i) Facilitate that the communication from the KIX Hub secretariat reaches the different Ministry of Education departments and authorities at country level at the right time;
- (ii) Follow up on requests sent by the KIX Hub secretariat to the member states' relevant departments and personnel participating in the KIX hub activities;
- (iii) Support and ensure continuous engagement of member states with the KIX hub activities;
- (iv) Coordinate the preparation and submission of the national reports on KIX hub activities as requested for by the KIX Hub secretariat, including ensuring that the deadlines for submission are met and;

- (v) facilitate the formal communication, as well as engage in informal communication with the secretariat to provide information or advice on approaches to engage with national authorities as well as on substantive and other matters.

The professional calibrations of those nominated as KIX hub focal points therefore includes Ministry of Education Directors of policy planning, research, Higher Education, ICT and curriculum development.

3.0 KEY FINDINGS

3.1 Key successes and innovations for developing evidence-based education policies along the six themes

Introduction:

This section intended to find out some of the emerging successes and innovations away from the usual interventions that countries have adopted in developing evidence based education sector policies along the six themes. The assessment identifies innovation as new ideas or practices or interventions that are promising and can be adapted on education sector policy development and implementation. In this assessment, the assessment team had observed that the member countries were not in a position to cite innovations that they have implemented clearly despite the clear definition and clarification of the purpose of the assignment accorded to them by the team. The team believes this will be further deliberated on with member countries during the upcoming online meetings.

3.1.1. Learning Assessment

At the policy level

- Establishment of a national policy (guideline) on learning assessments whose implementation is strongly backed up by the Ministry of Education (**Sierra Leone, Nigeria**).
- Setting up Learning Assessment Unit and Establishment of Early Grade Reading Assessment (EGRA) and Early Grade Mathematics Assessment (EGMA) (**Sierra Leone**).
- Development of a Learning Assessment Framework Policy in line with the new competence-based curriculum (**Zimbabwe**).
- Development of learning assessment strategies and guidelines including standardized formative assessment for classrooms aligned with learning outcomes for basic education and BTVET (**Uganda, Kenya, Somalia**)

- Development of a clear list of key competencies and skills per level that must be assessed and regular school visits to identify challenges and gaps for possible solutions regarding assessment **(Lesotho)**
- Integrating Learning Assessment data into EMIS data generate School and Community Report Card **(Gambia)**
- Ensuring that the education sector strategic plan focuses on strengthening Access, Quality and Systems Strengthening **(Nigeria)**

Training and Capacity Development

- Developing Capacity building programs of education partners in the areas of Early Grade Reading Assessment (EGRA) and Early Grade Mathematics Assessment (EGMA) **(Sierra Leone)**.
- Developing capacity building of in-service teachers and assessors on Assessment and to design quality test items for all grades in the classroom **(Kenya, Lesotho, Gambia - The Star Awards)**

Innovations in the pipeline:

- Coordination by all stakeholders to develop a new Assessment Framework on assessment for learning particularly beginning with the New Lower Secondary School Curriculum i.e. Continuous assessment as opposed to assessment that is hinged on teacher centered and theoretical teaching and learning pedagogical practices**(Uganda)**.

3.1.2. Teaching and Learning

At the policy level:

- Development of a national policy developed for Teachers, Teacher Professional Development and Quality teaching standards developed **(Kenya, Uganda, Sierra Leone)**.
- Establishment of many other policy frameworks and acts such as the Education Act, the Universities and Other Tertiary Institutions Act, the BTVET Act; the UNEB Act); the curriculum development Act; the Education Service acts and others.
- Developed and operationalisation of a new competency based curriculum **(Uganda)**
- Introduction of Learner centered pedagogies; development of learning materials in line with the new competence based curriculum and new curricula **(Kenya, Uganda, Somalia)**
- Intensification of policies for STEM and early grade literacy and numeracy and development of Digital literacy training for all teachers and application of e-learning at all levels of education; **(Gambia, Kenya)**
- Integrating ICT into education, the use of technology to support teaching and learning materials; Enhancement of Open, Distance and e-Learning, Development of Kenya Education cloud, Education channel for delivering lessons to learners **(Kenya, Malawi)**

Training and Capacity Development

- Introduction of Continuous Teacher Development Programme; in service training of teachers **(Somalia, Eritrea, Lesotho, Zambia)**
- Development of teacher support resources, School-based Teacher Professional Development (TPD) programmes through School based Teacher Support Systems (SBTSS), especially for mobilizing Science, Mathematics and English for marginalized counties **(Kenya)**
- Teacher Performance Appraisal and NGO development (TPAD) introduced through prescribed module programmes **(Kenya)**.
- Development and dissemination of large quantities of teaching and learning material and massive recruitment of teachers **(Sierra Leone)**.
- Radio Teaching Programme introduced during the COVID-19 and it's working effectively **(Sierra Leone)**.
- Full participation from key stakeholders i.e. unions, parents NGO's to make decisions to improve teaching and learning **(Uganda)**
- Free Quality School Education (FQE) established for all Programme with 21% of the National Budget is allocated to the Education sector **(Sierra Leone)**.

Innovations in the pipeline:

- Development of the ICT in Education Policy that needs to be supported so that it can respond to emergencies such as COVID 19, refugee education and other emergencies **(Uganda)**
- Development of a framework for the Integration of ICTs in Teaching and Learning **(Tanzania)**

3.1.3 Early Childhood Development

At the policy level:

- Development of Early Childhood Development policies **(Uganda, Zambia, Malawi)**
- Development of ECE assessment tools, ECD Standards, Early Childhood Learning Framework CPD strategy and guides for ECE teachers **(Zambia, Uganda, Lesotho, Eritrea)**
- Development of a National ECE Curriculum and ECE Teacher Education Syllabus; Integration of ECCE in the Basic Education curriculum for CBC **(Uganda, Zambia, Kenya)**.
- Development, printing, launching and distribution of ECE Course materials Uganda Integrated Early
- Establishment of many ECE centres, which have been annexed to government primary schools and building customized classrooms and furniture for ECD **(Zambia, Ethiopia, Gambia, Nigeria)**.
- Establishment of ECCDE Stakeholders' Coordinating Committee at national level **(Zambia)**
- Establishment of the Reading Initiative Modules(ERI) and Play Centers

Training and Capacity Development

- Capacity building for ECD teachers trained on the ECD methodology **(South Sudan)**.
- Gradual replacement of unqualified and untrained teachers with those who possess relevant qualifications **(Lesotho)**;
- Multi-sectoral approach of addressing the first 1000 days of a child – Integrated early childhood development programme at all basic approach– Health, Nutrition and Education **(Kenya)**

Innovations in the pipeline:

- Availability of ECD integrated Program, Annexing ECCE within Primary school and availability of ECD Resource Center at Head Quarter **(Eritrea)**

3.1.4 Gender Equality

At the policy level:

- Establishment of a national gender policy & gender responsive policy to improve Gender Equality and parity **(South Sudan, Eritrea, Zambia, Uganda, Nigeria, Gambia and Tanzania);**
- Girl child education policies & FGM interventions promoted for the retention and transition for the girl child **(Kenya)**
- Development of the National Girls' Education Strategy with incentives paid to keep the girls in school **(Malawi, South Sudan, Sierra Leone)**
- Establishment of a gender action plan, School Safety protocols to facilitate school safety and child-friendly schooling; and a gender unit which works closely with the Ministry of Gender **(Sierra Leone).**
- Establishment of Results Based Management/ integration of programming principles (gender lens) in the education sector **(Tanzania)**
- Achieved parity in enrolment in primary schools using Gender in Education Policy (GEP) and other complementary policies **(Uganda)**

Training and Capacity Development

- Development of teaching and learning materials that are gender-sensitive to ensure that content is devoid of gender-stereotypes that may negatively affect learners **(Lesotho);**
- Lower entry point for university admission; Job opportunities in education, women encouraged to apply **(Kenya).**

Innovations in the pipeline:

- The Ministry is currently working with INGOs, paralegal organization to formulate gender policies on the inequities and inequalities in respect to persons with disabilities and other forms of vulnerabilities **(Sierra Leone);**
- Instruments developed to reduced school related Gender based violence **(Sierra Leone);**
- There is a draft gender policy that needs to be finalized for dissemination and implementation. Consultations with stakeholders undergoing **(Somalia).**

3.1.5 Inclusivity

At the policy level:

- Development of school inclusivity policy; Development of Inclusive Education Strategy; Development of draft National Inclusive Education Policy (2018) aims to improve the delivery and management of education services to respond to the diverse needs of all learners **(Zimbabwe, Malawi, Gambia, Uganda)**

- Other policies supporting inclusiveness include the Disability Act, the Universal Primary Education Policy, the Universal Secondary education, the Education Act among others **(Uganda, Nigeria)**.
- There are strategic policy frameworks of social justice, inclusive education and free schooling **(South Sudan and Eritrea)**
- A draft Special Needs Education(SNE) policy is in place but not validated and implemented. Consultations with stakeholders undergoing **(Somalia)**.
- Provision of Exams and Assessment targeting all and inclusion of All teachers in Examination related activities **(Kenya)**
- A good system and approach already established and implemented to make the education system to be in inclusive **(Ethiopia)**

Training and Capacity Development

- No specific intervention reports on training and capacity development

Innovations in the pipeline:

- The Government and with support from development partners has almost completed the development of a national policy on inclusive education to include pregnant girls attending school **(Sierra Leone)**.

3.1.6 Data Challenge

At the policy level:

- The Directorate of science, Technology and Innovation (DTI), EMIS Units are established and operational **(Most Countries)**.
- The Ministry of Education is process of reviewing the policy on Education Management Information system **(Sierra Leone)**;
- Statistical booklet developed **(Kenya)**

Systems in place:

- Development of the Teacher Management Information System (TMIS) **(Uganda)**.
- Establishment of a National Education Management Information System (NEMIS) for all learners **(Kenya)**
- There is a functioning situation room which work directly with EMIS with staff in all the districts **(Sierra Leone)**.
- Even if there is a challenge in getting timely and reliable data, there is a system collecting education data annually through Education Management Information System (EMIS) **(Ethiopia)**
-

Training and Capacity Development

- Both technical and professional support in terms of capacity building and logistics and are being provided to the EMIS by GPE and EU **(Sierra Leone)**.

- Mechanisms established for data collection and provision of online access to school specific reports to help schools develop necessary intervention at school level to improve learner progress

Innovations in the pipeline:

- At the moment, a new EMIS is developed and piloting (**Somalia**)

3.2 Key successes and innovations you have encountered in your education sector towards implementing evidence-based education policies

Introduction:

This section intended to find out some of the emerging successes and innovations away from the usual interventions that countries have adopted in implementing evidence-based education sector policies along the six themes. The assessment identifies innovation as new ideas or practices or interventions that are promising and can be adapted on education sector policy development and implementation. Even with this definition it was difficult for countries to cite clear innovation that they have implemented.

3.2.1. Learning Assessment

Systems in place

- Learning Assessment framework Policy on pilot testing stage (**Zimbabwe**).
- Functional guidelines and instrument for learning assessment; qualified assessors; better outcomes (**Nigeria**).
- Access to online assessment tools for the Competency Based Curriculum (CBC) also project assessment tools for secondary examinations; Introduction of Authentic assessments for CBC (**Kenya**)
- Formative Assessment (projects, portfolios) for grade 3 learners that involves parental engagement (**Kenya**).
- Linkage of Learning Assessment Data to School Improvement Plans and disbursement of School Improvement Grants (**Gambia**).

Training and Capacity Development

- Trainings provided on innovations that could lead to new policies which would impact positively on learning assessment (**Sierra Leone**).

Stakeholder ownership and engagement

- A couple of our education partners have done some learning assessment?? (**Sierra Leone**).

3.2.2. Teaching and Learning

Systems in place

- Standardized lesson plans, scheme of works; Effective school management in place **(Uganda)**
- More teachers have been recruited and more await approval and enhanced Distribution of learning Materials to schools ((**Sierra Leone, South Sudan, Zimbabwe, Zambia**)
- Performance Management data and classroom observation data informs the placement of teachers (Gambia)
- Textbook ratio of 1:1 in primary and secondary schools in public schools.
- 100% transition - increased levels of transition and retention especially in marginalized communities.
Free primary and day secondary education

Training and Capacity Development

- Teacher professional trainings conducted across all levels-Preprimary, primary and secondary (**Sierra Leone, Kenya**).
- Increased access to through ODe-L programmes for teachers (**Malawi**).
- Effective school management, Teacher training conducted at cluster level, and high Community contribution (**Eritrea**)

Stakeholder ownership and engagement

- Collaboration among Govt, private and NGO in mobilizing resources to provide teaching and learning materials and educational facilities; intensification of school support (**Lesotho**);

3.2.3. Early Childhood Development

Systems in place

- An assessment tool in place for establishing the readiness of learners as they join primary school
- Provision of Homegrown School feeding programme; and Establishment of satellite centres using the hub schools (**Zambia**)

Training and Capacity Development

- Capacity building of Ministry officials at different levels on ECE concepts and programming and ECD teachers and care givers (**Zambia**)
- Training of ECD teachers have been trained and oriented on new curriculum (**South Sudan**)

- Annexing of ECD centres to existing primary schools **(Zambia)**
- Distribution Early Reading Initiative Module **(Zimbabwe)**
- Targeting of orphans and vulnerable children in ECD programmes **(Malawi)**

Stakeholder ownership and engagement

- Sensitizations of the communities on the importance of ECD
- Implementing guidelines on how to establish low cost ECD centres based in the communities **(Zambia)**
- Parental engagement in the pre-primary Competency Based Curriculum education **(Kenya)**
- Availability of Advocacy and Parenting education, integrated intervention **(Eritrea)**

3.2.4. Gender Equality

Systems in place

- Promotion of Gender balanced participation in all aspects, Taking positive discrimination measures **(Eritrea)**
- Successfully reviewed the teacher code of conduct to include the preventive and redress mechanisms in relation to school related violence **(Sierra Leone)**
- Promotion of gender equality in all aspect of education including jobs opportunities. Created a safe and conducive learning environment for girls **(South Sudan)**.
- Implementation of Re-Admission Policy through which students – mostly girls who dropped out of school are brought back **(Malawi)**

Training and Capacity Development

- Reviewed teacher professional development to include more female teacher to match up with the male teacher figure in all schools **(Sierra Leone)**

Stakeholder ownership and engagement

- Public Private Participation has managed to achieve parity in enrolment in primary schools **(Uganda)**

3.2.5. Inclusivity

Systems in place

- Curriculum in place for learners with special needs rolled out **(Kenya)**
- All TV lessons are accompanied by sign language person **(Kenya)**
- Leave no child behind policy strategies applied on child with disability **(Uganda)**.

Training and Capacity Development

- Teacher training colleges training all teachers on inclusive education (**Zambia**)

Stakeholder ownership and engagement

- Participation from Civil society organization and awareness creation of Parents Associations, School Management Committees and teachers awareness on inclusive education (**Uganda, Kenya**)

3.2.6. Data Challenge

Systems in place

- Access to exam results on mobile phone and Online query system in examination matters (**Kenya**).

Training and Capacity Development

- No innovation stated

Stakeholder ownership and engagement

- No innovation stated

3.3 Value addition of the KIX hub towards strengthening the development and implementation of evidence based education policy formulation and implementation along the six themes

Introduction:

This section intended to find out Value addition of the KIX hub add value towards strengthening the development and implementation of evidence-based education policy formulation and implementation along the six themes.

3.3.1. Learning Assessment

Systems strengthening

- Strengthening learning assessment systems;
- Support to national data on the status of outcomes to inform government decision-making on areas of teacher training supervisory efforts
- Supporting development and implementation of different technologies to undertake learning assessment at different grade levels through digital technologies and innovation

Training and Capacity Development

- Provide capacity building support to the Learning Assessment Unit once established.
- Render technical and financial support to implement specific recommendations from National Assessment Survey
- Help in building capacity through training of teachers and inspectors.
- Continuous capacity building of assessors, inspectors, teachers in formative assessment.
- School specific feedback reports for post primary schools line with current trends.
- Foster country best practices including lesson learned and knowledge from the global education community

Experiential learning

- Strengthening experience and knowledge sharing & networking.
- Help in building system Capacity strengthening, and assist in networking

3.3.2. Teaching and Learning

Systems strengthening

- Introduce innovative ways and means into the process in schools and other educational institutions whilst at the same time enhancing synergy between.
- Enhanced continuity of teaching and learning assessment. in emergency times to all learners.
- There is need to support the proposed Higher Education Policy, the National Qualifications Framework and the incentivization of the Business, Technical and Vocational Education (BTVET) sector.
- Supporting development of different technologies to deliver accessible and quality teaching learning as well as in institutional capacity building
- Support for the introduction of innovative strategies

Training and Capacity Development

- Develop teaching and learning materials and support in introducing ICT and innovation in teacher training Institutes (TTI) and in schools. Help training teachers, inspectors, on trend in technology and improve building more teaching and learning spaces.
- Support improving the quality of teacher training and increase predictability in the supply of qualified teaching workforce in the sector.
- Continuous capacity building of teachers especially on ICT, pedagogies, etc. for improved instruction delivery
- It will enhance teaching and learning through evidence based approaches
- Capacity building of inspectors
- Pre-service and In-service programmes for teachers

Experiential learning

- Sharing best practices on teacher's deployment and retention and in improving the quality of instruction.
- Best classroom practices
- Enhancing learner centered pedagogies.

3.3.3. Early Childhood Development

Systems strengthening

- Support establishment of pre-schools across the country and strengthen existing ones. This will cover additional classrooms, furniture, WASH facilities out-door equipment and capacity building for teachers, community stakeholders, parents, etc.
- Provide capacity building support to the ECD Units in the Ministries of Education
- Support the development of ECD models being implemented
- Review the curriculum for ECD to meet learning through play concept
- Establishment of ECD Monitoring and Evaluation policies

Training and Capacity Development

- Improve on the indoor and out production of materials validation
- Assist training ECD teachers, constructs ECD modern schools and provide teaching materials.
- Support strengthening organizational capacity to manage and deliver ECD services. Conducting study on ECD model that can be applicable to the context would be helpful.
- Increase sensitization on the benefits of early childhood development and increase in the provision of infrastructure as well as training for care givers.
- More training of teachers and inspectors
- Pedagogical skills for ECCE teachers
- Assist in training of Experts

Experiential learning

- Support System improvement through shared practices
- Supporting in the expansion and strengthening the system which already established

3.3.4. Gender Equality

Systems strengthening

- Achieving gender equality in and through education.
- Support in implementation of gender mainstreaming strategies and awareness on gender equity.
- Building of pit latrines for girls.
- Create a safe and conducive environment in schools.

Training and Capacity Development

- Provide capacity building support to the Gender Unit of Ministries of Education
- Support capacity building on area of gender based education programming could be helpful to improve girls' participation at all levels.
- Capacity building of inspectors and teachers
- Increase in advocacy and sensitization

Experiential learning

- Sharing best practices of re-entry guidelines for schoolgirls who get pregnant.
- It will be easy to learn how different countries address gender issues
- The KIX hub could support the girl child and women teachers, particularly in STEM
- Support for sharing experience.

3.3.5. Inclusivity

Systems strengthening

- Assist in development of policy, design system and strategies for inclusive education.
- Provide study equipment for a child leaving with disability.
- Establish mechanisms to assess quality learning outcomes for marginalized and under privileged communities.
- Support the Ministry of Education in rolling out the National Policy on Inclusive Education
- Leaving no one behind. How to ensure Support for children with disabilities?
- Support in the contextualization of inclusive practices and designing a system
- Provide support and innovation on how print media more especially for the blind can be up scaled. In line with the aspirations of SDG4, there is need to develop an Adult and Continuing Learning Policy
- Strengthening the established "special need resource center " what we established already.

Training and Capacity Development

- Support organizational capacity for inclusive education programming focusing on underserved communities like IDP, pastoralists, people with special needs etc.
- Strategies, knowledge and innovations on how to improve and boost inclusivity through seminars and workshops
- Cascading of in-service training of teachers on special education issues; provision of learning materials for learners with profound disabilities;
- Access to training resources to support learners and educationist at all levels.

Experiential learning

- Improved service delivery through shared practices

3.3.6. Data Challenge

Systems strengthening

- Assist in the establishment of effective data collection systems,
- Establishment of a formidable and well-equipped data and information hub that would be credible, reliable, readily available, accessible and useable.
- Support in establishment of HRIS saver system, setup of data cleaning centre within the National Ministry Headquarter.
- Standardized data; collection tools for monitoring quality of education.
- Data management on education needs to be supported through KIX hub.
- Support is required in the area of education by reviewing updating the quantity and data by improving its current collection system, organization, dissemination and usage.
- Support in the establishment of centralized database to assess students' progress.
- Funds to collect adequate on data analysis, and interpretation
- Easy access to regional data

Training and Capacity Development

- Capacity building in data collection, analysis and validation
- Institutional capacity building and system strengthening like "Open data kit" and link with research for informed decision making.
- Training in the data generation and training of data officers
- Develop a database on skills gap in TVET training and capacity building

Experiential learning

- Sharing best practices on integration of Management Information Systems for education data robustness.

3.4 Areas preferred for institutional capacity building in each of the thematic area

Member states were requested to highlight which areas of capacity building they would like the skills enhanced per each thematic area. Their responses include the following;

Capacity Building Area	Priority Preference from Member States
a) Generation of information and research;	<ul style="list-style-type: none"> - Data Challenge (5) - Early Childhood Development (1) - Gender Equity (1), - Inclusivity (2) - Learning assessment (2) - Teaching and Learning (2)

b) Development and implementation of evidence-based policies;	<ul style="list-style-type: none"> - Data Challenge (2), - Early Childhood (2) - Gender Equality (2) - Inclusivity (2) - Learning Assessment (1), - Teaching and learning (2)
c) Translation of policies into practice;	<ul style="list-style-type: none"> - Learning Assessment (2), - Teaching and Learning (1), - Early Childhood Development (2), - Gender Equity (1), - Inclusivity and Data (1) ,
d) Development of innovative strategies to accelerate education progress;	<ul style="list-style-type: none"> - Data Challenge (1) - Early Childhood (4) - Gender Equity (1), - Inclusivity (3) - Learner assessment (4) - Teaching and Learning (2),

3.5 Proposed Strategies to foster knowledge sharing, networking and learning exchange among countries

Area	Proposed strategies from Member States
a) Generation of information and research;	<ul style="list-style-type: none"> - Conducting Regional studies on a common theme - Conferences, Training of MOE staff, workshops, and sharing email in information online or workshops Strengthen capacity of KIX Hub Focal Point in the respective elected countries; - Introduce innovation into the way and manner information and research are undertaken. - Knowledge Sharing, networking and learning exchange among countries - Introduce inter-country exchange visit so that countries will learn from others; - Exchange visits, virtual meetings - Sharing key findings on country educational studies and use their implications on policy and practice. - Joint publications in regional repositories, Journals and periodicals - Conduct cross country research and generation of info; - Support strengthening exchange of knowledge and best practices among countries; through. workshops/exposure visits. - Using collaborative tools for networking - Support on Translation of policies into practice"; strategy to foster knowledge sharing, networking and learning exchange among countries.
b) Development and implementation of evidence-based policies;	<ul style="list-style-type: none"> - Introduce inter-country exchange visit so that countries will learn from others; - Strengthen capacity of KIX Hub Focal Point in the respective elected countries;

Area	Proposed strategies from Member States
	<ul style="list-style-type: none"> - Introduce innovation into the way and manner policies are developed and implemented for informed decision making (evidence-based). - Knowledge Sharing, networking and learning exchange among countries - Exchange visits, virtual meetings and use of email in information sharing - Sharing experiences in workshops, seminars and other fora on implementation of policies focusing on success stories - Establishment of Communities of Practice - Promote globalization and foster knowledge sharing and networking to coordinate decision making on education progress. - Stakeholder engagement - Support policy development and facilitate model countries to share with the rest through workshops/visits. - Conference and staff training - Exposure visits to countries to share with a successful innovation that other countries can adopt - Use of webinars - Training, Sharing of best practices;
<p>c) Translation of policies into practice;</p>	<ul style="list-style-type: none"> - Knowledge Sharing, networking and learning exchange among countries - Exchange visits, virtual meetings and use of email in information sharing - Need to support policy dissemination in form of Policy briefs and other modes of sharing - Capacity building conferences, workshops and staff training - Study tours Impact evaluation through comparative study tours
<p>d) Development of innovative strategies to accelerate education progress;</p>	<ul style="list-style-type: none"> - Introduce inter-country exchange visit so that countries will learn from others; - Strengthen capacity of KIX Hub Focal Point in the respective elected countries; - Introduce innovation into the way and manner policies are developed and implemented for informed decision making (evidence-based). - Knowledge Sharing, networking and learning exchange among countries - Exchange visits, virtual meetings and use of email in information sharing - Networking and sharing innovative strategies that may be cascaded to the region or beyond - Sharing of best practices - Development of innovative strategies to address gaps in information sharing. Identify challenges through study tour and share research to accelerate education progress. Facilitate countries to share best practices on areas like learning assessments, teaching and learning, ECD services and inclusive education service delivery. - Consultancies

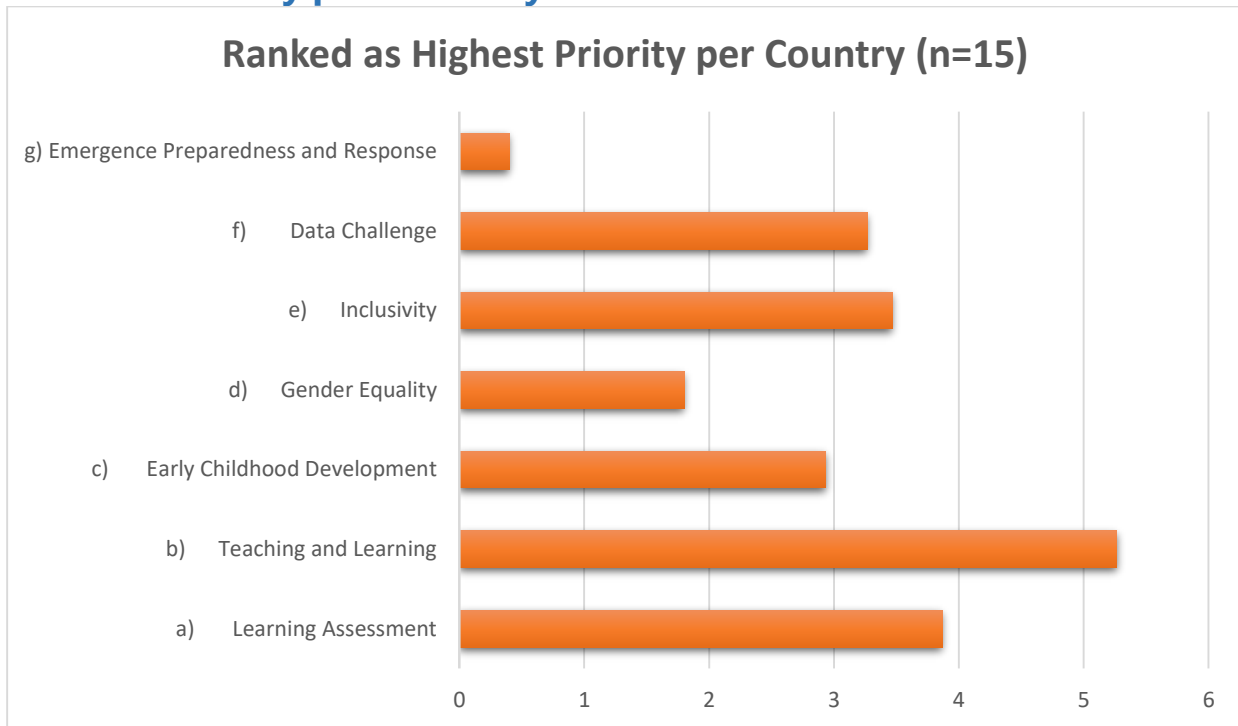
Area	Proposed strategies from Member States
	<ul style="list-style-type: none"> - Conference and staff training - Using digital platforms to exchange information - Exploring and identifying best practices, Study Tour

3.6 Which other emerging issues should the KIX hub address beyond the six themes

- Emergency Preparedness and Response in the context of COVID-19 Pandemic and Post-COVID 19 education
- KIX hub should assist in facilitation of online platforms for learning to compliment offline learning in classrooms in trying or hard times like current COVID19 pandemic.
- Water and Sanitation, Climate change – it has huge impact on economies; it poses enormous threat to man’s survival
- Education in emergencies. Education sectors need to be prepared on alternative ways of continuous learning in emergencies
- Conflict management (peace education)
- Life skills and sexuality-based education – learners increasingly find it difficult to cope with pressures
- The supply and quality of teaching and learning, both infrastructure and human resources because in most African countries the quality of education is poor, with a shortage of qualified teachers and a very high PTR.
- Assessment of data utilization by the policy makers and institutions.
- Cost effective and rapid teacher in service training approaches
- Use of ICT in education such as online learning and assessment
- The use of Information Communication Technology in teaching and learning; this will promote continuous teaching and learning in the event of crisis / emergencies.
- Institutionalize the deliver logy system
- Ensuring Curriculum Appropriateness and responsiveness is very important and should be one of the priorities
- Institutional Reforms: There is every need to have our educational institutions reformed to match up with global trends. For instance, though the use of technology in workplaces as well as in homes and business places is on the increase, yet there are still very huge number of the Sierra Leonean population without the skills.
- Support knowledge generation and research that helps member states Education systems to be adaptable to changing times and technology.
- Development of a new Education Information Management System ICT supported learning to cater for both rural and urban children

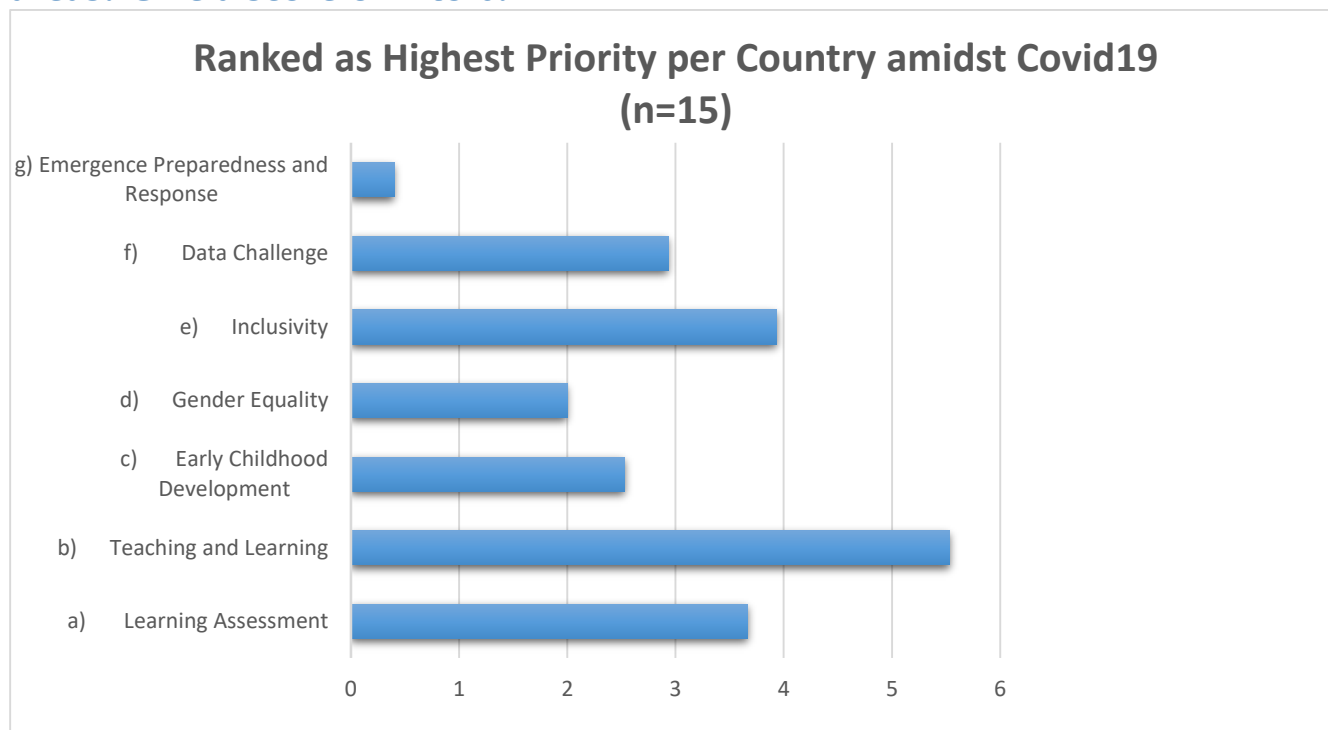
- Financial planning and education sector budget allocation. Education budget is not adequate in most African countries and the release of it not timely. Therefore, necessary actions are required to advocate for an increase in the percentage of National Budget allocated to education
- Harmonization of school curriculum across Africa.
- ICT enabled learning
- Education financing: Evidence based strategies on funding models
- Important for taking certain intervention for correcting disparities in the provision of educational opportunity
- Research and Capacity building: A huge number of our population especially in the educational institutions, including universities and other tertiary institutions could do effective research and work conveniently with computers. There are huge capacity gaps in these areas.
- Sharing of best practices and knowledge with other member States through experiential learning, evidence generation on what works to scale up quality education, innovation and action.
- Cross cutting issues of environment, 21st century skills, peace, sustainable development etc
- Technical and Vocational Education and Training
- Certification and licensing to address issues of qualification and exact statistics of teachers in various institutions across the country.
- Career guidance
- Improvement on Science, Technology, Engineering, Mathematics (STEM) and Vocational Education and Training (TVET)
- Incorporation of ICT in teaching and learning – to address joblessness among school leavers

3.7 In order of importance and priority, please give a score of 1 to 6 to demonstrate key priorities in your context.



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3.8 Amidst the COVID19 pandemic which priorities would you recommend the KIX hub to start focusing on at country level in each of the thematic areas? Give a score of 1 to 6.



The graphs above indicate the most preferred areas of focus are teaching and learning, learning assessments, followed by inclusivity and meeting the data challenge.

4.0 Recommendations given the current COVID19 pandemic which priorities

There are so many recommended areas that countries want the KIX hub to focus on amidst the Covid19 which include the following;

Thematic area	Recommendation
a) Learning Assessment	<ul style="list-style-type: none"> - The approaches of assessing distance learning and innovation during and after COVID 19. - Train teachers and inspectors of how this assessment can be carry out. - Advice on what concrete practical mechanisms would be employed
b) Teaching and Learning	<ul style="list-style-type: none"> - Assist Investments in coverage of hard-to-reach areas on distance education through radios, TV and online. - Teacher remote learning, teacher capacity building. - Train teachers on hygiene and sanitization.

Thematic area	Recommendation
	<ul style="list-style-type: none"> - Provide support for implementing remedial program, and training, - Establishment of water storage and hand washing points. Observation of social distancing, supply washing, - Supply of soaps and sanitizers. - Disinfection of schools after recovery. ,
c) Early Childhood Development	<ul style="list-style-type: none"> - Provide train teachers, provide ECD playing materials and spaces - Provide with comic/story books, play materials, build and rehabilitate latrines, and support to increase learning space,
d) Gender Equality	<ul style="list-style-type: none"> - Advocacy and awareness campaigns on g-ender mainstreaming among the community. - Awareness raising, Provision of girl's incentives and learning for the very poor girls, and learners with disability or special needs
e) Inclusivity	<ul style="list-style-type: none"> - Support advocacy on inclusive education. Provide learning materials to the people with disability. Train teachers of how to take care of learner with disability in schools during COVID 19. - Procurement of supportive materials, Provide assistance in cash/in kind, teacher capacity building
f) Data Challenge	<ul style="list-style-type: none"> - Support on and annual education census. Install HRIS saver in national ministry HQ. - Support for conducting research activities

5.0 Conclusions

There a number of observations that are drawn from this rapid assessment;

- While many innovations are highlighted in the development and implementation of evidence based policies in the thematic areas of teaching and learning, there are hardly any innovation mentions for the thematic area of inclusivity, gender equality and meeting the data challenge;
- While many member states have different expectations when it comes to the value addition of the KIX hub towards strengthening the development and implementation of evidence based education policy formulation and implementation; the most preferred is systems strengthening and capacity building in the thematic areas of teaching and learning, inclusivity and meeting the data challenge;
- A big a number of Member states would like their skills and capacities enhanced for generation of information and research in the thematic area meeting the data challenge as

well as development of innovative strategies to accelerate education progress in the thematic area of ECD and learning assessments;

- There are many emerging issues noted ranging from supporting countries to deal with Emergency Preparedness and Response, facilitation of online platforms for learning to compliment offline learning in classrooms in the context of COVID-19 Pandemic to supporting countries with establish Water and Sanitation, Climate change and Conflict management (peace education). Hence the need for the KIX Hubs to priorities carefully on the emerging needs; and
- One of the key strategies that stand out to foster knowledge sharing, networking and learning exchange among countries is use of country exchange programs

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