

KIX Africa 19 Hub Baseline Validation



Background


Introduction



- **Conducted in order to take stock of the available:**
 - ✓ **innovations,**
 - ✓ **information sharing practices,**
 - ✓ **students' participation status, and**
 - ✓ **challenges confronting the innovations and information sharing in each GPE member country belonging to the KIX Africa 19 Hub.**

Objectives

Objectives of the Baseline survey



1. Capture relevant information regarding the status of key education parameters, knowledge creation and dissemination platforms and policy or system challenges confronting the education sectors of the member states.
2. Create an initial baseline for the KIX Africa 19 Hub's activities in order to facilitate the measurement of its progress overtime.
3. Provide the basis for measuring changes in member states.
4. Provide a reliable database to facilitate comparison of baseline and progress information on KIX among countries

Methodology



- Mixed-methods design
 - ▣ Quantitative and qualitative methods

Data Sources

Secondary sources

- Desk Review (policy and planning documents, study reports, national education statistics, in-depth country mapping, etc.
- Purposefully selected institutions and individuals.

Primary sources

- Planning, M&E Experts/Directors
- Directors (e-learning, ICT, innovation; education policies, programs and activities);
- Program Analysts; Coordinators (Competency-based Assessment and Senior Technical Experts); and Technical Advisors



Findings

Demographics of the Respondents

- Target Group: 18 member states
- Age Group: 49-54
- Educational background:
 - 37.5% of males Bachelor's degree
 - 25% of Males and 100% of females have a Master's degree
 - 12.5% of Male has a doctorate degree



Section I: Education Statistics

School Aged vs Enrolled Population by Country

- School Aged Children reported:
 - ▣ 4 Countries at three levels
 - ▣ 2 countries at primary and secondary
 - ▣ 1 only pre-primary
 - ▣ 1 country - no
- Over 85% of the total number of school aged population in both sex groups did not attend pre-primary education prior to joining primary education

School Aged versus Enrolled in Pre-Primary

Country	School Aged population		Enrolled in Pre-Primary	
	Male	Female	Male	Female
Zambia	822 462	812 939	716 353	696 983
Kenya	-	-	-	-
Rwanda	67 783	70 889	71 128	72 628
The Gambia	117 676	116 848	54 012	50 400
Somalia	-	-	-	-
Nigeria	9 203 921	8 162 747	5 615 317	4 592 089
Malawi	-	-	-	-
South Sudan	61 204	52 062	47	691

In-take and Pre-Primary Participation, Grade 1 by Country, 2019/20

Country	Std. Avg. age	Total # of children in the country (with this age)		Total # of children enrolled in Grade 1		Of enrolled in Grade 1, # of children who attended pre-primary	
		Male	Female	Male	Female	Male	Female
Zambia	7	259 754	257 381	254 968	256 960	48.9	51.1
Rwanda	6	-	-	214 131	202 032	25.91	24.9
The Gambia	7	27 641	28 551	36 840	39 513	43.46	48.18
Somalia	6	73 184	71 364	15 355	13 121	-	-
Nigeria	6	9 203 921	8 162 747	3 588 604	3 570 658	20.66	20.56
Malawi	6	302 657	291 893	346 074	347 238	-	-
South Sudan	6	3 762 663	3 536 390	61 251	52 573	0.84	0.72

Transition Rate from Primary to Secondary by Sex and Country, 2019/20

Country	Male	Female	Total
Zambia	68%	70%	69%
Kenya	-	-	95%
Rwanda	72%	72%	72%
The Gambia	86%	88%	87%
Somalia	-	-	67%
Nigeria	-	-	-
Malawi	41%	36%	39%
South Sudan	-	-	-

Proportion of Children with Disabilities Enrolled by Sex and Country, 2019/20

Country	Pre-Primary		Primary		Secondary	
	M	F	M	F	M	F
Zambia	-	-	3.55%	2.73%	2.68%	2.79%
Kenya	-	-	-	-	-	-
Rwanda	0.78%	0.60%	0.71%	0.57%	0.71%	0.57%
The Gambia	0.85%	0.57%	1.47%	1.37%	1.54%	1.95%
Somalia	-	-	0.30%	0.32%	0.15%	0.19%
Nigeria	-	-	-	-	-	-
Malawi	-	-	3.39%	3.17%	-	-
S. Sudan	1.34%	0.83%	0.82%	0.79%	0.79%	0.91%

Total Dropout rate by Sex and Country, 2019/20

Country	Primary		Secondary	
	Male	Female	Male	Female
Zambia	1.39%	1.15%	5.10%	5.56%
Rwanda	8.70%	6.80%	8.20%	8.10%
Malawi	3.23%	3.41%	7.42%	12.15%
South Sudan	4.05%	3.34%	4.79%	6.64%

Access to Internet Services

Country	Pre-Primary		Primary		Secondary	
	Urban	Rural	Urban	Rural	Urban	Rural
Zambia	-	-	36.94%	2.26%	84.46%	4.90%
Malawi	-	-	-	-	17.92%	28.04%
South Sudan	0.17%	0%	1%	0%	0%	0%

Access to Computers for Pedagogical Purposes

Country	Pre-Primary		Primary		Secondary	
	Urban	Rural	Urban	Rural	Urban	Rural
Zambia	-	-	100%	11.87%	100%	33.89%
Malawi	-	-	-	-	18%	28.04%
South Sudan	1.38%	0%	0.40%	0%	2.50%	0%



Section II: Knowledge Exchange and Cross Cutting Issues

Strengthening Education Sector Planning and Policy Implementation

- All countries have basic education policy and a strategic plan covering pre-primary, primary, secondary and tertiary education
- All needs for:
 - √ strengthening their capacities in reviewing the implementation of policies and plans thoroughly,
 - √ enhancing sector analysis skills, planning and projection techniques, and
 - √ other allied areas through training, mentoring and coaching.

Evidence-based Education Sector Programming

– Engagement and Adaptive Management

- Rwanda and Zambia, are involved in inter-country, regional knowledge sharing networks other than KIX
- Rwanda- OER
- Zambia - Southern and Eastern Africa Consortium for Monitoring Educational Quality
- Lesotho, Malawi, Mozambique, Tanzania and Zimbabwe - SADC
- 75% of member states responded 'NO' in networking or engagement with other member states

Current Practices: Digital Learning Exchange Platforms

- 25% of the survey respondents reported the use of digital learning exchange platforms (Rwanda + Malawi)
- South Sudan, Nigeria and Zambia have mentioned that digital platforms are used for knowledge sharing but not clearly mentioned what type.

Prospects and Challenges: Digital Learning Exchange Platforms

- 50% of the respondent countries reported that they have a knowledge sharing system in place
- Varying levels infrastructure, connectivity and engagement with digital learning platforms across member states
- The experiences of Rwanda, Kenya and Zambia show how learning events or dialogue processes delivered with the help of e-learning tools either complement face-to-face or virtual learning activities or are “stand alone.”
- But the true “blending” is not yet widespread, and this is among the areas that can be strengthened for those countries who are already engaged in e-learning processes

Knowledge and Information Management

- Cooperation

- Sharing experiences and lessons learned is of tremendous benefit to policy development and has been implemented to a lesser extent in the education sector, compared to others like health and human services.
- There is therefore great potential for not only sharing experiences and lessons learned but scaling up successful practices to meet the diverse contexts of each country.
- Sharing, learning and scaling of education practice, policy and innovation is a key priority of KIX.

Knowledge and Information Management

- Cooperation

- The respondents reported various information and knowledge sharing activities; however, the purpose and types are varying.
- Member states Rwanda, Kenya, Malawi, and Zambia indicated prior collaboration with other member states in information and knowledge sharing

Prospects and Challenges - Member States

Cooperation/Sharing Learning

- Managerial Commitment – limited commitment to initiate or strengthen the Knowledge sharing.
- Team Structure: The KIX focal persons represented by the member states do not necessarily have clearly defined roles and responsibilities vis-à-vis KIX activities
- Capturing Documentation in the KIX Knowledge Repository
- Technological Issues: There is poor ICT infrastructure and connectivity issues across member states and particularly in rural or remote areas

Knowledge Synthesis & Regional Knowledge and Innovation Agendas – Gender, Equality & Social Inclusion (GESI)

- Innovations come in the form of **strategies**, **products** or **approaches** that improve significantly upon the status quo and can be taken to scale to address persistent educational challenges
- Such innovations are central to member states' education reform efforts, including:
 - ▣ effective teachers and principals,
 - ▣ improved use of data,
 - ▣ high standards and high-quality assessment and turnaround of persistently low-performing schools.
 - ▣ improve student achievement,
 - ▣ close achievement gaps,
 - ▣ decrease dropout rates,
 - ▣ increase high school graduation and
 - ▣ increase college enrollment and completion

Knowledge Synthesis & Regional Knowledge and Innovation Agendas – Gender, Equality & Social Inclusion (GESI)

- The baseline study shows Rwanda, Malawi and South Sudan all have innovation agendas under discussion.
- In three of the member state responses, however, the data do not indicate whether the agendas gear towards policy formulation and implementation in realizing GESI
- KIX is designed to assist member states to (a) deliver and scale effective solutions that address high priority needs; (b) build capacity to accelerate innovation; and (c) support the development of the infrastructure and context for continuing innovation in the education sector and in other sectors.

Prospects and Challenges: Knowledge Synthetization and Regional Knowledge and Innovation Agendas – GESI

- Kenya, Malawi, Zambia, South Sudan and Rwanda identified and shared their experience of what is impeding new knowledge generation & innovation. These are:
 - ▣ Inadequate resources to search for new knowledge and inadequate utilization of existing knowledge (Kenya);
 - ▣ Lack of equipment/ICT and limited training to scale-up the existing innovations (Rwanda);
 - ▣ Staff capacity challenges (Malawi);
 - ▣ Lack of access to Internet (Malawi, Zambia);
 - ▣ Lack of appropriate strategies for the use and management of new information technologies for peoples at different age levels (Malawi);
 - ▣ Under-utilization of the online platform as a mere content repository (Malawi);
 - ▣ Lack of computers and power grid for schools (Zambia);
 - ▣ Lack of resources (materials) and limited/no training for experts to implement the innovations (South Sudan);
 - ▣ Lack of necessary skills & capacities to implement the proposed education data collection, research and information sharing as well as distance teaching learning approaches.
 - ▣ Across all, challenge to invest in capacity building (human and infrastructure) in technology and other sciences affecting innovation and its implementation

Prospects and Challenges: Knowledge Synthetization and Regional Knowledge and Innovation Agendas – GESI

- Member states have initiatives in contributing to the regional innovation agendas and knowledge synthesize
- The innovations could help enhance equity in the access to and use of education, as well as equality in learning outcomes
- Member states' education systems need to adopt teaching, learning or organizational practices that have been identified as helping to foster skills for innovation

Experience of Member States on Gender Analysis and Gender Integration

- The IDRC and KIX Consortium partners recognize that GESI are essential to the success of any development program, and this is especially true for the education sector.
- Six of the eight member states indicated that they have already carried out gender analyses at different levels.
- Nigeria and Zambia did not report on gender sensitive tools or frameworks
- The survey respondents such as South Sudan, Malawi, Kenya, the Gambia, Rwanda and Zambia highlighted their interventions focusing on gender transformative approaches
- Important to capitalize on opportunities at an institutional level to develop a gender-transformative mainstreaming strategy that addresses organizational and programming dimensions with a gender-sensitive M&E system backed by an action plan with proper human and financial resources.



Section III: Suggested Recommendations

Suggested Recommendations

- Strengthen member states' EMIS capacity (both human and infrastructure) to ensure data consistency and accuracy and to avoid recording problems.
- Member states could benefit from further training on the adaptive management methodology, both in the scope of KIX and as a management method that can be applied in other professional situations.
- Provision of the technical support through a mixture of internal (within country) and external (online or physical capacity building) supports.
- Organize discussions and experience sharing among member states who have experience practicing continuous learning, engagement and adaptative management, especially in the areas of knowledge management, digital platform development and use and gender and equity mainstreaming

Suggested Recommendations

- At institutional level, the existence of gender analyses was a positive indicator of member states' commitment to GESI. The results of the gender analyses should lead to gender-transformative and mainstreaming strategies that address organizational and programming dimensions. Strategies should be accompanied by a gender-sensitive monitoring and evaluation system backed by an action plan with proper human and financial resources.
- Some countries, including Rwanda, reported inter-sectoral support for gender equal outcomes in and through education. At program level, linkages with other programs or sectors working on gender issues should be strengthened to capitalize on resources and share expertise across sectors.
- Build capacity on gender transformative approaches and ensure broader gender-sensitive education sector programming building on existing evidence where it exists or generating evidence where it is needed. Sharing and scaling up the experiences of other member states is an area of great potential.
- Engage member states on the use of existing platforms for brokering mechanisms and country-led knowledge hub infrastructures.

Identified Areas for Further Study

- On the use of technology in classrooms and how that impacts retention and learning should be conducted.
- Disability is a barrier to enrolment, retention, completion and achievement of educational outcomes. This is because people with disabilities are often excluded from learning, especially if the curriculum has not been adapted to their needs.
- Disaggregated data is not collected on learners with disability, and there is not enough information on what is happening to those who face barriers in learning to inform policy decision making or teaching and learning practice



Thank you for your kind attention!