KIX Africa 19 Hub

MEETING REPORT
KIX Africa 19 Hub Baseline Validation Meeting
Reported by the KIX Hub Secretariat

Date: Thursday, 26 November 2020

Time: 15:30 – 16:30 EAS

Participants: *30 participants:* IDRC; IFEF; IICBA; UNESCO; UNICEF, VVOB.
Country teams represented: Kenya, Lesotho, Liberia, Malawi, Nigeria, Sierra Leone, Somalia, South Sudan, The Gambia, Zambia and Zimbabwe

Meeting Objectives:

The Baseline Validation meeting aimed to allow the Africa 19 Hub stakeholders to discuss the:
- Main findings from the baseline survey;
- Data collection gaps that need to be overcome in order to better monitor education progress and benchmark the KIX Africa 19 work at the national level; and
- Possible uses of the report's recommendations, particularly in policymaking and national development planning, and the monitoring and evaluation of each member state's education programme.

I. Introduction, Victoria Kisaakye, IICBA

Victoria Kisaakye welcomed participants and facilitated member introductions. Chelsea Lavallee introduced the meeting agenda.

II. The Baseline Survey, Argaw Sapane, IICBA

Argaw Sapane presented the Africa 19 baseline report findings. The baseline is meant to capture relevant education data and information, create an initial baseline for the Hub, allow for measuring change and comparison across KIX countries.

The report relied on quantitative and qualitative data from primary and secondary sources, including Ministry of Education focal points who reported primary data.

Eight countries (The Gambia, Nigeria, Malawi, Rwanda, Somalia, South Sudan and Zambia) responded to the baseline survey. Some of the **key findings** include:

- 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
- Much of the data on learners with disabilities was not reported, indicating that the EMIS system may not collect data dis-aggregated by ability
- Access to internet services and computers in schools is very low in most countries, and some countries did not report this data
- All countries have education sector plans that cover pre-primary through secondary education

- All respondent countries reported on knowledge sharing activities, however 75% reported they did not network or engage with other member states
- 25% of the survey respondents reported the use of digital learning exchange platforms
- 50% of the respondent countries reported that they have a knowledge sharing system in place: Rwanda, Kenya and Zambia use face to face and digital techniques but on most countries, a "blended" approach has not been implemented
- Sharing of learning should be reinforced through KIX activities and ICT needs should be assessed
- All respondent countries indicated they have performed a gender analysis. Rwanda, Malawi and South Sudan all have innovation agendas under discussion, but the link to gender, equity and social inclusion is not clear. The gender analyses should lead to clear action in the education sector and be represented in the monitoring and evaluation systems

The following were suggested **<u>recommendations</u>** from the report:
- Strengthen member states' EMIS capacity (both human and infrastructure) to ensure data consistency and accuracy
- Conduct further training on the adaptive management methodology
- KIX should provide technical support through a mixture of internal (within country) and external (online or physical capacity building)
- 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
- Develop inter-sectoral support for gender equal outcomes in and through education
- Build capacity on gender transformative approaches and ensure broader gender-sensitive education sector programming

III. Discussion, Question and Answer, Chelsea Lavallee, IICBA

Participants posed the following questions in relation to the baseline report:

Question 1: Looking at South Sudan (presentation, slide 10), what is the explanation behind the low participation of males in pre-primary school?
- **Response:** The survey did not ask for justification for the data. But we have identified this data for further follow up.

Question 2: The disability data is based on the EMIS data. How does that compare to the national and household survey on disability?
- **Response:** We have presented here the data that was reported by the member states, but we did not specify where the data should come from.

Question 3: In cases where there is a gap in baseline information, how are we going to move forward without knowing the situation of some of the countries now?
- **Response:** It may be necessary to use the UIS indicators, which are applicable to all countries, in order to measure progress.

Question 4: If a country has not shared its information and data yet, is there still time to send it?
- **Response:** Yes, please send data if it has not yet been shared with the Secretariat. The report will be updated accordingly.

Question 5: The baseline assessment covers some areas beyond the objectives and responsibilities of the Hub. How does the Hub intend to use this information in their reporting? Second, baseline information on the key priorities identified by the Hub seems to be missing in terms of policy and programmatic- the indicators presented only cover access. How do you intend to collect data on priorities like teacher professional development, ECCE, etc. so that you can show how the Hub will contribute to progress in those areas?

- **Response:** The baseline survey did focus on access, but also on countries' relationships and knowledge sharing. The In-Depth Country Mapping focused on the thematic areas, including teacher development and ECCE.

Question 6: There may be a question of commitment if countries are heavily burdened and could not share their data. There should be commitment from the highest level. KIX should reflect on this.

- **Response:** This is a very important comment and the Secretariat is working to increase engagement among all Hub members through advocacy and communication, as well as the activities in the work plan.

VI. Conclusion, Dr. Victoria Kisaakye, IICBA

Dr. Kisaakye thanked everyone for attending the meeting, and for sharing their comments and feedback. The Secretariat will continue working on the report to tighten it up so we are able to tell a story at the end of the day.

The Hub has a new Data Management Associate, Ms. Bezawit Demere. We will introduce her by email to you all.