

KIX AFRICA 19 HUB: DIALOGUE WITH MALAWI



UNESCO IICBA
April 14, 2021



Meeting Agenda (Malawi Time, GMT+2)

2:00 – 2:10 p.m.	Round of introductions	Moderated by KIX Africa 19 Hub Secretariat
2:10 – 2:20 p.m.	Overview of the KIX Africa 19 Hub and the country engagement strategy	KIX Africa 19 Hub Secretariat
2:20 – 2:25 p.m.	KIX and Malawi's thematic priorities	KIX Africa 19 Hub Secretariat
2:25 – 2:45 p.m.	Listening session: Malawi's experiences with the KIX Africa 19 Hub to date and expectations for future engagement	Comments from Mr. Valentino Zimpita, KIX Hub Focal Person and the Deputy Director of Higher Education, Ministry of Education, Science and Technology
2:45 – 3:15 p.m.	Aligning the KIX Hub's work with the educational stakeholders' projects, priorities, plans, and needs – How can KIX be a resource for Malawi?	Contributions by stakeholders from Malawi
3:15 – 3:30 p.m.	Takeaways from the dialogue	KIX Africa 19 Hub Secretariat





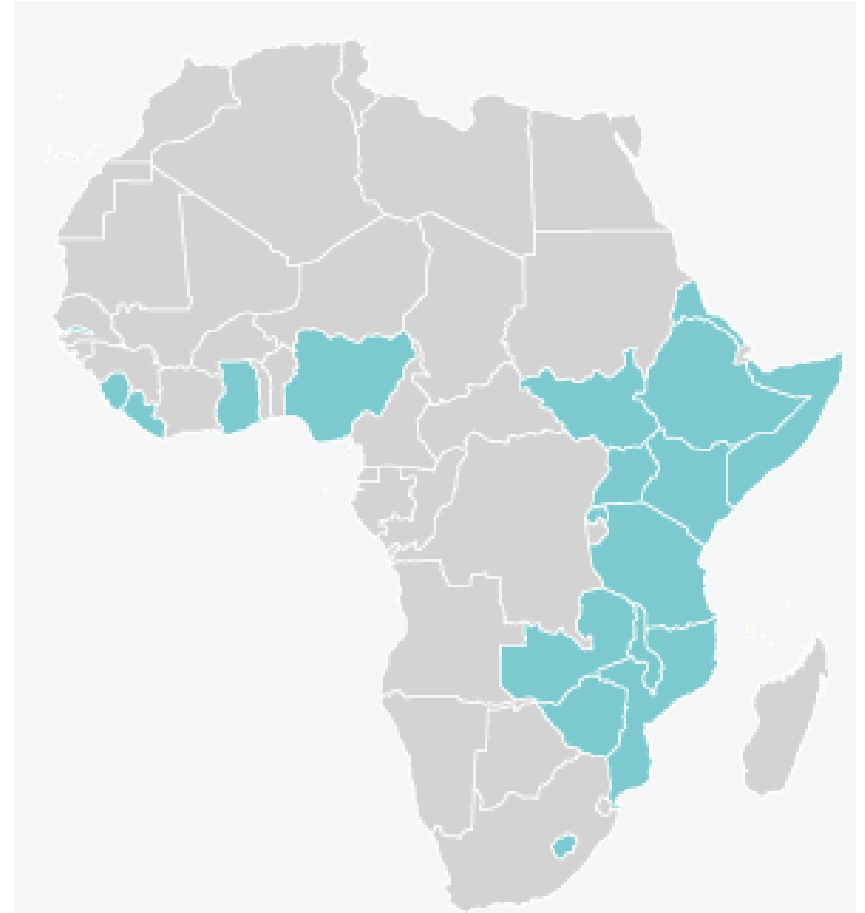
KIX Africa 19 Hub

What can we achieve learning together?



The 18 partner countries in the Hub

- Eritrea
- Ethiopia
- The Gambia
- Ghana
- Kenya
- Lesotho
- Liberia
- Malawi
- Mozambique
- Nigeria
- Rwanda
- Sierra Leone
- Somalia
- South Sudan
- Tanzania
- Uganda
- Zambia
- Zimbabwe



Hub vision & mission

To become a one-stop regional resource forum for African education stakeholders in locating, harnessing, and implementing robust and emerging evidence on the six KIX thematic areas for the realization of SGD 4 and CESA goals.



The Heart of the Hub

The KIX Africa 19 Hub is run on the principles of:

- **Country-led and country-centered** dialogue, ideation, and innovation;
- **Trusting relationships and partnerships** that transcend national borders;
- The essential role of **evidence in decision-making and design.**



Objectives of the Engagement Strategy

Objective 1: Generate and mobilize knowledge, data, and innovation to facilitate networks and communities of practice, research, and learning in the priority areas: teaching, learning, and assessment; gender, inclusion, and equity; and early childhood care and education

Objective 2: Enhance countries' technical capacity to implement the learning in Objective 1 by reviewing opportunities and gaps in their policies, education sector plans, institutions, and systems

Objective 3: Refine engagement to reach and sustain the engagement of the most relevant and resourced actors and the public through frameworks, documentation, and publicizing



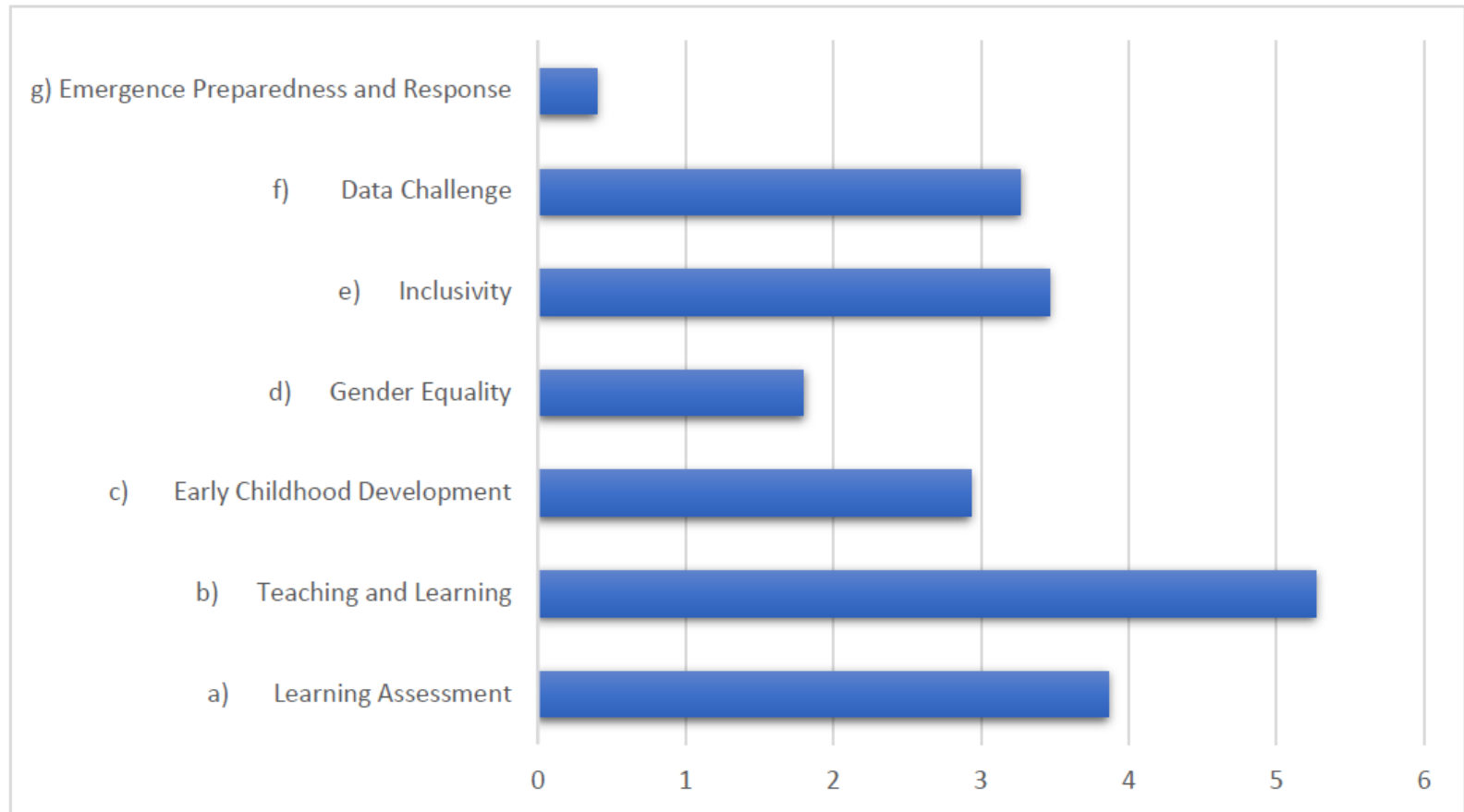
Priorities in Education:

What is most important? Most immediate?



Focal Points' Ranking of KIX 6 Priorities

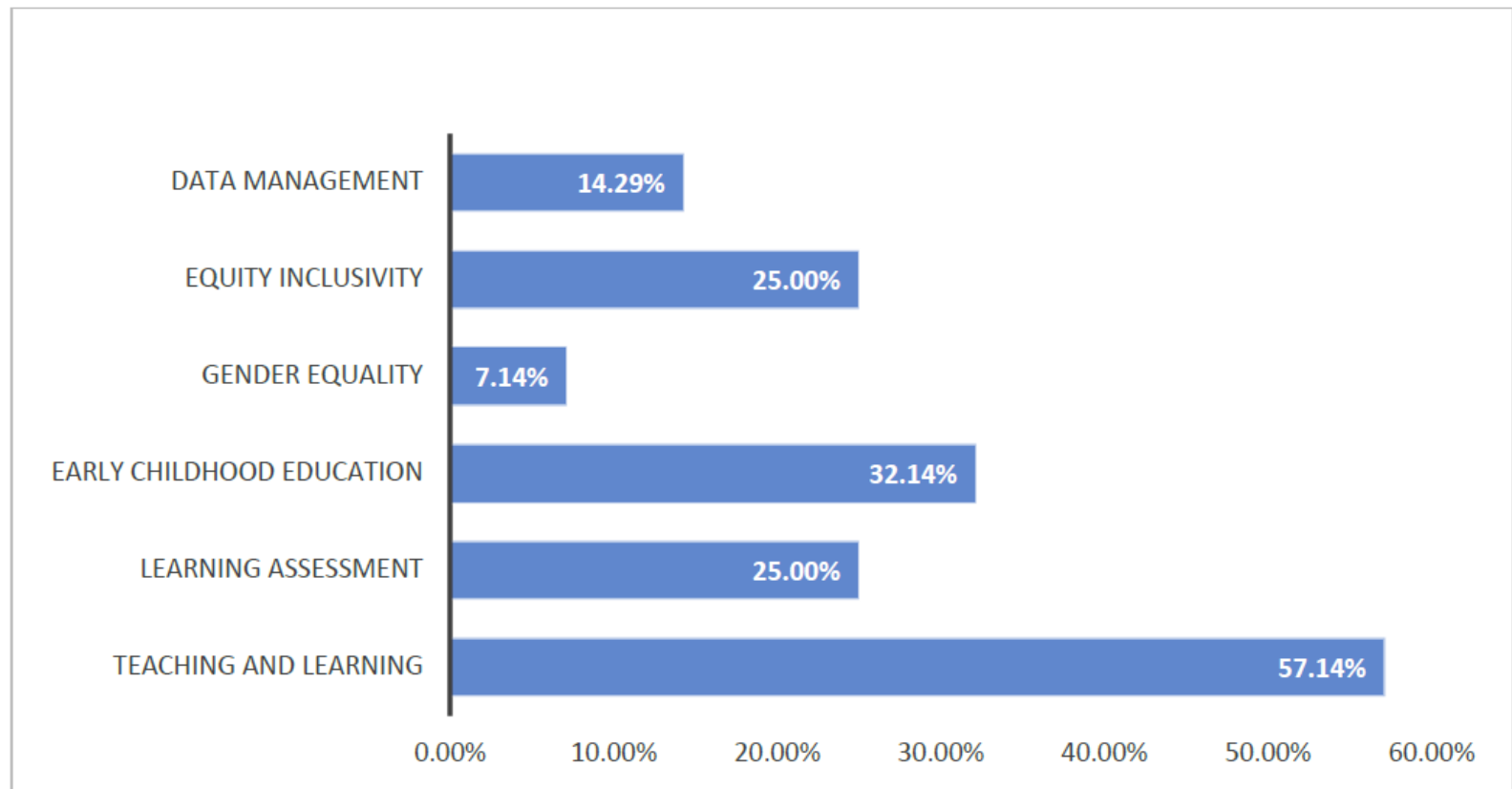
Figure 1. Rapid priority ranking of six KIX thematic areas (N=15)



Source: Rapid assessment of the KIX Africa 19 Hub member states (May 2020), KIX Hub focal points.

LEGs' Ranking of KIX 6 Priorities

Figure 2. In-depth priority ranking of six KIX thematic areas (N=28)



Source: In-depth country mapping, questionnaire: KIX Thematic area Local Education Groups (LEG) partner survey (July 2020)



Malawi's indicated interests in capacity strengthening

(Source: KIX Africa 19 Rapid Needs Assessment, Oct. 2020)

- Policy design and analysis
- Educational planning and projection techniques
- Project cycle management, including software applications in project management
- Result-based management: monitoring, evaluation and learning (MEL)
- Transformational leadership
- Instructional leadership
- Advanced qualitative and quantitative research methodology
- Knowledge Management, Collaborative Learning and Adapting
- Gender mainstreaming and auditing
- Application of action research
- Application of ICT in education
- Formative and summative evaluation of learning
- Special needs education pedagogy and its application in the classroom
- Effective teaching methods for early childhood care and education
- Student learning during COVID-19 and prevention
- *Write in: Economics of education*
- *Write in: Impact assessment and evaluation*



Malawi's indicated interests in problem-solving research

(Source: KIX Africa 19 Rapid Needs Assessment, Oct. 2020)

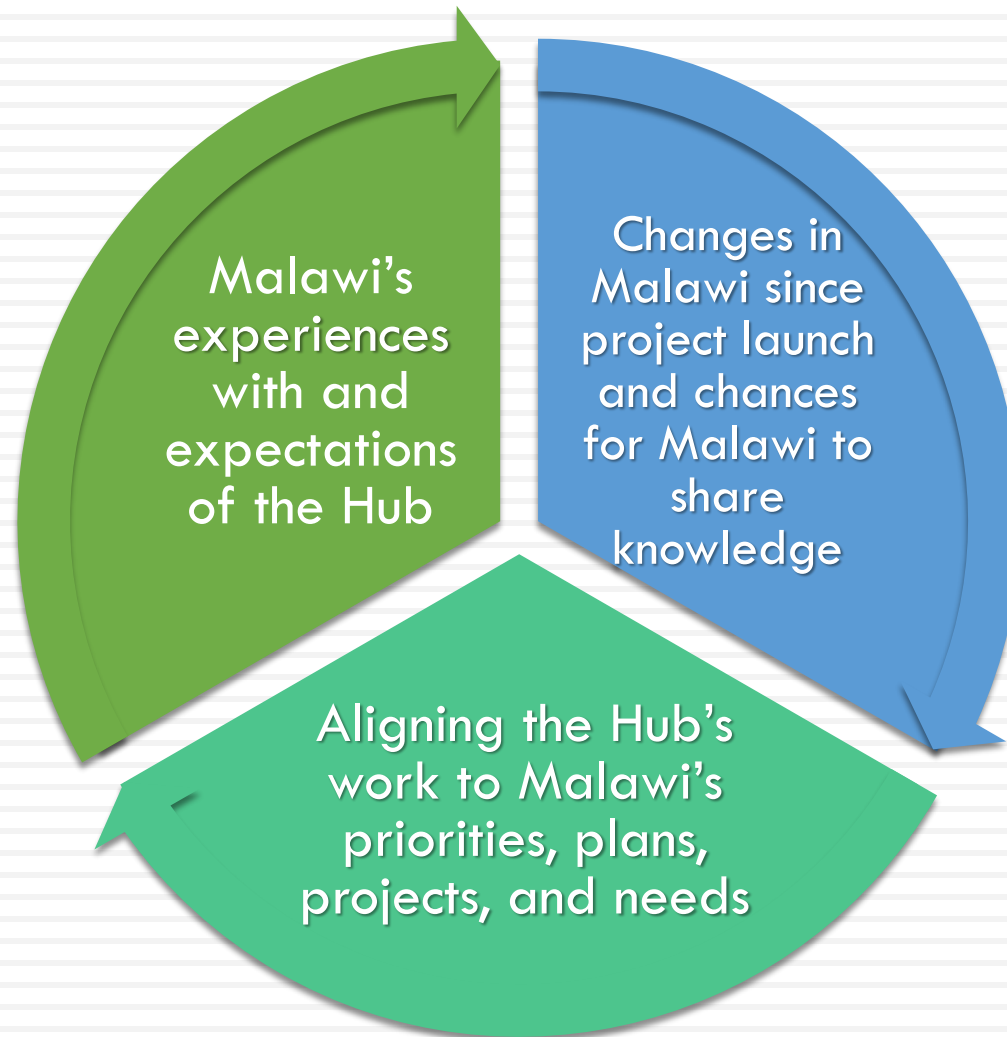
- Analysis of existing good practice to **end school-related gender-based violence**
- What is working and what is not working in policies addressing **teacher absenteeism** at primary and/or secondary schools
- Survey of good practice to improve access to quality education **for children with special education needs**
- Surveying the major causes of **dropout for SNE children** and recommendations to improve completion rates
- Survey of good practice in developing **national learning assessment systems**
- Survey of good practice on teacher capacity development to use **formative assessment** (and other assessment techniques) in the classroom
- Opportunities and challenges of using **technology in teaching and learning**
- Study of good practice for the application of **student-centered learning** in classrooms to increase **student motivation** for learning
- Analysis on the application of national, regional and international **learning assessment data in school reforms**
- Analysis of good practice in developing and implementing appropriate **feedback mechanisms for schools** following data analysis and reporting requirements
- Situation analysis of available tools and proven good practice for developing and implementing adequate **qualifications systems for ECCE staff**
- Practices and challenges of **action research** in primary and secondary schools
- Analysis of **challenges to education reform programs** across various echelons of an education system



Listening session



Listening Session



Takeaways

