Ushirika wa Maendeleo ya Elimu Barani Afrika

الرابطة لأجل تطوير التربية في إفريقيا

Association for the Development of Education in Africa
Association pour le Développement de l'Education en Afrique
Associação para o Desenvolvimento da Educação em África

SUMMARY OF RESEARCH FINDINGS AND RECOMMENDATIONS FROM ALL KIX OBSERVATORY KNOWLEDGE PRODUCTS

Title of KIX Publication	Summary	Research Findings	Recommendations	URL
1. Teacher Training and Support in Africa during the COVID-19 Pandemic	Teachers were among the earliest to reach communities through outreach initiatives that targeted the overall well-being of parents and learners. However, efforts to ensure that learning continued could not fully succeed without addressing the role and capacity of teachers and overcoming pre-existing teaching barriers. This report presents available evidence on the **policy and practice responses in teacher training and support during the periods of school closures and re-openings in 40 GPE partner countries in Africa**. The review of policy and practice responses revealed that GPE partner countries centred their teacher training and teacher support on six areas: (i) **development and use of distance learning solutions** (DLS), (ii) support to school children affected by gender-	✦ Nearly 40% of least developed and lower-middle-income nations are unable to support learning for vulnerable children. ✦ Less than two-thirds of primary and just half of secondary school teachers in SSA have received training on basic digital literacy. This implies a huge gap in the deployment of DLS when in-person teaching is not possible. ✦ Emerging research on teachers' wellbeing shows **job and income losses were deeper among private school and contract teachers**, with those in state schools experiencing some salary delays but fewer job losses.	1. **Invest more resources in teacher training** to enhance pandemic-coping mechanisms, reverse learning losses, and build back better in education. 2. **Explore public-private partnerships** with digital service providers to expand digital access and facilitate DLS use in training and learning. 3. Explore the **best ways to train teachers in assessing and providing feedback and guidance** to learners during emergencies, using DLS. 4. **Prioritize strengthening teachers' capacity**, as frontline workers, to respond to the needs of vulnerable school children within their communities. 5. **Incentivize teachers** by addressing the challenges that hinder their performance – providing adequate teaching resources, PPE, and monetary incentives, and rewarding those who make noteworthy efforts. 6. **Institutionalize a system** that enhances teachers' wellbeing during emergencies – including through psychosocial supports.	Link to the **report**: https://www.adeanet.or es/default/files/publicat teacher_training_and_su rt_kix_observatory.pdf Link to the **Policy Brief**: https://www.adeanet.or es/default/files/publicat policy_brief_teacher_tra g_and_support.pdf

based violence (GBV) and mental health problems, (iii) supporting vulnerable children, (iv) school reopening preparations, (v) teachers' overall wellbeing, and (vi) teachers' motivation and incentives.

+ **Female teachers were more adversely affected** by the increased burden of domestic responsibilities during school closures.

2.	Report: School Reopening in Africa during the COVID-19 Pandemic	This report addresses how the education needs of vulnerable and marginalized children – especially girls, displaced children, and those living in poverty – are being addressed in reopening strategies. It identifies common challenges facing educators as they try to safely reopen and address the learning needs of all children.	+ **More than 60%** of the 40 GPE partner countries in Africa faced prolonged and recurring school closures beyond 200 days. By June 2021, however, close to 90% of the countries had opened their schools. + **Close to 30%** of the GPE partner countries **added more teaching staff** to allow for smaller class sizes and greater physical distancing. Schools in some countries also **set aside isolation rooms for suspected COVID-19 cases** among learners and staff.	+ **Contingency planning** needs to be strengthened to better respond to future education disruptions and ensure that response plans reflect the most current research evidence and best practices. + School reopening strategies and practices in GPE partner countries must **take into account the particular needs of the most vulnerable learners**, who face extra barriers in returning to school. + Consider **fostering collaboration among schools so they can learn from each other's experiences** in adapting learning strategies and protocols. Introduce professional development days and use other events planned in school calendars for peer learning and experience sharing to strengthen school system resilience in future crises.	Link to the report: https://www.adeanet.or es/default/files/school_ ening_kix_observatory.p Link to the Policy Brief

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- Most countries **developed decision-making frameworks** to guide their school reopening plans with input from key stakeholders such as the Local Education Groups (LEGs).

- The loss of revenue resulted in many low-fee schools being unable to pay staff salaries or ensure education continuity, leading to the **closure of many such schools**.

According to UNICEF, school closures due to COVID-19 **disrupted learning for 250 million children in SSA**. Even after the reopening, millions will become permanent dropouts.

- Increase partnerships with the private sector in closing supply gaps in the provision of education, and reaching vulnerable populations under-served by public schools.

- **Infrastructure support to schools** must be provided, especially to those lacking adequate water points to adhere to public health protocols or with insufficient space to accommodate the distancing needs of learners returning to school.

- **Teachers need a range of additional supports** to ensure their health and safety and guide them through the many teaching and learning adaptations being put in place – from the introduction of remedial and accelerated learning programs to changes in the academic calendar and classroom management strategies. This support may entail additional professional development opportunities along with psychosocial support and prioritization for vaccination.

- **Specifically target displaced and refugee children, hard-to-reach children from low income families and girls in back-to-school campaigns**. Budget sufficient funds to tailor communications,

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			incentives, and other activities to increase their levels of re-enrollment	
3. KIX Observatory: Financing Education in Africa during the COVID-19 Pandemic	This report synthesizes available evidence on how the 40 GPE partner countries in Africa have financed their policy and practice responses. It also addresses how these measures are meeting the education needs of vulnerable and marginalized children, especially girls, children with disabilities, and those living in hard-to-reach areas. It identifies education financing gaps and challenges, and emerging evidence on what education systems in these countries are experiencing as a result of COVID-19 and persistent funding constraints.	This report indicates some progress in funding areas of critical need during the pandemic to allow students to continue learning and help schools prepare for safe reopening. This has entailed more focus on distance learning solutions and WASH — both taking into consideration vulnerable populations, including children with special needs and girls from low-income backgrounds. In contrast, a recent study by UNICEF highlights the potential long-term damage that inadequate resourcing for education may produce. It stresses that COVID-19 school closures have caused education market disruptions, putting at risk the continuity of learning for millions of children at the bottom of the income	- Allocate more domestic resources to create sustainability in financing emergency responses. - Demonstrate how all emergency funding responses enhance equity and inclusion in education. - Seek and support major investments in education technology and distance learning infrastructure in remote areas and fragile states where learners have little or no access to offsite learning. - Consider cancelling external debts or making them conditional on support to education (such as by swapping external debt for learning investments) to help struggling economies channel more resources toward equity and inclusion in education. - Direct financing to improve human capacity in education systems to respond to crises such as COVID-19.	https://www.adeanet.or es/default/files/financin ucation_kix_observatory

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		pyramid who have access to low-fee private schools. Emerging evidence also shows that parents and private sector education providers have a key role to play in financing education during this COVID-19 period.		
4.	KIX Observatory: Teaching and Learner Well-Being during the COVID-19 Pandemic	Teachers are not well prepared to teach, more so during a time of crisis. Sub-Saharan Africa region records the lowest proportions of teachers with the minimum qualifications (e.g., only 37% had minimum qualifications in Equatorial Guinea, 27% in São Tomé and Príncipe, and 15% in Madagascar). The teachers have insufficient opportunities to build their pedagogical and content knowledge. There is a lack of them especially in rural areas. Teacher shortages are most acute in sub-Saharan Africa, where 70% and 90% of the countries face shortages at the primary and the secondary level, respectively). Millions of learners have experienced	Across Sub-Saharan Africa (SSA), UIS estimates that 5.3 million students at primary and secondary education levels are at risk of not returning to school due to COVID-19, with girls being more affected than boys. -Lessons from the Ebola outbreak also show that health crises can leave many behind, the poorest girls, many of whom may never return to school. -1 million girls in sub-Saharan Africa may be blocked from returning to school once schools reopen	Teachers and teaching-related recommendations - Teacher professional development in the area of distance education is needed in Africa to build teacher capacities in the event of new school closures and future crises. - African governments should establish mechanisms to provide psycho-social support to teachers during the COVID-19 pandemic. - Teachers' safety as front-line workers should be guaranteed through robust mechanisms on the prevention and control of COVID-19. Learner well-being and learning-related recommendations - Effective building back, learning, and learner well-being must be ensured. African governments should reopen schools in a phased and safe manner, while simultaneously assessing and adapting precaution measures; a move that will	https://www.adeanet.or es/default/files/kix_covi 19_observatory_first_br df

multiple shocks from COVID-19, with important short and long-term implications and risks to their education, protection, development, and wellbeing. Their dreams of a successful future are now even more at peril. The situation has brought generations of learners' pre-existing gaps, risks, and vulnerabilities to widen and new layers of exclusion to increase.

due to policies and practices that ban pregnant girls and young mothers from school.

-13 million more girls could be forced into early marriages due to the impacts of COVID-19. Evidence of an increase in child marriages is already emerging from places such as Ethiopia, Kenya, Malawi amongst others.

-2 million additional cases of FMG/C predicted in Africa due to COVID-19 than would otherwise have occurred over the next decade.

preserve schools' protective role and reinstate services that were abruptly disrupted.
- Collection of disaggregated data related to the impact of COVID-19 on learners' protection risks, by age, sex, gender, disability, and other gender-related indicators should be undertaken.
- Develop gender-responsive COVID-19 education response plans reflecting lived realities of girls with disabilities, in rescue and humanitarian settings and other learners at basic levels of education.
- Provide access to modern contraception, menstrual health and hygiene management and other sexual and reproductive services, ante and postnatal care, safe delivery services, and HIV treatment.
- Ensure measures related to social distancing and lockdowns sensitive to girls' vulnerability, needs, and capacity.