In-Depth Country Mapping to determine education priorities in Eastern, Southern and Western Africa

Objectives
- Map existing evidence and policies
- Identify key education challenges & innovations
- Map critical regional stakeholders
- Assess country institutional capacity needs
- Generate a report & country factsheets

Methodology
The mapping utilized a participatory, mixed-methods research design:
- Document analysis of education policy, planning and research documents
- Data collection from Ministry officials and Local Education Groups (LEGs) using thematic questionnaires
- Member state and partner validation of findings and priority ranking

Findings: Priority ranking
1. Teaching & learning + learning assessment systems
2. Equity & inclusion
3. Governance & management
4. Early childhood care & education (ECCE)
5. Gender equality
6. Data management
7. Coping with COVID-19
**1st priority**

**Teaching & Learning**

- Improve teaching and learning effectiveness, create a robust learning assessment system across all sub-sectors, strengthen ICT application and build staff capacity in effective pedagogy and instruction methods

- **#1 challenge:** Poor instructional leadership and teacher support

- **Curriculum is teacher-centered rather than student centered**

- **Key identified need:** Teacher capacity building

- **#1 challenge:** Poor utilization of assessment data for policy and planning

- **50% of respondents indicated assessments are underutilized to provide feedback to students**

- **#1 identified need:** Capacity strengthening for teachers and education leaders

---

**2nd priority**

**Equity & Inclusion**

- Ensure equity and inclusivity in education coverage by opening access to rural children (particularly girls), poor children, children with disabilities (special needs education) and children from minority groups

- **#1 challenge:** Limited access and completion rate

- The majority of countries have limited or no early identification system to support children with special education needs

- **Further research is needed on the effects of conflict on education, especially for girls and women**

- **Key identified need:** Focus on inclusive education policies and implementation
3rd priority

**Governance & management**

**Key challenge:** Absence of a system-wide M&E protocol at all levels

**Key identified need:** Leadership and management capacity building among education officials at federal/central and state/provincial levels

**Key challenge:** Lack of transparency and accountability in the education system

**Key identified need:** Development of the education sector plan based on a sectoral analysis

---

**4th priority**

**Early Childhood Care & Education**

**Key challenge:** Low capacity building opportunities for the ECCE sector workforce

**Key identified need:** Improvement of ECCE teaching and learning, including curriculum

**Key challenge:** Limited support for the evaluation of ECCE effectiveness

**Key identified need:** Improvement and better provision of ECCE facilities and infrastructure
#5th priority
**Gender Equality**

**Key challenge:** Limited capacity of education officials to utilize the EMIS system

**#1 priority:** Reduction of school related gender-based violence (SRGBV)

**Key identified need:** Development and implementation of gender-responsive curriculum and education sector plans

**#2 priority:** Implementation of a multi-sectoral approach to gender equality in education

**Key identified need:** Teacher training in gender-responsive pedagogy

#6th priority
**Data Management**

**Key challenge:** Inadequate use of data for internal planning and decisionmaking

**#1 challenge:** Limited capacity of education officials to utilize the EMIS system

**Key identified need:** Upgrade manual based data collection to avoid delays and statistical errors

**Key identified need:** Ensure appropriate feedback mechanisms for schools
Coping with COVID-19, conflict and other emergency situations

Key identified need:
Enhance teachers’ competence in ICT application for teaching and learning at all levels

Key challenge:
Inequality and limited access to distance education solutions among disadvantaged groups

Key challenge:
Limited ICT infrastructure, particularly in rural areas

Key identified need:
Improve the capacity of experts to design competency-based curriculum and curriculum materials for e-learning

Key challenge:
Inequality and limited access to distance education solutions among disadvantaged groups

Key challenge:
Inequality and limited access to distance education solutions among disadvantaged groups

For more information:

iicba.unesco.org/kix
@kixafrica19hub
kix.iicba@unesco.org

The In-Depth Country Mapping was produced at the request of the IDRC and GPE. It was prepared by the KIX Africa 19 Hub Secretariat under the patronage of a consortium of partners: UNESCO IICBA, UNICEF ESARO and the African Union.

© UNESCO 2020