



**CONTINENTAL SYMPOSIUM
FOR EDUCATIONAL RESEARCH
AND INNOVATION**

04 - 06 October 2022 | Addis Ababa, Ethiopia

**REIMAGINING EDUCATION FOR A BETTER IMPACT ON
LEARNING OUTCOMES IN SUB-SAHARAN AFRICA**

HIGHLIGHTS





Table of contents

Summary	_____	03
Program	_____	07
Takeaways	_____	13
Participant Feedback	_____	18
Knowledge Resources	_____	20
About the Hubs	_____	21





Summary

Across sub-Saharan Africa, millions of children are leaving school without being able to proficiently read, write, or calculate. Even before the COVID-19 pandemic, close to nine in ten children in the region were learning poor, i.e. not able to read and understand a simple text by age 10. Learning outcomes remained stubbornly low despite the fact that many governments in sub-Saharan Africa managed to improve children's access to education. The pandemic has further exacerbated this deep learning crisis.¹

There is a growing body of research on how to improve learning in low and lower-middle income settings, and some research on how to scale up innovations that are effectively improving children's learning outcomes. Yet much of this research is not conducted by Africans themselves, and when it is available, it is often not disseminated and shared with key education stakeholders or utilized by them in decision making. Closing the gaps between innovation, evidence, and policy is key to meeting the United Nations' Sustainable Development Goal 4 for 2030 and the African Union's Continental Education Strategy for Africa 2016-2025.

To address children's low learning outcomes and the gap between research and policymaking, the Global Partnership for Education's (GPE) and the International Development and Research Centre's (IDRC) Knowledge and Innovation Exchange (KIX) Africa 19 and Africa 21 Hubs collaborated to hold a **KIX Continental Research Symposium** on "Reimagining Education for a Better Impact on Learning Outcomes in sub-Saharan Africa" at the emblematic African Union Headquarters in Addis Ababa, Ethiopia from October 4th through 6th, 2022.

The **KIX Africa 19 Hub and the KIX Africa 21 Hub** serve 39 Anglophone, Francophone, and Lusophone countries in Eastern, Western, Central, and Southern Africa, with the support of the UNESCO International Institute for Capacity Building in Africa (IICBA); the African Union Commission's Pan-African Institute of Education for Development (AUC IPED); the UNICEF Eastern and Southern Africa Regional Office (ESARO); the International Organisation of La Francophonie (OIF); the Institute of the Francophonie for Education and Training (IFEFF); the Conference of Ministers of Education of States and Governments of La Francophonie (CONFEMEN); and the Francophonie University Agency (AUF).



¹ <https://www.unicef.org/media/122921/file/StateofLearningPoverty2022.pdf>



The KIX Continental Research Symposium gathered together **more than 280** education policy actors, researchers, civil society actors, and political, technical, and financial officers from 51 countries, including **41 African countries**, to highlight, share, and discuss research and evidence on improving students' learning outcomes. All of the KIX Africa 19 Hub and KIX Africa 21 Hub partner countries were represented in person apart from Cabo Verde and South Sudan. Further in-person continental representation came from Botswana, Equatorial Guinea, Morocco, and South Africa. Additional in-person representation came from Canada, France, Norway, and the United Arab Emirates, with virtual representation from Australia, Belgium, Portugal, and the USA.



Graphic: The African nations represented in person at the symposium.

The symposium attracted **high-level participation** from a number of governments. Attending in person were H.E. Claudiana A. Cole, the Minister of Basic and Secondary Education in **The Gambia**; H.E. Martina Moreira Moniz, the Minister of National Education and Higher Education in **Guinea-Bissau**; and H.E. Julieta Izidro Rodrigues, the Minister of Education and Higher Education in **São Tomé and Príncipe**. Furthermore, a number of high-level policy makers attended online: H.E. Professeur Marietou Koné, the Minister of Education in **Côte d'Ivoire**; H.E. Sidibe Dédéou Ousmane, the Minister of Education in **Mali**; and H.E. Éléonore Yayi Ladekan, the Minister of Higher Education and Scientific Research in **Benin**.



Photo: The in-person participants outside the Nelson Mandela Hall at the African Union.



From left to right: Dr. Kilemi Mwiria, Director General of Education.org; Dr. Yumiko Yokozeki, Director of UNESCO IICBA; H.E. Claudiana A. Cole, Minister of Basic and Secondary Education in The Gambia; Prof. Abdel Rahamane Baba Moussa, Secretary General of CONFEMEN; Mme Zahra Kamil, Permanent Representative of the OIF to the African Union and the United Nations Economic Commission for Africa; S.E. Mme Martina Moreira Moniz, Minister of National Education and Higher Education in Guinea-Bissau; H.E. Julieta Izidro Rodrigues, Minister of Education and Higher Education in São Tomé and Príncipe; Dr. Katherine Toure, Regional Director, East and Southern Africa, IDRC; and Ambassador Stéphane Jobin, Ambassador of Canada to Ethiopia.

The KIX Continental Research Symposium was an important policy dialogue in which representatives from ministries of education, civil society organizations, international organizations, and universities exchanged challenges, innovative approaches, national experiences, and research evidence on students' learning outcomes.

It is believed that regular exchange and dialogue on these fronts and stronger partnerships between these actors can contribute to the revaluation of research and a closing of the gap between policy and practice in education.

The **objectives** of the symposium were to:



Give increased visibility to recent and emerging national research, innovations, and good practices in raising learning outcomes in Sub-Saharan Africa;



Promote inter-Hub learning and discussion between national policy actors, researchers, and practitioners within and between the KIX Africa 19 Hub and KIX Africa 21 Hub, about evidence, research, and strategies to raise children's learning outcomes;



Promote the use of regional and national research in policymaking by national policy actors;



Strengthen the research, knowledge, and evidence bases of the KIX Africa 19 Hub and KIX Africa 21 Hub with research and knowledge from within and across countries, to bridge knowledge gaps;



Envision possibilities for raising learning outcomes in the face of contextual challenges, including but not limited to the COVID-19 pandemic, in Sub-Saharan Africa.



Program

For three days, participants explored influential factors on children's learning outcomes such as curriculum, assessment, pedagogy, teachers, inclusion, equity, COVID-19, school leadership, and policy. Ministry of education officials, researchers, local education group and policy actors, and members of international organizations engaged in panels and plenaries, breakaway and poster sessions, and synthesis discussions. Language interpretation allowed for an exchange of ideas in English, French, and Portuguese.

Day 1, October 4th:

The first day of the symposium focused on the **role and potential of educational research and innovation in sub-Saharan Africa**. The symposium commenced with Mr. Adoumtar Noubatar, Coordinator of the African Union Commission's Pan-African Institute of Education for Development (**AUC IPED**), presiding over the opening summit. The summit began with welcome remarks by the leaders of the KIX Africa 19 and KIX Africa 21 Hubs, Dr. Yumiko Yokozeki, Director of the UNESCO International Institute for Capacity Building in Africa (**IICBA**), and Ms. Zahra Kamil, Permanent Representative of the International Organization of La Francophonie (**OIF**) to the African Union and the United Nations Economic Commission for Africa (**UNECA**).

The opening summit then proceeded with multiple keynote speeches by H.E. Ambassador Stéphane Jobin, the **Ambassador of Canada to Ethiopia**; Dr. Hambani Masheleni, the A.g. Director of Education, Science, Technology, and Innovation (ESTI) at the **AUC**; Dr. Kathryn Toure, the Regional Director of East and Southern Africa at the **IDRC**; Ms. Lieke van de Wiel, the Deputy Regional Director of **UNICEF ESARO** (virtually); Prof. Abdel Rahmane Baba Moussa, the Secretary General of **CONFEMEN**; and Mona Laroussi, the Director of **IFEF** (virtually). H.E. Umaro Sissoco Embaló, the President of **Guinea Bissau** and the Chairman of the Economic Community of West African States (**ECOWAS**), made a special appearance in the opening summit via a video message.

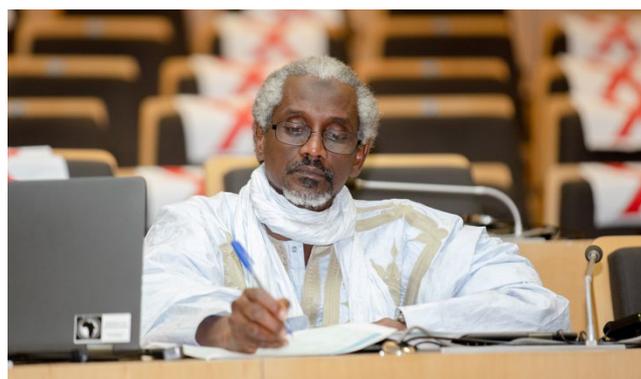
Following the opening summit, a **high-level panel discussion** between six ministers of education and top officials ensued. The topic under consideration was the **reevaluation of educational research and innovation**, which prompted the ministers to reflect on the current state of innovation in teaching and learning, lessons learned from past experiences, and how innovation in teaching and learning can be encouraged and sustained.

The high-level panel featured remarks from H.E. Claudiana A. Cole, the Minister of Basic and Secondary Education in **The Gambia**; S.E. Mme Martina Moreira Moniz, the Minister of National Education and Higher Education in **Guinea-Bissau**; H.E. Julieta Izidro Rodrigues, the Minister of Education and Higher Education in **São Tomé and Príncipe**; Associate Professor Chomora Mikeka, the Director of Science, Technology and Innovations at the Ministry of Education in **Malawi**; Ms. Mouna Ismael Abdou, the Inspector General of National Education at the Ministry of Education in **Djibouti**; and Mr. Mahamadou Keita, Head of Statistics at the Ministry of Education in **Mali** (virtually). Professor Baba Moussa, the Secretary General of **CONFEMEN**, moderated the discussion.

Notably, the high-level panel was comprised mostly of women leaders. Achieving **gender parity** in knowledge exchange is part of KIX's goal to promote equity in education.



Above: Presentations and speeches inside the Nelson Mandela Hall during the symposium.



Above: National delegates from both hubs listen to presentations.

The rest of the first day of the symposium was filled with simultaneous breakaway sessions. Breakaway sessions gave a platform for 24 researchers from GPE KIX Africa 19 and KIX Africa 21 Hub countries to showcase their findings on **innovations in national policy, teaching practice and policy, and innovations in curriculum and assessment** and on **lessons learned from learning crises**, including the COVID-19 pandemic, the post-pandemic era, and other crisis situations. Breakaway sessions were moderated by researchers, technical officers, and national delegates from regional KIX Hub countries.

Day 2, October 5th:

The second day of the symposium centered on the **World Teachers' Day** theme of “**The transformation of education begins with teachers**” and highlighted knowledge and innovations in teaching. The day began with the moderators, Mr. Lukman Jaji, Policy Officer at the **AUC IPED**, and Ms. Fatimata Ba Diallo, the Coordinator of the Education Change and Transformation Support Program (**PACTE**) of **CONFEMEN**, congratulating teachers and celebrating the teaching profession. Then Ms. Stefania Giannini, Assistant Director-General for Education at **UNESCO**, delivered a message via video about the need to support African teachers. Next, Dr. Masheleni, the A.g. Director of the ESTI Department at the **AUC**, spoke about the AUC Continental Award for Teachers. His speech was complimented by a presentation about the AUC Continental Teacher Mobility Protocol by Mr. James Keevy, Chief Executive Officer of **JET Education Services**.

The World Teachers' Day opening continued with remarks from Mr. Dennis Sinyolo, the Africa Director of **Education International**; Ms. Laroussi, the Director of the **IFEF**; Prof. Moussa, the Secretary General of **CONFEMEN**; and Dr. Yokozeki, the Director of **UNESCO IICBA**. Putting a direct spotlight on teachers, Ms. Jane Chikapa, a **teacher from Malawi** and a 2021 finalist for the Global Teacher Prize, spoke about her efforts to strengthen students' literacy during COVID-19.



*Left: Ms. Jane Chikapa, a teacher and 2021 finalist for the Global Teacher Prize from Malawi.
Right: Mr. Lukman Jaji of the AUC IPED and Ms. Fatimata Ba Diallo of the PACTE of CONFEMEN.*

Next, a **plenary session** allowed four presenters to share evidence with all participants. From the KIX Africa 21 Hub, Dr. Guy-Roger Kaba, the Coordinator of the Education Observatory at **CONFEMEN**, shared “Lessons learned from the PASEC 2019 teacher survey”, and Ms. Fatima Ba Diallo, Coordinator of the **PACTE** of **CONFEMEN**, presented on “Quality assurance in teacher training: Priority of the PACTE for the transformation of education”. From the KIX Africa 19 Hub, Mr. M. Antoninis Emmanouil of the **UNESCO Global Education Monitoring Report** team shared the spotlight series titled “Born to learn: The state of learning on the African continent”, and Ms. Jocelyne Kirezi of **VVOB** presented a “Review of empirical research on school leadership in Africa”. Mr. Saliou Sall, Senior Program Coordinator at **UNESCO IICBA**, moderated the session.

Poster presentations followed the plenary. A dozen researchers from KIX Africa 19 Hub and KIX Africa 21 Hub countries displayed visual summaries of evidence and findings from various interventions and innovations targeting teachers and pre-primary, primary, and secondary school students. Participants engaged enthusiastically with the presenters.



Photo: Prof. Karuki Damaris of Kenyatta University presents a poster on “Reorienting Teacher professional development in Kenya: Professional learning communities paradigm”.

Day two ended with a series of simultaneous breakaway sessions. In line with World Teachers’ Day, 12 researchers from KIX Africa 19 and KIX Africa 21 Hub countries presented research on **teachers’ issues**, including teaching practice and policy, teacher education and professional development, and teacher support, motivation, and accountability. In the second round of breakaway sessions, 12 more researchers grappled with the challenge of **addressing gender, equity and social inclusion while raising learning outcomes**. Their presentations ranged from gender gaps in learning outcomes, to the link between languages of instruction and learning outcomes, to how to improve learning outcomes for children with special needs.

Breakaway sessions were moderated by researchers, technical officers, and national delegates from regional KIX Hub countries.

Day 3, October 6th:

The final day of the symposium prompted the participants, especially the national delegates and policy and financial actors, to identify **implications for decision making** arising from the entire symposium. At the opening session, co-masters of ceremony Mr. Adoumtar Noubatar, Coordinator of the **AUC IPED**, and Dr. Denise Orange Ravachol, a professor from the **University of Lille** and a member of the symposium scientific committee, reflected on the **role of evidence in informing leadership and policy**.

During the opening, Mr. Javier Luque from **GPE** (virtually) gave an overview of the role of the GPE Compact Process and how it builds into national-level priorities. Then Mr. James Jowi, Principal Education Officer of the **East African Community**, discussed (virtually) the need to harmonize the often-separate worlds of research and policymaking. On this same note, Dr. Adrien Makaya, a teacher-researcher at the **Omar Bongo University** in Gabon and the Director of the **National Pedagogical Institute**, spoke (virtually) of the urgency in sharing education research more widely. Finally, Professor Julia Ndibnu-Messina Ethé of the University of Yaounde, an expert member of The Francophone Initiative for Distance Education of Teachers (**IFADEM**), spoke on her organization's response to the weak training of teachers in French-speaking Africa.

Next, a plenary session allowed four presenters to share evidence with all participants. Mr. Renaud Comba of the Data Must Speak initiative at **UNICEF Innocenti** presented on "Leveraging existing national education data to unpack factors associated with school performance in Africa". Also from the KIX Africa 19 Hub, Dr. Kilemi Mwiria of **Education.org** presented on "The post-COVID recovery imperative: Five essential leadership lessons for closing the learning gap." From the KIX Africa 21 Hub, Dr. Jean Pierre Chevalier, the Vice President of the **APPRENDRE** ("LEARN") program, presented on the "Support for the professionalization of teaching practices and the development of resources". Moreover, Ms. Marlene Barra, a research collaborator at the **University of Minho**, presented "From research to action: Listening to children's knowledge to intervene in adult education in São Tomé and Príncipe". Professor Boubacar Niane of **Cheikh Anta Diop University** moderated the session.

The climax of the symposium was a series of **knowledge synthesis discussions** for KIX national delegates and researchers to discuss their **major learning takeaways** from the symposium, and their strategies and commitments to **use more research in policies** to address students' low learning outcomes in sub-Saharan Africa. The discussions were peer led with KIX delegates, researchers, and technical officers leading discussions of their fellow national delegates and researchers. Discussions were focused and dynamic.



At the conclusion of the symposium, KIX delegates and researchers serving as rapporteurs shared key points from their roundtable discussions. Mr. Dennis Sinyolo, the Africa Director of **Education International**, moderated the final plenary.

Representing the researchers from both hubs, Dr. Margaret Nampijja, an ECD and human development researcher at the **African Population and Health Research Center**, emphasized the need for researchers and decision makers to work more closely together.

Representing the KIX Africa 19 Hub national delegates, Professor Betty Ezati, Dean of the School of Education at **Makerere University** and Chair of the Task Force for the Establishment of the **Uganda National Institute for Teacher Education**, and Dr. Makhube Ralenkoane, the KIX Focal Point from the **Ministry of Education and Training in Lesotho**, presented their peers' key learning and commitments.

Representing the KIX Africa 21 Hub delegates and policy actors, Dr. Maimouna Sissoko Touré, Coordinator of the Hub, and Professor Boubacar Niane of **Cheikh Anta Diop University** shared key takeaways, priorities, strategies, and commitments arising from their discussion.

The symposium ended with remarks from Professor Abdel Rahamane Baba Moussa, the Secretary General of **CONFEMEN**. The keynote address was delivered by H.E. Julieta Izidro Rodrigues, the Minister of Education and Higher Education in **São Tomé and Príncipe**. The Minister shared her reflections on the symposium and her appreciation for the dialogue.



Left: Mr. Yohanese Wogasso, the Director General of School Improvement at the Ministry of Education in Ethiopia. Right: H.E. Julieta Izidro Rodrigues, the Minister of Education and Higher Education in São Tomé and Príncipe.



Takeaways

Key Ideas:

The KIX Continental Research Symposium was a policy dialogue that placed researchers in a position to make policy recommendations to decision makers based on evidence. The symposium also prompted decision makers to reconsider the effectiveness of current policies and reimagine their education systems for a better impact on children's learning outcomes – the theme of the symposium. After three days of deliberations involving several hundred education stakeholders from 41 African countries, several key concerns and conclusions emerged.

The symposium made it clear that **teachers' preparation** for lesson facilitation and formative and summative assessment of their learners, as well as **quality assurance in assessment**, remain the **greatest challenges** for sub-Saharan African countries. Relatedly, the **lack of quality assessment data**, the **dearth of research evidence**, and the **disconnect between research generation and utilization** are plaguing education systems and contributing to the ongoing learning outcome crisis.

This learning outcome crisis cannot be overcome unless policies, programs, and practices are developed to support teachers and improve learning among all learners. Overcoming the crisis also depends on **raising the credibility, validity, visibility, and usability of evidence on learning outcomes**.

During the synthesis plenary, Mr. Dennis Sinyolo of Education International remarked:

“Robust data and research evidence are critical for effective policy making and education planning. Without evidence you are merely expressing your opinion, and an opinion is not necessarily a fact. Allow the evidence to speak for you. But to allow the evidence to speak for us and inform policy, it must be robust, credible, and valid. It is therefore vitally important for countries to have accurate and up-to-date data. But also, it is vitally important for us to carry out research as governments and as partners, and also triangulate the data. That's why in addition to official government sources, we should also look at research evidence generated by academics, independent researchers, civil society organizations, teacher organizations, and student groups.”

Overall, three of the most important ideas reiterated by researchers and KIX national delegates throughout the symposium were:

Successful policies, teaching practices, and teacher education programs are **evidence based and evidence informed.**

All stakeholders must be **involved** in the making of policies that affect them.

Policies cannot be simply borrowed from elsewhere. Policies must always be **adapted appropriately for each local context.**

Recommendations by Researchers:

On the final day of the symposium, researchers from both the KIX Africa 19 and KIX Africa 21 Hubs gathered to synthesize their varied evidence into targeted messages for the decision makers and policy and financial actors in attendance.

Researchers recognized several challenges they face in funding, conducting, and disseminating their research evidence. Their primary concern is the **lack of utilization of research in decision making**, stemming from the politicization of data and a weak culture of evidence-informed policymaking. As noted by Dr. Margaret Nampijja of the African Population and Health Research Center during the synthesis plenary, "Research is intended to lead to policy action but this is not always the case in our countries." Multiple researchers from the KIX Africa 21 Hub echoed this observation, adding that the politicization of data reduces its quality and discourages its usage.

Above all else, researchers called for **increased dialogue and collaboration between researchers and policy actors throughout the research process**, including identification of the problem, conceptualization of the research question, execution of the methodology, analysis of the findings, and utilization of the evidence for policy action. This systematized collaboration, they explained, can help ensure alignment between research agendas and policy needs, improve dissemination, and increase the chances of utilization. It can also build institutional memory needed for reform and systems change.

Specifically, researchers called on decision makers to:

1 Commit **funds** to support education research; set up **research departments** and **databases** to host information



Translate evidence into **policy** and conduct **action research** to inform decisions in real time.

3 Use a **triangulation approach** in decision making that brings together teachers, parents, communities, researchers, and policy makers.



Ms. Annet Kajura Mugisha of the Ministry of Education and Sports in Uganda presents her poster on “Influence of Adaptable ICT Strategies on Active Teaching and Learning Strategies in Teacher Training Institutions in Uganda”.

Commitments by National Delegates:

On the final day of the symposium, national delegates from the KIX Africa 19 Hub and the KIX Africa 21 Hub gathered separately to discuss what they learned from the symposium and how it will affect their priorities and future actions.

Delegates noted the low research output from Africa (2 percent) on the global stage, and acknowledged that their governments allocate very little budget (only 1 percent overall) to the financing of research for development.

They called for a substantial increase in using **data, research, financing, and networking** to assure quality learning outcomes, and went a step further to suggest **training on data governance and ethics** to encourage trust and a free flow of data. They recognized the need for their governments to reaffirm their commitment to **fund research** in order to promote development and raise students' learning outcomes – the ultimate goal of education sectors.

The KIX delegates also reflected on the central theme of research utilization in decision making. “[It is] **high time we make policies based on evidence,**” said Professor Betty Ezati, Dean of the School of Education at Makerere University and Chair of the Task Force for the establishment of the Uganda National Institute for Teacher Education, during the synthesis plenary. The delegates vowed to **strengthen linkages** with research institutions and universities and proposed collaborative research projects that would ensure that **research is implementable and written for policy action.** They also recognized that policy needs to be written in less technical language to be more accessible to non-policy stakeholders.



Left: Dr. Gertrude Namubiru of the African Curriculum Association helps leads a discussion with KIX Africa 19 Hub delegates. Right: Dr. Kilemi Mwiria, Director General of Education.org, helps lead a discussion amongst researchers from both hubs.



Above: Members from the Ivorian (left) and Zimbabwean (right) delegations share their learning takeaways and recommendations.

Policy makers, the KIX delegates said, must be brought to the fore in all dialogue about evidence-based good practices and innovations if they are to be scaled and sustained. They committed to **continuous learning from research, monitoring, and evaluation**, agreeing that education planning and decision making must be based on the best evidence possible. They suggested appointing specific focal persons to guide policy formulation with reference to **good practices and innovations in other countries**. This is one of the main purposes of the regional KIX Hub project, manifested at the symposium.

The KIX delegates also stressed that multi-directional policy dialogue must **include teachers and principals** as the most important front-line implementers of education. Teachers earned a rightly deserved central spot in the delegates' discussions; they stressed that their governments must look at **teachers' needs** holistically and consider their economic needs, such as housing, and their need for good mentorship. The delegates committed to **researching teaching practices in teachers' colleges, training mentors, and institutionalizing mentorship**. They also vowed to align the curricula of teachers' colleges with schools – an essential step in improving teachers' efficacy in their classrooms.

The KIX delegates also called on their governments to:

- Develop professional courses for school leaders;
- Integrate ICT in education management and teacher capacity building;
- Apply an econometric model for measuring learning loss;
- Double their efforts and funding for special needs education;
- Diversify the teaching force and teaching practices to prepare for future crises.



Above: A few of the policy actors at the symposium, including (front center from left to right) H.E. Claudiana A. Cole, Minister of Basic and Secondary Education in The Gambia; H.E. Julieta Izidro Rodrigues, Minister of Education and Higher Education in São Tomé and Príncipe; and Prof. Abdel Rahamane Baba Moussa, Secretary General of CONFEMEN.



Participant Feedback

On the last day of the symposium, the KIX Africa 19 Hub facilitated a feedback survey to which 40 participants responded (16 female, 24 male). Nearly 80 percent of the respondents were from governments; the remainder were from civil society, international organizations, and the private sector.

The survey revealed that:



100%

of survey respondents found that the symposium presentations were either relevant or highly relevant in **strengthening their knowledge about KIX themes.**



97.5%

of survey respondents found that the GPE KIX Continental Symposium **met or exceeded their expectations.**

In the words of some of the survey respondents:

"I take back a lot of **valuable lessons for my Ministry** based on some of the best practices shared at this dialogue," said the KIX Focal Point and the Permanent Secretary at the Ministry of Primary and Secondary Education in Zimbabwe.

"It has exposed me more to the **situation of education across Sub-Saharan Africa** and strategies that can be used to achieve quality education as stated in SDG4," said a government lecturer from Nigeria. "I will put in more efforts to bring out the best from the **underprivileged learners** in my country."

"The symposium is very vital for my role and responsibility which **enhances my ability to understand** the importance of research results, policy making and data collection methodology," said the Director of EMIS in Liberia. "My division will embark on more research works...in order to demonstrate evidence based data that will generate interest for policy makers."

The survey also asked participants about the actions they will take as a result of the symposium. They responded:

“What I will do differently is to **reorganize staff in my department** to start on **data collection of learners with disabilities** to inform government on their needs,” said the Commissioner for Special Needs and Inclusive Education in the Ministry of Education and Sports in Uganda.

“I have come to realize that as education stakeholders, we are now better positioned to serve as **agents of change** in the education sector,” said the KIX Focal Point and the Development Partners Coordinator in at the Ministry of Education in Sierra Leone. “We should be able to change the mindset of people about the traditional type of education and encourage them to embrace the much needed transformational direction education is taking...my exchange of ideas and experiences with colleagues from the other countries has expanded my knowledge and thinking about **educational transformation.**”



Above: A mixed group of researchers and national delegates speak.



Knowledge Resources

The symposium featured more than 60 research presentations and 30 speeches.

The knowledge resources are available on the symposium website, both the [English](#) and [French](#) versions.

Presentations:

[Presentations from Day 1, October 4th](#)

[Presentations from Day 2, October 5th](#)

[Presentations from Day 3, October 6th](#)

Abstract and Articles:

The [Book of Abstracts](#) is available on the symposium website, both the [English](#) and [French](#) versions. A selection of the papers will be published.

Recordings and Videos:

[Recordings from Day 1](#)

[Recordings from Day 2](#)

[Recordings from Day 3](#)

[Day 1 Highlights Video](#)

[Day 2 Highlights Video](#)

[Day 3 Highlights Video](#)

Photo Gallery:

[Photo Gallery](#). Access Code: **SymposiumADDISIFE2022** | Download Code: **9544**

Infographic:

[Infographic](#) summarizing the participants' experience.



About

Organizers:

The symposium was organized by the consortium partners managing the Global Partnership for Education's (GPE's) Knowledge and Innovation Exchange (KIX) Africa 19 and Africa 21 Hubs. The consortium partners are:



KIX Africa 19 Hub: UNESCO International Institute for Capacity Building in Africa (UNESCO IICBA); UNICEF Eastern and Southern Africa Regional Office (UNICEF ESARO); and the Pan African Institute for Education for Development (IPED) of the African Union (AU).



KIX Africa 21 Hub: Institut de la Francophonie pour l'éducation et la formation (IFEFF); Conférence des ministres de l'Éducation des États et gouvernements de la Francophonie (CONFEMEN); and Agence universitaire de la Francophonie (AUF).



Role of the KIX Africa 19 and KIX Africa 21 Hubs:

The Knowledge and Innovation Exchange (KIX) Africa 19 and Africa 21 Hubs are knowledge exchange platforms for the KIX program, a joint initiative between the Global Partnership for Education (GPE) and the International Development and Research Centre (IDRC). The purpose of the hubs is to facilitate the effective exchange, mobilization, and utilization of data, knowledge and innovation for education policy formulation and implementation among 39 countries in sub-Saharan Africa along six thematic areas.



These themes include: (i) improving teaching and learning, (ii) strengthening learning assessment systems, (iii) strengthening early childhood care and education, (iv) achieving gender equality in and through education, (v) leaving no one behind, and (vi) meeting the data challenge in education.



The KIX Africa 19 Hub facilitates cross-country knowledge exchange and mobilization, learning, synthesis, and collaboration among national education stakeholders in 18 GPE partner countries in Eastern, Southern, and Western Africa.

Likewise, the KIX Africa 21 Hub facilitates cross-country knowledge exchange and mobilization, learning, synthesis, and collaboration among national education stakeholders in GPE partner countries primarily located in West and Central Africa and the Indian Ocean.

Both hubs function as regional forums within the KIX project to bring together countries with similar educational, socioeconomic, and linguistic characteristics.

Countries participating in the KIX Africa 19 and KIX Africa 21 Hubs:



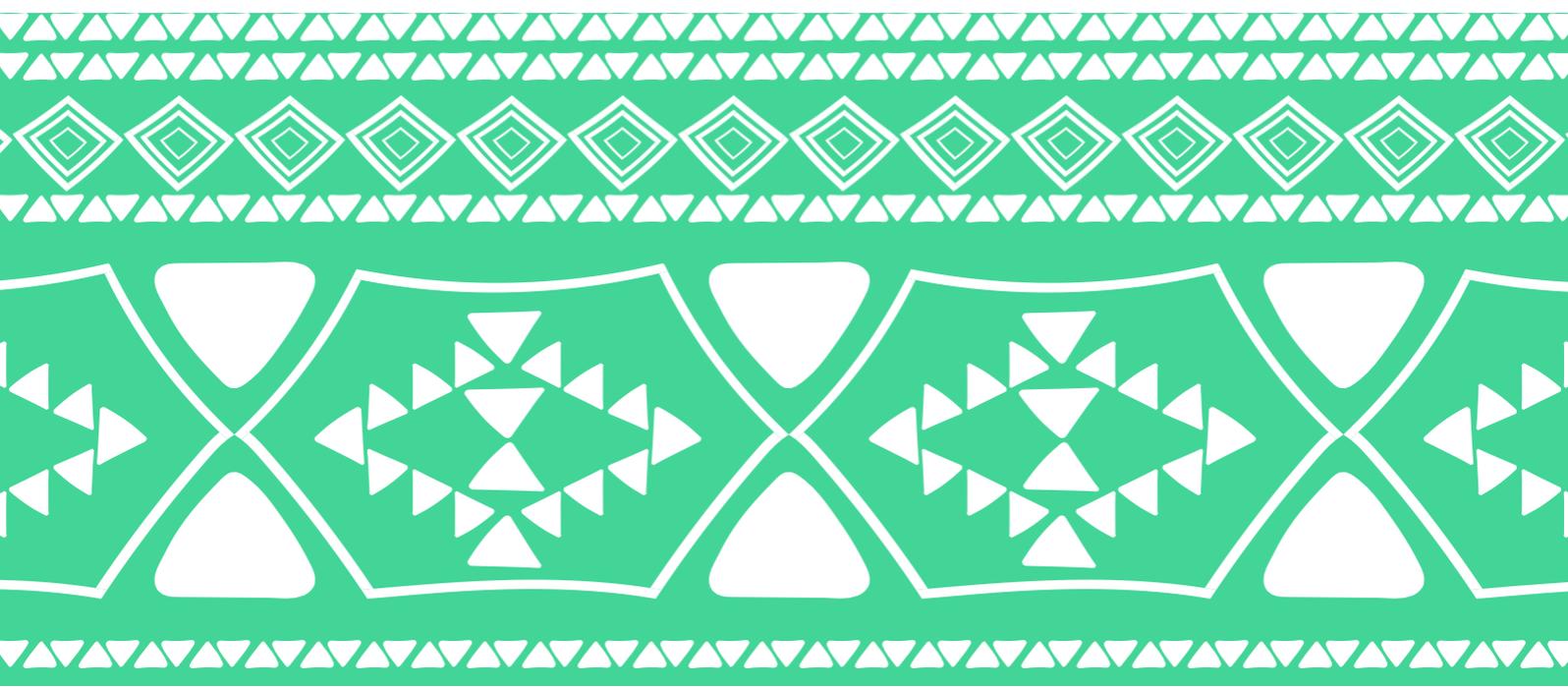
18 PARTNER COUNTRIES

Eritrea, Ethiopia, Gambia, Ghana, Kenya, Lesotho, Liberia, Malawi, Mozambique, Nigeria, Rwanda, Sierra Leone, Somalia (Somaliland and Puntland), South Sudan, Tanzania (mainland and Zanzibar), Uganda, Zambia, and Zimbabwe.



21 PARTNER COUNTRIES

Benin, Burkina Faso, Burundi, Cabo Verde, Cameroon, Central African Republic, Chad, Comoros, Ivory Coast, Democratic Republic of the Congo, Djibouti, Guinea-Bissau, Guinea, Madagascar, Mali, Mauritania, Niger, Republic of Congo, Senegal, Togo, and Sao Tome and Principe.



Authored by: Maryann Dreas-Shaikha, Team Leader and Management Consultant, KIX Africa 19 Hub at UNESCO IICBA

Graphic design: Montrésor Konan, Communications Officer of the KIX Africa 21 Hub

Photo: AFROTO