

Mapping the landscape of education research by scholars based in sub-Saharan Africa

Insights from the African Education Research Database

Samuel Asare

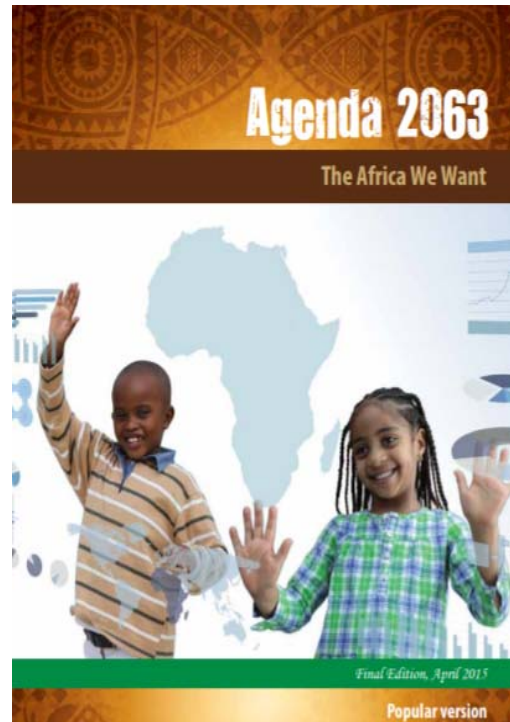
Pauline Rose

Phoebe Downing

Rafael Mitchell

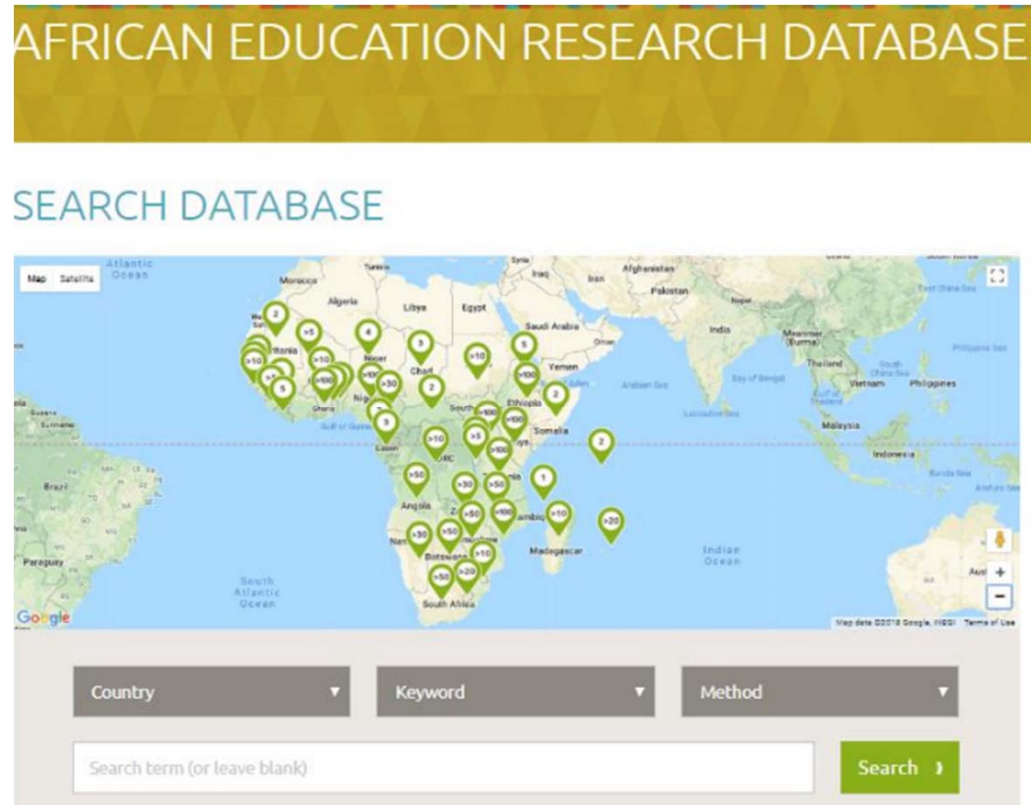


Focus on education for development



Objectives of the African Education Research Database

- improve the visibility and accessibility of quality education research by scholars based in sub-Saharan Africa
- strengthen the use of this evidence in education policy and practice
- inform research priorities
- promote a community of education researchers, policymakers and other stakeholders in the region



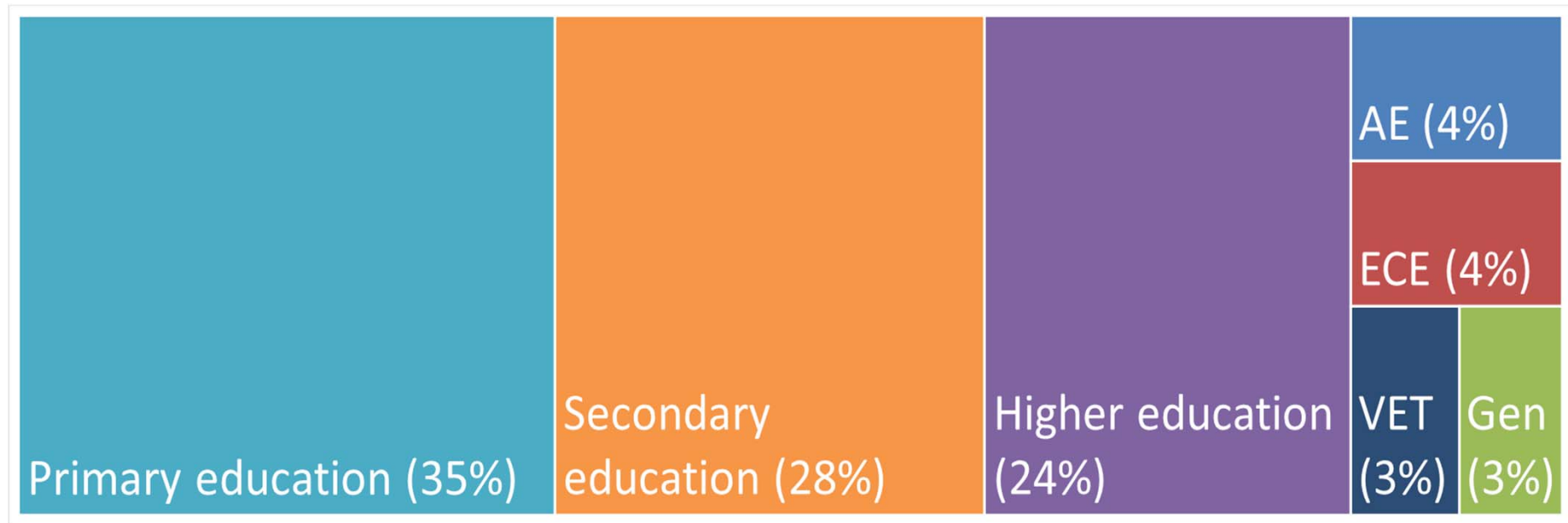
<https://essa-africa.org/AERD>

Methodology

The database is publicly-accessible online collection of research by scholars based in sub-Saharan Africa (excluding South Africa):

- Social science research with implications for educational policy and practice in sub-Saharan Africa
- Peer-reviewed publications identified through structured searches of academic databases, and pearl-growing techniques
- Research published between 2010-2018
- For each study, information on: authors, gender, institutional affiliation, methods
- Up to 8 keywords were assigned to each study
- Key informant interviews with over 30 researchers in sub-Saharan Africa

Phases of education



AE = Adult education

ECE = Early childhood education

VET= Vocational education and training

Gen = General education

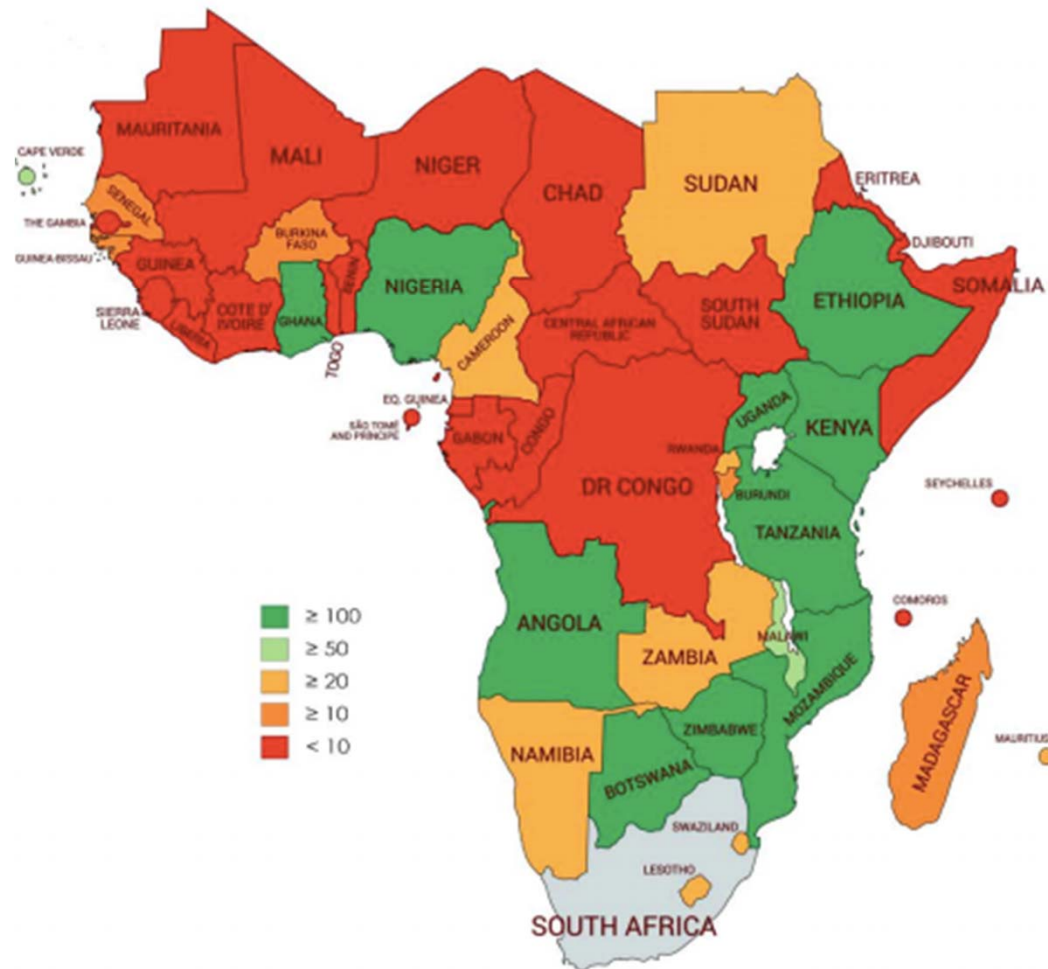
Clustered into 8 thematic areas

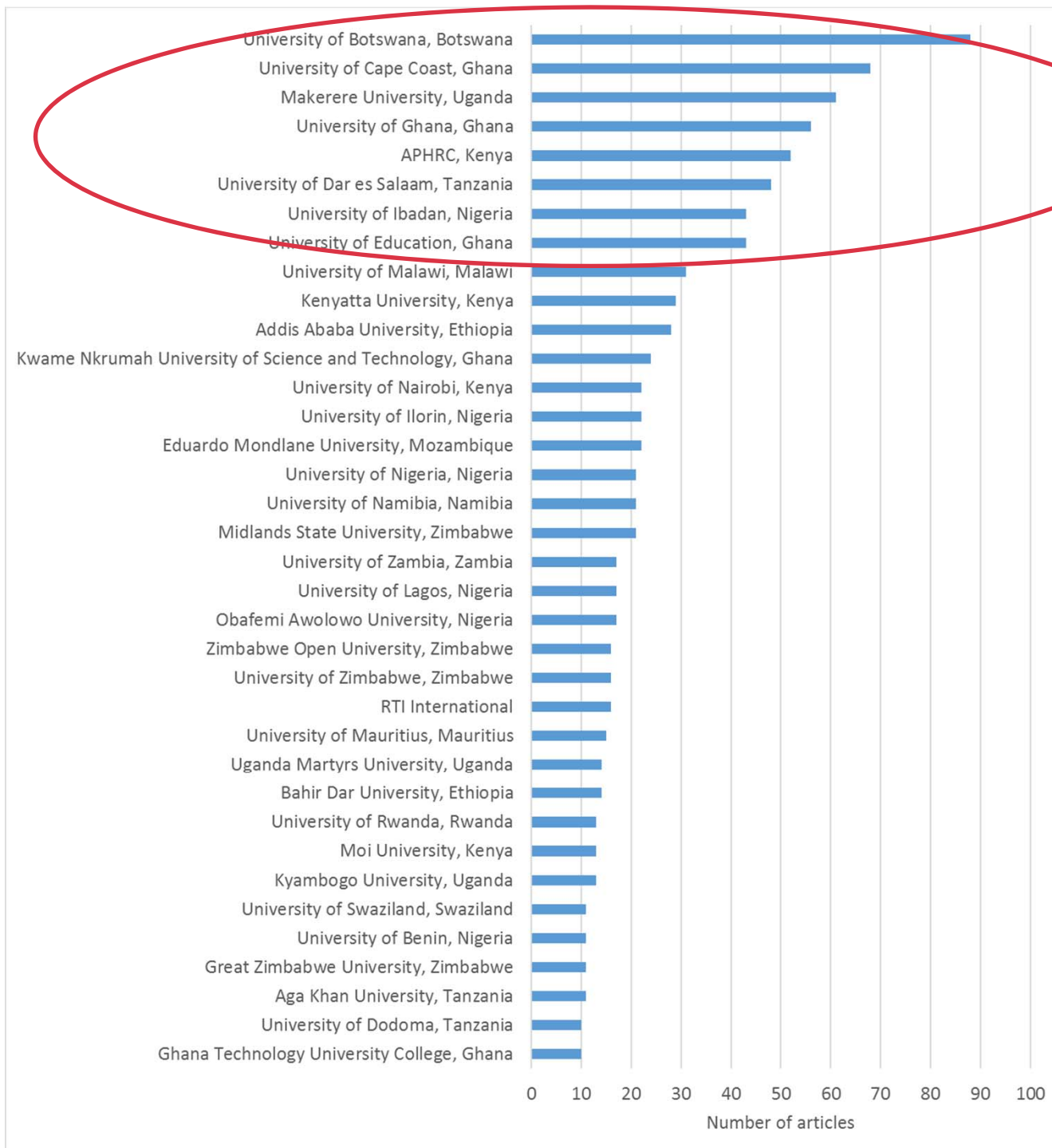


Within thematic areas, some topics receive little attention

Language and curriculum (1550 keywords count) <ul style="list-style-type: none"> • Subject areas (437) • Competencies and skills (435) • African and non-African languages (420) • Curriculum reform and relevance (230) • Textbooks (28) 	Equitable, inclusive education (887) <ul style="list-style-type: none"> • Poverty (272) • Gender (264) • Disability (166) • Ethnicity (56) • Conflict (24) 	Institutional leadership, culture & facilities (717) <ul style="list-style-type: none"> • Leadership and management (310) • Institutional culture (237) • Facilities (170) 	Access to education (639) <ul style="list-style-type: none"> • Participation (243) • Inclusive provision (166) • Alternative provision (106) • Exclusion (83) • Expansion of provision (41)
Teachers and teaching (1027) <ul style="list-style-type: none"> • Pedagogy and instruction (491) • Teacher education (214) • Teacher knowledge and skills (148) • Teaching profession (105) • Workforce management (69) 	Policy and financing (801) <ul style="list-style-type: none"> • Policy (336) • Governance & financing (233) • Non-state actors (118) • Policy implications (114) 	Students, learning and assessment (564) <ul style="list-style-type: none"> • Learning outcomes (200) • Motivation & career aspirations (147) • Household factors for learning (96) • Assessment (85) • Student voice (36) 	ICT (340) <ul style="list-style-type: none"> • ICT in education (202) • ICT for teaching & learning (138)

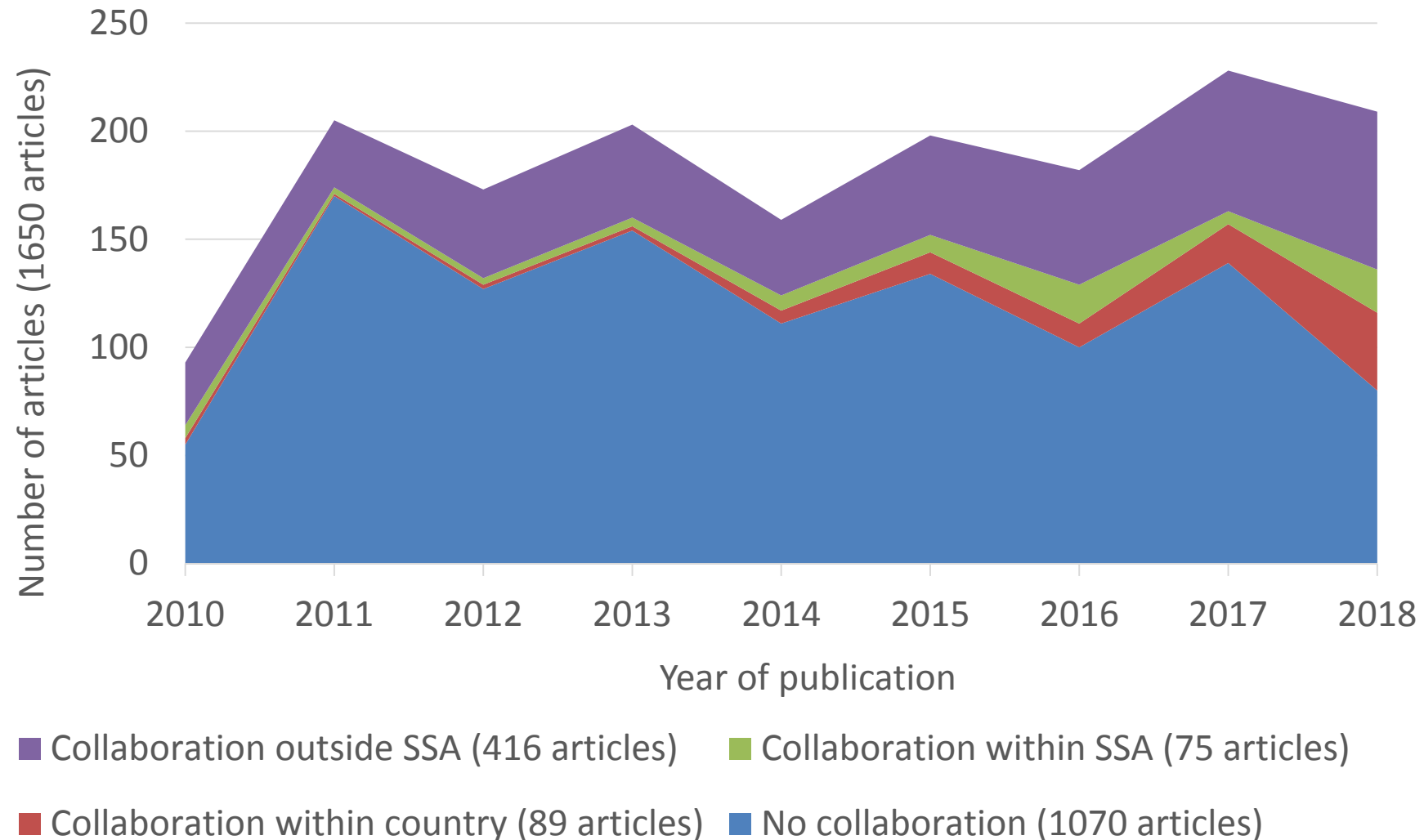
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- The map displays the following countries and their approximate tourism levels based on the color scale:
- Dark Green (≥ 100):** Nigeria, Ethiopia, Kenya, Tanzania, Angola, Botswana, Zimbabwe, Mozambique, Malawi, Zambia, Namibia.
 - Light Green (≥ 50):** South Africa, Lesotho, Swaziland.
 - Yellow (≥ 20):** Sudan, Chad, Central African Republic, South Sudan, Uganda, Rwanda, Burundi, DRC, Gabon, Congo, Cameroon, Cote d'Ivoire, Ghana, Burkina Faso, Mali, Niger.
 - Orange (≥ 10):** Mauritania, Mauritius, Madagascar, Seychelles, Comoros.
 - Dark Red (< 10):** Eritrea, Djibouti, Somalia.



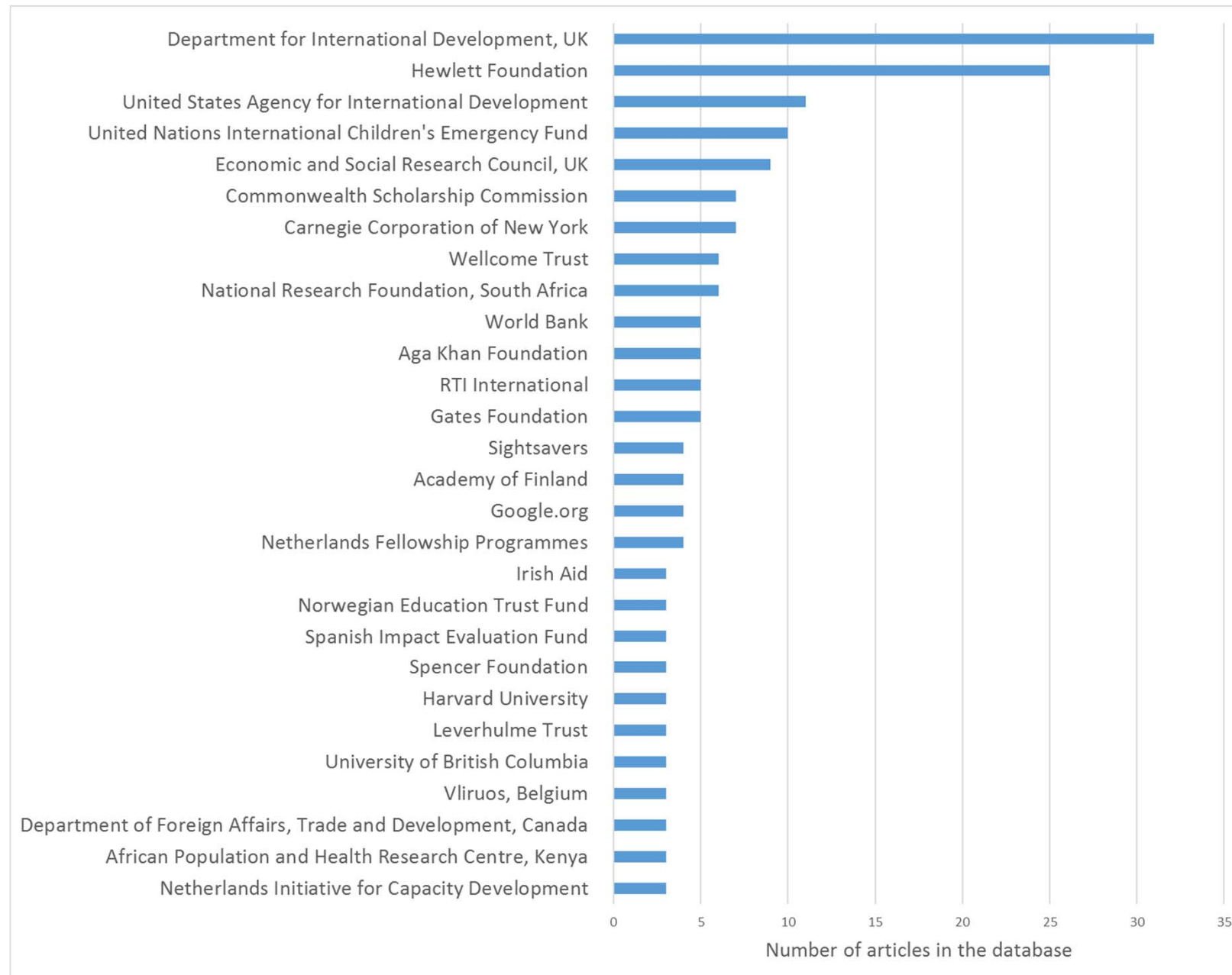


Eight institutions are associated with 1/4 of research outputs

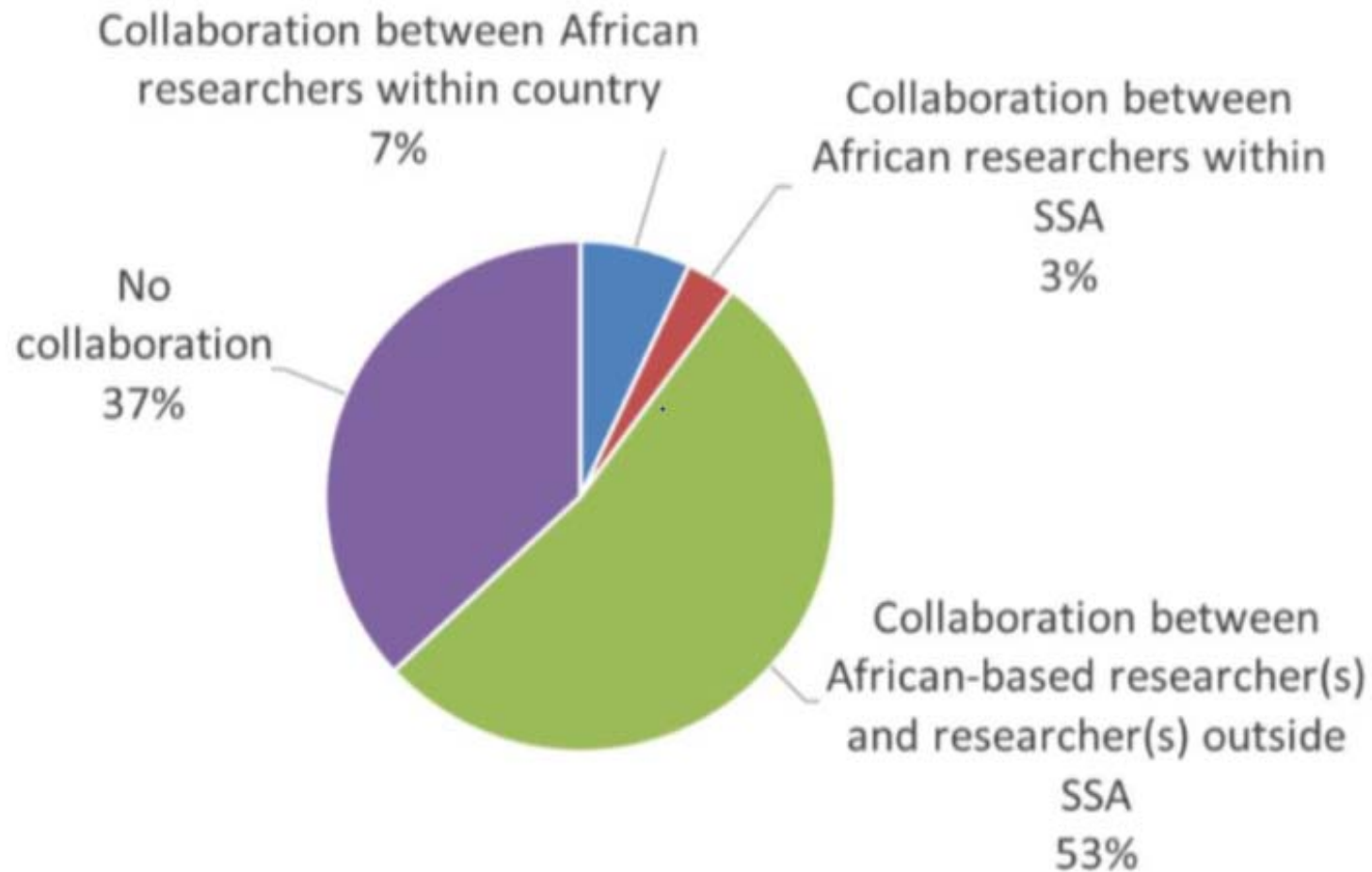
Around 2/3 of publications do not include any cross-institutional collaboration (within or outside SSA)



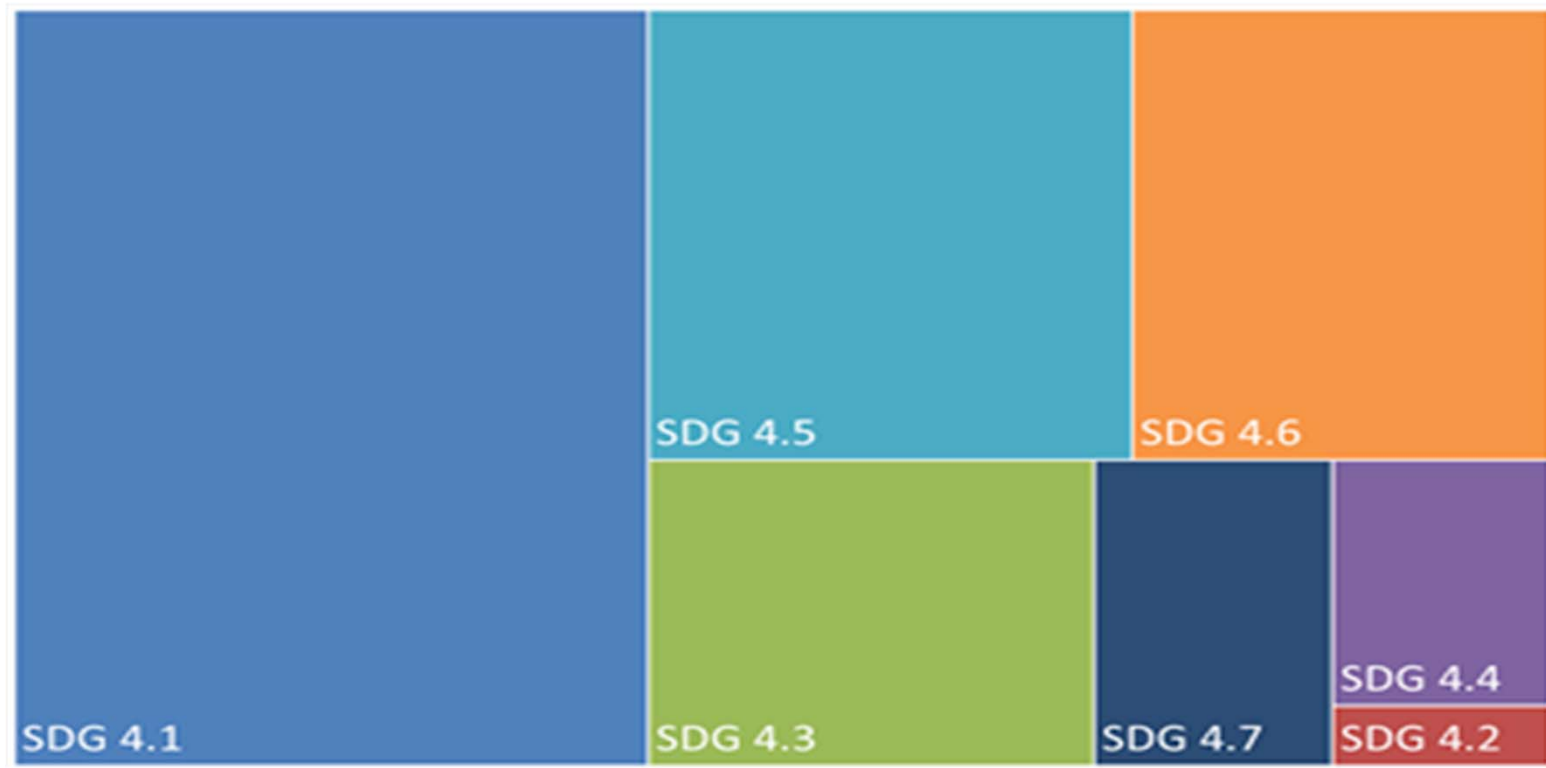
Only 15% of publications report receiving funding



Over half of research receiving funding is associated with South-North collaborations



How research align with SDG 4



- SDG 4.1 Universal primary and secondary education
- SDG 4.2 Early childhood development and universal pre-primary education
- SDG 4.3 Equal access to technical, vocational and higher education
- SDG 4.4 Relevant skills for decent work
- SDG 4.5 Gender equality and inclusion
- SDG 4.6 Universal youth literacy
- SDG 4.7 Education for sustainable development and global citizenship

7 key lessons for investing in African-based education research (1-4)

1. **Increase funding** to education research by scholars based in SSA, particularly focused on under-researched areas such as early childhood and conflict.
2. **Promote dialogue between policymakers and researchers** based in SSA to identify further policy-relevant research related to education priorities.
3. **Direct funding towards equitable partnerships** between South-South and South-North institutions and researchers.
4. Support **training and capacity development** for researchers and institutions within sub-Saharan Africa on applying for competitive research grants; publishing in reputable journals; and developing strategies for research impact.

7 key lessons for investing in African-based education research (5-7)

5. Develop **research capacity particularly for countries with fewer publications**, including through promoting regional collaborations and networks.

6. Target support towards female researchers in sub-Saharan Africa, linked to addressing systemic barriers to girls and women in education.

7. Continue efforts to catalogue and promote education research from sub-Saharan Africa by **maintaining the African Education Research Database hosted by an organisation based in the region**

For more information:

- **African Education Research Database:** <https://essa-africa.org/AERD>
- Rose, P., Downing, P., Asare, S. and Mitchell, R. (2019). ***Mapping the landscape of education research by scholars based in sub-Saharan Africa: Insights from the African Education Research Database***. Synthesis report. REAL Centre, University of Cambridge. <https://doi.org/10.5281/zenodo.3242314>
- Mitchell, R., Rose, P. 2018. **Literature search protocol for the African Education Research Database**. Methodological Note. REAL Centre, University of Cambridge. <https://doi.org/10.5281/zenodo.1245521>
- Additional resources at:
www.educ.cam.ac.uk/centres/real/researchthemes/highereducation/mappingeducation/

