

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

Insights from the African Education Research Database

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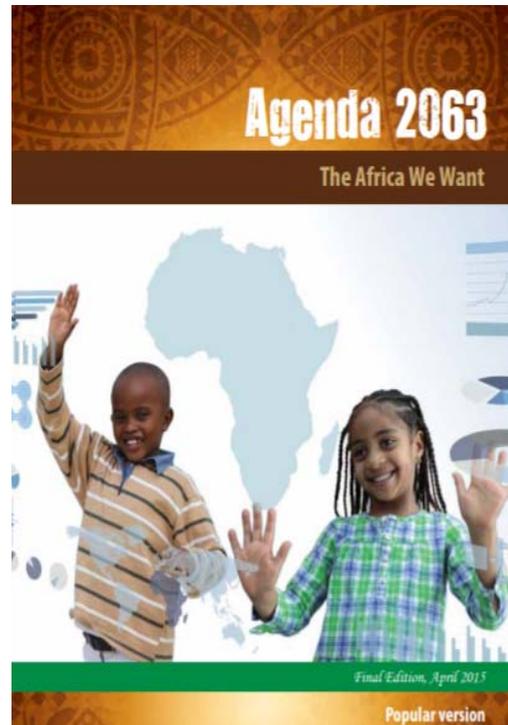


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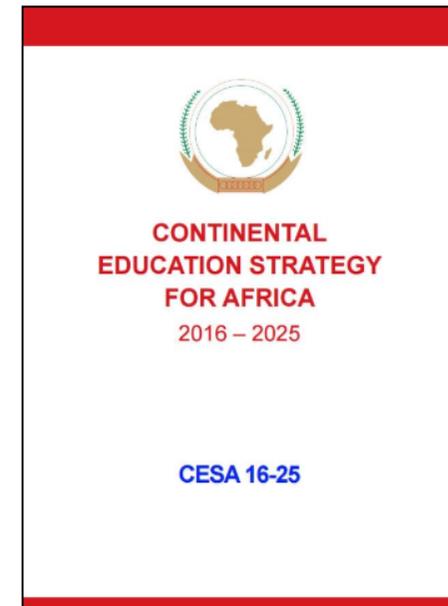
4 QUALITY EDUCATION



Agenda 2063  
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Final Edition, April 2015  
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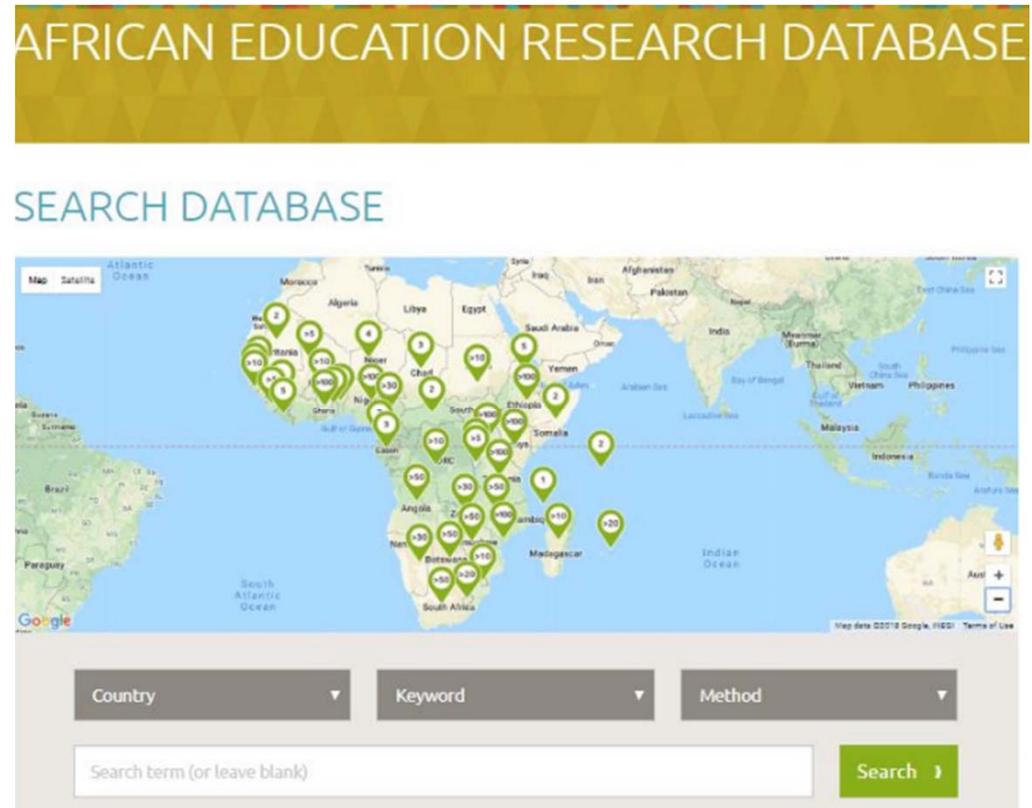


CONTINENTAL  
EDUCATION STRATEGY  
FOR AFRICA  
2016 – 2025

CESA 16-25

# 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



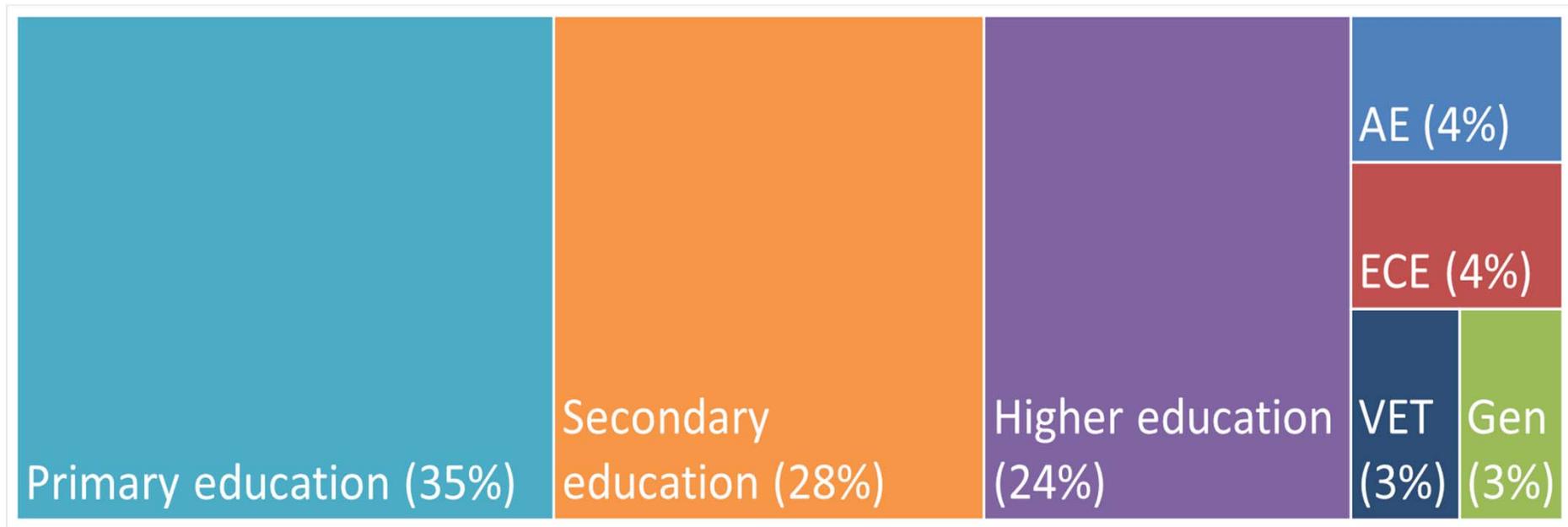
<https://essa-africa.org/AERD>

# 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

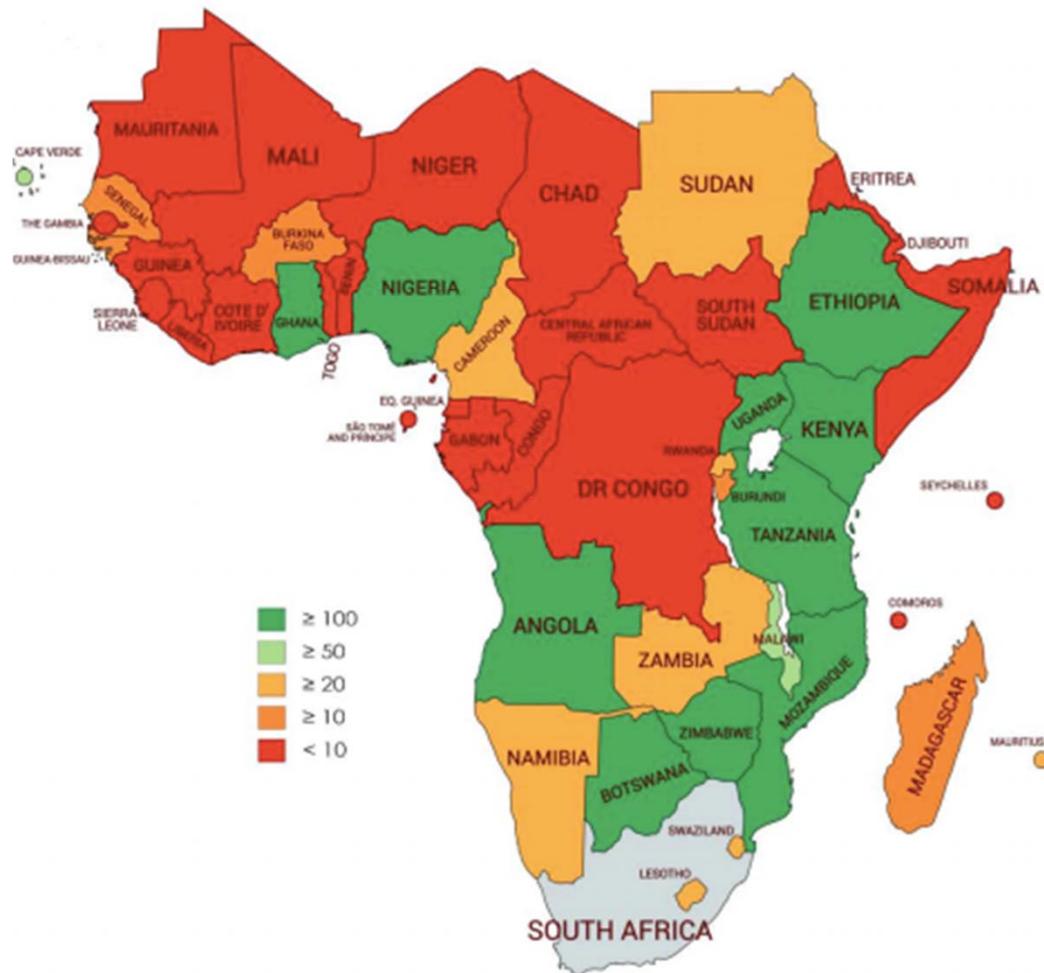


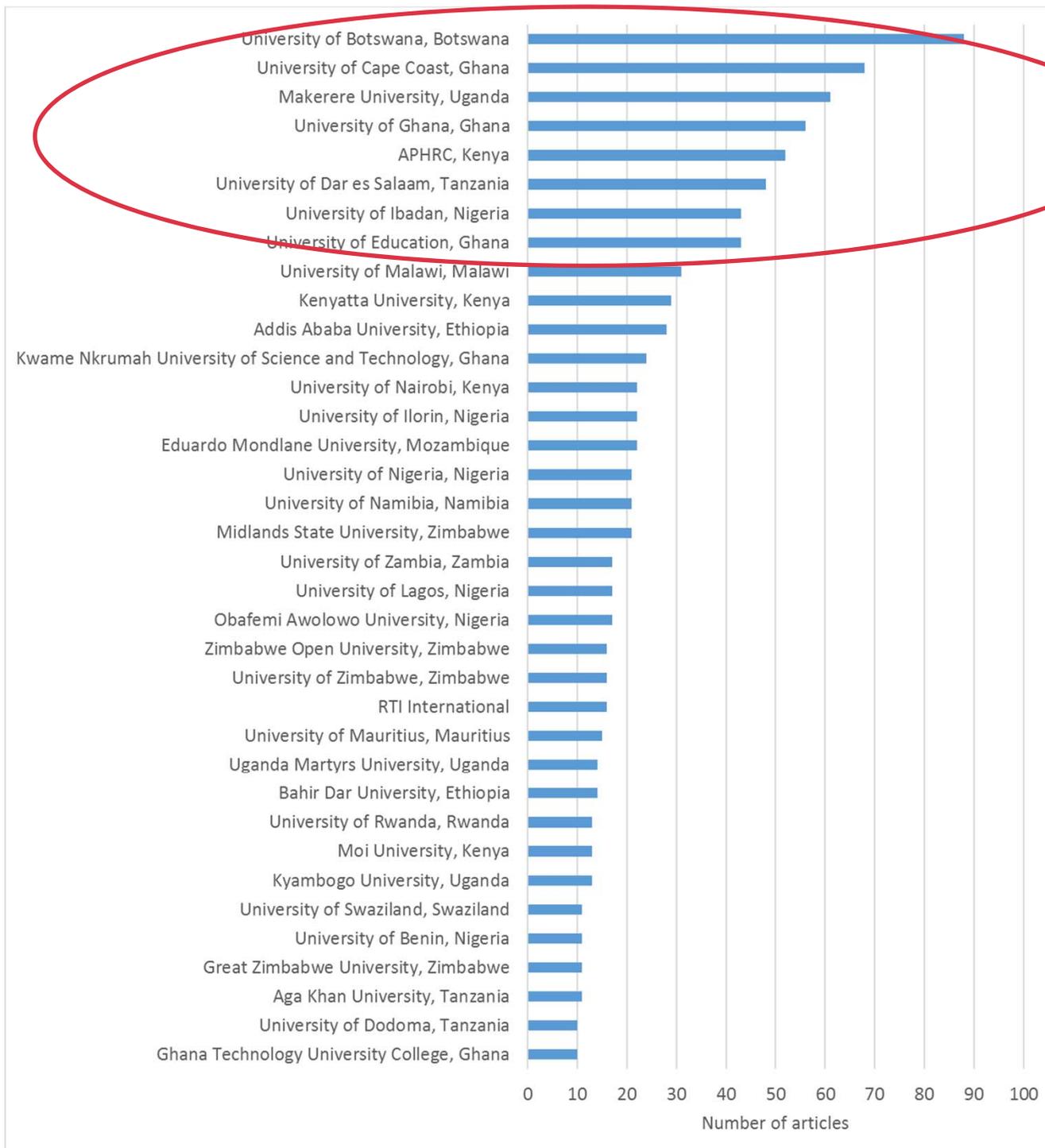
# Within thematic areas, some topics receive little attention

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

# Overview of research outputs by country

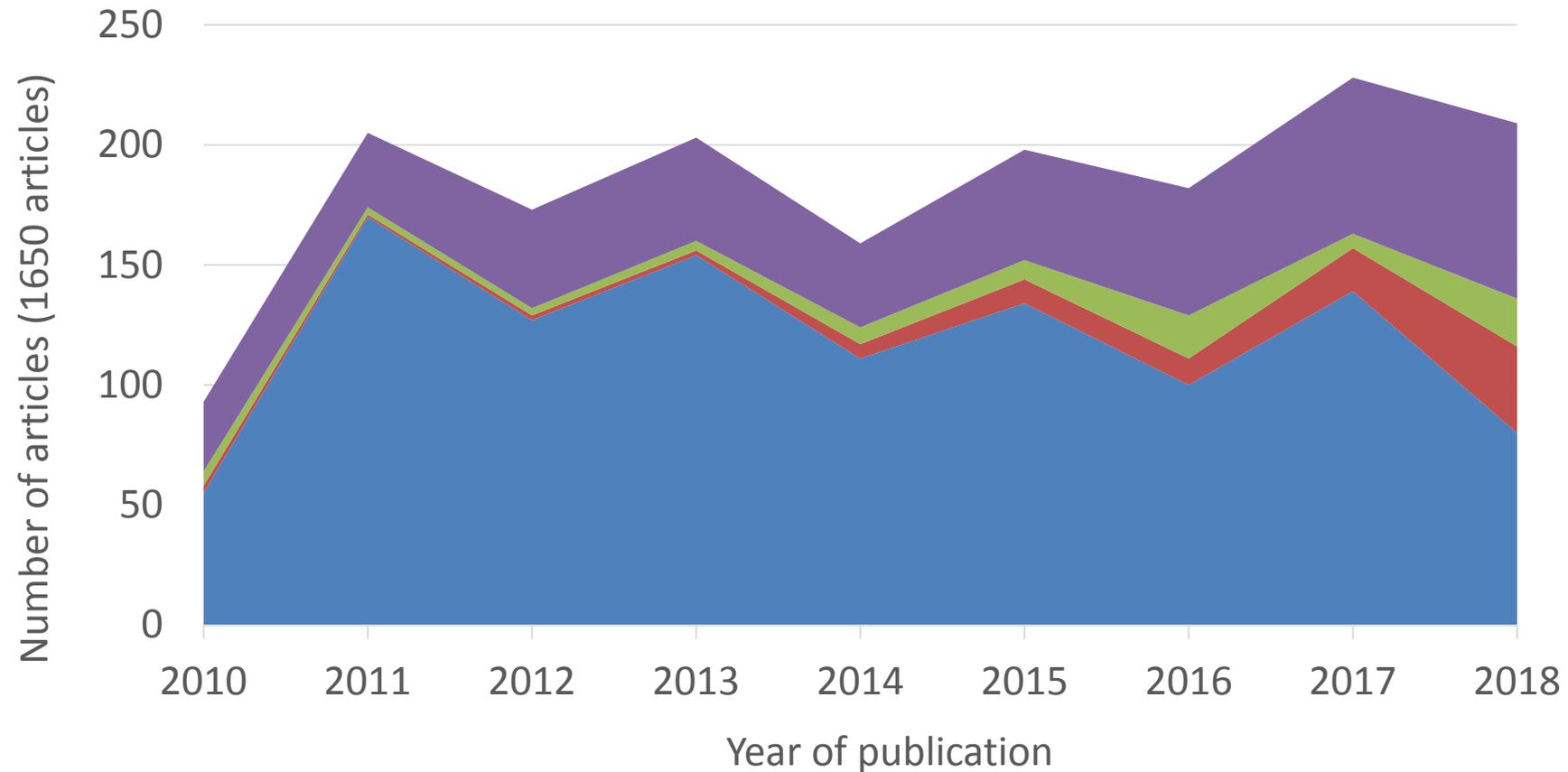
- Nigeria, Ghana and Kenya alone account for around 40% of overall research output
- Fewer than 20 publications for 30 countries in the region (some possibly in other languages)
- Only 29% of authors female





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)

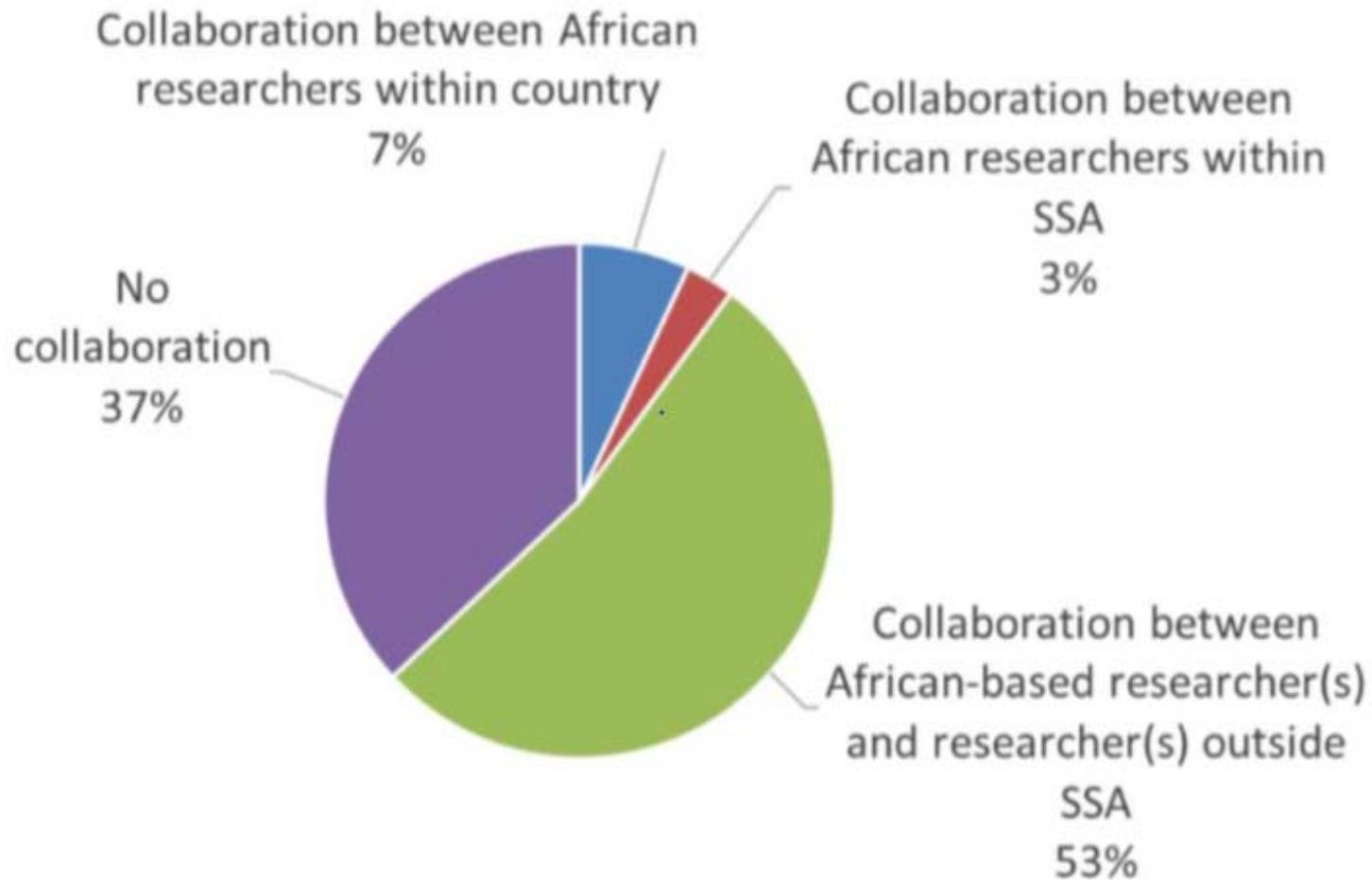


- Collaboration outside SSA (416 articles)
- Collaboration within SSA (75 articles)
- Collaboration within country (89 articles)
- No collaboration (1070 articles)

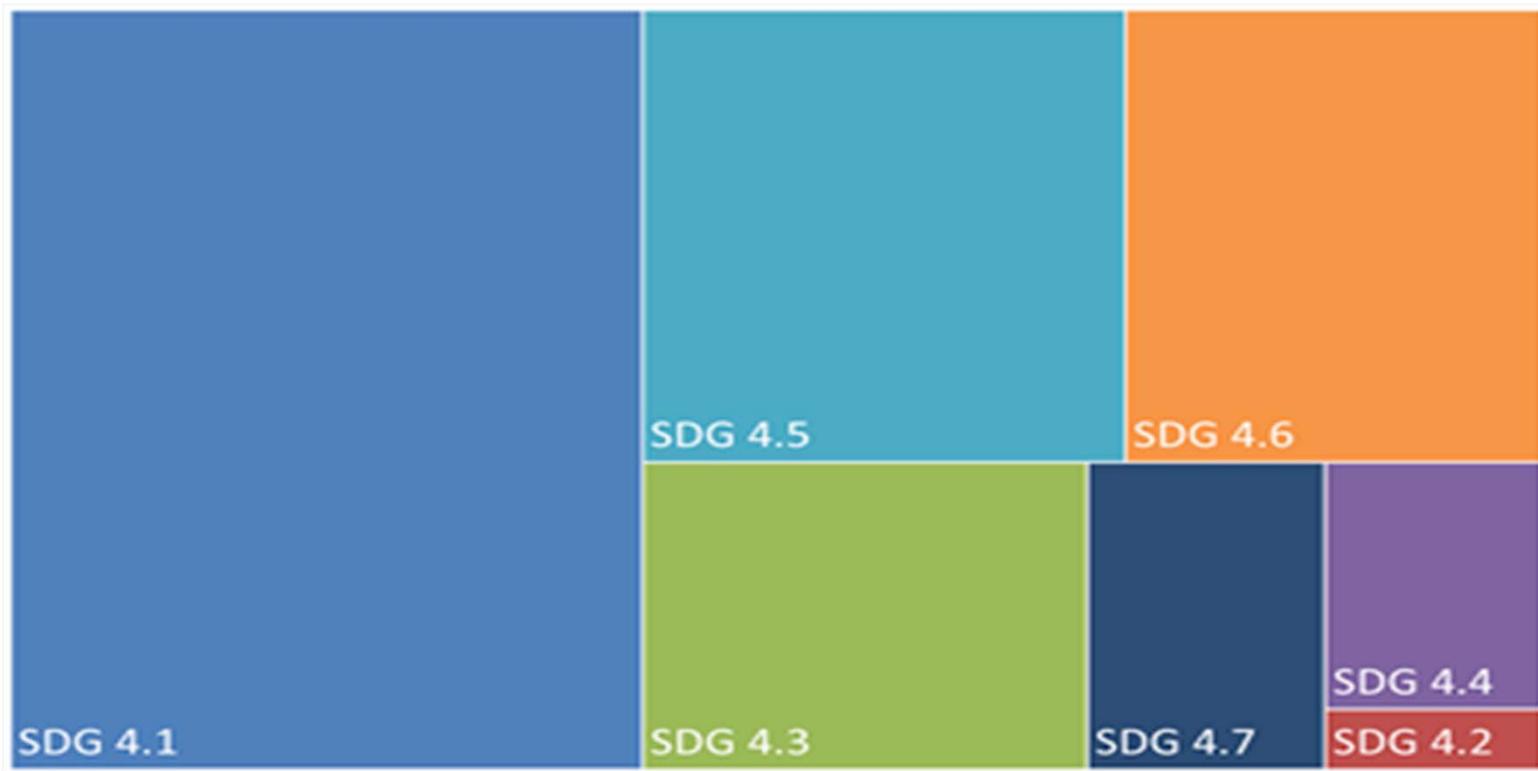
# Only 15% of publications report receiving funding



## 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/](http://www.educ.cam.ac.uk/centres/real/researchthemes/highereducation/mappingeducation/)

