Report on the African Education Research Database
AREB Conference
1/12/2017

Dr Rafael Mitchell

Research for Equitable Access and Learning (REAL) Centre

Faculty of Education

University of Cambridge

rm882@cam.ac.uk

Context of the project

- Educational challenges in the region

- 'Business as usual' is not working

- Need for evidence-informed policy and practice

- Barriers to accessing African research evidence (for policy-makers, NGOs, researchers, practitioners)

GOAL 4

ENSURE INCLUSIVE AND EQUITABLE QUALITY EDUCATION AND PROMOTE LIFELONG LEARNING OPPORTUNITIES FOR ALL

SUSTAINABLE DEVELOPMENT GOALS

More at sustainabledevelopment.un.org/sdgsproposal

African Union, SDGs and education

Agenda 2063 aspires to achieve: 'well educated and skilled citizens, underpinned by science, technology and innovation for a knowledge society is the norm and no child misses school due to poverty or any form of discrimination'.

Continental Education Strategy for Africa 2025: African governments should own the Sustainable Development Goals, and also 'adapt and make them compatible with our own aspirations as there is no one-size-fits-all when it comes to wants and needs.'
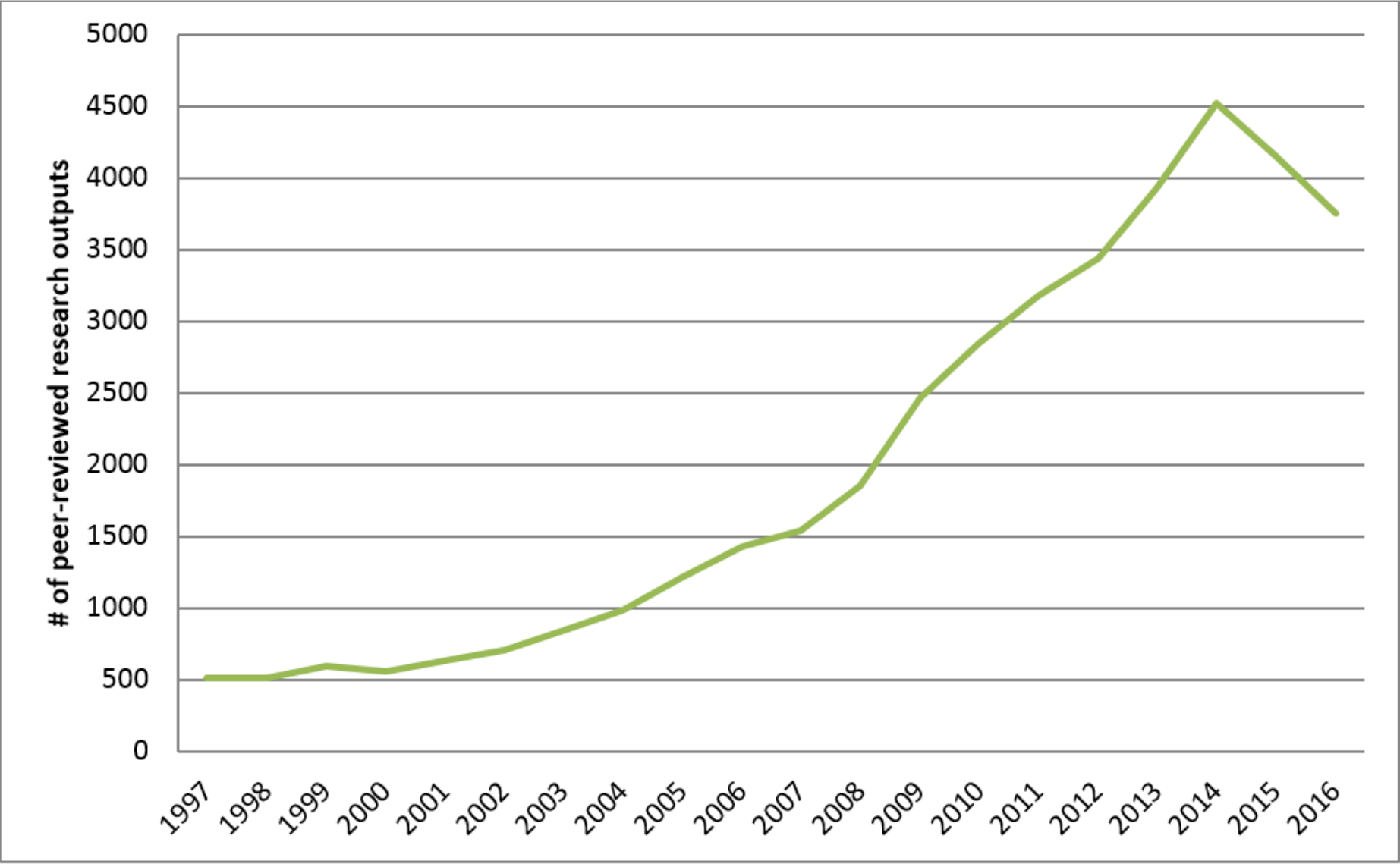
Objectives

- Consolidate education research from across Africa in a single database (English, French, Portuguese, African languages?)

- Review and synthesise education research from the region
  - Raise visibility and accessibility of African education research
  - Promote use of African research evidence in education policy and practice
  - Identify priorities and partners for future research

Search strategy

- Academic database search (Scopus, Web of Science)

- 'Grey' literature search (new institutional repositories coming online)

- Consultation process
  - via blogs
  - contacted 100+ experts in the field

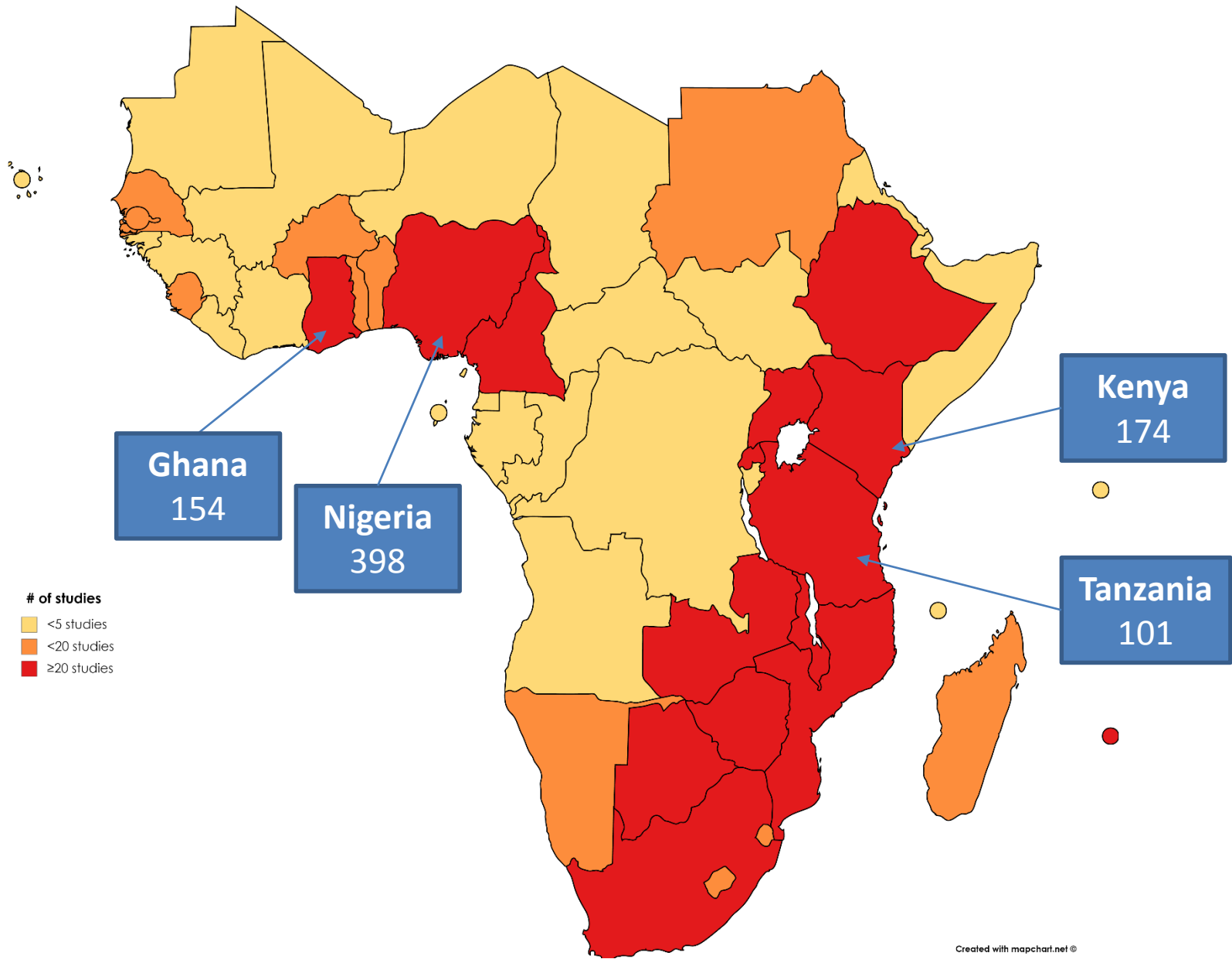# Peer-reviewed research outputs by Africa-based researchers, 1997-2016

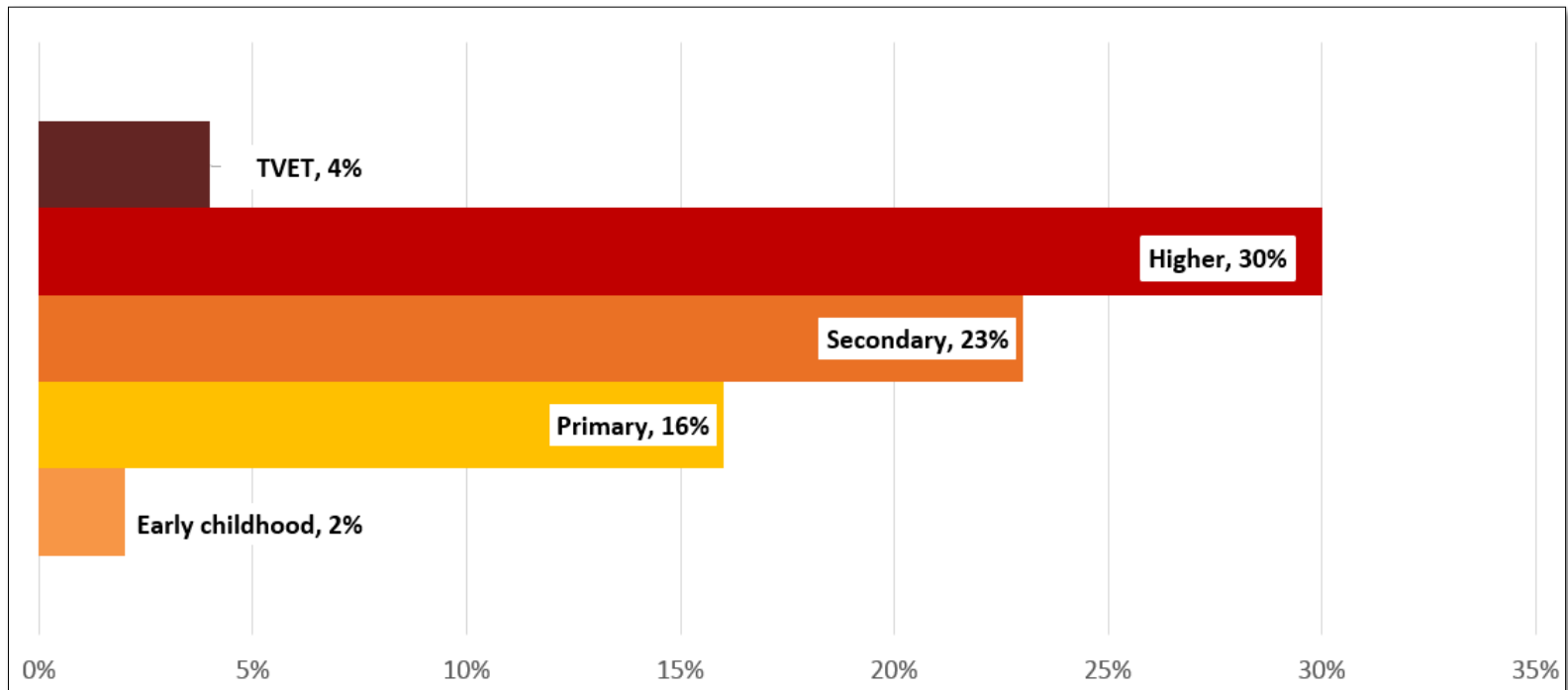Source: Scopus database, June 2017

Progress on the database

2000+ studies catalogued so far (2012-present), including:

Country	# of studies	Country	# of studies
Nigeria	398	Benin	5
Kenya	174	Gambia	5
Ghana	154	Ivory Coast	5
Tanzania	101	Namibia	5
Uganda	91	Eritrea	4
Ethiopia	82	Mali	4
Zimbabwe	79	Niger	4
Botswana	70	Burundi	3
Malawi	41	Cape Verde	3
Mauritius	26	South Sudan	3
Zambia	25	Chad	2
Cameroon	23	Guinea-Bissau	2
Rwanda	23	Liberia	2
Mozambique	20	Mauritania	2
Swaziland	17	Seychelles	2
Sudan	16	Democratic Republic of the Congo	1
Lesotho	14	Equatorial Guinea	1
Burkina Faso	11	Gabon	1
Senegal	9	Guinea	1
Madagascar	8	Republic of the Congo	1
Sierra Leone	8	Sao Tome and Princip	1
Togo	6	Somalia	1
Angola	5	Central African Republic	0

# of studies
- <5 studies
- <20 studies
- ≥20 studies

Ghana
154

Nigeria
398

Kenya
174

Tanzania
101

Created with mapchart.net ©

Coverage by level of education

Based on analysis of first 1000 entries

Research foci

A lot of research attention	Little research attention
Higher education (30%)	Inclusive education (5%)
ICT in education (16%)	Cost-effectiveness (0.6%)
Teacher training (13%)	Textbooks (0.8%)
Teaching methods (11%)	School feeding (0.6%)
	Early childhood education (2%)

Early analysis suggests a **lack of alignment** between research foci and most significant ground-level challenges and global priorities (e.g. SDG4).

Blogs

Sharing findings from the project and promoting engagement

ADEA blog in advance of the AREB conference

In French: http://bit.ly/2BHx4E
In English: http://bit.ly/2jQ9vS

UNIVERSITY OF
CAMBRIDGE
Faculty of Education

R E A L
Research for Equitable Access and Learning

Education
Sub
Saharan
Africa

- Support from experts in the field
- Early findings have been shared with UNICEF education experts (New York, October 2017) and a MasterCard Foundation study of Secondary Education in sub-Saharan Africa

Next steps

- Continue searching and cataloguing
- Online database (early 2018)
- Expansion of the database – French, Portuguese
- Literature review
  - What is known? What are the gaps?
- **Stay in contact!** Share studies for inclusion in the database (rm882@cam.ac.uk)

UNIVERSITY OF CAMBRIDGE
Faculty of Education

R[E]A[L]
Research for Equitable Access and Learning

Education
Sub
Saharan
Africa