

Report on the African Education Research Database

AREB Conference

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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

A group of diverse young children in a classroom, smiling and engaged in learning. The children are wearing blue and yellow uniforms. The background is slightly blurred, showing other children and a teacher.

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.’

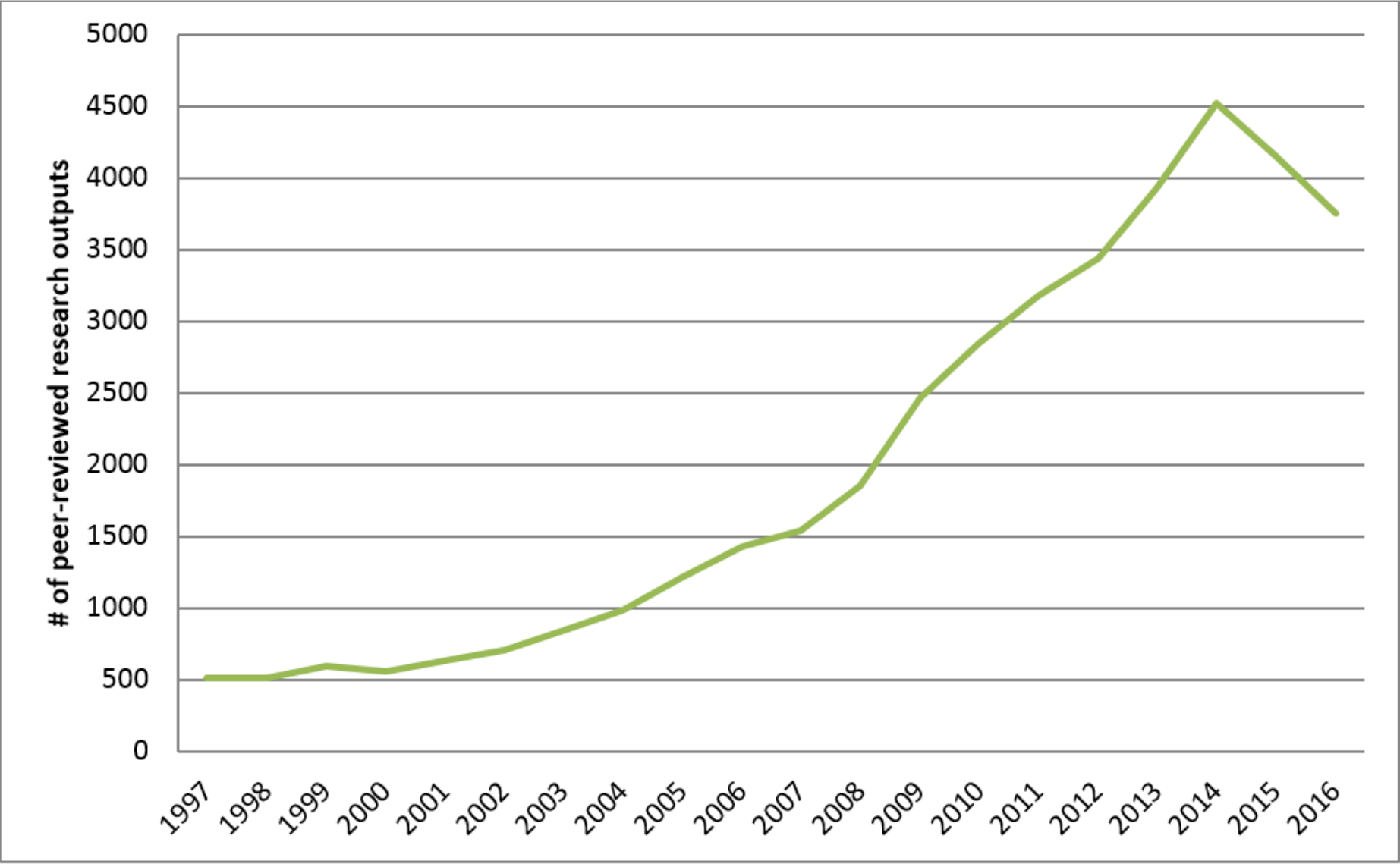
Objectives

- 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

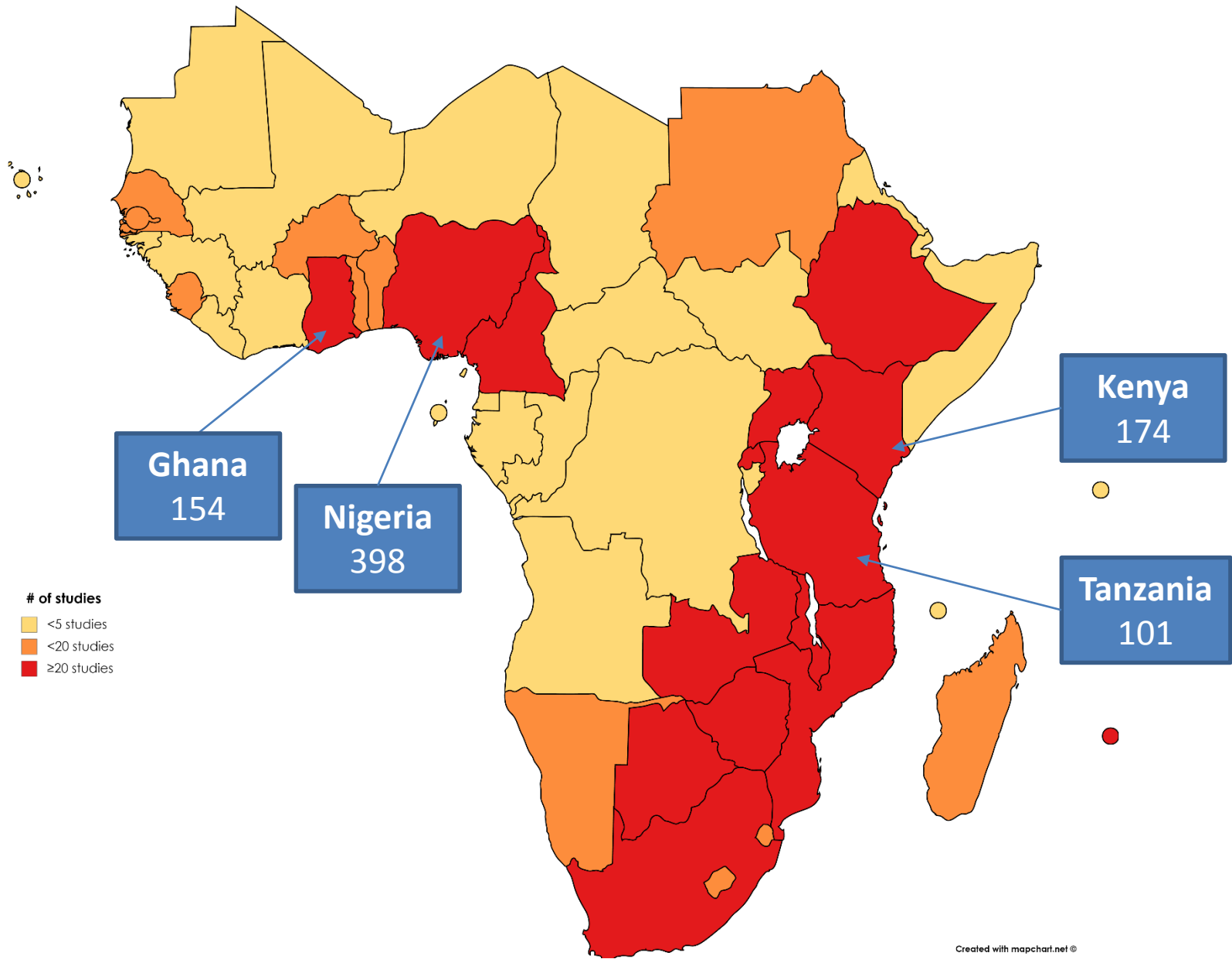


Source: Scopus database, June 2017

Progress on the database

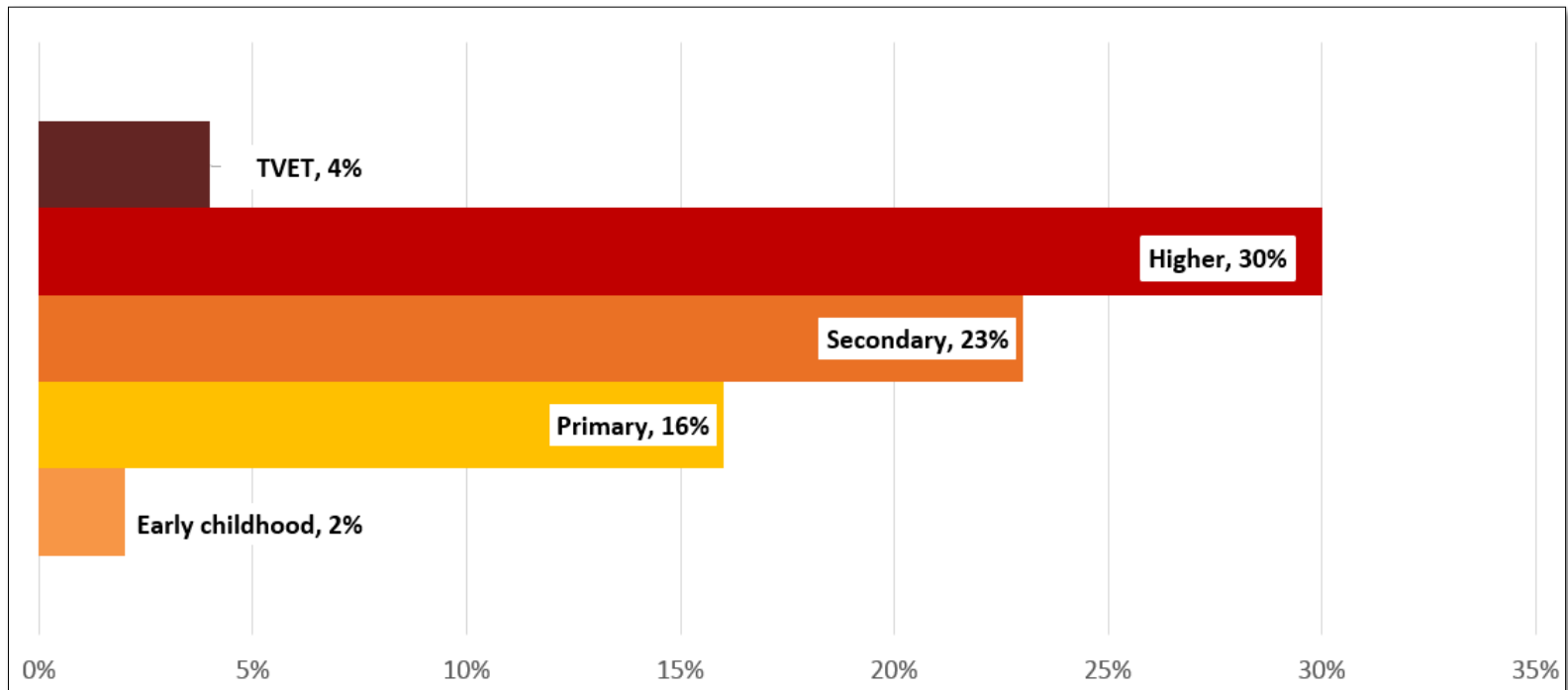
2000+ studies catalogued so far (2012-present), including:

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



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

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07 AUG 2017 NORRAG BLOG

“Learning, if you use it, increases”: a database of African education research to inform policy and practice by Rafael Mitchell and Pauline Rose

Rafael Mitchell is a Research Associate at the REAL Centre, University of Cambridge. Pauline Rose is Director at the REAL Centre, University of Cambridge.

This blog takes its title from the Swahili proverb “Wealth, if you use it, comes to an end; learning, if you use it, increases.” This reflects our belief that the capacity for evidence-informed educational decision-making in sub-Saharan Africa is reliant on the recognition and use of the evidence base created by African researchers. In the first of a series of blogs, we introduce and invite readers to participate in a project to explore, collate and spotlight education research in Africa.

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A new database to raise the visibility and impact of African education research

PUBLISHED ON TUESDAY, 19 SEPTEMBER 2017

About the author

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Dr Rafael Mitchell has worked in education since 2002, and spent the last ten years working in sub-Saharan Africa and other low-resource contexts as a researcher, teacher trainer, curriculum developer, and evaluation consultant. He has a broad interest in all aspects of education in Africa, and a particular interest in...

Co-Author

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Research for Equitable Access and Learning (REAL)
Prof. Pauline Rose is Director of the Research for Equitable Access and Learning (REAL) Centre at the University of Cambridge and a Senior Research Fellow at the UK Department for International Development. She worked on the EFA Global Monitoring Report for many years, and was Director of reports on youth...

Photo: Julius Aluhanna (Tweezaa) presenting at the British Association of International and Comparative Education conference in Oxford, September 2017 – Photo Credit: Rafael Mitchell

Authors: Dr. Rafael Mitchell, Research Associate at the Research for Equitable Access and Learning (REAL) Centre, University of Cambridge, and Prof. Pauline Rose, Director of the REAL Centre, University of Cambridge

A strong evidence-base is needed to inform decision-making on educational policy and practice in sub-Saharan Africa in order to achieve national, regional and global goals, including the Continental Education Strategy for Africa (CESA 16-25), the African Union's Agenda 2063, and the 2030 Agenda for Sustainable Development.

There are positive signs that the research evidence-base is growing. For example, our analysis using the Scopus database shows a 700% increase in annual peer-reviewed education research outputs from sub-Saharan Africa over the last decade.

ADEA blog in advance of the AREB conference

In French: <http://bit.ly/2BHx4E>

In English: <http://bit.ly/2jQ9vS>



Que nous apprend la Base de données sur la recherche en matière d'éducation en Afrique à propos de la recherche en Afrique de l'Ouest ?

PUBLIÉ LE JEUDI, 30 NOVEMBRE 2017



Travail de groupe inclusif dans une école primaire rurale en Ouganda. Crédit photo : Mark Smith/ Enable-Ed

Conférence de l'Atelier de recherche sur l'éducation au Burkina Faso (AREB)

Au moment où des experts se réunissent à Ouagadougou du 29 novembre au 1^{er} décembre 2017, dans le cadre



- 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)