



- Moving Education Forward -

The Learning Crisis

A User Experience Research Report

Rural Learners Perspective on
Public Education System Delivery in
Malawi, Mozambique, Tanzania, and
Zimbabwe.

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on behalf of the **Kuyenda Collective**



Table of Contents

Background	4
Overview Of The Educational System In The 4 Countries	4
Common Learning Poverty Issues Across The Countries	4
Research Problem Statement	5
Methodology	7
Participant Recruitment	9
Rural Youth Collectives Needs Assessments By Country	11
UX Research Data	17
MALAWI UX RESEARCH INSIGHTS	
TANZANIA UXR INSIGHTS	
ZIMBABWE UX RESEARCH INSIGHTS	

About this document

This document provides findings and insights from selected rural youth collectives and their stakeholders around learning crisis drivers within the education public services system within 4 countries in Southern Africa (Malawi, Mozambique, Tanzania and Zimbabwe). The research was conducted in 2022 by a team of education CSOs convened under an initiative entitled the Kuyenda Collective.



Background



In 2020, a collective of transnational and country specific civil society organisations came together to form the Kuyenda Collective. This initiative is aimed at promoting systems thinking development in traditional public education system spaces by equipping rural youth to advocate for better quality, access and relevance in their education system delivery. The theory behind this is that public systems are stronger when more voices are included in decision making around delivery processes. Every public system has policy, planning, budgeting, implementation and sometimes mapping the effectiveness of those processes is an effective way of identifying effective, robust and sustainable opportunities for advocacy.

Kuyenda Collective has conducted an initial desktop review to map education systems in four countries – Malawi, Mozambique, Tanzania and Zimbabwe in an effort to identify and highlight key systemic drivers for learning poverty outcomes for rural youth. These have been streamlined under two mutually reinforcing system components in education service delivery, namely - public resource and information management. These findings were then used to develop a field research scoping outline to direct a User Experience Research Data Collection grounded in an overarching Systems Mapping Approach in order to verify how rural youth see this problem and lay a foundational plan for equipping them to advocate for systems strengthening in transnational spaces. The purpose of this document is to provide the findings of this research process.

Research Problem Statement

The research problem aims to assess the nature and extent to which rural youth understand the learning crisis drivers affecting them systemically.

As the UX Research is situated within a larger system mapping data collection and advocacy capacity building mechanism, the UX must first ascertain the current experience of the rural learner accessing education with empathy and with the rural learner as the authority on the problem. This was incredibly challenging as the UX process was embedded in a larger intervention with specific objectives and outcomes rooted in systems thinking. However, the UX method becomes helpful in revealing the nature and extent to which rural youth are iterating their challenges systemically and therefore gives a baseline for their capacity to adopt systems thinking as an advocacy capacity building mechanism.

With the above in mind, the research problem was then designed and planned for accordingly:



01

Problem definition/refinement:

The user research sought to unlock insights to refine the problem identified in the desktop review and analysis highlighted in the section above.



02

Discovery:

Inform by user centered discovery the development of co-created advocacy plans (the voices of non-traditional actors) and possible solutions to the learning crisis. The goal was to understand the drivers, perspective's and real needs of rural youth.



03

Design

Assess the capacity of rural youth to advocate for education related issues affecting them as essentially no design can begin without this baseline assessment.



04

Development

Assist in the discovery of innovative approaches to engage new voices in education advocacy and inform use cases for learning and contribution to knowledge. Much of the insights gathered from the UX provide entry points for developing solution based advocacy plans biased towards action versus theorising.



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User experience (UX) research provides insights into the abilities and perspectives of people who use different products and services.

Methodology

It is readily accepted that understanding complex social and human challenges requires consideration of multiple stakeholder perspectives and knowledge claims. But a largely ignored question is 'how best to analyse those competing perspectives and claims?' Qualitative research methods highlighting participatory approaches to data collection seem to be the blanket answer to this question in the last few decades. This study deals with two research methods – User experience research which in turn kicks off the larger ongoing data collection exercise - Systems Mapping.

User experience (UX) research provides insights into the abilities and perspectives of people who use different products and services. It is the discipline that studies people, design, and how they interact with each other to achieve specific goals in different contexts. UX research, also known as “UXR” or simply “UR” for short, is the process of understanding the impact of product design on an audience. It can be applied to the design of a project, programme, event, technology or combination of the above.

UX research plays a vital role in understanding the human needs that shape the nature and extent of the solution being engineered. At its heart is complex problem solving. In order to achieve a human centred design of anything UX research can be a tool to understand a complex need at its core. In the context of the Kuyenda Initiative, UX research is a process of data collection within a broader drive towards systems thinking and ultimately systems mapping of the public education service delivery system.

A systems approach aims to identify the root cause of a complex problem by understanding the interrelationships and interdependencies between determining factors around the problem. This helps to isolate the root of a problem with many faces affecting many stakeholders.

Systems mapping is a unique way of seeing a problem holistically. It informs the nature and extent of questions being interrogated when defining a problem but also shapes inquirers towards a continued approach of gathering information with greater thoroughness. These two research approaches within a UX framework



of enquiry and understanding a problem, place the user in a position already geared to solve a problem and participate in that problem solving which is in fact the heart of all effective advocacy.

As the Kuyenda Collective has a broad goal to promote systems thinking driven advocacy among rural youth, the dovetailing of UX research as a kick of point for systems mapping provides the best participatory research approach.

The UX process seeks to:

1. Discover the Advocacy need 
2. Define the Advocacy problem 
3. Design the Advocacy Solution 
4. Validate the Advocacy 

These stages of the UX process within the context of this research study took the following actions:

1. Surveys and selected interviews of education systems actors
2. Guided interviews of Rural Youth by Collective in each country
3. Data analysis of the above
4. Report Development

The surveys and interviews had specific areas of enquiry which correlated with trends identified in the desktop review across the four countries. These areas of focus were:

1. The Learning Crisis
2. Learning Crisis Drivers – Emphasis on Systemic Drivers
3. COVID-19
4. Gender Barriers
5. The Digital Divide



Participant Recruitment

The overall objective of the Kuyenda Collective is two pronged:

1. By the end of the project, Rural Youth Collectives in Malawi, Mozambique, Tanzania, and Zimbabwe have strengthened their advocacy efforts to better engage with system actors at the transnational level and;
2. That non-traditional actors and rural youth voices start influencing education-focused decisions made in transnational spaces through enhanced and diversified advocacy efforts that include previously excluded voices and perspectives.

As such, it was imperative that research respondents be derived from primarily rural youth collectives and their direct stakeholders, which in the framework for the above stated goals included:

1. **Transnational Stakeholder:** These were members of state coalitions as well as Non-Governmental Development Agencies.
2. **Rural Youth Collective/Rural Learner:** As the critical user of the advocacy skills and training to be developed in the programme these are the primary users at the centre of the Kuyenda

Project's intervention.

3. **National Education Coalitions:** Within the Kuyenda Collective's Education Out Loud network, advocacy groups under the National Education Coalitions already being supported by Education Out Loud were key entry points to RYCs
4. **Non-Traditional Actors (Educational Service Providers):** These included a plethora of different system actors that were working alongside the existing education service delivery programme filling in gaps in either quality, access or relevance in nuanced and targeted ways.

Each country involved in this research had a specific engagement strategy for recruitment and kicking off the User Research, however, it was commonly agreed that the trajectory should begin with a national level engagement, district level engagement and then rural youth collective engagement which included project orientation as well as a basic needs assessment.

At National and District level, traditional system actors had voice in the research during the online surveys with an option for guided interviews, however at the point of user research, respondents

were particularly RYCs and NTAs with in depth interviews.

This was further quantified in the sampling parameters of the UX reports according to the following quotas per country:

- 2 out of 10 collectives (totalling 90 youth in Mash East, Masvingo, Mat North) in Zimbabwe represented by a minimum of 10 youth)
- All 3 collectives in TZ (36 youth in Ruwangwa, Mbogwe and Mbeya)
- All 2 collectives (90 youth) in MW represented by a minimum of 10 youth
- All 2 collectives (60 youth in Niassa and Zambezia), represented by a minimum of 10 youth.
- 60% of transnational and national stakeholders - per initial desktop review of learning crisis drivers.
- All country partners (members of the Kuyenda Collective)

Participants were recruited using stakeholder mapping initiated in the preliminary scoping of the project by Kuyenda Collective members in 2021. This was further built on through the Learning Crisis Desktop Review which developed a stakeholder map for engagement with guidance on the data to be sought out through interviews. The UX initiated its discovery process through a survey needs assessment which further refined questioning and stakeholders to be sought out.

In the data, participants are categorised according to their stakeholder groups and where permission was granted mentioned by name.

MALAWI UXR RESPONDENTS

- **Rural youth collectives** (Nkatha Bay, Nkotha Nkotha - RYCs represented 21)
- **Civil Society** (Fawema, CSEC, Teachers Union of Malawi)
- **Government** (Local Gov and administrators - Nkatha Bay & Nkotha Nkotha)
- **Non Traditional Actors** (NTA's) Parents,

Mother Groups,

- Transnational (UNICEF Malawi): Education is a key thematic area for the UN led by UNICEF. Working in major donor group with World Bank, EU

MOZAMBIQUE UXR RESPONDENTS:

- **Rural youth collectives** (Zambezia, Niassa)
- **Civil Society** (CESC, NEC, Teachers Union)
- **Government** (Local and National Government)
- **Non-Traditional Actors** [NTA's] (Teachers Union)
- **Transnational**

TANZANIA UXR RESPONDENTS:

- Rural youth collectives (Rural Mbeya district - 12 RYCs represented)
- Civil Society
- Local Government

ZIMBABWE UXR RESPONDENTS:

- **Rural youth collectives** (Mutoko & Chiredzi-RYCs represented)
- **Government** (Local Gov and administrators) (DSI. Mutoko - DSI Chiredzi MOPSE)
- **Non Traditional Actors** (NTA's) TFZ Fellow, Parent, teacher rep
- **Civil society** (TFZ, ECOZI)
- **Education experts/Influencers**
- **Special needs learner highlight** (Mutoko)



Rural Youth Collectives Needs Assessments By Country

An initial needs assessment was undertaken in each country by the country partners of the Kuyenda Collective. Below are the highlights from the survey data analysed according to the categories of quality, access and relevance of public education delivery system. This allows for more authentic data in the UX process as inquiries are based on participant responses and framing of needs based on lived experience rather than literature which may have been developed at a distance from this particular group of constituents.



Malawi

GEOGRAPHICAL SCOPE OF SURVEY	NKATHA BAY, NKOTHA NKOTHA
Respondents Recruitment	4 from Rural Youth Focus Group and 1 from Rural Youth Collective Member (Individual)
Respondents Rate	100%

KEY HIGHLIGHTS:

- About 50% to 80% of students complete primary school and 40% of students continue with secondary education.
- 20% of respondents have never been approached by the authorities in making policies. 40% of respondents were engaged once and 40% of respondents were engaged more than five times regarding education.
- Key stakeholders in education are Chiefs, Headteachers, Parents Teachers Association, Mother groups, School Management Committee, Director for Education, Youth and Sports, Coordinating Primary Education Advisor (CPEA), Technical Working Group on Education and youth, Council, Chiefs, Area Development Committee, Members of Parliament, Village Development Committee (VDC)
- **The major problems being encountered in schools are:**
 - a. lack of infrastructure and resources,
 - b. peer pressure,
 - c. distance due to few schools,
 - d. complex curriculum,
 - e. and the digital access gap.
- **Key Recommendation (s):**
 1. Advocacy campaigns should be established to keep students in schools and eliminate child marriages, drug abuse and gender based violence
 2. Practical subjects such as ICT, Agriculture, and Tailoring skills should be included in the curriculum as technical skills such as carpentry, plumbing, and welding.

NOTABLE INSIGHT

- There are increased early child marriages due to religious practices and peer pressure.
- In the event of advocating for girls' education, the research shows that boys are also being neglected as most NGOs are focusing on girl child development hence creating a gap
- Structures to deal with GBV should be established and safe spaces should be created in schools to deal with any cases.
- COVID-19: Exposed the technology gap as students could not access the online education
- COVID-19: Students do not have the devices to access the internet and the connection is weak due to the topography of the areas.
- Advocacy Groups Identified were: Population Services International, UNICEF, GINET, World vision International, GIZ working in Agri business for youth, Agrocom (Agricultural Commercialisation in Malawi, FOCAD (Foundation for Community and Capacity Development), District Social Welfare Office, Area Development Committee (bursaries) NGOs, Youth Clubs and others.



Mozambique

GEOGRAPHICAL SCOPE OF SURVEY	Mocuba, Chimbunila, Namacurra, and Santa
Respondents Recruitment	4 from Rural Youth Focus Group
Respondents Rate	100%

KEY HIGHLIGHTS

- The primary completion rates range from 30% to 70% and the entry of students into secondary school ranges from 40% to 70%.
- 25% of respondents have never been approached by the authorities in making policies. 25% of respondents were engaged once, 25% of the respondents were engaged twice and 25% of respondents were engaged more than five times regarding education.
- Key stakeholders in education are local community leaders, School Committees, local and political authorities and school leaders.
- The major problems being encountered in schools are:
 - f. lack of infrastructure and resources,
 - g. child pregnancies,
 - h. poorly structured curriculum,
 - i. and the digital access gap.
- **Key Recommendation(s):**
 1. Authorities should include English in the curriculum to allow for access of opportunities by students.
 2. There should be the introduction of technical courses and trainings in schools to empower students with better skills.
 3. More advocacy programs should be introduced to help curb child and teen pregnancies, drug abuse and others.

NOTABLE INSIGHT

- There are high early child pregnancies in schools.
- There is a language gap in the curriculum system in which English and other languages should be taught.
- COVID-19 exposed the technological gap in education as schools and students did not have the capacity and the tools to use for online learning.
- COVID-19; Institutions of learning were closed and no children were learning during the period which affected the children's learning outcomes.
- Advocacy Groups identified were, Social Civic organization, District Union Youth, Youth organization, Wakelani Association.



Tanzania

GEOGRAPHICAL SCOPE OF SURVEY

MBEYA DC

Respondents Recruitment

1 Rural Youth Collective (focus group)

Respondents Rate

100%

KEY HIGHLIGHTS

- The completion rate of primary education area is 90% due to free primary education, the entry rate of secondary education is about 40%.
- 100% of the respondents have been engaged twice by the authorities .
- Key stakeholders in education are District Education Officer, Ward Education Officer, School Boards/ Committees, Teachers Association, Members of Parliament, Parents/community, School Heads, NGOs Additional, Ministry of education, President's Office, Regional administration, Local governments, Ministry of Healths
- The major problems being encountered in schools are:
 - a. lack of infrastructure and resources,
 - b. distance to schools due to few schools,
 - c. complex learning curriculum,
 - d. and the digital access gap.
- **Key Recommendation(s):**
 1. Schools should adopt new technology for the ease of doing things, for instance, purchasing printing machines because most schools still write exams on the board.
 2. The rural youth should engage with education system workers to understand the education system. The youth should be included in engagements that inform education policies because youth do not know how government policies are formulated.
 3. Advocacy groups should be established to advance leadership and networking skills.

NOTABLE INSIGHT

- There is a poor learning environment as there is inadequate and poor infrastructure.
- The completion of primary school rates is higher than the secondary rates due to free education system.
- Low engagement by education authorities on education related policy. There is a need for more engagement with authorities (local-national) in the policy making process.
- Due to poverty, there is hunger as no food provided in schools to children who do not have any lunch.
- COVID19 exposed technology gap as many rural learners could not access online learning
- Communities lack infrastructure like electricity for good internet connectivity.
- Advocacy groups identified were, VICOBA, Boda Boda Association, and Vision Fund Loan platform.



Zimbabwe

GEOGRAPHICAL SCOPE OF SURVEY	MUTOKO DISTRICT IN MASHONALAND EAST PROVINCE
Respondents Recruitment	3 from Rural Youth Focus Group
Respondents Rate	100%

KEY HIGHLIGHTS:

- About 50% to 80% of students complete primary school and 40% of students continue with secondary education.
- The respondents have never been approached by the authorities in making policies regarding education and do not know the formulation of policies because they are not engaged when new policies are formulated.
- Key stakeholders in education are Chiefs, Councilors, District School inspectors, school heads, village headmen, politicians, and NGOs.
- The major problems being encountered in schools are:
 - a. lack of infrastructure and resources,
 - b. distance to schools,
 - c. complex curriculum,
 - d. and the digital access gap.
- **Key Recommendation(s):**
 1. Authorities should engage youth and the different stakeholders when new policies have been formulated, once a term for the parents and once a year for the collective stakeholders.

NOTABLE INSIGHT

- There are increased early child marriages due to religious practices like the Marange sect, and child-headed families due to HIV& AIDS effects and COVID 19.
- COVID-19:
 - Schools were closed during the lockdown and rural students could not access education.
 - Online education was a challenge because of poor internet access and network.
 - Students have no tools to access digital learning such as phones and laptops
- Advocacy groups identified were, Jairos Jiri, Plan International, Teach for Zimbabwe, Home of Hope, Chiedza foundation, Opportunities of Youth Employment, Church organizations, Political parties, UNICEF, World Health Organization, National Aids Council, and others can assist with promoting education.



It is interesting to note that the key problem areas highlighted were the same across the four countries:

- a. lack of infrastructure and resources (highly apparent in COVID-19 related insights),
- b. distance to schools,
- c. complex curriculum,
- d. and the digital access gap

However, in Malawi, Peer Pressure was listed as a problem area and in Mozambique Child Pregnancies were listed as a problem area.

With the exception of Zimbabwe, RYCs in the countries had moderate engagement with education system actors, however all highlighted a desired solution of engaging more with education system actors.

All countries highlighted curriculum content around ICT, technical schools, entrepreneurship were lacking which highlighted concerns around employability and preparation for the world of work.

Essentially the needs assessment validated many of the themes already found in the initial learning crisis desktop review but highlighted a need to engage in advocacy. Encouragingly, the RYCs were already able to begin identifying advocacy groups which they could potentially begin to network around as advocacy pathways.

UX

Research Data

While the needs assessment targeted rural youth learners in their collectives via online survey, the user research targeted a more holistic approach seeking voices and insights from the stakeholders most directly involved with rural youth inside and outside of the system.

The method of enquiry was in-depth interviews online and where possible in person, with recordings.

The UX revealed that while many of the needs identified across the countries in the RYC needs assessment were similar on the surface, the country context added layers of nuance and unique textures to the needs highlighting the different stages of development, citizen engagement and public resource management within each country.

To analyse the data, the researchers used a framework to categorise findings and insights where:

1. Insights were grouped under categories of respondents. These category groups varied across countries due to the accessibility of

certain groups of actors which was not the same across the board.

2. Insights were unpacked according to:
 - a. Summary Insight (Main theme)
 - b. Action Points
 - c. Supporting Policy Documents
 - d. Mapped systemic issue by Category

The above categorisation was the framework for analysing the detailed and rich data from interviews so that insights would not be diluted and according to the logic of the project intervention.

As the project aims to understand RYC needs and address them systemically, it was important to analyse the data by highlighting any responses that directly correlated with advocacy pathways such as understanding the institutional framework for system delivery through awareness of policy documents (category C – Supporting Policy Documents) that could be leveraged for effective advocacy and understanding the root system causes (category D – Mapped Systemic Issue) of a particular gap in the system.

And while the framework for analysis had these four sections for unpacking the data, the actual data shows which insights were fully iterated across the analytical framework from the perspective of the respondents and which ones were not. This was useful in understanding the advocacy capacities of different stakeholder groups that are active in addressing public education system delivery issues.

In addition, the law of diminishing returns was applied to this analytical perspective as UXR aims to unearth what is there without skewing data towards a given direction. This is important as the unique value of UXR engagements are geared towards human centred user driven actions to be taken to solve a problem, whether those actions are configured under a product or service or in this case advocacy project pathway.



The one exception to this analytical framework was the category of CSOs interviewed in the Zimbabwe section of the UXR. This was because while the systemic issues and supporting documents did not feature in the data responses, the insights were described and discussed in great detail. For this section of the analysis, data insights were categorised using three analytical frames:

- o Insight theme
- o Insight components
- o Advocacy Action Points

Below is the data by country presented within the insight theme analysis of the analytical framework described above.



Malawi

Insights	Category 1: Rural Youth Collectives	Category 2: Civil Society	Category 3: Government (Local Government & Administrators)	Category 4: Non-Traditional Actors (NTA'S Parents, Mother Groups etc)	Category 5: Transnational Actors
Malawi	<ul style="list-style-type: none"> · The level of education required · Poverty as a barrier to one · Attaining education · Distance due to too few schools · Poor /Insufficient infrastructure at the school · Few job opportunities for those that excel in school/poor knowledge of sexual and reproductive health · Gender · Special Needs Services · Youth internal challenges · Curriculum Gaps · Parents disinterest · Lack of Digital Technology 	<ul style="list-style-type: none"> · Finance and financing models · Human resources · Poor engagement by the government (System is closed) · Learning and teaching materials · Lack of Accountability (Resources Management) · Gaps in EMIS · Gender Issues · The resilience of Rural Learners · COVID 19 · Community Apathy 	<ul style="list-style-type: none"> · Shortage of teachers · Distance to school · Inadequate infrastructure · Inadequate teaching and learning materials: · National reading program (NRP) not working well · Menstrual Hygiene Management support group capacitation · Local government actors in Nkatha Bay believe youth are represented by school prefects (primary and secondary) and that further involving them in other decision-making forums would lead to confusion · Abuse of school resources · Funding disbursed to schools not enough and often disbursed late · Parents need to be engaged and involved to support learners · Poor relationship between the community and the schools (Nkotha-Kota) · Shortage of Secondary Schools in the district of Nkhota Kota 	<ul style="list-style-type: none"> · The main driver/motivation for being in education is for their children to be educated so as to have a brighter future and develop their communities by eradicating poverty. · The main perceived role of parents and Mother Groups is to support teachers and make sure learners from communities are attending school regularly.Key success criteria for parents and Mother groups for children aged 14 and under. · Key inputs for delivering good learning outcomes as perceived by parents and support groups 	<ul style="list-style-type: none"> · Lower transition rates from lower to secondary grades · Finance, funding gap · Curriculum reforms required/In progress



Zimbabwe

Insights	Category 1: Rural Youth Collectives (Mutoko & Chiredzi)	Category 2: Civil Society	Category 3: Government (Local Government & Administrators)	Category 4 Education Experts/Influencers	Special Needs Learner Highlight
Zimbabwe	<ul style="list-style-type: none"> · Lack of parental care leads to learners not accessing education/learning · Negative use of technology by youth · Gender Issues · Education/learning continues to be perceived as exam-oriented despite new curriculum: · Human resources issues (Teachers) · Lack of Psychosocial · Support · Community awareness · Infrastructure gaps · Policy implementation lag Good policies but lagging in implementation 	<ul style="list-style-type: none"> · Education financing affects infrastructure provision, materials, teacher training and motivation, policy and curriculum implementation · Gaps/omissions/non-commitment to the education act · The constitutional right to education for all as a mitigant · Digital exclusion Lack of infrastructure and funding for infrastructure · Resourcing Gap to implement curriculum effectively: · Resource Management gaps · Progress with GRESP but gaps in the implementation of policies for special needs learners · Gap in accessible infrastructure for special needs learners · Emphasis on girl child sees some boys being left out · Education management information systems gaps · Community not involved in the education system and processes "Is the village educating the child?" 	<ul style="list-style-type: none"> · Teacher shortage · Community awareness of their role · Psychosocial support gaps · Special needs learners support · Safety · Social economic issues · Managing education access during emergencies and · Pandemics · Education funding · Transparency, efficiency and accountability · Prioritization of non-formal · Education · Policy issues 	<ul style="list-style-type: none"> · Gaps in training for teachers · Evidence of teacher capacity gaps · Lack of confidence in public schools · Misconstrued definition of learning. · Curriculum (Education 5.0) implementation woes · Policy reform and change · Advocacy opportunities and challenges 	<ul style="list-style-type: none"> · Challenges for learner · Support that could be given to special needs learners psychosocial support, home visits for social interaction and learning at home for students who cannot get to schools.

UX

Research Insight Themes



Mozambique

Insight	Category 1: Civil Society	Category 2: Government, Local Government and Local Authority	Category 3: Rural Youth Collectives
Mozambique	<ul style="list-style-type: none"> General Quality and Access Teacher Shortage Inclusivity & Disability Girls Education Economic & Environmental (Pandemic/Cyclones) Impact On Education Education Financing Digital Education Information 	<ul style="list-style-type: none"> General Quality and Access Teacher Shortage Inclusivity & Disability Girls Education Economic & Environmental (Pandemic/Cyclones) Impact On Education: Education Financing Digital Education Information 	<ul style="list-style-type: none"> General Quality and Access Teacher Shortage Inclusivity & Disability Girls Education Economic & Environmental (Pandemic/Cyclones) Impact On Education Education Financing

UX

Research Insight Themes



Tanzania

Insight	Category 1: Rural Youth Collectives (Rural Mbeya District)	Category 2: Civil Society	Category 3: Local Government (Tuntufye Charles)
Tanzania	<ul style="list-style-type: none"> Low Engagement by Education Authorities on Education-Related Policy Key Issues Faced (Primary School) High Primary School Completion Due to Free Education in Tanzania Youth Desires/Expectations of Education Digital Divide 	<ul style="list-style-type: none"> Accountability issues at the government level Factors affecting Education outcomes Education Management Information Systems (EMIS) Education financing & Resource Management Not enough domestic finance for education Human Resources Teacher scarcity and Motivation 	<ul style="list-style-type: none"> Teacher apathy (lack of motivation due to late or unmet incentive disbursement) Inadequate learning materials Theoretical and inconsistent curriculum (not practical) Inconsistencies in Education Information Management Systems (multiple systems affecting quality of information) Funding gaps/constraints affect infrastructure particularly digital and network infrastructure Inadequacies in primary to secondary school ratios Change in language of instruction from Primary (vernacular) to English in Secondary School Inadequate number of teachers trained in psychosocial support compounded by lack of social support from parents and community which prioritises cultural activities and ceremonies over school attendance. High female drop out rates Government has in some cases taken legal action against parents who are not enabling children to go to school

Transnational Spotlight UXR Interview -

Thobekile Matimbe,

Paradigm Initiative (Digital Rights Inclusion)

INSIGHT	ADVOCACY ACTION POINT
Lack of access to digital technologies and tools affects Education outcomes for in school and out of school learners as digital has become central to how learning is achieved.	
Poor ICT infrastructure to enable connectivity for rural communities.	
High cost of data for rural communities and rural learners.	
Covid-19 widened the existing digital divide between rural and urban learners as learning moved to digital environments.	
Mobile penetration rates do not reflect access to digital learning due to other factors like connectivity, electricity supply and cost of connectivity that impact access.	
Lack of learner, teacher and parent capacity to safely and effectively utilise digital technologies for learning.	<p>More training and capacity building required in this area.</p> <p>Relevant policies required beyond ideals stated in National development plans to create capacity.</p> <p>Review legislation for new requirements as technology advances.</p> <p>Multi-stakeholder approach to create required capacity (Govt, Private Sector, Parents, Educators and Administrators)</p>
Inefficient online child protection policies emerged as an issue during COVID where much of learning was being done online	Ensure child protection policies include protection measures for children using digital and or internet based technologies and other ICTs.
Multi-stakeholder approach needed to create required capacity for digital learning and access for marginalised communities (Govt, Private Sector, Parents, Educators and Administrators)	
Human rights based budgeting enables equitable access to learning for all learners. So far African governments have not utilised these approaches to their full potential.	
Universal service fund revenues collected from private sector are not being tracked sufficiently for optimal allocation and development of ICT infrastructure.	
Community information centres in rural communities are not equipped well enough with meaningful technology to provide internet access. Access to community information centres in some regions is politicised. In some cases community information centres are far from and too few for communities.	
Business environments in some economies do not enable private sector players in ICT to lower rates and tariffs enough to make them affordable for communities (High taxes, poor or no incentives for businesses)	
The internet is a human right as part of rights to do with freedom of expression and access to information. (UN Human rights council and The African Charter)	Revamp legislation policies at country level to align with international commitments to include access to the internet, digital skills literacy access to information and freedom of expression in policy and legislation.

Transnational Spotlight UXR Interview -

Solange Alpo,

(Regional Coordinator - Africa Network Campaign on Education for All - ANCEFA by the Association for Development in Africa - ADEA)

INSIGHT	ADVOCACY ACTION POINT
Education resources are concentrated in urban areas. This affects infrastructure development in rural areas. The lack of facilities makes rural areas less attractive for qualified teachers.	
Education budgets not yet meeting allocation requirements.	<p>Advocacy needs to show governments that money invested into education is not lost as it is an investment in manpower that brings a return on investment through the overall development of countries that comes through education.</p> <p>Countries to focus on raising more resources in the domestic space (taxes, levies etc)</p>
Fiscal indiscipline, poor controls and resources wastage/leakage hampers education delivery.	<p>Curbing corruption</p> <p>Better governance and efficiency in resource usage</p> <p>Transparent budgetting</p> <p>Transparent spending</p> <p>Curb tax leakages and explicit financial flows</p>
Efficient use of education management information systems is required to inform better resource allocation.	Efficiency in information governance, quality of information and processing of EMIS data.
Malawi Ministry of Education has been collaborative with stakeholders in the area of EMIS.	
Gender norms, cultural and religious beliefs still impact girls education outcomes	Include and improve Sexual and Reproductive Health and Rights (SRH) in national curriculums.
Zimbabwe doing well in gender responsive education planning	Budget adequately to implement Gender Responsive Education Plans (GRESPE).
Support countries to develop models and raise more resources for education in the domestic space.	
Rural families and communities rely on agriculture and this sector of the economy is not supported well, meaning rural families are often poor and unable to support their children through the learning experience.	
Curriculums in Africa have focused on training learners for white-collar jobs.	<p>Change education curriculums to focus on emancipatory skills, giving learners practical skills that they can use in their environments.</p> <p>Improve on and make use of traditional knowledge in education.</p>

Emerging Opportunities Advocacy Action Points

As with every UX research there is always a need to highlight emerging opportunities for action and solution based responses to the problem statement enquiry. In this case, the enquiry was focused on identifying advocacy entry points with a systemic root which would allow for a broader systems mapping data collection process. The following advocacy action points were raised in connection to the insights highlighted in the previous section as per the analytical framework outlined in the section prior to insights.



Malawi

Category 1: Rural Youth Collectives



1. Sensitization campaigns with RYCs on alternative pathways to economic and personal development including vocational skills training and entrepreneurship as alternatives to formal employment
2. Interface with the community - campaigns to support vulnerable children (school-based/back-to-school campaigns) interventions involving the community and the RYCs) - resilience in schools e.g. gardens championed by RYCs; RYCs to provide an oversight role in the SAM activities on the progress of implementation of the School feeding program and help in providing solutions to challenges
3. Engage the ministry to build more hostels around Community Day Secondary Schools, subsidize where possible
4. Engage and campaign on increasing the number of schools. More ECD Centers, primary and secondary schools should be constructed and the learning environment should be improved. The Nkhota khota District has one conventional secondary school hence more schools should be built in the area.
5. Sensitization campaigns with RYCs on alternative pathways to economic and personal development including vocational skills training and entrepreneurship as alternatives to formal employment.
6. Awareness campaigns on SRHR and ending child marriages (can collaborate with other orgs/networks, peer-educators) and stress on the importance of girls education.
7. RYCs to do research on establishing attitudes of communities on girl's education and run campaigns based on findings
8. Establish campaigns on negative aspects of cultural practices like Nyawu and how they limit boys learning.
9. Collaborate with Rays of Hope Pamodzi on special needs campaigns
10. Collaborate with the ECD coalition on advocating for ECD facilities
11. Flag areas for the government to resource Psychosocial support
12. Raise as a curriculum action point for future position papers to include practical subject's ICT, Agriculture, and Tailoring, and popularize the ICT in Education Policy.
13. Equip (RYC) youth with a module/campaign on alternative pathways to economic and personal development
14. Engage with parents at the same time so parents are aware of the benefits of education and alternatives that would improve outcomes.

Category 2: Civil Society

1. New or innovative funding models (CSEC study on funding shared with government)
2. Obligate treasury to disburse agreed amounts for School Improvement Grants on time and prevent local councils from redirecting funds
3. Use RYCs to do Social accountability monitoring at the district level
4. Ramp up or harness these Education reform programmes
5. Campaign or support moves for better infrastructure in schools and communities
6. Engage with government on recruitment of more teachers (esp. female teachers)
7. Change management around how the government engages with teachers
8. RYC assessments and audits of teaching and learning materials to establish gaps and gather evidence
9. Budget tracking activities by RYCs
10. Interface with the community
11. More oversight by the Joint Education Sector review process to improve standards
12. Education Sector annual conference endorsement and enforcement of standards by JSR committees
13. Equip the education system through the campaign on alternative pathways to economic and personal development
14. Raise curriculum action points for future position paper
15. Story Profile of successful rural youth in business, government, or education to appeal to and motivate rural youth
16. Profile the entire RYC network on the Kuyenda Hub Platform with contact details linking to AEH
17. Equip (RYC) youth with a module/campaign on alternative pathways to economic and personal development
18. Engage with parents at the same time so parents are aware of the benefits of education and alternatives that would improve outcomes

Category 3: Government (Local Government and Administrators)



1. Engage learners in taking care of learning materials
2. (Teaching and learning material) TLM grant disbursement on time. Currently at about (USD500) for School improvement and only USD156 for materials in Nkatha Bay-based school example
3. RYCs partners should collaborate with Mother Groups to provide comprehensive sexual education to young people and to monitor issues/gaps for escalation.
4. Include in resourcing requirements campaign (Sanitary pad materials, changing rooms)
5. Youth should be represented in the council
6. Campaigns with transparency and accountability focus
7. Primary Education Advisors and district officials working with Area Development Committees in the district to sensitize the community on the importance of education

Category 4: Transnational (UNICEF Malawi)



1. FAWEMA championing learner-centered and gender-responsive pedagogies with UNICEF and the Ministry of Education
2. Follow-up review and implementation for primary schools improvement





Tanzania

Category 1: Rural Youth Collectives



1. Campaign for more engagement with authorities (local, national) in the policy-making process
2. Representation of rural youths in public consultation spaces
3. Inclusion of learner representation in school boards/committees
4. Inclusive, consistent and more practical curriculum supported by sufficient implementation resources
5. Improved and inclusive infrastructure (school facilities primary, secondary and high school, dormitories, transport, energy)
6. Inclusive, consistent and more practical curriculum supported by sufficient implementation resources
7. Sharing best practices on psycho-social support, campaigns with the Ministry of Health, Health center committees and inclusion of the youth friendly psycho-social support issues in the curriculum
8. Plans and budgets to cover awareness and behaviour change campaigns
9. Advocate for ending child marriages and improving girl child education
10. Infrastructure for the electrification and solarisation of communities and schools to enable access to the internet.

Category 2: Civil Society



1. Better coordination and visibility of ministries dealing with education issues
2. Education policy reform to address accountability for quality education
3. Timely, transparent and user-friendly reporting and provision of financial activities and progress/narrative information
4. Inclusive, consistent and more practical curriculum supported by sufficient implementation resources.
5. Improved and inclusive infrastructure (school facilities primary, secondary and high school, dormitories, transport, energy)
6. Resourcing (financial and non-financial) for effective EMIS
7. Information systems and processes for active resource tracking:
 - a) Sovereign funds for corporates and multinationals to contribute to:
 - b) Ensuring efficiency in tax collection and leveraging domestic taxes
 - c) Leveraging domestic taxes and incentives for stakeholders contributing to education agendas
 - d) Curbing illicit financial flows and tax leakages
 - e) Curbing corruption
8. TFZ (fellows) model bringing youth into teaching (manage supply side issues)
9. Financing for teacher training and development at Higher education and TVET institutions





Zimbabwe

Category 1: Rural Youth Collectives



1. Monitoring Basic Assistance Module (BEAM) processes and modalities through RYCs and TFZ fellows
2. Monitoring school feeding programmes through RYCs and NTAs (TFZ fellows)
3. Promotion of educational digital skills using technology and the internet
4. Support RYC campaigns on:
 - a) Negative Cultural practices
 - b) SRHR
 - c) Re-admission of young mothers
 - d) Community support roles
5. Review AMEI findings on policy
6. Campaigning for adequate consultation with rural learners and NTAs in curriculum reform processes
7. Learning from Botswana and Namibia on how they successfully implemented recommendations for curriculum reform (Education 5.0) from Zimbabwe
8. Training for teachers in psychosocial support (review of curriculum)
9. Networking and linking learners up with role models from their area to motivate, youth and the community
10. Gather evidence on education norms and standards to equip rural youth with evidence for advocacy
11. Gather evidence as to which policies affect education and to date position on each policy
12. Policy review and engage NEC in Zimbabwe (ECOZI)

Category 2: Government (Local Government and Administrators)



1. Review recruitment policies
2. Decentralize recruitment allowing province or district to recruit on behalf of the government
3. Economic activities at schools e.g. piggery, and market gardens to subsidize income for schools
4. Allocate more to infrastructure development at the national level
5. Creativity required to address current challenges (Local servers and MP3 education content Programme has been well received and is useful, and highly motivating rural learners)
6. Scaling up of attachments to local game parks in the Chiredzi area and sugar cane growing companies that have been giving students practical experience
7. Bring psychosocial support officers back to the district and school level for effectiveness
8. Community support to protect, transport/walk children to school
9. Dedicated radio/tv channels for educational content
10. Create specific funding pots for education and social protection (e.g specific tax heads, take advantage of resources from mining etc)

Category 3: Civil Society



1. Advocate around Tax Justice Network initiative for better usage
2. Raising more domestic financial resources for education by:
 - a) Ensuring efficiency in tax collection
 - b) leveraging domestic taxes
 - c) Leverage domestic taxes and incentives for
 - d) stakeholders contributing to the education agenda
 - e) Curbing illicit financial flows and tax leakages to make available resources for education financing
 - f) Curbing corruption
 - g) Protection of whistleblowers
 - h) Review ECOZI position paper on domestic financing for education
 - i) Join and support campaigns for parents or the community to finance development in education
3. Aligning the Education Act to the law (Constitution) by making it commit to eliminating gaps and omissions
4. Regional model laws/education act
5. Requisite financing to support constitutional rights, education for all
6. Opening up space for service providers to foster competition therefore more affordable and competitive rates and a wider market that includes rural learners
7. Better regulatory over-site and accountability
8. Regional integration for the roll-out of infrastructure
9. Resource allocation and disbursement for implementation (materials, training etc)
10. Wide consultation for further development of the curriculum and its implementation
11. More funding/allocation education (raise more funds, meet Dakar declaration commitments)
12. Manage taxes efficiently, consider dedicated pots/levies for education funding (e.g Zimbabwe has an AIDS levy)"
13. Processes for disbursing, utilizing and auditing fund usage
14. Awareness of gender inclusion and equitable access to education
15. Awareness of issues of the reintegration of pregnant girls and young mothers in the school systems
16. Spotlight issues affecting the boy child as well as the campaign around psychosocial support and accessible infrastructure
17. Community interest and awareness for the support education system needs to provide holistic education to children
18. Attitudes about education and different player's roles not defined
19. Due to class struggle, education is being used as a political tool to maintain inherited class structures and consolidate power/resources.
20. Colonial roots of education in Zimbabwe left rural schools marginalized and under-resourced, (The inherited class system hasn't changed leading to the geographical exclusion of rural
 - a) Corporate sector
 - b) Religious organizations
 - c) Parents Sports and recreation people etc.

Category 4: Education experts/Influencers

1. Greater oversight by the Ministry of higher and tertiary education on the different curricula universities are offering teachers (ensure that training is needs-based).
2. Greater oversight and improved needs-based in-service training by departments of teacher training
3. Better regulation of private schools and linkage into the system (Exams, curriculum and standards of learning)
4. Finance basic education more and let parents finance high school and tertiary education





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