



Enhancing education Research in Africa (EERA)

Vision for the field of Education Research in Africa

(Draft, 12 November 2023)

This vision has been drafted based on input from:

- the Vision Workshop held with the Steering Committee in August 2023 (virtual) and,
- the EERA launch and consultation session held at COREVIP in July 2023 (Namibia).

The EERA project is working towards identifying ideas to support an education research eco-system in Africa where:

- **There is sufficient investment in education research from Africa**

The education research systems in Africa are sustainably funded, by local and international resources and partnerships with government and industry. There is investment in strengthening institutions and research systems. There are institutions in each country which fund education research. There are many African education researchers. Funding encourages African education researchers to set their own relevant research agendas, support intellectual leadership, and access scientific materials and technology.

Education research is viewed as an investment in the economy, as contributing to innovation and development.

- **Education drives equitable development in Africa (Impact)**

Education research is used to inform policy, practice and knowledge to enhance education outcomes in Africa and internationally.

There is evidence of the impact of education research driving equitable development in Africa. All stakeholders (government, communities, parents, teachers, learners, and partners) recognise and buy-into the value of education and in investing in education research because of the evidence of the impact of education on development.

- **There is an African led education research agenda resulting in impactful scalable innovations for education in Africa (Research agenda)**

The education research sector is leading innovation in African educational institutions, and is on the cutting edge of education research. Education research is resulting in **impactful scalable innovations, and researchers build up their areas of expertise.**

Multiple initiatives and solutions are also enhancing the education research system in Africa. These initiatives are innovative, harness technology for good, provide excellence in research, teaching and learning and help to inform an African-led research agenda.

Research on education technology is seen as one means to enhance teaching and learning, providing educators with better content, materials and methods for engaging students.

- **There is a thriving and growing community of education researchers producing a strong knowledge base (Researchers and knowledge base)**

There is a thriving and growing knowledge base of African produced and published evidence to inform improvements in education in Africa, from basic education through to tertiary, adult, alternative education, and lifelong learning. There is greater representation of African research in global knowledge systems, and University rankings are more equitable. Education research is at the centre of all disciplines and helps to prepare African society for new challenges. Unpublished context relevant evidence is brought to the fore and used in decision making in Africa.

- **Strong infrastructure and institutions support education research and collaboration between stakeholders**

There are strong institutions supporting education research at different levels across the continent. There is vibrant collaboration in the Education Research Sector that is driven by a common vision for the sector. Collaboration refers to cooperation and harmonisation amongst HEIs; collaborative research by African scholars, including those living in the diaspora; mentorship and coaching of the next generation of African education researchers. The education syllabus is co-created with educators, researchers, scholars, industry and policy makers. The involvement of young researchers and women is particularly evident.

Collaboration occurs throughout the education research value chain, from supply and production of research to demand for and co-creation of research outputs, and then use of evidence to inform implementation. Partnerships for education research should link local, sub-national, to national.

“The connection between Impact and Collaboration calls for co-creation at the beginning so that all players are aware of what is happening and coming up – teachers, policy makers, people in teacher training – there is a whole chain of supply and demand that needs to be included.” (Vision workshop)