We Attain:
Using Innovation and Best Practice to Improve Educational Attainment in Middle Africa

Speakers:
Patrick Okwen, Rigobert Pambe, Melaine Nsaikila, Andrew Tangang & Aweh Akofu

Chaired by:
Siziwe Ngcwabe & Clotilda Andiensa
To keep the technical process simple, we will not be using webcams for this session;

Organisers will keep your microphones “Muted” while listening to a presenter to avoid background noise during the session;

Please submit your questions and comments through the Chat Box which is visible in the GoToMeeting control panel. You can submit questions at any point during the webinar;

Panelists/presenters will collect all questions submitted by you during the session;

Please raise your hand by writing “hand up” in the chat box for questions and we will unmute you during the QnA.

In case you did not get an answer on your question during the live session, panelists will get back to you later via email;

In case of technical problems, please write to Precious ace@uj.ac.za;
About The Africa Evidence Network

• Pan-African community
• **Vision**: end poverty & inequality
• **Mission**: evidence-informed decision-making in Africa
• **4 ways of working**
  • Informs e.g. newsletter
  • Connects e.g. Evidence 2020
  • Learns e.g. landscape maps
  • Advocates e.g. Africa Evidence Leadership Award

• Get in touch!
  @Africa_evidence
  ace@uj.ac.za
  www.africaevidencenetwork.org
Speakers

Date: 16 September 2020
Time: 14:00 - 15:15 (SAST)
where: online webinar using GoToWebinar

Facilitator,
Clotilda Andiensa

Patrick Okwen
Melaine Nsaikila
Aweh Akofu
Rigobert Pambe
Andrew Tangang

The #AfricaEvidenceWebinar series is a platform to engage and discuss the role of evidence to inform decision-making in Africa
Experimenting and Learning in Education in Middle Africa

Patrick Okwen
Team Lead, eBASE Africa
Experimenting and Learning

• Two things that should happen together but usually don’t ...
The Four Waves of Evidence Revolution

1990s
Results agenda (Outcome monitoring)

2000s
Rise of impact evaluation
Rise of systematic reviews

2010s
Knowledge brokering
... Yet there exists several meta-analysis

Identifying Effective Education Interventions in Sub-Saharan Africa:

*A meta-analysis of rigorous impact evaluations*

Katharine Conn

Returns to Secondary Schooling in Ghana

Researchers: Esther Duflo, Michael Kremer, Pascaline Dupas

Impossible generalizations: meta-analyses of education interventions in international development

Eduardo Mucciarelli

June 11, 2019
Tip: No Reinvention but More Learning
Feeding from the Experimenting Society

• What did we do?
• What are more cost-effective ways of getting global content to local use?
• Why must we engage stakeholders?
• To PUSH or not to PUSH – That’s the question!
Thank you

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The eBASE teaching and learning Toolkit

Rigobert H. Pambe
Outline

• Background
  • Attainment in middle Africa
  • Equity issues in education
  • Evidence in policy

• Objective

• Toward improving educational attainment in middle Africa
  • A triple jump approach
  • Qualitative study
  • Stakeholders engagement
  • Engaging the academic community
  • Engaging the government and CSOs

• How the toolkit works
  • Strands
  • Evidence, cost and impact

Way forward
Attainment in middle Africa

• A multilingual and multicultural conflict-prone region
• Educational attainment in middle Africa is amongst the lowest in the world
• Less than 1/3 of adults have completed primary education in many sub-Saharan African Countries.
Equity issues

- Attainment is even worse in rural communities and underserved groups
- Ever present gender disparities
- A widened attainment gap
- #Allmeansall
- #leavingnoonebehind
Education Outcomes in Middle Africa
Literacy and Numeracy in Cameroon

1 in 4 can count
2 in 4 can read

Children achieving a minimum proficiency level in reading and numeracy at the end of primary education

Cameroon: Education Attainment

- Poor and Rural Women complete secondary education: 0%
- Rural Women complete secondary education: <1%
- Females complete secondary education: 15%
Equity Consideration in Cameroon

Equity

- Disability: No Data
- Gender: No Disparity
- Indigenous Populations: No Data
- Rural Vs Urban Settings: No Data.

40 Days
lost to menstruation

40%
Schools with single-sex toilets
Evidence in Policy in Cameroon

12.3 years
Average Expected Years of Schooling

- No reports on ongoing policy engagements for evidence use in education
- This is the game we seek to change!
Evidence in Policy in Middle Africa
Evidence into policy

- Dearth in the use of evidence in policy
- EIDM in education
Toward improving educational attainment in middle Africa: A triple jump approach

• The triple jump concept assumes that for evidence to be embedded we need 3 major steps
  • eBASE TLT,
  • recontextualization using midrange theories,
  • randomized controlled trials to continuously inform the toolkit.)
4. The Triple-Jump Strategy

- Main phases of We Attain project with key stakeholders
- Global Fellowship: teachers, learners, parents, policymakers
- Recontextualization of eBASE Teaching and Learning Toolkit: teachers, learners, parents, policymakers
- Global Trials: teachers, learners, parents, policymakers, CSOs and Universities
- ATTAINMENT
Dissemination
# Teaching and Learning Toolkit

## Toolkit Strand

<table>
<thead>
<tr>
<th>Strand</th>
<th>Cost</th>
<th>Evidence Strength</th>
<th>Impact (months)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts participation</td>
<td>🏷️常态化</td>
<td>🛠️常态化</td>
<td>+2</td>
</tr>
<tr>
<td>Low impact for low cost, based on moderate evidence.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aspiration interventions</td>
<td>🏷️常态化</td>
<td>🛠️常态化</td>
<td>0</td>
</tr>
<tr>
<td>Very low or no impact for moderate cost, based on very limited evidence.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Behaviour interventions</td>
<td>🏷️常态化</td>
<td>🛠️常态化</td>
<td>+3</td>
</tr>
<tr>
<td>Moderate impact for moderate cost, based on extensive evidence.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Page contains images and logos related to teaching and learning toolkits.*
eBASE TLT cont’d

• eBASE Teaching and Learning Toolkit is a resource that has been developed with 29 strands
• Strands were developed based on the Education Endowment Foundation (EEF) Toolkit made of 35 strands
• A microsite has been developed
• Strands are available in French and in English
The eBASE TLT Con.d

• Cost estimations are based on the approximate cost of implementing an approach in a class of 25 pupils. Estimates commonly include the cost of additional resources, and training or professional development if required.

• Strength/quality of the evidence.

• Month of impact: Months' impact is estimated in terms of the additional months' progress you can expect pupils to make as a result of an approach being used in school, taking average pupil progress over a year as a benchmark.
eBASE TLT cont’d

• There are 29 strands
• We intend to do a split between pedagogy and school structure strands for effective implementation

How is local content produced
• Stakeholder engagements
• Qualitative studies (KIs and FGDs)
• Systematic Reviews
• Local experts and academic teams
• Global Trials

Aims
• Create local buy in
• Bring out the nuances of good implementation
• Show where an approach has been tested in a local context
eBASE TLT cont’d

• **Pros**
  - A large amount of evidence is made accessible to non-academics
  - The process is neutral and transparent
  - The Toolkit allows for comparisons of different approaches
  - There is an emphasis on rigour and it is made clear where evidence is less secure
  - The Toolkit is a live resource that does not go out of date

• **Cons**
  - Averages can hide variation in outcomes
  - The Toolkit does not provide a step by step guide for change and needs to be part of a larger school improvement process
  - The Toolkit is constrained by the quality of the meta-analyses conducted by other academics
Thank you

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Using Meta-Analysis to Explore the Transferability of Education Mid-Range Theories to Cameroon, Chad, Niger and Nigeria

Nsaikila, Melaine Nyuyfoni
Effective Basic Services (eBASE) Africa
From Global Evidence to Local Decisions: Predicting Transferability

- The process begins with identifying global evidence and making sense out of it. The data extraction process is key at this stage.
- Global evidence is a result of synthesized findings of studies conducted in several countries. Some LMICs and others high income countries.
- Without locally conducted trials, the only objective strategy to ascertain the local viability of the evidence is stakeholder engagements around the transferability and contextual importance of the intervention.
- Based-off these engagements transferability can be modelled and a framework for predicting the transferability of future interventions is developed.
- Moving on, local decisions can be taken.
Modelling Transferability

• The model uses a total of 228 interventions (Observations) across 35 strands.

• The variables used are:

  • Relevance of Intervention (Yes / No)
  • Complexity of Intervention (Low, Medium, High).
  • The Cost of Intervention (Low, Medium, High)
  • Average Contextual Importance to Teachers, Students and Policy Makers (Weighted Average on 10).
  • The Impact of Intervention: Derived from Effect Size (Low, Medium, High).
  • Transferability (Yes / No)
Cont’d
Cont’d

The Model Expression: We use the CART

- transferability = $f(\text{relevance, complexity, cost, importance, impact})$

- The CART or Decision Tree creates sequential questions such that it partitions the data into smaller groups. As the partition ends, a predictive decision is made.

- While there are other CART algorithms like entropy, we use the Gini impurity Index for its computational simplicity.
Cont’d

Gini impurity Index \((I) = 1 - \sum_{i=1}^{m} (p_k)^2\)

➢ Where \((p_k)\) is the probability of an object (intervention) being classified to a particular class.

➢ The Calculation is recursive and the attribute with the least Gini index forms the root node.
Modelling Transferability

How the Gini Impurity Index algorithm works:

**Probability of Relevance**

\[ X = P(\text{Relevance} = \text{Yes}) : \]
\[ Y = P(\text{Relevance} = \text{No}) \]

**Conditional Probabilities**

\[ A = P(\text{Relevance} = \text{Yes} & \text{Transferability} = \text{Yes}) \]
\[ B = P(\text{Relevance} = \text{Yes} & \text{Transferability} = \text{No}) \]

\[ C = P(\text{Relevance} = \text{No} & \text{Transferability} = \text{Yes}) \]
\[ D = P(\text{Relevance} = \text{No} & \text{Transferability} = \text{No}) \]

**Gini Impurity Index**

\[ \text{Gini Impurity Index } AB (GIIAB) = 1 - (A^2 + B^2) \]

\[ \text{Gini Impurity Index } CD (GIICD) = 1 - (C^2 + D^2) \]

**Weighted Gini Impurity Index**

\[ \text{Weighted Gini Impurity Index} = X(GIIAB) + Y(GIICD) \]
Preliminary Results

• Based on these results, the root node of the tree will be **Relevance of Intervention**

<table>
<thead>
<tr>
<th>Attribute Feature</th>
<th>Gini Impurity Index</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relevance of Intervention</td>
<td>0.332</td>
</tr>
<tr>
<td>Cost of Intervention</td>
<td>0.41*</td>
</tr>
<tr>
<td>Average Importance</td>
<td>0.344*</td>
</tr>
<tr>
<td>Impact of Intervention</td>
<td>0.52*</td>
</tr>
</tbody>
</table>
### Error Report: Validation Score

<table>
<thead>
<tr>
<th>Class</th>
<th># Cases</th>
<th># Errors</th>
<th>% Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>28</td>
<td>7</td>
<td>25</td>
</tr>
<tr>
<td>Yes</td>
<td>73</td>
<td>11</td>
<td>15.068</td>
</tr>
<tr>
<td>Overall</td>
<td>101</td>
<td>18</td>
<td>17.821</td>
</tr>
</tbody>
</table>

### Error Report: Training Score

<table>
<thead>
<tr>
<th>Class</th>
<th># Cases</th>
<th># Errors</th>
<th>% Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>36</td>
<td>7</td>
<td>19.444</td>
</tr>
<tr>
<td>Yes</td>
<td>87</td>
<td>16</td>
<td>18.396</td>
</tr>
<tr>
<td>Overall</td>
<td>123</td>
<td>23</td>
<td>18.6999</td>
</tr>
</tbody>
</table>

Summary Results: eBASE Africa
Classification Trees: eBASE Africa

Preliminary Results: Full and Best-Pruned Tree

Nodes
- Decision
- Terminal
- Collapsed

Links
- x - # Records

Relevance_of_Int

Set

108 15
Complexity_Int

Set

No

70 38

Yes

No

Nodes
- Decision
- Terminal
- Collapsed

Links
- x - # Records

Relevance_of_Int

Set

90 11
Complexity_Int

Set

No

61 29

Yes

No
Best practice: A synopsis

- Our practice involves identifying the target population needs and goals.
- We engage the relevant stakeholders and professionals.
- We identify the best available scientific evidence to solve problems.

In essence, we identify global evidence, locally adapt the evidence for better decision-making.

Our approach encompasses data-driven projects, impact evaluations, leading to evidence portals or knowledge translation for policy makers.

“Evidence is the best buy in development. Funding research on what works is the best investment we can make”. (Howard White).
Thank you

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Engaging Stakeholders in Education in Middle Africa (Lake Chad Basin)

TA TANGANG
1. Introduction

• Stakeholder involvement from different sectors at different levels
• Public sector, CSOs, international development partners, research institutions/networks and academic community
• Stakeholder mapping through Alignment, Interest and Influence Matrix (AIIIM)
AIIM Matrix

• Alignment: Will project lead to change acceptable to the stakeholder? Do they share the same sense of its importance?
• Interest: Do stakeholders want something to happen? Are they allocating resources for this activity or talking openly about it?
• Influence: Are stakeholders in a position of authority that can significantly influence decision-making?
### AIIM Matrix

**The eBASE Africa AIIM Matrix**

<table>
<thead>
<tr>
<th>Power</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Department of cooperation at the ministries of basic and secondary education in Cameroon</td>
</tr>
<tr>
<td></td>
<td>• Ministère de l'Éducation Secondaires (Cameroun)</td>
</tr>
<tr>
<td></td>
<td>• Parliament (all)</td>
</tr>
<tr>
<td></td>
<td>• Senate (Cameroon and Nigeria)</td>
</tr>
<tr>
<td></td>
<td>• Micro-finance institutions</td>
</tr>
<tr>
<td></td>
<td>• Banks</td>
</tr>
<tr>
<td></td>
<td>• Ministry of Social Affairs (Cameroon, Niger, Chad)</td>
</tr>
<tr>
<td></td>
<td>• Regional/State governments and local governments</td>
</tr>
<tr>
<td></td>
<td>• Traditional Leaders</td>
</tr>
<tr>
<td></td>
<td>• British High Commission (Cameroon)</td>
</tr>
<tr>
<td></td>
<td>• Ministère de l'Éducation de Base (Cameroun, Niger, and Chad)</td>
</tr>
<tr>
<td></td>
<td>• Ministère de l'Éducation Secondaires (Chad and Niger)</td>
</tr>
<tr>
<td></td>
<td>• Prime Minister's Office</td>
</tr>
<tr>
<td></td>
<td>• Development Agencies (UN Women, UNICEF, World Bank, UNESCO)</td>
</tr>
<tr>
<td></td>
<td>• African Union</td>
</tr>
<tr>
<td></td>
<td>• National and regional pedagogy inspectors (both basic and secondary education)</td>
</tr>
<tr>
<td></td>
<td>• Educational Secretariats of Confessional Schools (Catholic, Protestant, Baptist, etc)</td>
</tr>
<tr>
<td></td>
<td>• Academia</td>
</tr>
<tr>
<td></td>
<td>• State Ministry of education (Nigeria)</td>
</tr>
<tr>
<td></td>
<td>• AEN, eBASE Africa</td>
</tr>
<tr>
<td></td>
<td>• CDBPS</td>
</tr>
<tr>
<td></td>
<td>• Mediac CRTV, print press</td>
</tr>
<tr>
<td></td>
<td>• HP Foundation (Niger and Nigeria)</td>
</tr>
<tr>
<td></td>
<td>• AFIDEPE (Niger, Nigeria, and Cameroon)</td>
</tr>
<tr>
<td></td>
<td>• Teachers (private and public schools; primary and secondary schools; TVET and general education; formal sector education)</td>
</tr>
<tr>
<td></td>
<td>• Universities and Research Centers</td>
</tr>
<tr>
<td></td>
<td>• MBOSCLUDA (indigenous group advocacy CSO)</td>
</tr>
<tr>
<td></td>
<td>• CAGEAD (CSO)</td>
</tr>
<tr>
<td></td>
<td>• Local farmers and women's groups</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Low</th>
<th>Interest</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low</td>
</tr>
<tr>
<td></td>
<td>High</td>
</tr>
</tbody>
</table>
2. Stakeholders

• Public sector (sectoral ministries): Ministries of Education (Basic Education and Secondary)

• Development Partners and Diplomatic missions (UNESCO, UNICEF, UN Women, British High Commissions/Embassies)

• Universities and Research Centres/Networks

• CSOs

• Academic community (learners, parents and teachers)
3. Engagement methods

• One-on-One meetings
• Academia workshops
• Stakeholder sessions
• Expert Panel
• Teachers Resource Centre
One-on-One Meetings

• Ministries, Universities and Diplomatic missions

• 6 working sessions with Ministry of Basic Education Cameroon (MINEDUB)

• 2 audiences at MINEDUB (Deputy Minister) and the British High Commission-Yaounde

• 8 working sessions with Universities
Acadia Workshops

• Researchers at Universities
• Facilitate evidence generation and synthesis
• Access existing (grey) literature from theses
• Jointly developing Global Trial proposals
• Currently engaging with 7 Universities in Cameroon (public and private)
Stakeholder Sessions

- Bringing together key actors in educational sector
- Policymakers, learners, teachers and parents
- Includes formal and informal learning environments
- 9 Stakeholder Sessions: Cameroon (4), Nigeria (2), Niger (2), and Chad (1)
The Expert Panel

- Advisory body created to ensure eBASE Teaching and Learning Toolkit is a bilingual, inclusive and effective evidence portal for Middle Africa
- Group of educational stakeholders nominated voluntarily
- Policymakers, teachers, researchers, and indigenous groups
- Meets once every quarter, first meeting convened in May 2020
The Teachers’ Resource Centre

- Database for teachers in primary and secondary schools
- Disseminating relevant resources for improving teaching and learning
- Providing answers to questions from teachers related to teaching and learning
- Consolidating and disseminating information on best practices
5. Policy engagement layers

- How do we increase use of evidence for policy and decision-making in education sector?
- Engaging key stakeholders at three different inter-related layers:
  - Inside the Room: Policymakers
  - Around the Room: Universities, Research Centres/Networks, Development Partners, CSOs
  - Outside the Room: Teachers, parents, learners

Source: Altiok & Grizelj, 2019
Policy engagement layers Cont’d

• Layer 1 (In the Room): Stakeholders directly involved in formal policy formulation (Act as a Knowledge Brokering Centre using BCURE/Building Capacity for Use of Research Evidence)

• Layer 2 (Around the Room): Stakeholders who can influence policy formulation with high quality evidence (awareness creation sessions, global evidence summits, policy briefs, publications)

• Layer 3 (Outside the Room): Stakeholders directly involved in evidence production and use which can inform/influence policy (through global trials, eBASE Teaching and Learning Toolkit)

• 3 layers distinct yet interdependent
Thank you

Tangang Andrew Tangang  
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Questions? Email  
tangang@ebaseafrica.org

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Dissemination and Evidence Use in Teaching and Learning in Middle Africa

Aweh Annih Akofu
eBASE Africa
What is Dissemination?

• “This is the act of spreading news, information, ideas to a lot of people” (Cambridge English Dictionary).

• “Delivering and receiving a message” “the engagement of an individual in a process” and “the transfer of a process or a product” (Harmsworth 2000)

• An example: eBASE distributing evidence summaries to teachers, policy makers, parents, students, school boards.
## Our Approaches to Dissemination

<table>
<thead>
<tr>
<th>PUSH APPROACHES</th>
<th>PULL APPROACHES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Mailing list</td>
<td>1. Teachers Resource Center eBASE Teaching and Learning Toolkit</td>
</tr>
<tr>
<td>2. Café Ushahidi</td>
<td>2. Workshops on developing PICO</td>
</tr>
<tr>
<td>3. Evidence Tori Dey</td>
<td>3. Global Fellowship</td>
</tr>
<tr>
<td>4. Radio and TV shows</td>
<td>5. Audits and feedback</td>
</tr>
<tr>
<td>5. Workshops Capacity Building</td>
<td></td>
</tr>
<tr>
<td>6. Stakeholder sessions</td>
<td></td>
</tr>
<tr>
<td>7. Policy briefs</td>
<td></td>
</tr>
<tr>
<td>8. Audiovisual files on social media platforms</td>
<td></td>
</tr>
</tbody>
</table>
PUSH: Pushing Evidence to Stakeholders

• Supply!
• We make the moves!
• Actively sending research evidence to stakeholders without them making any request
• It helps stimulate demand
• Useful where knowledge or capacity for evidence use is low
• Adaptive to non-literate communities
PUSHing Evidence

PUSH APPROACHES

1. Mailing list
2. Café Ushahidi
3. Evidence Tori Dey
4. Radio and TV shows
5. Workshops Capacity Building
6. Stakeholder sessions
7. Policy briefs
8. Audiovisual files on social media platforms
PULL: Pulling Evidence from eBASE Portal

• Demand!
• You make the moves!
• Self service!
• Stakeholders reach out to pull evidence tailored to their needs
• It puts consumers of evidence in the drivers' seat
• Useful where knowledge or capacity for evidence use exists
PULLing Evidence

1. Teachers Resource Center where teachers can stop by to get evidence on T & L interventions.
2. eBASE Teaching and Learning Toolkit
3. Workshops on developing PICO
4. Global Fellowship
5. Audits and feedback
PUSH and PULL: Finding the Right Balance

• **IDEAL**: Evidence users serving themselves to what they need, when they need, and how they need it

• To **facilitate**, we:
  • Engage stakeholders in design, implementation, and reporting
  • The case of adult learning in Maroua, Cameroon
  • Conduct audits and feedback
  • Build capacity

• This allows for the right balance
Media

• Print,
• Radio
• TV etc
Evidence Tori Dey
Evidence Summary

CASH TRANSFERS
Medium impact for High cost, based on extensive evidence.

In many countries, primary school enrolment is still not universal. More than 20% of children do not attend school in many countries in sub-Saharan Africa, and around a third of those who do enrol drop out before completing sixth grade. Secondary school enrolments are far lower. In many countries, fewer than half of all children attend secondary school. And the quality of education is low, with many students having low literacy and math skills after several years of schooling.

Highlights
- There is evidence on the impact of cash transfer programmes.
- Cash transfer increase school enrolment, but there is small evidence on learning.
- CCT programs with compliance monitor and penalty for non-compliance have larger effects.
- There are limited studies that look at learning outcomes.
- Cost of intervention can be seen as high with medium impact.
French Outreach

• The main objective of this campaign was to identify 500 teachers (primary and secondary) within the francophone sub-system who could be interested in participating in the We Attain project.

• Contact information for over 700 teachers has been collected for the eBASE Africa database of teachers
Publications

• Conferences
• Journals
Thank you

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Questions/ Discussion
Thank you

Thank you to:

- All the speakers from e-BASE Africa
- All the #AfricaEvidenceWebinar participants
- AEN/ACE team
- **Work stream 2: Enhancing Evidence Capacities working group led by Charity Chisoro and her team:**
  - Frejus Thoto
  - Wiseman Ndlela
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