



**EDUCATION FOR ALL STATUS
IN SUB-SAHARAN AFRICA AND THE POST 2015
EDUCATION AGENDA**

Presentation for the Conference on

***LEARNING TOGETHER FOR CHANGE : advancing
education for all through Higher Education***

***Nelson Mandela African Institution of Science & Technology,
Arusha 27-29 April 2015***

Structure of the presentation

1. EFA Status in SSA, per region
2. Post 2015 Education Agenda

Sources:

**Education for All Evaluation in Sub Saharan Africa
Assessment Report 2014**, Pole de Dakar & UNESCO Dakar, 2014

- UIS Statistics
- Pole de Dakar Country assessments
- SSA EFA Questionnaire 2012
- SSA EFA Questionnaire 2014
- Country Case studies 2014



SSA Socio Economic Characteristics (2012)

	West Africa	East Africa	Southern Africa	Central Africa	SSA
Population (Million)					
2000	230.4	196.8	103.6	100.4	631.3
2012	319.8	278.6	128.8	141.9	869.1
<i>Av. Annual Growth Rate (2000-12)</i>	2.8%	2.9%	1.8%	2.9%	2.7%
Primary school age % of the Population (2012)	16.3%	18.3%	17.8%	16.5%	17.2%
<i>Av. Annual Growth Rate (2000-12)</i>	2.8%	2.9%	1.4%	3.1%	2.7%
GDP per Capita (US\$)	1,249	644	3,644	1,595	1,467
<i>Real Annual Growth Rate (2000-12)</i>	3.9%	2.9%	1.6%	3.3%	2.4%
HIV&AIDS Prevalence Rate *	1.7%	2.6%	16.9%	3.3%	5.3%

Source: IIEP/Pôle de Dakar Indicator Database.

Note: * These values are simple arithmetic means that do not reflect the weight of each country's population.

SSA Socio-economic characteristics (cont)

- High rate of population growth
- High rate of GDP growth
- Wealth/capita highest in Southern Africa (US\$ 3,644) & weakest in East Africa (US\$ 644).
- Majority SSA countries still ranked as LICs:
 - From 39 in 2000 to 34 in 2014 (6 have left the LIC ranking: Cameroon, Cape Verde, Congo, Ivory Coast, Ghana and Nigeria)



SSA Socio-economic characteristics (cont)

- **Rate of HIV new infections receded by over 25% in 22 countries in SSA (2001 - 2009)**
 - ✓ **But Rates in Southern Africa still alarmingly high (16,9%)**
- **New threats for EFA achievements such as the Ebola epidemic in particular in West Africa**
- **In 2014, 17 out of the 30 fragile states were in SSA (1/3)**
 - ✓ **In 2014 worldwide, countries affected by conflict have lowest education indicators**



Education Policies in SSA in 2012

Education Financing for SSA

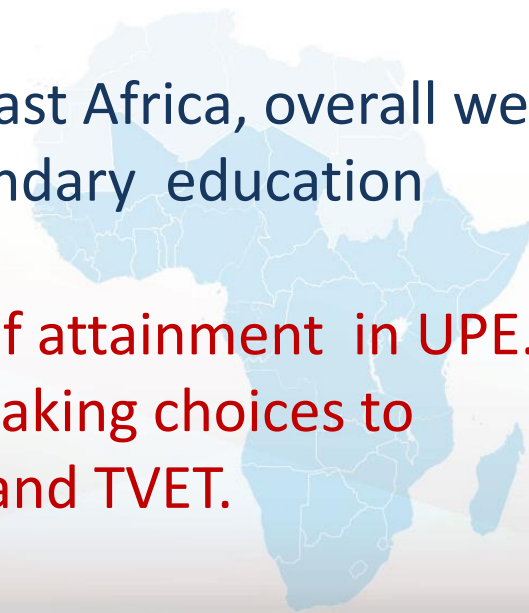
	West Africa	East Africa	Southern Africa	Central Africa	SSA
Domestic Gov. Resources, % of GDP <i>Global Trend 2000-12</i>	17.1% <i>+19% #</i>	20.0% <i>+8%</i>	27.4% * <i>-3% #</i>	26.1% <i>+32%</i>	21.0% <i>+8%</i>
Education Expenditure as % of Recurrent Public Expenditure <i>Global Trend 2000-12</i>	24.5% <i>+1%</i>	24.0% <i>+13%</i>	19.9% <i>-7% #</i>	21.3% <i>+39%</i>	22.8% <i>+11%</i>
Total Education Expenditure on Domestic Resources, % of GDP <i>Global Trend 2000-12</i>	4.3% <i>+15% #</i>	4.3% <i>+3%</i>	5.6% <i>-4%</i>	4.3% <i>+48%</i>	4.5% <i>+13%</i>
Share of Primary in Recurrent Education Expenditure <i>Global Trend 2000-12</i>	48.6% <i>+7%</i>	42.0% * <i>-18% #</i>	40.5% <i>-23%</i>	41.2% <i>+10% #</i>	44.2% <i>-6%</i>
Share of Secondary and TVET in Recurrent Education Expenditure <i>Global Trend 2000-12</i>	30.9% <i>-11%</i>	31.4% * <i>+16.2% #</i>	29.5% <i>+14%</i>	29.8% <i>-9%</i>	30.5% <i>+0%</i>

Source: UNESCO/IIEP/Pôle de Dakar Indicator Database.

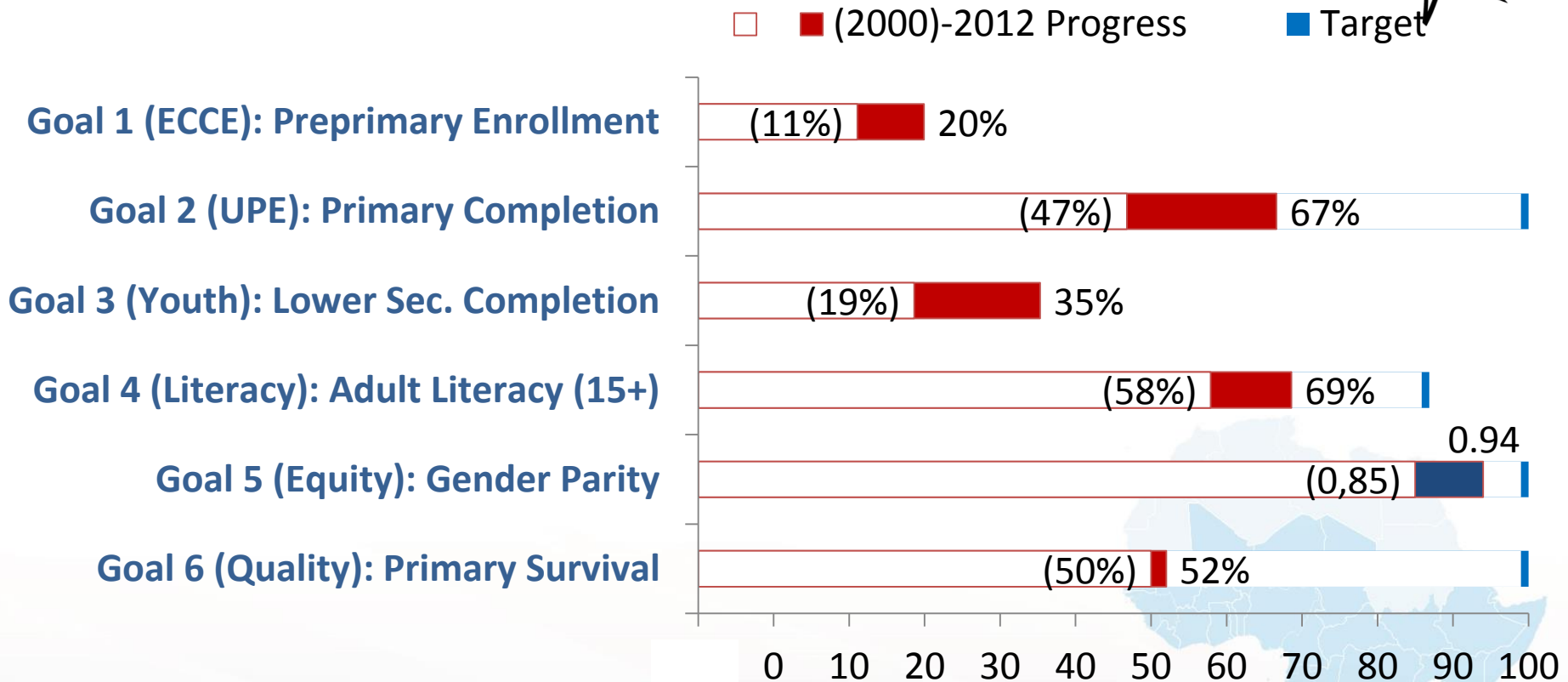
Note: The 2012 values in the table are simple arithmetic means, which do not reflect the weight of countries' resources, expenditure or GDP. * Figures are indicative, data being available for less than half of countries. # Trends are indicative, due to a significant variation in the number of countries per region upon which averages are based, between 2000 and 2012.

Education Policies in SSA (cont)

- Overall domestic resources as % of GDP have increased
- Overall in SSA, Education now receives a greater share of recurrent public expenditure, showing an increase of 13 % reaching 4.5% of GDP has increased in all regions and has gained over 11 percent in SSA over the period. However, the region shows great variations between countries
- Share for primary in SSA dropped by 6 % to reach 44%
- But increased in WA & CA while decreasing significantly for SA & EA
- Despite higher investments in Southern and East Africa, overall we see a decreasing trend for investment in Secondary education & TVET;
- These trends are ostensibly linked with level of attainment in UPE. Countries close to reaching UPE seem to be making choices to invest less in Primary and more in Secondary and TVET.



SSA Overall EFA progress



Source: IIEP/Pôle de Dakar Indicator Database.

Note: All figures shown are percentages, except for the gender parity index, whose parity value is 1.



This graphic clearly shows that in average, SSA is still far from achieving the EFA goals.

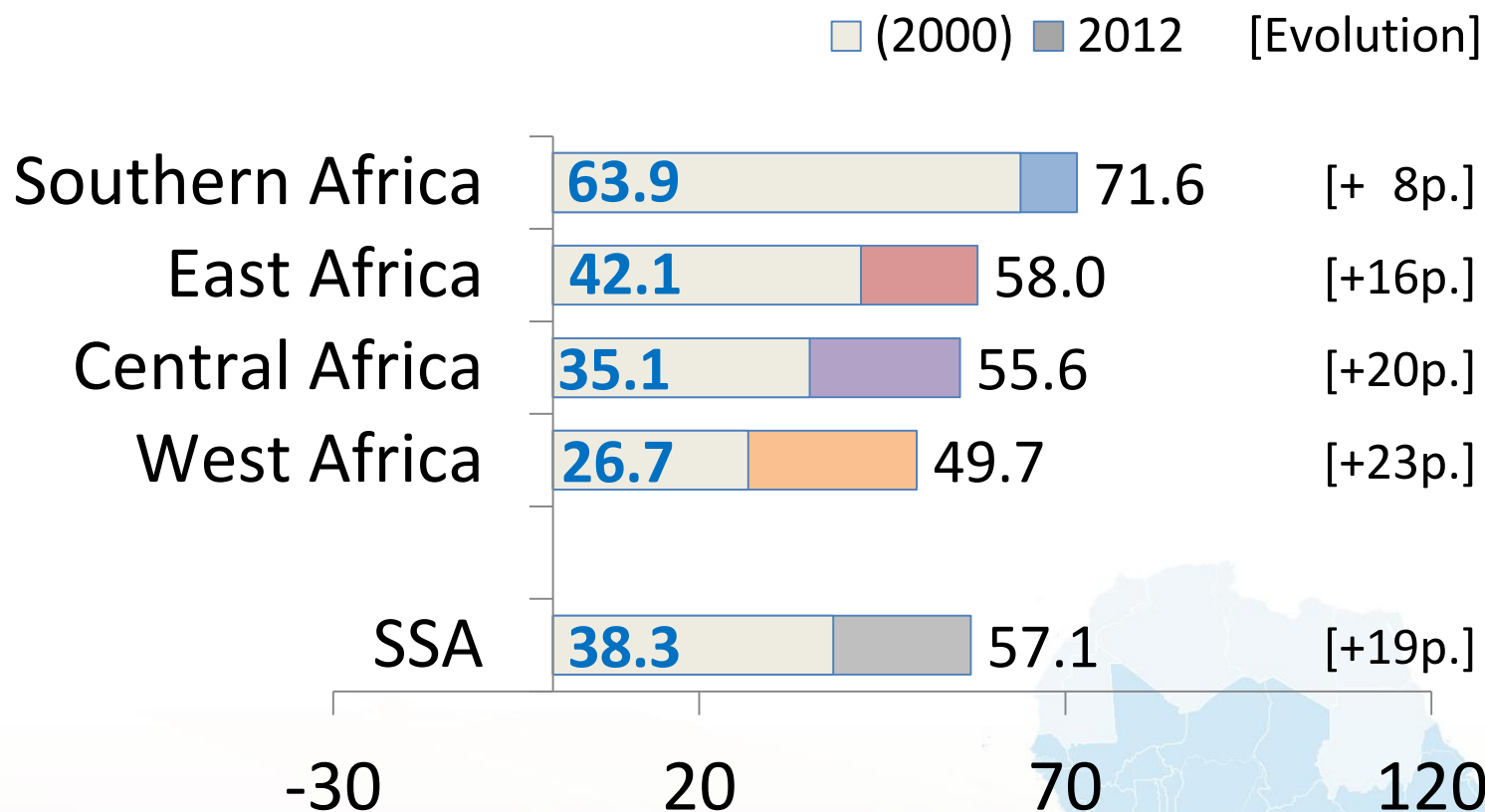
Great progress was made in Gender Parity but all the other goals are clearly lagging behind.

Looking at the EFA Development Index per region we get a better picture of the regional disparities.

The EDI measure 3 indicators: The Primary education completion rate, the youth and adult lietracy rates and the Gender parity.



EFA Status: the EDI per region in 2012

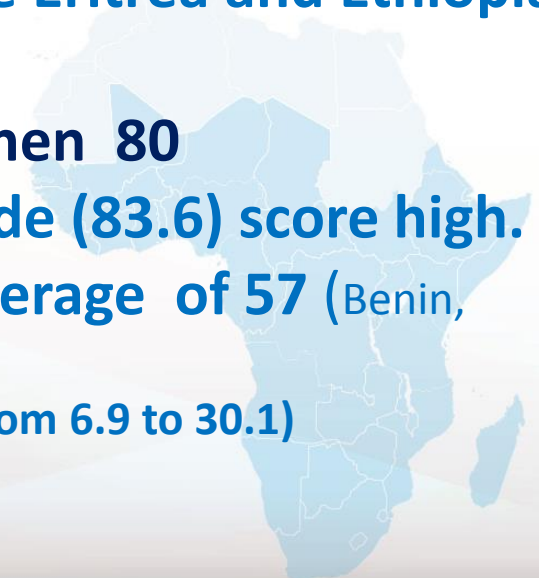


African EFA Development Index (EDI)
(UPE, 15+ Literacy & Gender parity)

ECCE Status: the EDI per region in 2012



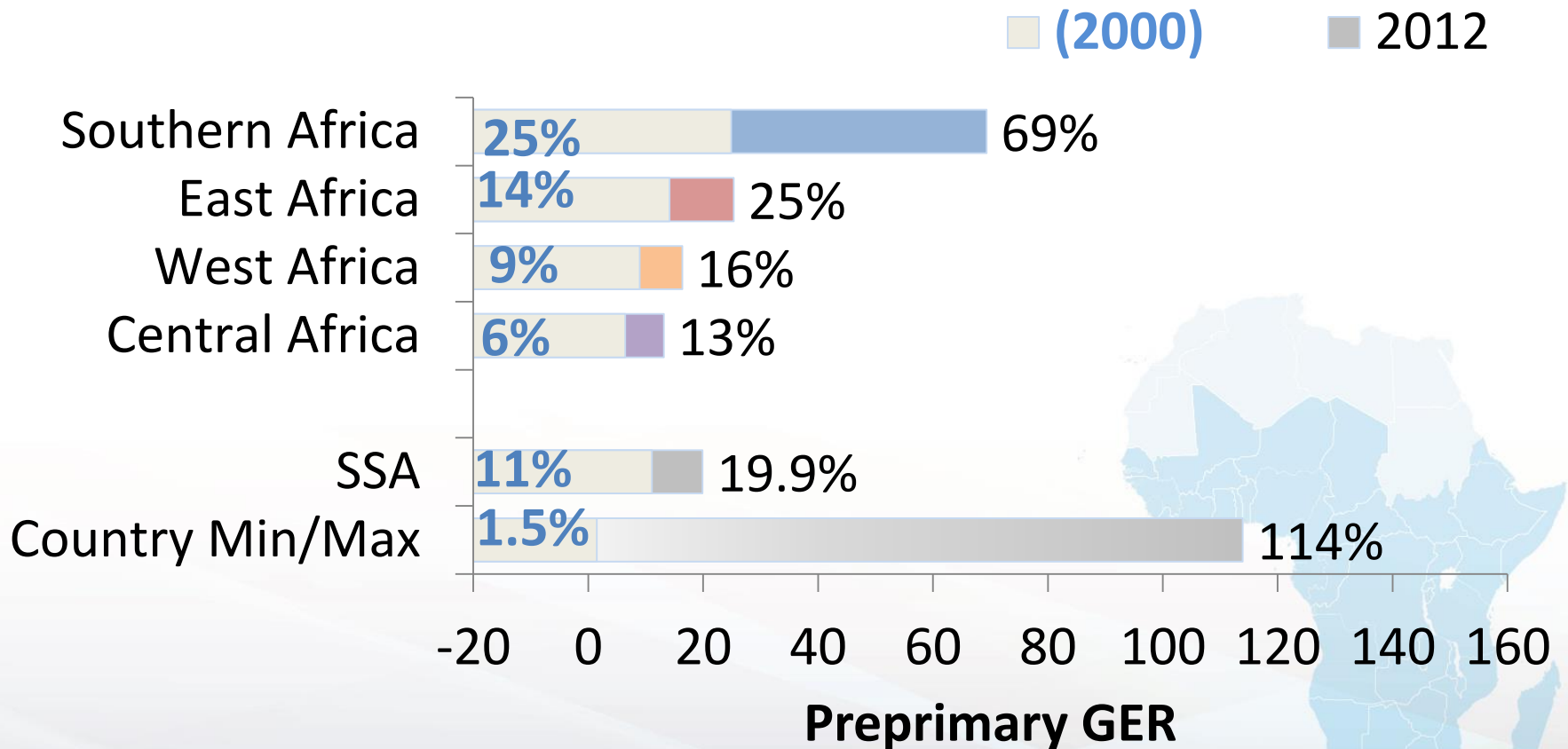
- **Southern Africa : Countries' performances are among SSA's highest;**
 - South Africa, Botswana and Namibia's above 80;
 - Lesotho, Swaziland, Zambia & Zimbabwe above 70
 - **In East Africa: Despite great progress in the past decade, most countries index lays between 55 & 65 with only Seychelles, Mauritius & Kenya with EDI close to 90, while Eritrea and Ethiopia do not even reaching 35**
 - **In Central Africa, only Gabon scores higher then 80**
 - **In West Africa only Ghana (77.2) & Cabo Verde (83.6) score high.**
- Most countries EDI remain below the SSA average of 57** (Benin, Burkina Faso, Guinea Bissau, Mali and Niger);
- **Significant increase though in some countries (Niger - from 6.9 to 30.1)**



EFA Progress



Goal 1: Early Childhood Care and Education (ECCE)



Goal 1: Early Childhood Care and Education (ECCE)



- Overall all regions have made significant progress in ECCE but the figures remain low, indicating the ECCE only benefits a minority
- Of all, once again, Southern Africa has made the greatest progress of all in ECCE scoring now 34% more than in 2000, reaching 79% in 2012 ;
- Despite having doubled enrolments in ECCE, the Central and West regions remain fairly behind with only 13% and 16% respectively. Again in both regions countries like Gabon, Ghana and Cape Verde score significantly higher



Goal 1: ECCE Countries perspectives



Strengths:

- Steady growth in average GER in all regions
- Strong social mobilization
- Political commitment greatest over the period (compared to other EFA goals) & continues to strengthen

Weaknesses:

- National financing
- Services often private
- Urban concentration

The averages conceal significant differences between countries:

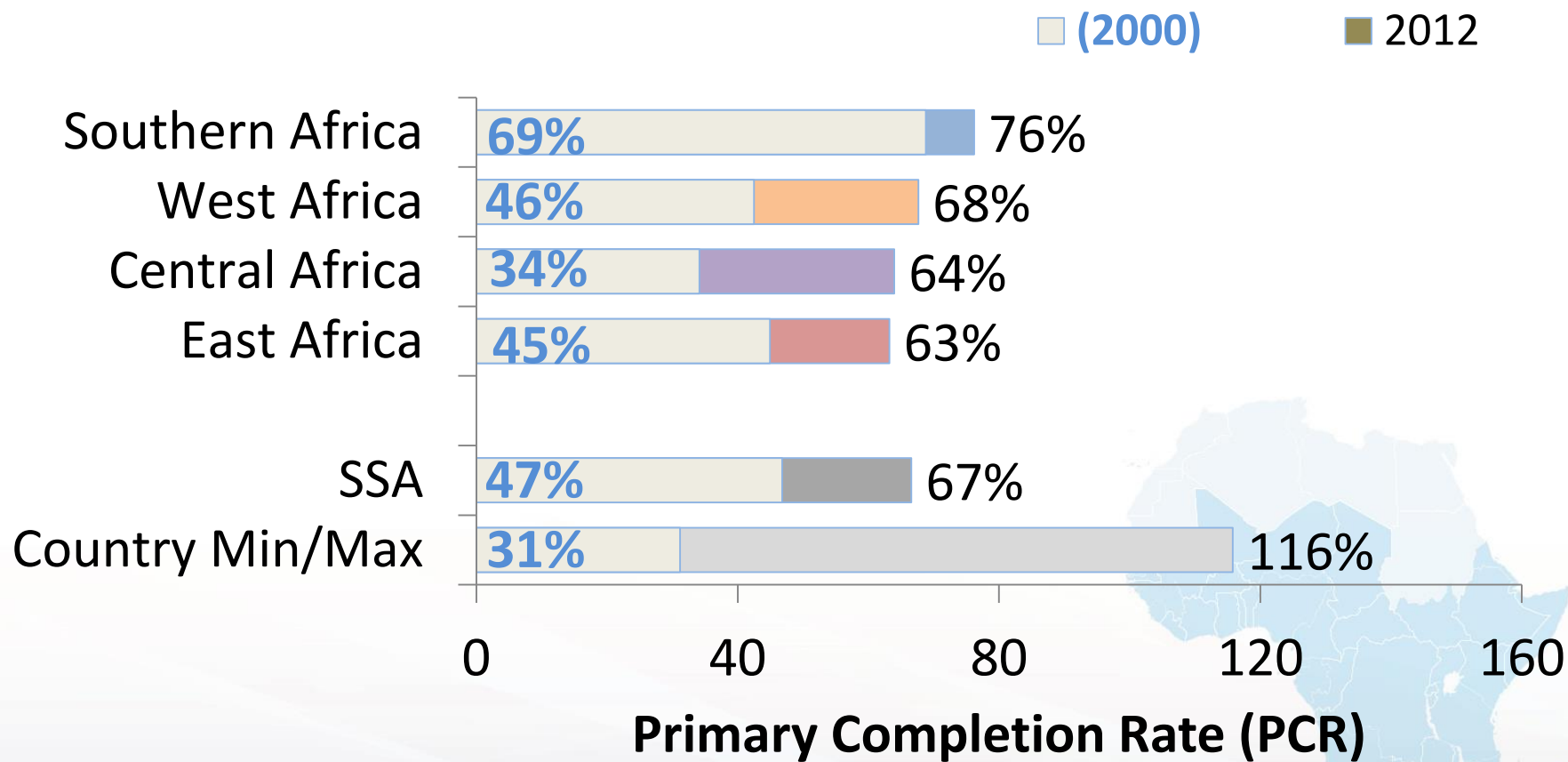
Uganda: GER increased from 23 to 90% ; Ghana: from 50 to 114%; South Africa: from 33 to 78%. Seychelles and Mauritius maintained the high rates (93% & 113)



EFA Progress



Goal 2: Universal Primary Education (UPE)

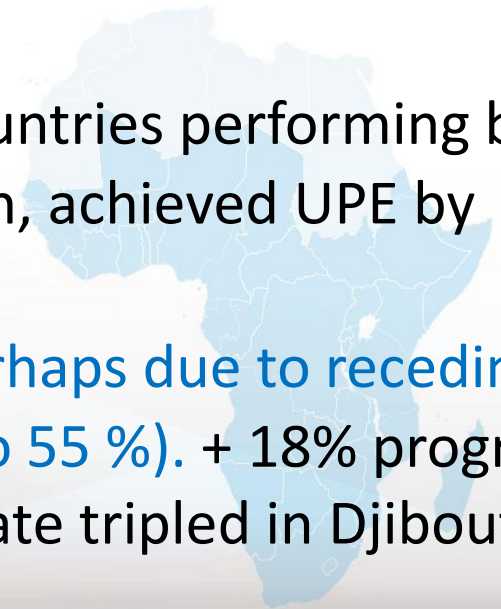


Goal 2: UPE (cont.)



1. Nearly 2/3 of SSA children complete primary cycle against less than half in 2000:

- **Southern Africa:** only 7% gain but highest score: High PCR countries (>95%): South Africa, Botswana and Zambia. **However PCR in Malawi dropped substantially (63 to 48%).**
- **West Africa:** PCR increased by 25 % : Liberia and Niger, PCR more than tripled. **Over 80% increase in Benin while Burkina Faso), Guinea Conakry , Guinea Bissau & Mali saw an increase of nearly 55%.**
- **Central Africa:** highest progress, (+30%). Countries performing best (Burundi (24 to 62%) & DRC (29 to 73%). Gabon, achieved UPE by 2012.
- **East Africa:** Region performing less of all, perhaps due to receding rates in Eritrea & Uganda (38 to 31% & 61.5 to 55 %). + 18% progress though; Highest gain in Rwanda (PCR 75%); rate tripled in Djibouti and Kenya & nearly doubled in Madagascar.

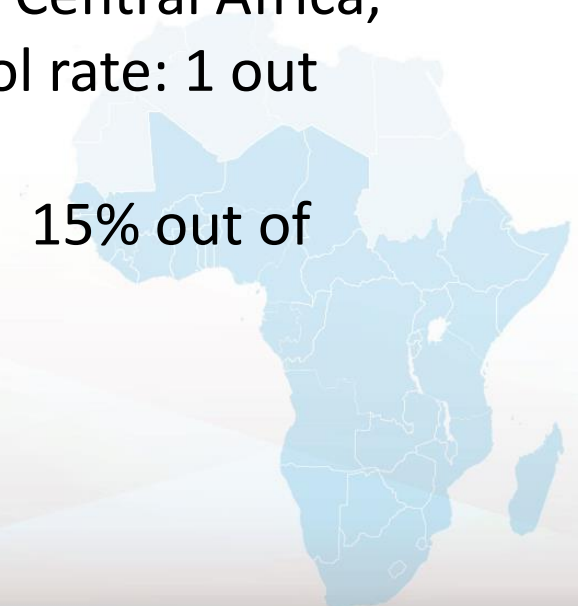


Goal 2: UPE (cont.)



2. Huge reduction of out of school but number still very high

- **Significant Reduction of out-of-school children** of primary school age from 23.7 million to 18.2 million
- **Variation per region:**
 - 1/3 of all out-of-school are in West and Central Africa,
 - Central Africa with highest out-of-school rate: 1 out of 4 (31% girls and 23% boys)
 - Eastern and Southern Africa: estimated 15% out of school

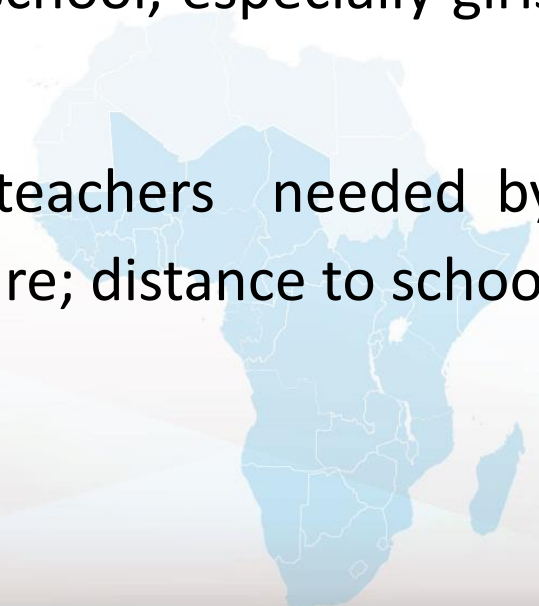


Goal 2: UPE Countries' Perspectives



Reasons for non achievement of UPE:

- **Structural:** many countries started with very low completion rates; many countries in conflict situation (17)
- **Political:** leaders often lacked commitment, education not always a national priority;
- **Financial:** resources constituted a constraint;
- **Sociocultural:** reticence to enroll children in school, especially girls in rural areas;
- **Educational:** lack of teachers (million new teachers needed by 2015 for UPE -UIS); lack of school infrastructure; distance to school in rural areas



Goal 2: UPE Countries' Perspectives



Strengths:

- Community participation
- Very high political commitment (high public investment, fee-free primary)
- Transversal engagement: political, social, governmental & donor

Weaknesses:

- Ongoing quality challenge (including Teachers)
- High dropout and repetition levels
- Equity issues and internal disparities



Ranking of SSA Countries According to their Level of UPE Attainment, 2012

UPE likely to be achieved after 2015			UPE within reach for 2015	UPE achieved
6 Countries	14 Countries	16 Countries	1 Country	9 Countries
PCR < 50%	50% ≤ PCR < 70%	70% ≤ PCR < 90%	90% ≤ PCR < 95%	PCR ≥ 95%
Angola CAR Chad Eritrea Malawi South Sudan	Burkina Faso Burundi Comoros Côte d'Ivoire Equatorial Guinea Ethiopia Guinea Bissau Guinea Liberia Mali Mozambique Niger Senegal Uganda	Benin Cameroon Congo Djibouti DRC Gambia, The Lesotho Madagascar Namibia Nigeria* Rwanda Sierra Leone Swaziland Togo U.R. of Tanzania Zimbabwe*	Zambia	Botswana Cabo Verde Gabon* Ghana Kenya* Mauritius SaoTomé & Prin Seychelles* South Africa

Note: * In the absence of data for 2012, the level of attainment of UPE has been estimated on the basis of historical data and countries' education contexts. Somalia is not included due to lack of data.

EFA Progress



Goal 3: Educational needs of youth and adults

- **Secondary completion rates are improving:**
 - Lower secondary, from 19% to 35%
 - Upper secondary, from 10% to 17%
- **Significant expansion of TVET:**
 - Coverage nearly doubled, from 356 to 606 learners per 100,000 inhabitants
- **Strong development of higher education:**
 - Coverage nearly tripled, from 217 to 636 students per 100,000 inhabitants



TVET Enrolment trends compared to Total Secondary, for SSA and by Region



	West Africa*	East Africa	Southern Africa	Central Africa	SSA
2000	6.2%	2.6%	5.1%	20.7%	8.3%
2012	6.9%	6.9%	4.9% **	18.3%	9.6%
Evolution	+10%	+166%	—	-12%	+15%

Note: Data covers only formal TVET; * Due to data constraints, Nigeria is not included in the West African average.

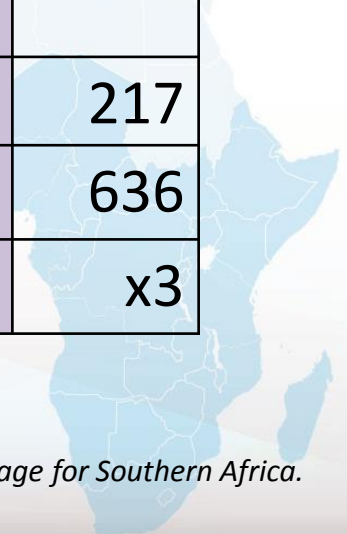
**Data provided are purely indicative, the regional average for 2012 being based on just a third of the countries of Southern Africa

Higher Education Coverage Trends, for SSA and by Region, 2000-12

	West Africa*	East Africa	Southern Africa*	Central Africa	SSA
2000	338	160	203	224	217
2012	719	609	444	680	636
Evolution	x2	x4	x2	x3	x3

Higher Education Coverage (Students per 100,000 Inhabitants)

Note: Due to data constraints, Nigeria is not included in the West African average or South Africa in the average for Southern Africa.



Goal 3: Youth & Adult skills Countries' Perspectives



Strengths:

- Significant expansion of TVET
- Diversification of TVET streams, as well as literacy, non-formal education and lifelong learning programmes

Weaknesses:

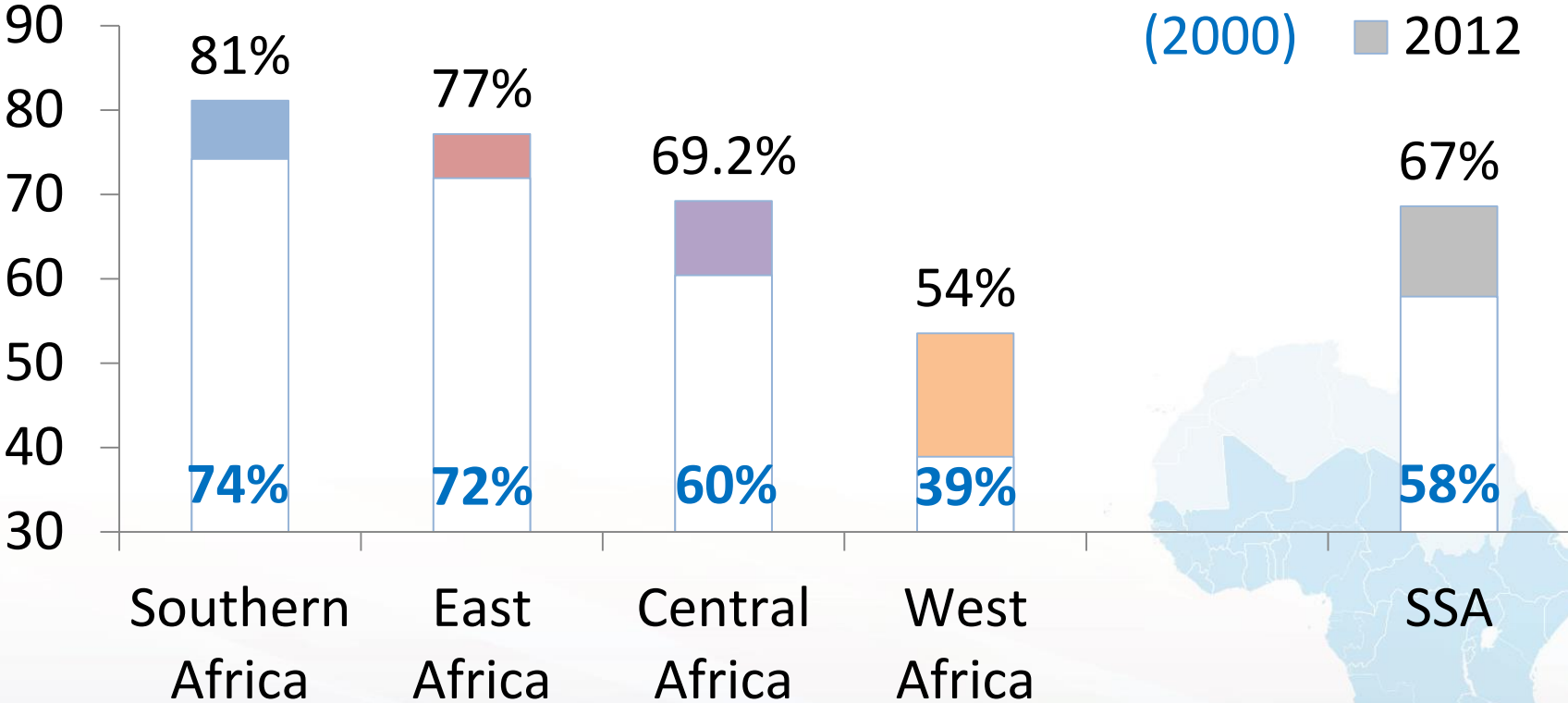
- Low political commitment
- Low national financing
- High costs of TVET development supply
- Poor alignment with labour market needs
- Negative perceptions of TVET
- Lack of data on Non Formal TVET



EFA Progress



Goal 4: Adult Literacy



Adult Literacy Rate

Goal 4: Adult Literacy (cont)



Poor progress in SSA: only 10% increase against 50% target

Progress differs per region & country

- **West Africa**: literacy rate improved most but is still the weakest in SSA. Only 2 (Cape Verde (85%) & Ghana (72%)) score higher than the SSA average; Most below 45%: Benin, Mali & Niger. In Guinea, 5% drop.
- **Southern Africa**: highest literacy levels in SSA except Mozambique (56%); 6 out of 9 above 80%, coinciding with the ones with mature and substantial primary cycles: Botswana, Lesotho, Namibia, South Africa, Swaziland & Zimbabwe.
- **East Africa**: Regional average at 77%; Kenya, Mauritius & Seychelles near 90% with Eritrea and Kenya with significant progress (+30 & +20%) while Madagascar dropped 6% (now only 64.5%).

Adult Literacy Progress



- **Central Africa:** Large progress in Chad (+38%), CAR (+17%) & Burundi (+13). However, the rates are still lower than SSA average. High rates for Gabon (89%) and Equatorial Guinea (94%)

Goal 4: Adult Literacy Countries' Perspectives

Strengths:

- Strong social mobilization
- Education sector efforts

Weaknesses:

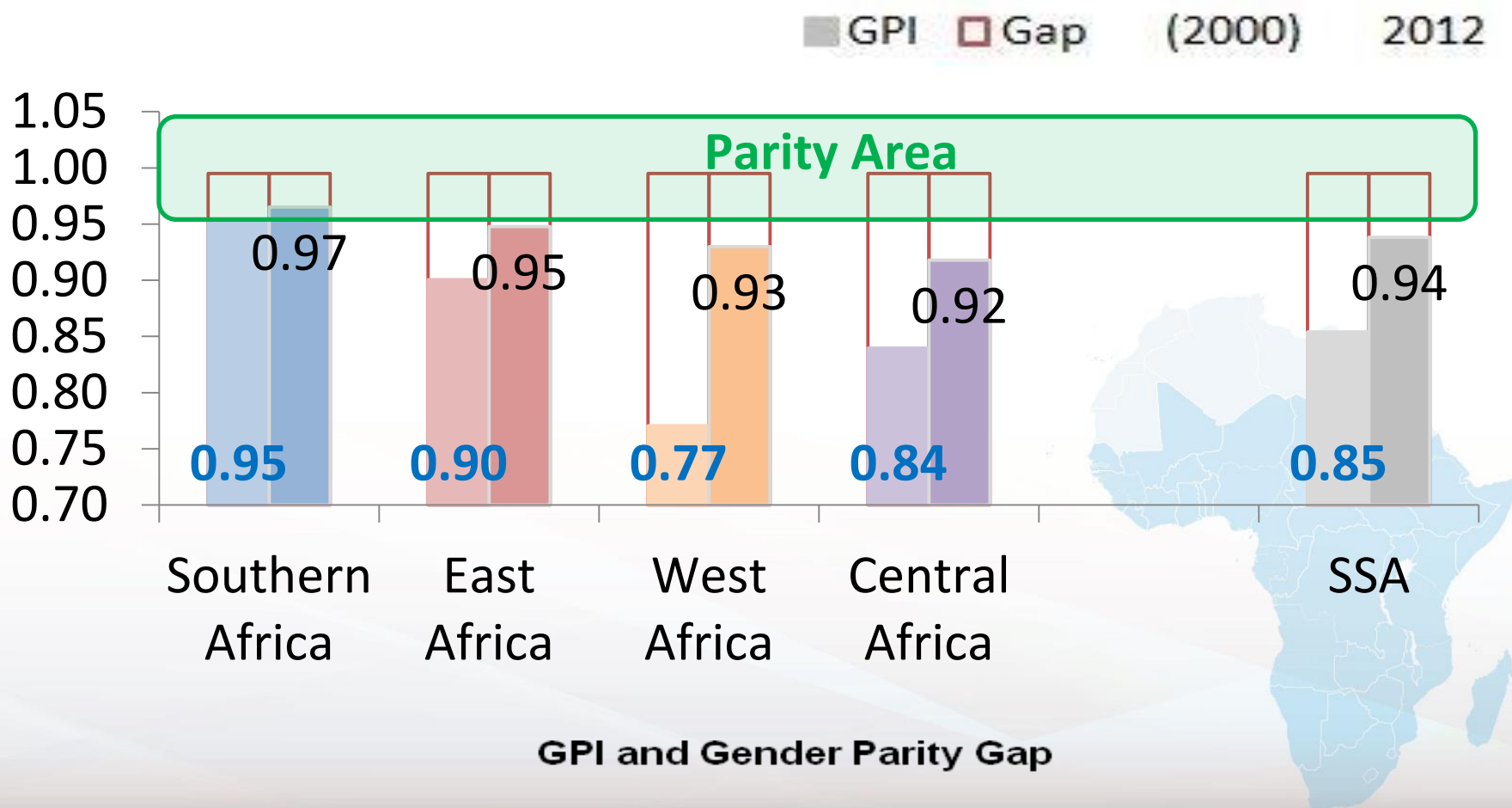
- **Political commitment: not a priority goal for many countries**
- **National financing**



EFA Progress



Goal 5: Gender Parity





Gender Parity in primary education

- Goal which shows most progress in all regions
- **West and Central Africa:** were lagging most behind with 0.77 and 0,84 indexes respectively but have caught up pretty well and are now at 0,93 and 0,92
- However, when looking closer at country scores then the picture shows that 21 out of countries 47 have not achieved gender parity in primary education



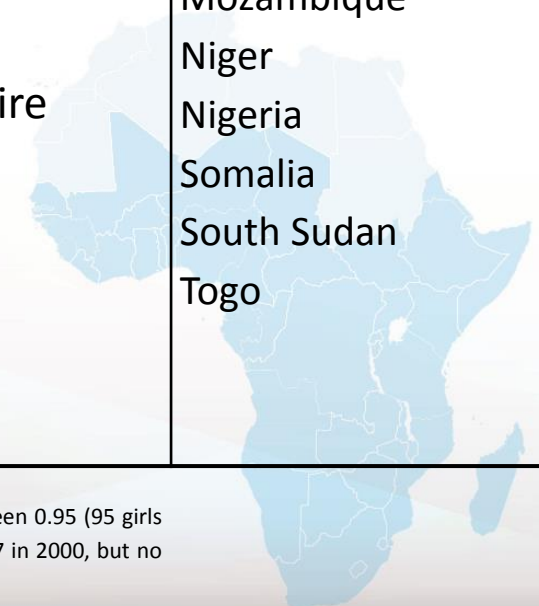
Ranking Gender Parity per country



Gender parity achieved for:			Gender Parity Not Achieved	
Primary, Lower & Upper Secondary	Primary & Lower Secondary	Primary		
10 Countries	5 Countries	11 Countries	21 Countries	
Botswana Cape Verde Lesotho Mauritius Namibia Rwanda Sao Tomé & Príncipe Seychelles South Africa Swaziland	Congo Gambia, The Kenya Madagascar Senegal	Burkina Faso Burundi Equatorial Guinea Gabon Ghana Malawi Sierra Leone U. R. Tanzania Uganda Zambia Zimbabwe *	Angola Benin Cameroon CAR Chad Comoros Côte d'Ivoire Djibouti DRC Eritrea	Ethiopia Guinea Guinea Bissau Liberia Mali Mozambique Niger Nigeria Somalia South Sudan Togo

Source: IIEP/Pôle de Dakar Indicator Database.

Note: Gender parity is considered to be achieved when the GPI (the ratio of the girls' GER to the boys' GER) is comprised between 0.95 (95 girls enrolled for 100 boys) and 1.05 (105 girls enrolled for 100 boys). Somalia is not mentioned due to data constraints. * GPI of 0.97 in 2000, but no data are available for 2012.



Gender Enrollment Disparities, Primary to Higher Education,



	West Africa	East Africa	Southern Africa	Central Africa	SSA
Primary	0.93	0.95	0.97	0.92	0.94
Lower Secondary	0.83	0.96	1.01	0.78	0.88
Upper Secondary	0.75	1.01	1.07	0.58	0.84
Higher Education	0.64	0.81	0.99	0.63	0.73

Source: IIEP/Pôle de Dakar Indicator Database.

While Gender parity in primary does not seem to be longer challenge at the continental level

when looking at the higher levels of education then we can see only Southern Africa has reached Gender Parity at all levels, closely followed by East Africa that is closing the gap for Higher education as well.

For West and Central Africa, challenges are high for both Secondary as tertiary levels.





Goal 5: Gender Parity Countries' Perspectives

Strengths:

- Incorporation of gender in education policy
- Overall engagement of all players

Weaknesses:

- Policies stumble against entrenched cultural stereotypes
- Early marriage and teenage pregnancy



EFA Progress



Goal 6: Educational Quality: Learning outcomes

SACMEQ : Greater issues in math, particularly in Southern Africa

	Country	Reading	Math
Countries of East Africa	Kenya	80.2%	61.6%
	Mauritius	78.8%	73.2%
	Seychelles	78.1%	57.7%
	Uganda	54.2%	25.1%
	U. R. of Tanzania	89.9%	57.0%
Countries of Southern Africa	Botswana	75.8%	43.7%
	Lesotho	47.5%	18.9%
	Malawi	26.7%	8.3%
	Mozambique	56.5%	25.9%
	Namibia	61.3%	18.4%
	South Africa	51.7%	30.9%
	Swaziland	93.0%	55.6%
	Zambia	27.4%	8.2%
	Zimbabwe	62.8%	42.7%

Goal 6: Educational Quality: Overall, low level of learning outcomes

PASEC : More challenges in reading in West Africa

	Country	Reading	Math
Countries of West Africa	Benin (2005)	26.4%	30.4%
	Burkina Faso (2007)	38.2%	52.7%
	Côte d'Ivoire (2009)	38.2%	25.4%
	Senegal (2007)	45.6%	62.0%
	Togo (2010)	26.6%	42.7%
Countries of Central Africa	Burundi (2009)	53.4%	66.4%
	Cameroon (2005)	71.2%	63.5%
	Chad (2010)	37.2%	42.4%
	Congo (2007)	37.4%	43.6%
	DRC (2010)	48.0%	64.4%
	Gabon (2006)	84.0%	70.4%

Source: IIEP/Pôle de Dakar Indicator Database. (Programme d'Analyse des Systèmes Éducatifs de la CONFEMEN -20 Countries)

Goal 6: Educational Quality: other parameters

TEACHERS

- **Weak motivation**, related to low status, wage or posting, leading to:
 - High levels of absenteeism,
 - Low effective pupil learning time
- **De-professionalization of teaching:**
 - wide-scale recruitment of contract and community teachers to enable the high expansion of primary education
 - poor training
 - poor monitoring and inspection

TEACHING AND LEARNING MATERIALS

- Limited availability
- Not aligned with Curriculum



Goal 6 : Educational Quality: Countries' Perspectives

Strengths:

- Mobilisation of education ministries
- Support from donors
- Curricular improvement and reform

Weaknesses:

- Neutral or negative evolution of financing over the period
- Low teacher motivation
- Widespread recruitment of contract and community teachers, with little supervision or training
- Textbooks are not always adapted to new curricula



**SSA POST 2015 EDUCATION AGENDA:
Renewed commitment for Quality education
for all and life long learning**



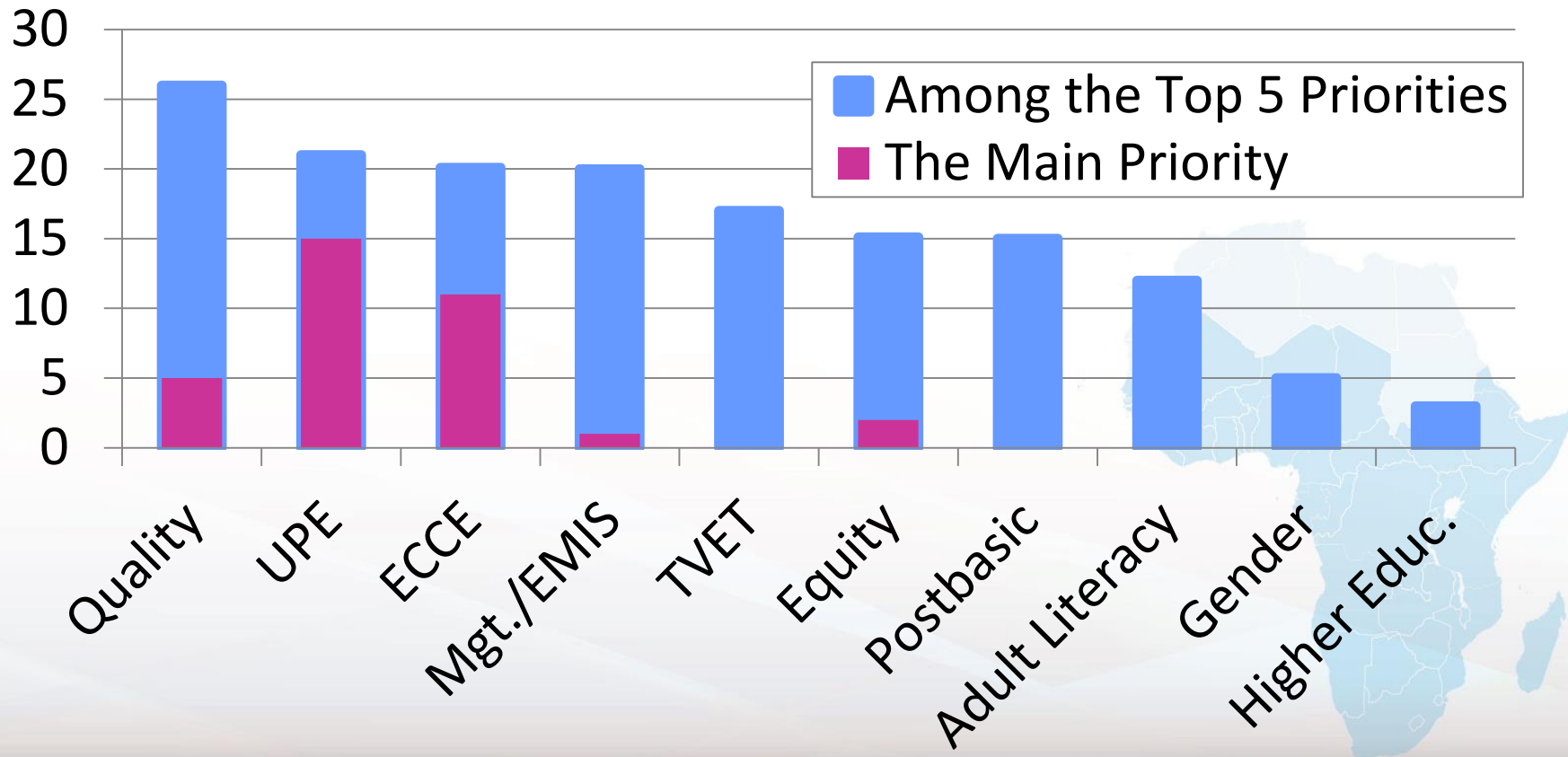
1. ADDRESSING THE 2000- 2015 EFA LEGACY

- **Quality:** teaching and learning outcomes is clearly needing most redressing
- **Reaching the unreached: the Out-of school backlog**
- **Post Primary education:** Provision of educational and vocational opportunities to the greater number of primary leavers is a growing concern.
- **Governance:** Addressing issues related to efficiency in the use of sector resources
- **Inter-sectorial coordination:** needing strengthening



National Perspectives for post-2015

Number of countries for whom a given priority is among the Top 5, and the main one for the post-2015 period (34 countries)



- **Improving quality is one of countries' five top priorities for the future**, and by a significant number of countries and considered more important than UPE by a greater number of countries (26/34 countries)
- **ECCE is now considered to be a priority by many countries (20/34)**
- **Improving management of education sector** (and particularly the deployment of EMIS), found as important as UPE and ECCE (20/34)
- The **development of technical and vocational skills** to encourage youth employment, is now fundamental for most of SSA countries, and was only lightly addressed in earlier policies.
- **Adult literacy** continues to be a significant concern, mentioned by 1/3 of the countries (12/34)



2. EMERGING CONSENSUS FOR POST 2015

- **Inversion of the enrolment paradigm: Out of school instead of UPE**
- **Equity becomes a priority goal in itself**
- **From UPE to Basic Education of 10 - 12 years**
- **Post primary focus on TVET aligned to labour markets**
- **2 crosscutting issues for most countries:**
 - Development of education infrastructure,
 - Deployment of information and communication technologies (ICT) in particular to modernize teaching



EMERGING CONSENSUS FOR POST 2015

Priority	Key Themes
Quality	<ul style="list-style-type: none">• Teachers (redeployment, motivation)• Pedagogical material• Curricula (reform, pedagogical approaches)• Academic inspections• Assessment of learning outcomes• Use of ICT
Basic Education	<ul style="list-style-type: none">• Compulsory Basic Education (extension of free and compulsory primary education to lower secondary)• Universal access, in particular for out-of-school children• Teachers (recruitment, training, deployment, motivation, performance, retention)• Pedagogical materials• School feeding• Internal efficiency (dropout, repetition, retention)• Making education compulsory (3 countries: Botswana, Lesotho, Swaziland)• Quality (school environments, libraries, curricula, inspections)



EMERGING CONSENSUS FOR POST 2015 (cont)

ECCE	<ul style="list-style-type: none">• Coverage: infrastructure, recruitment of care takers, incorporation of a <i>Grade Zero</i> to primary (8 countries)• Quality: training, pedagogical material, curricula, standards, certification of centers, management, supervision• Equity: disadvantaged children, children with special educational needs, or from rural areas• School feeding• Community involvement: coverage (schools) and quality (management)
Management	<ul style="list-style-type: none">• EMIS• School maps• Intra-sectorial coordination• Governance
Equity	<ul style="list-style-type: none">• Out-of-school children (poor, rural and vulnerable children)• Targeted enrollment through scholarships• Programmes based on positive discrimination• Adaptation of school environments• Specialized training of teachers



Other Key issues of concern:

- Increasing domestic financing
- Turning the natural resources curse into a blessing:
using revenues for social investments
- Improving efficiency and accountability
- Building skills for addressing contemporary issues:
 - **Peace education**
 - **Environmental education and climate change**
 - **Global citizenship**



INTERNATIONAL POST 2015 EDUCATION AGENDA:

Different fora:

- Muscat Agreement (GEM)
- Kigali Declaration (SSA)
- SDGs (UN)

Underlying the same renewed commitment for:

**Equitable and Inclusive Quality education
for All and Life Long Learning:**



Role of Higher education for improved EFA: some areas for consideration

➤ ACCES

- ❖ ICTs
- ❖ Mapping out the unreached

➤ QUALITY

- ❖ Curriculum development
- ❖ ICTs
- ❖ Teacher training
- ❖ Standard setting

➤ GOVERNANCE

- ❖ EMIS
- ❖ Research for evidence based management





THANK YOU FOR YOUR ATTENTION

Zulmira Rodrigues

***UNESCO Dar Es Salaam Head of Office
and
Representative to the United Republic of Tanzania***



Arusha April 2015