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

Presentation on the Occasion of the GMR
Launch for the Education JSR

Dodoma, 13 May 2015
Structure of the presentation

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

Sources:


- UIS Statistics
- GMR
- Pole de Dakar Country assessments
- SSA EFA Questionnaire 2012
- SSA EFA Questionnaire 2014
- Country Case studies 2014
### SSA Socio Economic Characteristics (2012)

<table>
<thead>
<tr>
<th></th>
<th>West Africa</th>
<th>Central Africa</th>
<th>Southern Africa</th>
<th>East Africa</th>
<th>URT</th>
<th>SSA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Population (Millions)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2000</td>
<td>230.4</td>
<td>100.4</td>
<td>103.6</td>
<td>196.8</td>
<td>34.0</td>
<td>631.3</td>
</tr>
<tr>
<td>2012</td>
<td>319.8</td>
<td>141.9</td>
<td>128.8</td>
<td>278.6</td>
<td>44.9</td>
<td>869.1</td>
</tr>
<tr>
<td><strong>Annual Growth Rate 2000/12</strong></td>
<td>2.8%</td>
<td>2.9%</td>
<td><strong>1.8%</strong></td>
<td>2.9%</td>
<td><strong>2.7%</strong></td>
<td><strong>2.7%</strong></td>
</tr>
<tr>
<td><strong>Primary school age % of Population (2012)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>16.3%</td>
<td>16.5%</td>
<td>17.8%</td>
<td>18.3%</td>
<td><strong>18.5%</strong></td>
<td><strong>17.2%</strong></td>
</tr>
<tr>
<td><strong>Av. Annual Growth Rate 2000/12</strong></td>
<td>2.8%</td>
<td><strong>3.1%</strong></td>
<td><strong>1.4%</strong></td>
<td>2.9%</td>
<td><strong>2.9%</strong></td>
<td><strong>2.7%</strong></td>
</tr>
<tr>
<td><strong>GDP per Capita (US$)</strong></td>
<td>1,249</td>
<td>1,595</td>
<td>3,644</td>
<td>644</td>
<td>636</td>
<td>1,467</td>
</tr>
<tr>
<td><strong>Real Annual Growth Rate 2000/12</strong></td>
<td><strong>3.9%</strong></td>
<td><strong>3.3%</strong></td>
<td><strong>1.6%</strong></td>
<td>2.9%</td>
<td><strong>6.9%</strong></td>
<td><strong>2.4%</strong></td>
</tr>
<tr>
<td>**HIV&amp;AIDS Prevalence Rate * **</td>
<td><strong>1.7%</strong></td>
<td>3.3%</td>
<td><strong>16.9%</strong></td>
<td>2.6%</td>
<td><strong>5.8%</strong></td>
<td><strong>5.3%</strong></td>
</tr>
</tbody>
</table>

*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
- Majority SSA countries still ranked as LICs:
  - From 39 in 2000 to 34 in 2014 (only 6 have left the LIC ranking: Cameroon, Cape Verde, Congo, Ivory Coast, Ghana and Nigeria)

Tanzania

- Similar Population growth as the average SSA (2.7%)}
- Significant higher growth of GDP/capita
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

Tanzania

- Indirectly affected by conflicts in the lake zone region
## Education Policies in SSA in 2012

### Education Financing for SSA

<table>
<thead>
<tr>
<th></th>
<th>West Africa</th>
<th>Central Africa</th>
<th>Southern Africa</th>
<th>East Africa</th>
<th>URT</th>
<th>SSA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domestic Gov. Resources, GDP %</td>
<td>17.1%</td>
<td>26.1%</td>
<td>27.4% *</td>
<td>20.0%</td>
<td>16%</td>
<td>21.0%</td>
</tr>
<tr>
<td>Education Expenditure as % of Recurrent Public Expenditure</td>
<td>24.5%</td>
<td>21.3%</td>
<td>19.9%</td>
<td>24.0%</td>
<td>26%</td>
<td>22.8%</td>
</tr>
<tr>
<td>Total Education Expenditure from Domestic Resources as % of GDP</td>
<td>4.3%</td>
<td>4.3%</td>
<td>5.6%</td>
<td>4.3%</td>
<td>5.4%*</td>
<td>4.5%</td>
</tr>
<tr>
<td>Share of Primary in Recurrent Education Expenditure</td>
<td>48.6%</td>
<td>41.2%</td>
<td>40.5%</td>
<td>42.0% *</td>
<td>44%</td>
<td>44.2%</td>
</tr>
<tr>
<td>Share of Second. &amp; TVET in Recurrent Education Expenditure</td>
<td>30.9%</td>
<td>29.8%</td>
<td>29.5%</td>
<td>31.4% *</td>
<td>21%</td>
<td>30.5%</td>
</tr>
</tbody>
</table>

Source: UNESCO/PIE/Pôle de Dakar Indicator Database. * = 2010 data  
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.
SSA Overall EFA progress

Goal 1 (ECCE): Preprimary Enrollment
- (11%) 20%

Goal 2 (UPE): Primary Completion
- (47%) 67%

Goal 3 (Youth): Lower Sec. Completion
- (19%) 35%

Goal 4 (Literacy): Adult Literacy (15+)
- (58%) 69%

Goal 5 (Equity): Gender Parity
- (0.85) 0.94

Goal 6 (Quality): Primary Survival
- (50%) 52%

Source: IIIEP/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 (EDI) 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 literacy rates and the Gender parity.
EFA Status: the EDI per region in 2012

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

Source: IIEP/Pôle de Dakar Indicator Database.
EFA Status: 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

EAST AFRICA:
Despite great progress, most countries EDI are lays between 55 & 65:
• Seychelles, Mauritius & Kenya with EDI close to 90
• Eritrea and Ethiopia do not reach 35
Tanzania: EDI of 72,9% making a significant 14,6% points progress

CENTRAL AFRICA:
• Only Gabon scores higher then 80%

WEST AFRICA:
• Only 2 countries score high: Ghana (77 %) & Cabo Verde (84%)
• Most countries EDI remain below the SSA average of 57 (Benin, Burkina Faso, Guinea Bissau, Mali and Niger);
• Significant increase in some countries: Niger - from 6.9 to 30.1
# EFA Progress

## Goal 1: Early Childhood Care and Education (ECCE)

<table>
<thead>
<tr>
<th>Region</th>
<th>Pre-primary GER</th>
<th>2000</th>
<th>2012</th>
<th>Country Min/Max</th>
</tr>
</thead>
<tbody>
<tr>
<td>West Africa</td>
<td>9</td>
<td>16</td>
<td>16</td>
<td>114</td>
</tr>
<tr>
<td>Central Africa</td>
<td>6</td>
<td>13</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>Southern Africa</td>
<td>25</td>
<td>69</td>
<td>69</td>
<td></td>
</tr>
<tr>
<td>East Africa</td>
<td>14</td>
<td>25</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Tanzania</td>
<td>27</td>
<td>40</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>SSA</td>
<td></td>
<td></td>
<td></td>
<td>20</td>
</tr>
</tbody>
</table>

Pre-primary GER represents the percentage of children enrolled in pre-primary education. The chart compares the enrollment rates in 2000 and 2012, with the target set at 114% for West Africa.
Goal 1: Early Childhood Care and Education (ECCE)

Overall all regions have made significant progress in ECCE but the figures remain low, indicating that ECCE benefits only a minority. The averages conceal significant differences between countries.

- Of all, Southern Africa has made the greatest progress of all in ECCE scoring now 44% more than in 2000, reaching 79% in 2012;

- Despite doubling enrolments in ECCE, Central & West Africa remain behind with only 13% and 16% averages respectively. In both regions Gabon, Ghana and Cape Verde score significantly higher.
Goal 1: ECCE (cont)

Tanzania:
- One of the countries with highest progress in SSA from 27% to 40% in 2012
- Double the average of SSA

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
EFA Progress

Goal 2: Universal Primary Education (UPE)

Primary Completion Rate (PCR)
1. In 2012 Nearly 2/3 (144 million) of SSA children completed the primary cycle against less then half in 2000
   - Significant Reduction of out-of-school children of primary school age from 23.7 million to 18.2 million
2. 67% completion implies that 33% drop out prematurely – without 2\textsuperscript{nd} chance, these will join the future group of illiterates
   - Significant 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
3. 35% of Out of school children in SSA lived in conflict affected countries
4. Exclusion in enrolment linked to poverty, gender, ethnic & linguistic background, disability, geographical location & livelihood;
West Africa:
Despite increase 25 %, still only a PCR of 68%: 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%) but still only a PCR of 64%. Countries performing best (Burundi (24 to 62%) & DRC (29 to 73%). Gabon, achieved UPE by 2012.

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%).

East Africa:
Despite the +18% progress, Region performing less of all, perhaps due to receding rates in Eritrea & Uganda (38 to 31% & 61.5 to 55%). Highest gain in Rwanda (PCR 75%); rate tripled in Djibouti and Kenya & doubled in Madagascar.
Goal 2: UPE (cont.)

Tanzania:

- Completion rates from 63 to 87.5%, showing one of the best progresses in Africa with a gain of 13.5% over the period.
- Still 12.5% drop out rate, understood to affect specific groups of vulnerable children, in particular boys.
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;
- **Socio-cultural**: 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
Goal 2: UPECountries’ Perspectives

Strengths:

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

Weaknesses:

- Ongoing quality challenge (including Teachers)
- High dropout and repetition levels
- Equity issues and internal disparities
## Ranking of SSA Countries in level of UPE Attainment, 2012

<table>
<thead>
<tr>
<th>UPE likely to be achieved after 2015</th>
<th>UPE within reach for 2015</th>
<th>UPE achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 Countries</td>
<td>14 Countries</td>
<td>16 Countries</td>
</tr>
<tr>
<td>PCR &lt; 50%</td>
<td>50% ≤ PCR &lt; 70%</td>
<td>70% ≤ PCR &lt; 90%</td>
</tr>
</tbody>
</table>

**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.*
1. **Secondary completion rates in SSA improving:**
   - Lower secondary, from 19% to 35%
   - Upper secondary, from 10% to 17%
   **Tanzania:**
   - Lower secondary more than quintupled, reaching 43%,
   - Upper secondary only 5% in 2012 but substantial increase in student population: 374 students per 100,000 inhabitants against 68/100,000, 5.5 times the 2001 level, but still way below the SSA average of 632 students per 100,000 inhabitants

2. **Significant expansion of TVET:**
   - Coverage nearly doubled, from 356 to 606 learners per 100,000 inhabitants

3. **Strong development of higher education:**
   - Coverage nearly tripled, from 217 to 636 students per 100,000 inhabitants
### TVET Enrolment trends compared to Total Secondary

<table>
<thead>
<tr>
<th></th>
<th>West Africa*</th>
<th>Central Africa</th>
<th>Southern Africa</th>
<th>East Africa</th>
<th>URT**</th>
<th>SSA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2000</strong></td>
<td>6.2%</td>
<td><strong>20.7%</strong></td>
<td>5.1%</td>
<td>2.6%</td>
<td>26.7%</td>
<td>8.3%</td>
</tr>
<tr>
<td><strong>2012</strong></td>
<td>6.9%</td>
<td><strong>18.3%</strong></td>
<td>4.9% **</td>
<td>6.9%</td>
<td>18.8%</td>
<td>9.6%</td>
</tr>
<tr>
<td><strong>Evolution</strong></td>
<td>+10%</td>
<td>-12%</td>
<td>—</td>
<td>+166%</td>
<td>-42%</td>
<td>+15%</td>
</tr>
</tbody>
</table>

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

** 2002 Data for URT

### Tanzania:

TVET enrolments are significant higher compared to the EA average and slightly higher then the SSA average but still quite a limited proportion of Post primary; **A significant decrease of 42% over the period**
## Goal 3: Educational needs of youth and adults

### Higher Education Coverage (Students per 100,000 inhabitants)

<table>
<thead>
<tr>
<th></th>
<th>West Africa*</th>
<th>Central Africa</th>
<th>Southern Africa*</th>
<th>East Africa</th>
<th>URT*</th>
<th>SSA</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>338</td>
<td>224</td>
<td>203</td>
<td>160</td>
<td>68</td>
<td>217</td>
</tr>
<tr>
<td>2012</td>
<td>719</td>
<td>680</td>
<td>444</td>
<td>609</td>
<td>374</td>
<td>636</td>
</tr>
<tr>
<td>Evolution</td>
<td>x2</td>
<td>x3</td>
<td>x2</td>
<td>x4</td>
<td>x5.5</td>
<td>x3</td>
</tr>
</tbody>
</table>

**Note:** URT Baseline 2001

### Tanzania:

- Very high progress in Tertiary enrollment: more than quintupled over the period
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

<table>
<thead>
<tr>
<th>Region</th>
<th>2012</th>
<th>2000</th>
<th>Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>West Africa</td>
<td>54</td>
<td>39</td>
<td>+19</td>
</tr>
<tr>
<td>Central Africa</td>
<td>69</td>
<td>60</td>
<td>+9</td>
</tr>
<tr>
<td>Southern Africa</td>
<td>81</td>
<td>74</td>
<td>+7</td>
</tr>
<tr>
<td>East Africa</td>
<td>77</td>
<td>72</td>
<td>+5</td>
</tr>
<tr>
<td>Tanzania</td>
<td>73</td>
<td>69</td>
<td>+4</td>
</tr>
<tr>
<td>SSA</td>
<td>67</td>
<td>58</td>
<td>+9</td>
</tr>
</tbody>
</table>

Adult Literacy Rate: + 15 Years
Goal 4: Adult Literacy (cont)

- Lowest progressed goal (only 2%)
- World wide, SSA records highest adult illiteracy rate, 41% of the total
- 187 million adults lacked basic literacy skills in 2012 against 157 M in 2000
- 61% illiterates are women
- Projected 197 million illiterate adults in SSA in 2015, due to continuing population growth, 26% of the global adult illiterates, and increase of 6% compared to 2000.
POOREST PROGRESS OF ALL GOALS IN SSA: Only 10% increase against 50% target

Progress differs per region & country

- **West Africa**: literacy rate improved most but still weakest in SSA. Only Cape Verde (85%) & Ghana (72%) score higher than the SSA 67% average; Most countries bellow 45%: Benin, Mali & Niger. In Guinea, 5% drop.

- **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%)

- **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.
Goal 4: Adult Literacy (cont)

- **East Africa**: Regional average at 77%; Kenya, Mauritius & Seychelles near 90% with Eritrea and Kenya with significant progress (+30 & +20%) while Madagascar dropped 6% (only 64.5% in 2012).

  **Tanzania**:  
  - Limited progress with only 4% gain (from 69% to 73% in 2012), significant lower than the SSA average

**Countries’ Perspectives**

**Strengths:**

- Strong social mobilization
- High Education sector efforts in some countries

**Weaknesses:**

- Political commitment: not a priority goal for many countries & donors
- National financing
EFA Progress

Goal 5: Gender Parity

Gender Parity Index in Primary; Parity area >0.95<1.05

West Africa: 0.93, Central Africa: 0.92, Southern Africa: 0.97, East Africa: 0.95, Tanzania: 0.96, SSA: 0.94

Parity area >0.95<1.05
Goal 5: Gender Parity (cont)

1. Gender Parity in primary education
   - Goal which shows most progress in all regions

   - **West and Central Africa**: lagging most behind in 2000 with 0.77 and 0.84 indexes resp. but caught up pretty well → now at 0.93 and 0.92

   - However, 21 out of 47 countries in SSA have not achieved gender parity in primary education
## Ranking Gender Parity per country

<table>
<thead>
<tr>
<th>Gender parity achieved for:</th>
<th>Gender Parity Not Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Primary, Lower &amp; Upper Secondary</strong></td>
<td><strong>Primary &amp; Lower Secondary</strong></td>
</tr>
<tr>
<td>10 Countries</td>
<td>5 Countries</td>
</tr>
<tr>
<td>Botswana</td>
<td>Congo</td>
</tr>
<tr>
<td>Cape Verde</td>
<td>Gambia, The Kenya</td>
</tr>
<tr>
<td>Lesotho</td>
<td>Madagascar</td>
</tr>
<tr>
<td>Mauritius</td>
<td>Senegal</td>
</tr>
<tr>
<td>Namibia</td>
<td></td>
</tr>
<tr>
<td>Rwanda</td>
<td></td>
</tr>
<tr>
<td>Sao Tomé &amp; Principe</td>
<td></td>
</tr>
<tr>
<td>Seychelles</td>
<td></td>
</tr>
<tr>
<td>South Africa</td>
<td></td>
</tr>
<tr>
<td>Swaziland</td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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,

<table>
<thead>
<tr>
<th></th>
<th>West Africa</th>
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<th>Southern Africa</th>
<th>East Africa</th>
<th>URT</th>
<th>SSA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>0.93</td>
<td>0.92</td>
<td>0.97</td>
<td>0.95</td>
<td></td>
<td>0.94</td>
</tr>
<tr>
<td>Lower Secondary</td>
<td>0.83</td>
<td>0.78</td>
<td>1.01</td>
<td>0.96</td>
<td></td>
<td>0.88</td>
</tr>
<tr>
<td>Upper Secondary</td>
<td>0.75</td>
<td>0.58</td>
<td>1.07</td>
<td>1.01</td>
<td></td>
<td>0.84</td>
</tr>
<tr>
<td>Higher Ed</td>
<td>0.64</td>
<td>0.63</td>
<td>0.99</td>
<td>0.81</td>
<td></td>
<td>0.73</td>
</tr>
</tbody>
</table>

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

- Only Southern Africa has reached Gender Parity at all levels, closely followed by East Africa that is closing the gap for Higher education.
- West and Central Africa, challenges high for post primary
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

**Tanzania:**
- Gender parity achieved for enrolment in primary but in completion, boys lagging substantially behind
- Severe gender disparity in upper secondary and tertiary levels disfavouring girls by 50%
Gender Parity Tanzania

2012

Higher Education:
483 st./100,000 inhab.

Boys

Ger = 6%

Higher Education:
264 st./100,000 inhab.

Girls

Ger = 3%

Theoretical Ages

19
18
Upper Secondary

6%
6%

17
16
15
14
Lower Secondary

48%
39%
41%

13
12
11
10
9
8
7
Primary

83%
92%

105%
106%
Socio-economic Equity in Tanzania

2007

Richest Quintile

Poorest Quintile

Theoretical Ages

Upper Secondary

19
18

15
16
17

Lower Secondary

14
13
12
11
10
9
8
7

Primary

98%
91%
86%
55%
41%
19%
44%
10%
3%
70%

15%
9%
1%
1%
### EFA Progress

**Goal 6: Educational Quality: Learning outcomes**

**SACMEQ**: Greater issues in math, particularly in Southern Africa

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

Source: IIEP/Pôle de Dakar Indicator Database. ([Southern Africa Consortium for Measuring Education Quality- 16 countries](SouthernAfricaConsortiumforMeasuringEducationQuality-16countries):)
**Goal 6: Educational Quality: Overall, low level of learning outcomes**

**PASEC**: More challenges in reading in West Africa

<table>
<thead>
<tr>
<th>Country</th>
<th>Reading</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benin (2005)</td>
<td>26.4%</td>
<td>30.4%</td>
</tr>
<tr>
<td>Burkina Faso (2007)</td>
<td>38.2%</td>
<td>52.7%</td>
</tr>
<tr>
<td>Côte d’Ivoire (2009)</td>
<td>38.2%</td>
<td>25.4%</td>
</tr>
<tr>
<td>Senegal (2007)</td>
<td>45.6%</td>
<td>62.0%</td>
</tr>
<tr>
<td>Togo (2010)</td>
<td>26.6%</td>
<td>42.7%</td>
</tr>
<tr>
<td>Burundi (2009)</td>
<td>53.4%</td>
<td>66.4%</td>
</tr>
<tr>
<td>Cameroon (2005)</td>
<td>71.2%</td>
<td>63.5%</td>
</tr>
<tr>
<td>Chad (2010)</td>
<td>37.2%</td>
<td>42.4%</td>
</tr>
<tr>
<td>Congo (2007)</td>
<td>37.4%</td>
<td>43.6%</td>
</tr>
<tr>
<td>DRC (2010)</td>
<td>48.0%</td>
<td>64.4%</td>
</tr>
<tr>
<td>Gabon (2006)</td>
<td>84.0%</td>
<td>70.4%</td>
</tr>
</tbody>
</table>

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/limited training
  - poor monitoring and inspection

TEACHING AND LEARNING MATERIALS

- Availability, relevance and language issues
- Alignment 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

INCLUSIVE QUALITY EDUCATION FOR ALL AND LIFE LONG LEARNING
1. ADRESSING 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
- **Intra-sectorial coordination**: improving articulation between sub-sectors
2. EMERGING CONSENSUS FOR POST 2015

- Inversion of the access paradigm: Out of school instead of UPE
- Equity becomes a priority goal in itself going beyond gender
- 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
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 contemporary issues:
  - Peace education
  - Environmental and climate change education
  - 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
INTERNATIONAL POST 2015 EDUCATION AGENDA:

Next Major for a for final Validation:

• 3rd World Education Forum (May 2015 Incheon, South Korea)

• SDGs (UN - September 2015)
THANK YOU FOR YOUR ATTENTION

Asante Sana

Zulmira Rodrigues

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

Dodoma May 2015