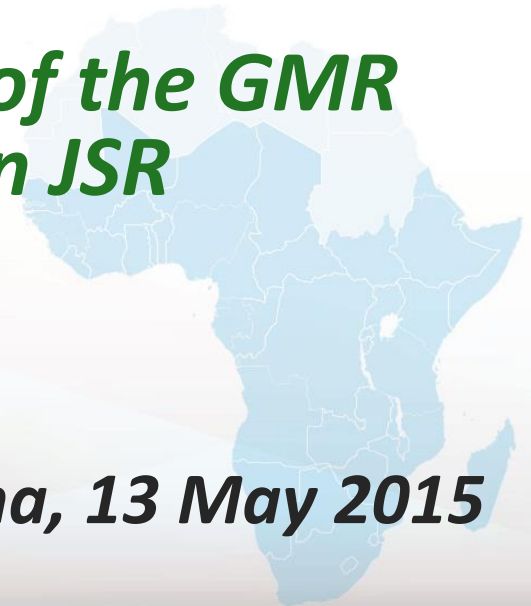




***EDUCATION FOR ALL STATUS
IN SUB-SAHARAN AFRICA AND THE POST
2015 EDUCATION AGENDA***

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

Dodoma, 13 May 2015



SSA EFA Status 2014 (2012)



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



SSA Socio Economic Characteristics (2012)



	West Africa	Central Africa	Southern Africa	East Africa	URT	SSA
Population (Millions)						
2000	230.4	100.4	103.6	196.8	34,0	631.3
2012	319.8	141.9	128.8	278.6	44,9	869.1
<i>Annual Growth Rate 2000/12</i>	2.8%	2.9%	1.8%	2.9%	2,7%	2.7%
Primary school age % of Population (2012)	16.3%	16.5%	17.8%	18.3%	18.5 %	17.2%
<i>Av. Annual Growth Rate 2000/12</i>	2.8%	3.1%	1.4%	2.9%	2,9%	2.7%
GDP per Capita (US\$)	1,249	1,595	3,644	644	636	1,467
<i>Real Annual Growth Rate 2000/12</i>	3.9%	3.3%	1.6%	2.9%	6.9%	2.4%
HIV&AIDS Prevalence Rate *	1.7%	3.3%	16.9%	2.6%	5,8%	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.

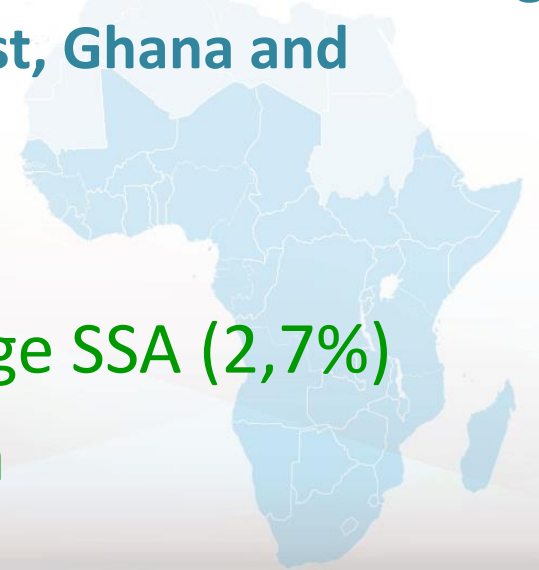
SSA Socio-economic characteristics (cont)



- 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 (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



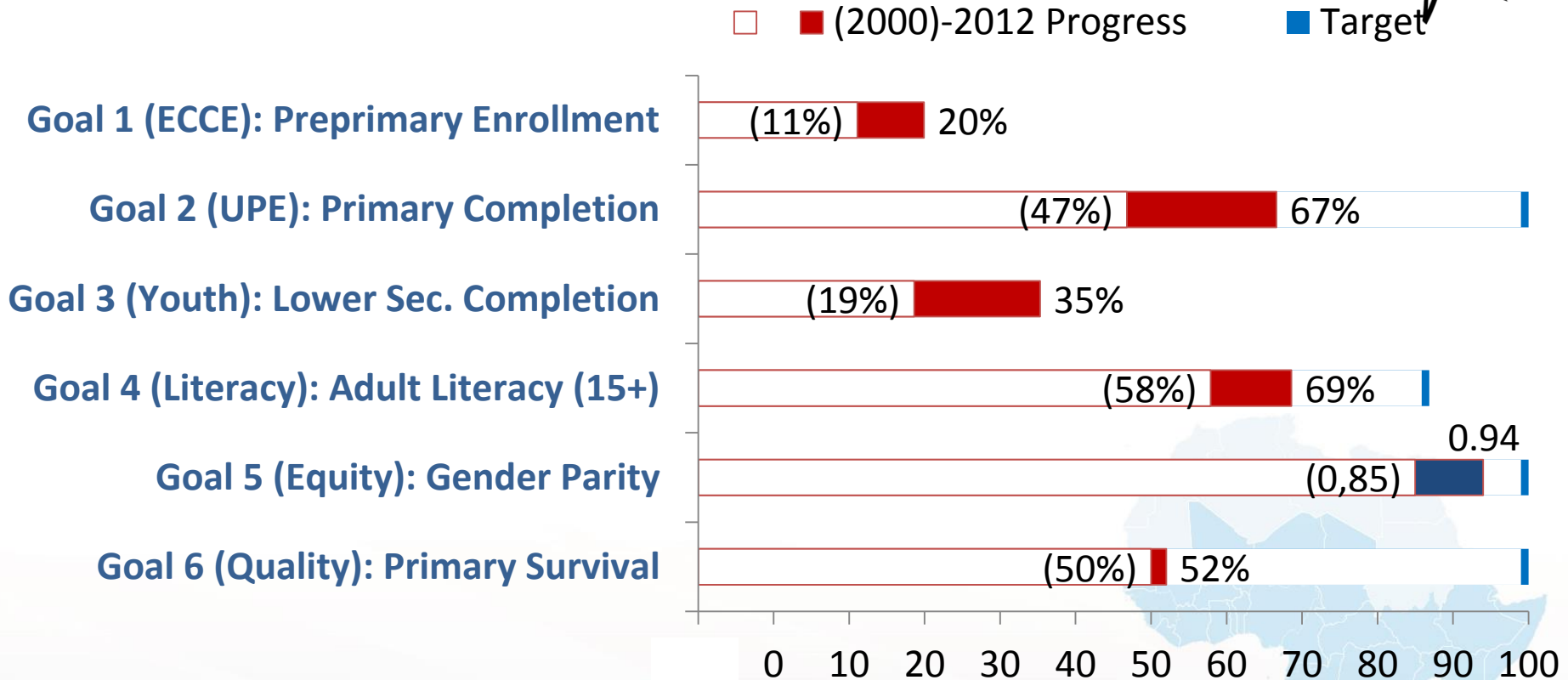
Education Financing for SSA

	West Africa	Central Africa	Southern Africa	East Africa	URT	SSA
Domestic Gov. Resources, GDP %	17.1%	26.1%	27.4% *	20.0%	16%	21.0%
Education Expenditure as % of Recurrent Public Expenditure	24.5%	21.3%	19.9%	24.0%	26%	22.8%
Total Education Expenditure from Domestic Resources as % of GDP	4.3%	4.3%	5.6%	4.3%	5,4%*	4.5%
Share of Primary in Recurrent Education Expenditure	48.6%	41.2%	40.5%	42.0% *	44%	44.2%
Share of Second. & TVET in Recurrent Education Expenditure	30.9%	29.8%	29.5%	31.4% *	21%	30.5%

Source: UNESCO/IIEP/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



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 (EDI) per region we get a better picture of the regional disparities.

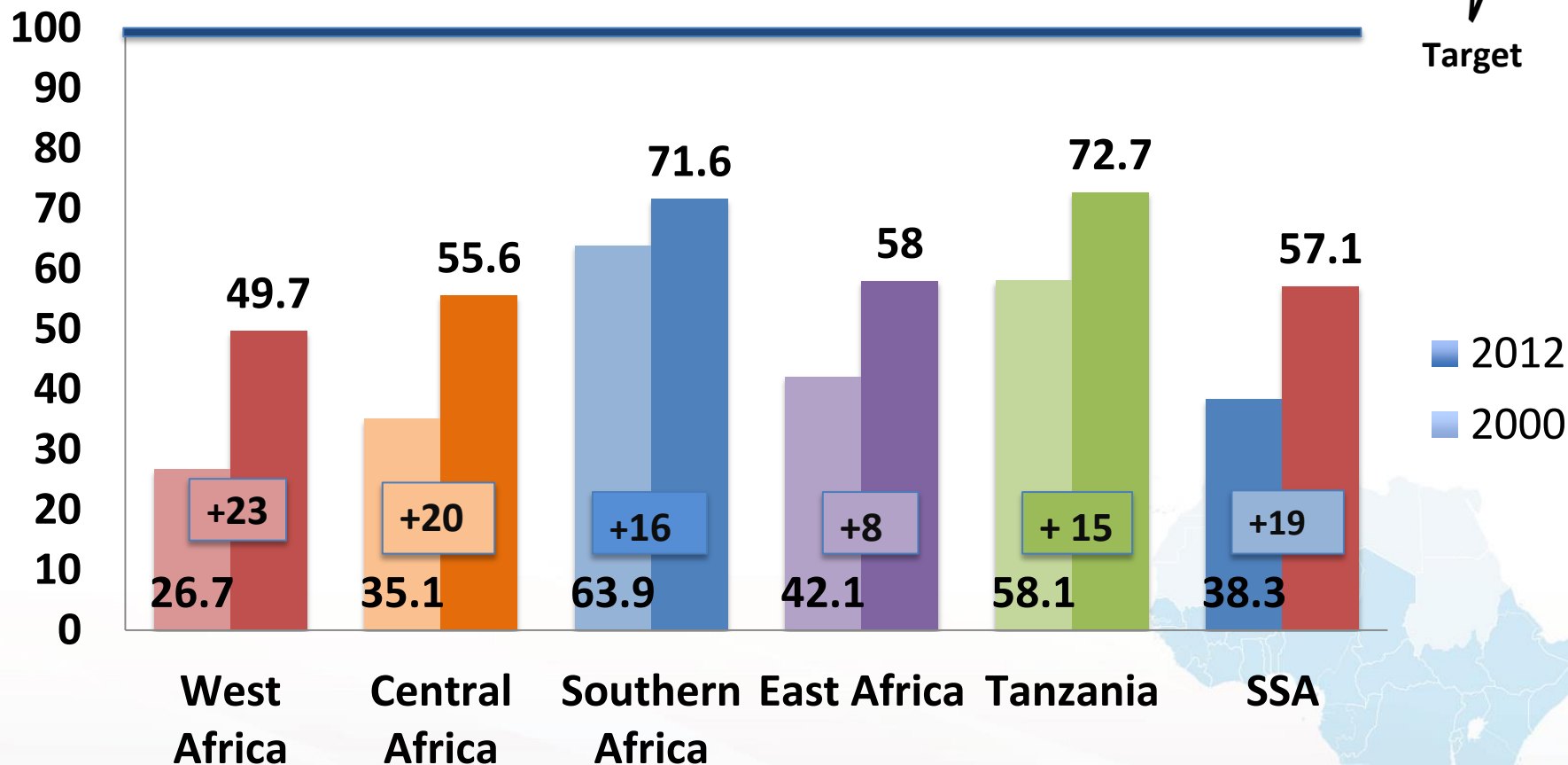
The EDI measure 3 indicators: The Primary education completion rate, the youth and adult literacy rates and the Gender parity.



EFA Status: the EDI per region in 2012



Target



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

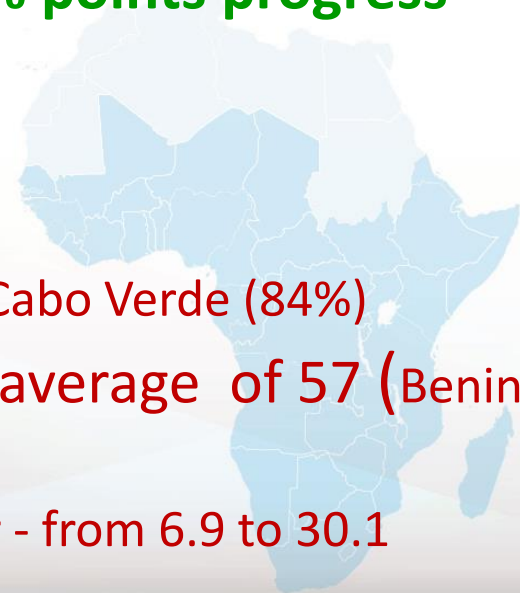
Tanzania: EDI of 72,9% making a significant 14,6% points progress

CENTRAL AFRICA:

- Only Gabon scores higher then 80%

WEST AFRICA:

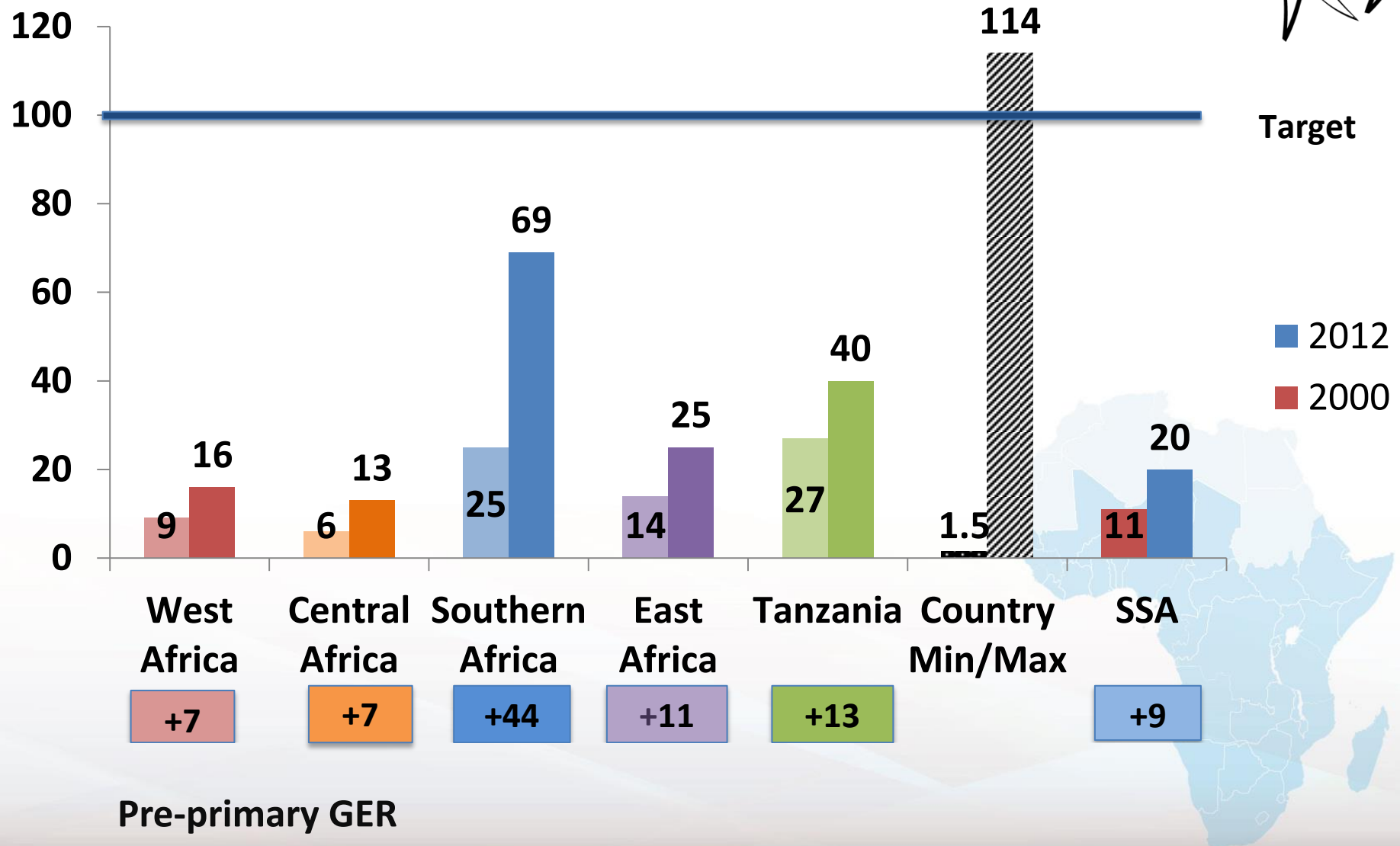
- Only 2 countries score high: Ghana (77 %) & Cabo Verde (84%)
- Most countries EDI remain below the SSA average of 57 (Benin, Burkina Faso, Guinea Bissau, Mali and Niger);
- Significant increase in some countries: Niger - from 6.9 to 30.1



EFA Progress



Goal 1: Early Childhood Care and Education (ECCE)



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:

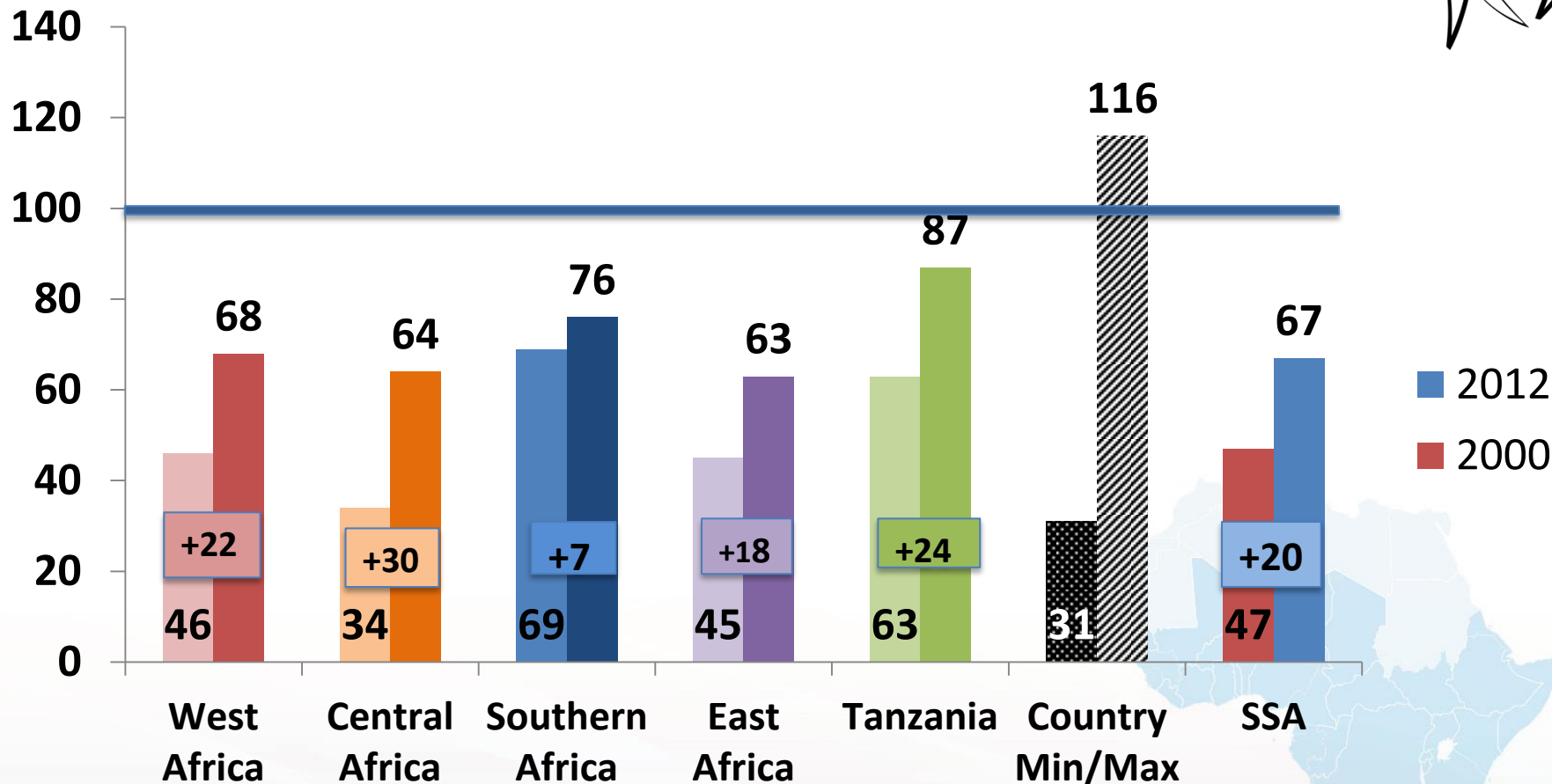
- National financing
- Services often private
- Urban concentration



EFA Progress



Goal 2: Universal Primary Education (UPE)



Primary Completion Rate (PCR)

Goal 2: UPE (cont.)



- In 2012 Nearly 2/3 (144 million) of SSA children completed the primary cycle against less than half in 2000**
 - **Significant Reduction of out-of-school children of primary school age from 23.7 million to 18.2 million**
- 67% completion implies that 33% drop out prematurely – without 2nd 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
- 35% of Out of school children in SSA lived in conflict affected countries**
- Exclusion in enrolment linked to poverty, gender, ethnic & linguistic background, disability, geographical location & livelihood;**



Goal 2: UPE (cont.)



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:

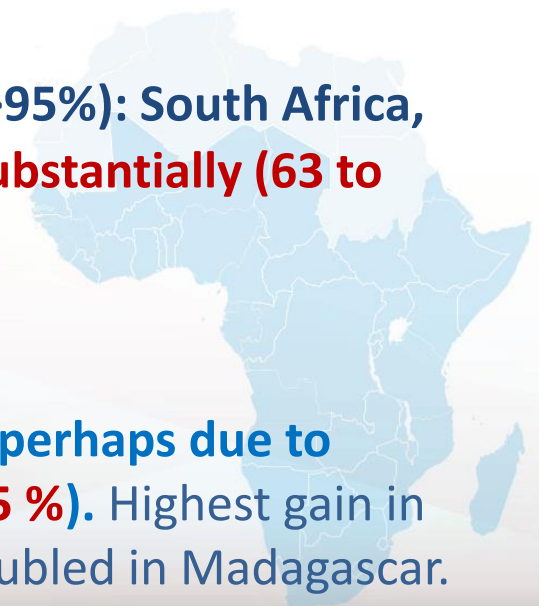
highest progress, (+30%) but still only a PCR of 64%. Countries performing best (Burundi (24 to 62%) & DRC (29 to 73%). Gabon, achieved UPE by 2012.

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.

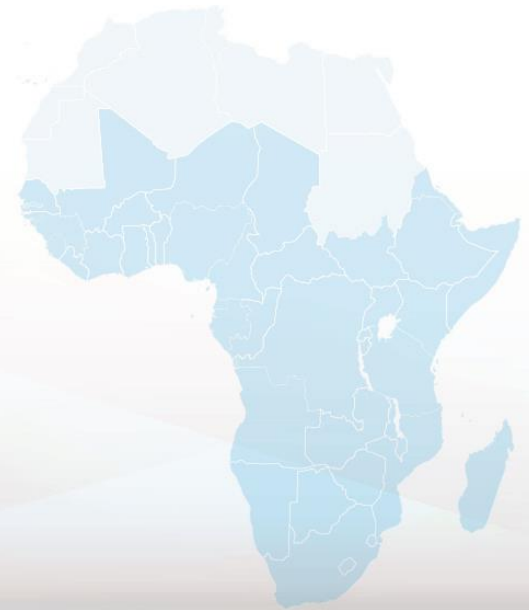


Goal 2: UPE (cont.)



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**

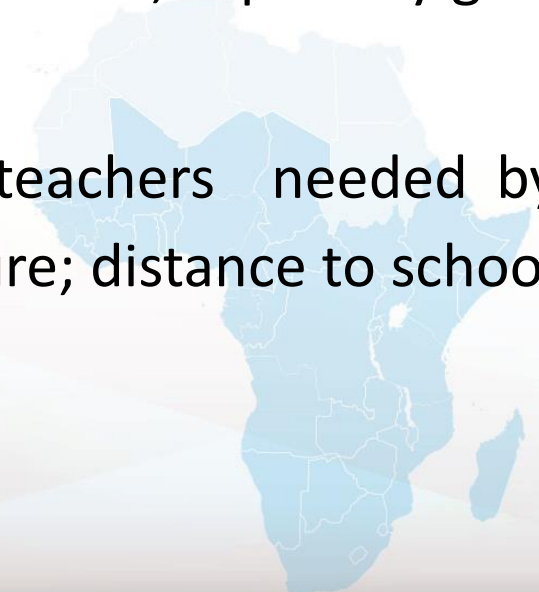


Goal 2: UPE Countries' Perspectives



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;
- **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: 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



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* Mauricius 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

1. Secondary completion rates in SSA improving:

- ✓ Lower secondary, from 19% to 35%
- ✓ Upper secondary, from 10% to 17%

Tanzania:

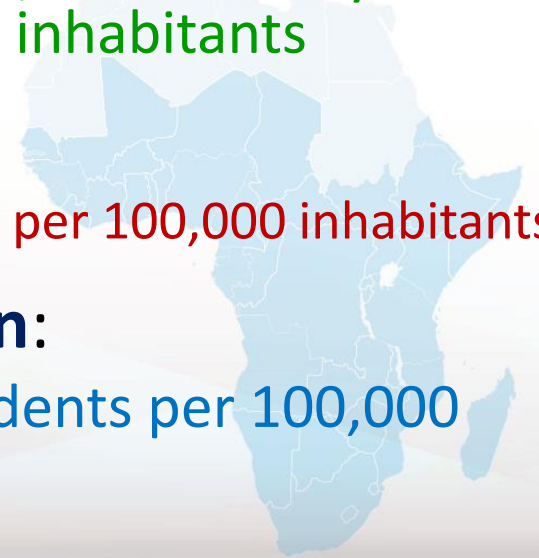
- ✓ Lower secondary more than quintupled, reaching 43%,
- ✓ Upper secondary only 5% in 2012 but substantial increase in student population: 374 students per 100,000 inhabitants against 68/ 100,000, 5.5 times the 2001 level, but still way below the SSA average of 632 students per 100,000 inhabitants

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



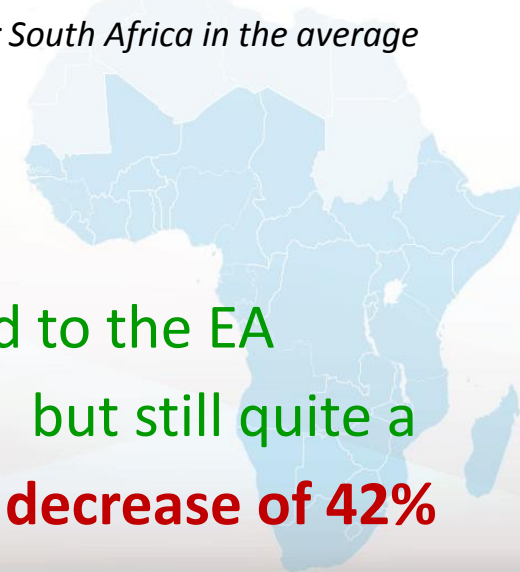
	West Africa*	Central Africa	Southern Africa	East Africa	URT**	SSA
2000	6.2%	20.7%	5.1%	2.6%	26.7%	8.3%
2012	6.9%	18.3%	4.9% **	6.9%	18.8%	9.6%
Evolution	+10%	-12%	—	+166%	-42%	+15%

*: 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 than 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)

	West Africa*	Central Africa	Southern Africa*	East Africa	URT*	SSA
2000	338	224	203	160	68	217
2012	719	680	444	609	374	636
Evolution	x2	x3	x2	x4	x5,5	x3

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:

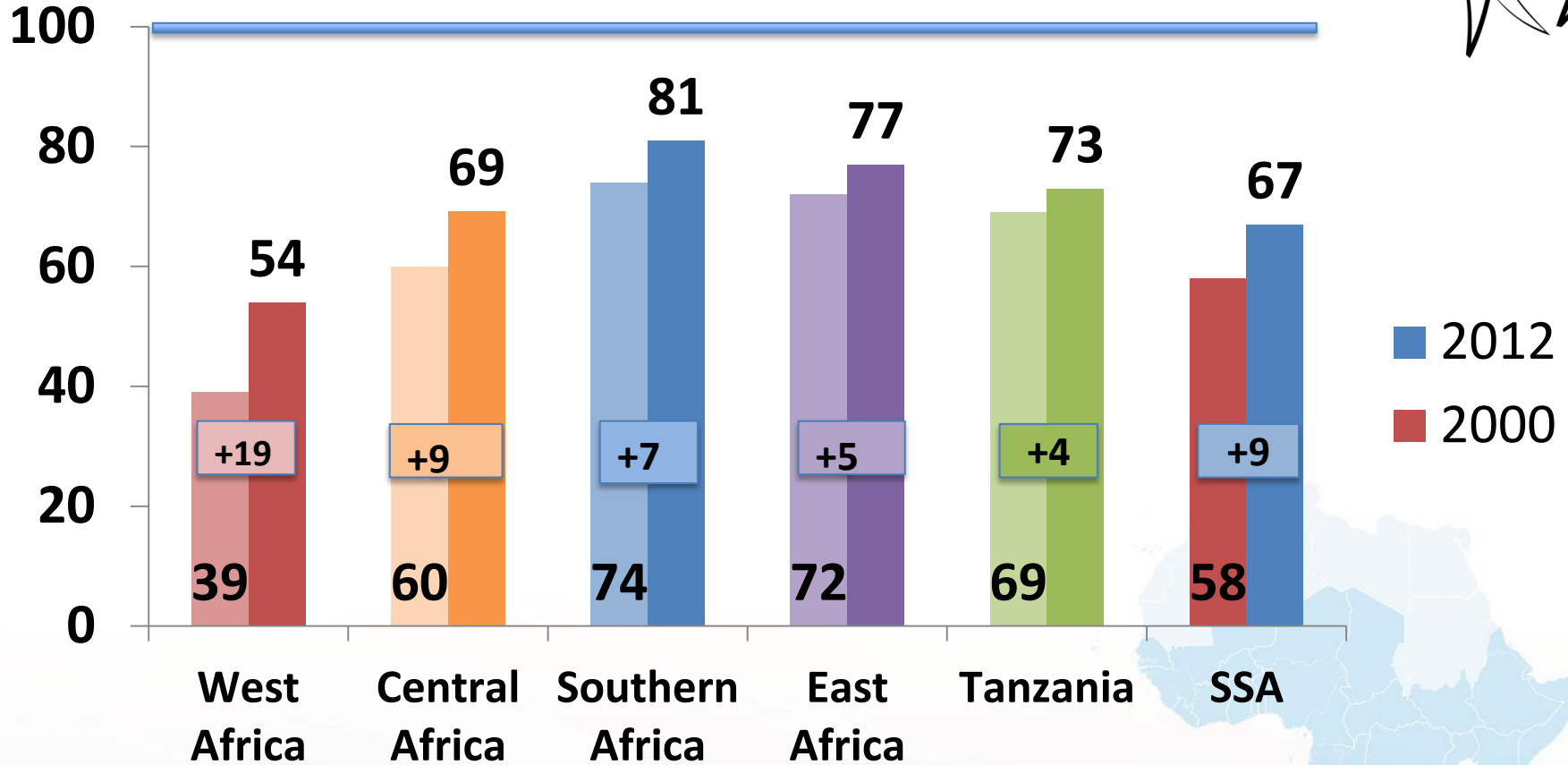
- Low political commitment
- Low national financing
- High costs of TVET development supply
- Poor alignment with labour market needs
- Negative perceptions of TVET
- Lack of data on Non Formal TVET



EFA Progress



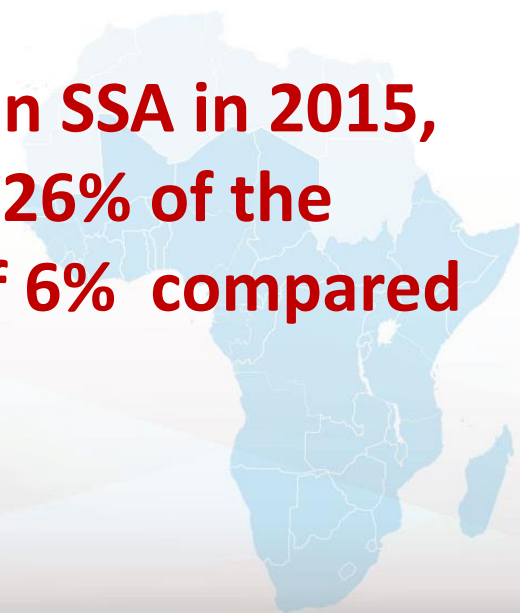
Goal 4: Adult Literacy



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.**



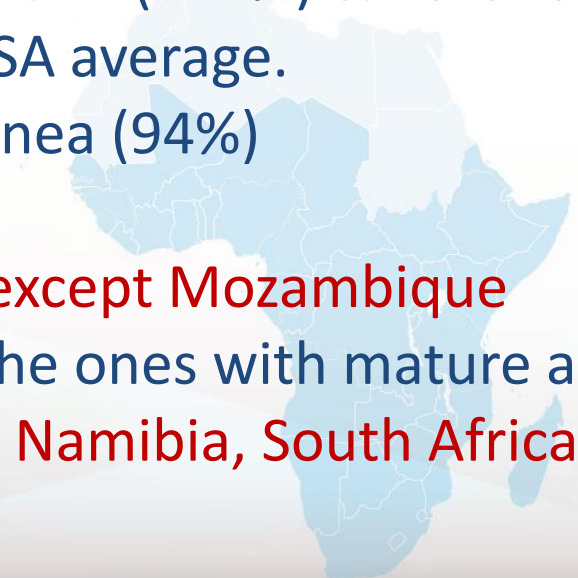
Goal 4: Adult Literacy (cont)



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 below 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:

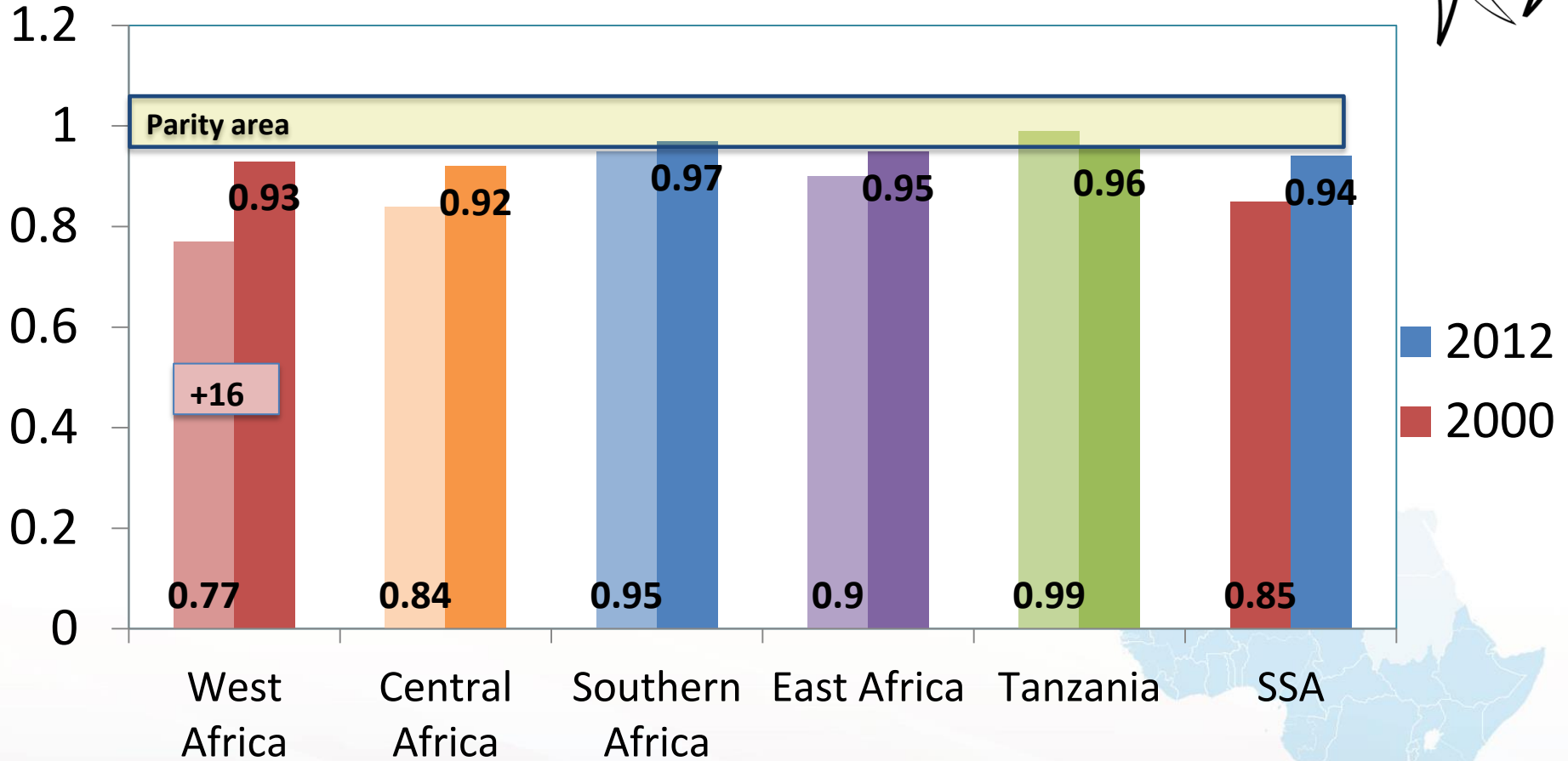
- **Political commitment: not a priority goal for many countries & donors**
- **National financing**



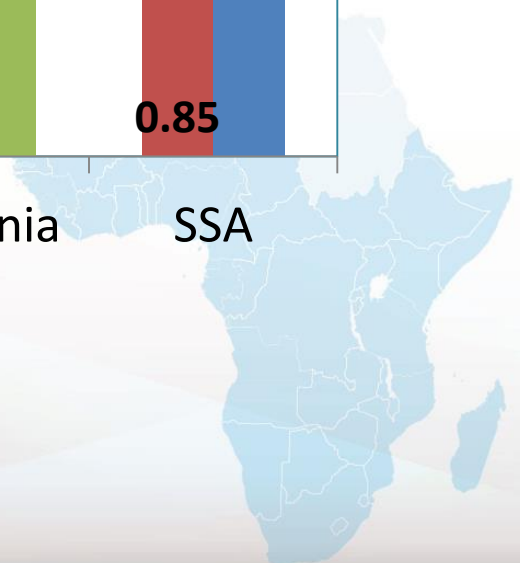
EFA Progress



Goal 5: Gender Parity



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



Goal 5: Gender Parity (cont)



1. Gender Parity in primary education

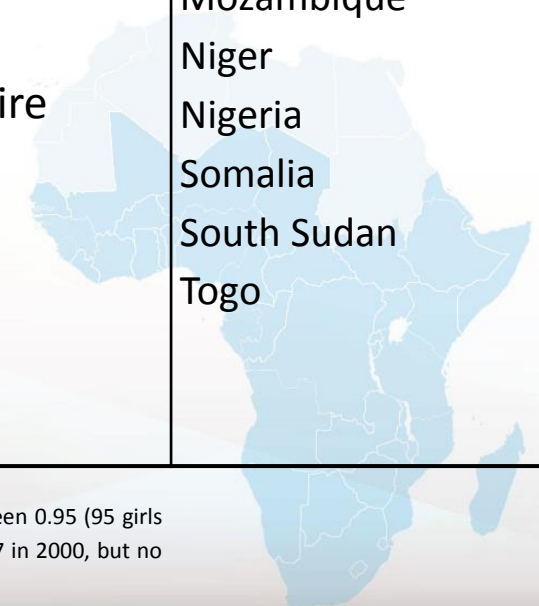
- Goal which shows most progress in all regions
- **West and Central Africa**: lagging most behind in 2000 with 0.77 and 0,84 indexes resp. but caught up pretty well → now at 0,93 and 0,92
- However, 21 out of 47 countries in SSA have not achieved gender parity in primary education



Ranking Gender Parity per country



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

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:

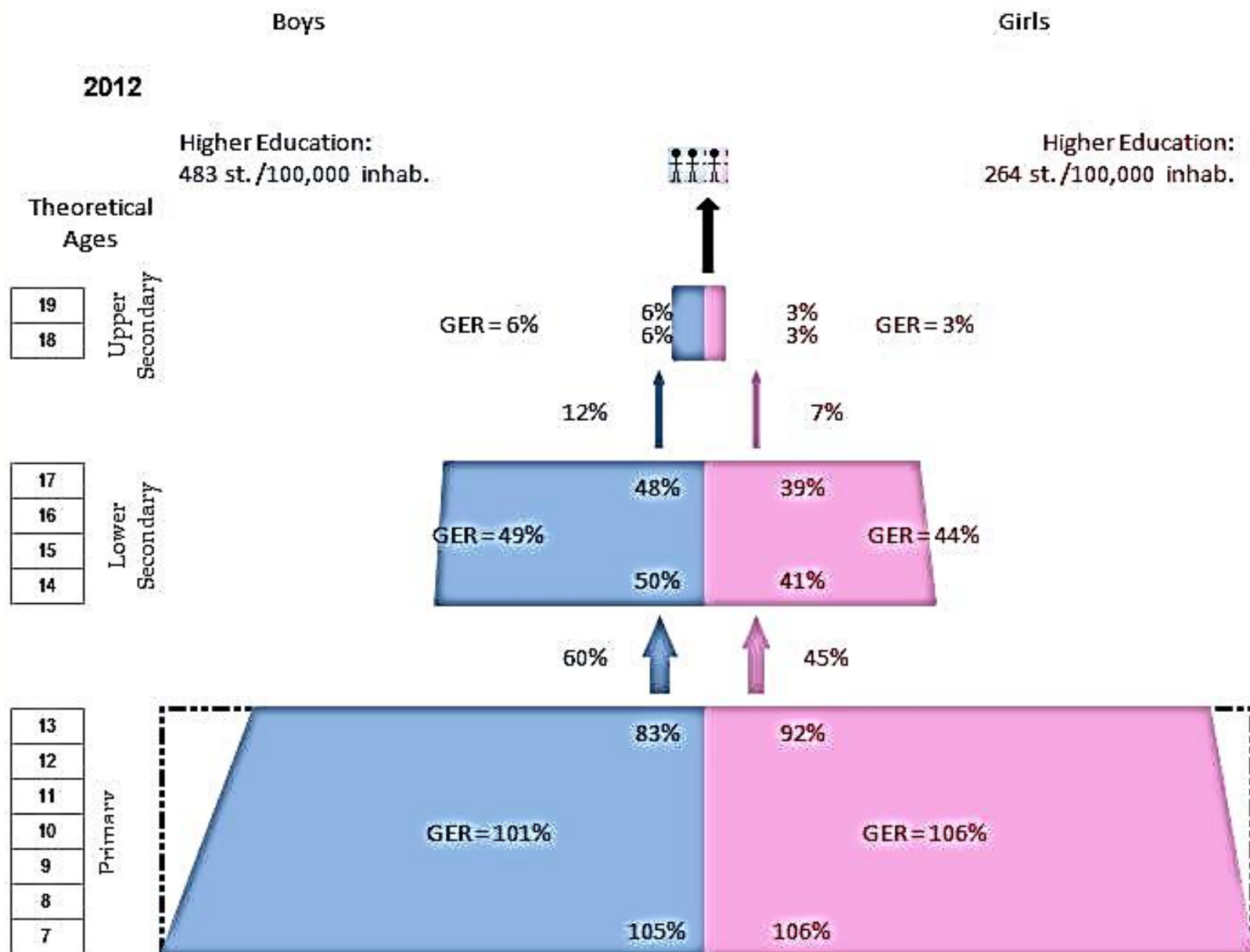
- Policies stumble against entrenched cultural stereotypes
- Early marriage and teenage pregnancy

Tanzania:

- ✓ Gender parity achieved for enrolment in primary but in completion, boys lagging substantially behind
- ✓ Severe gender disparity in upper secondary and tertiary levels disfavours girls by 50%



Gender Parity Tanzania



Socio-economic Equity in Tanzania

2007

Richest Quintile

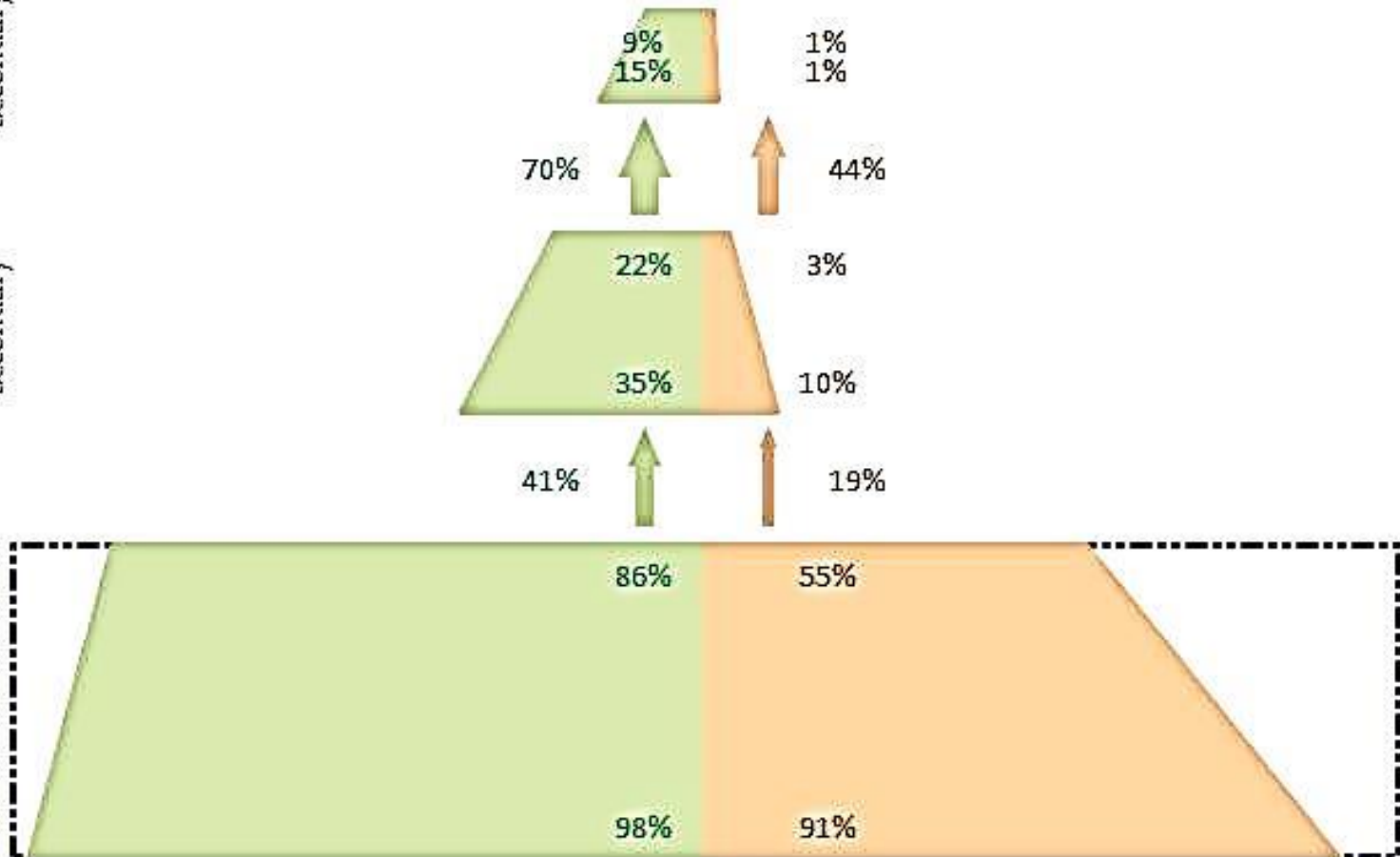
Poorest Quintile

Theoretical
Ages

19	Upper Secondary
18	

17	Lower Secondary
16	
15	
14	

13	Primary
12	
11	
10	
9	
8	
7	



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/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:

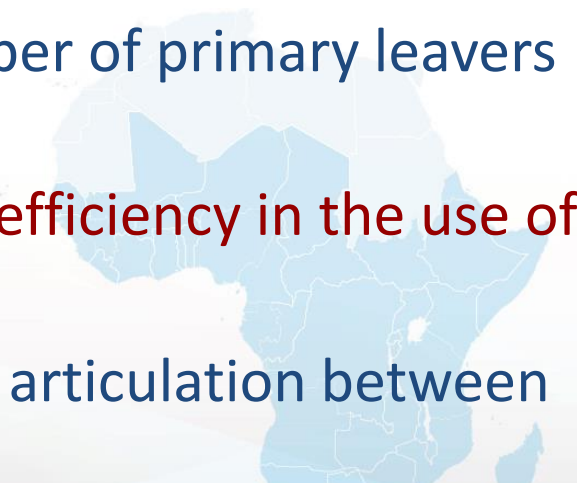
Renewed commitment for

INCLUSIVE QUALITY EDUCATION FOR ALL AND LIFE LONG LEARNING



Post 2015 Education Agenda

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
 - **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