



Global Education for All Meeting

UNESCO-Paris, November 20-23, 2012

Sub-Saharan Africa 2012 EFA Report

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1. Introduction

Sociopolitical Context

It is in a context of political, institutional, social and economic fragility that education systems of many of Sub-Saharan African (SSA) countries have staged their efforts to achieve Education for All (EFA) over the decade.

On the demographic front, the total population of SSA has grown from 700 million inhabitants in 2002 to 873 million in 2010, by 25 percent. The primary school-aged population alone has reached 141 million children. The average fertility rate was 5.0 births per woman, and average life expectancy stood at 54 years in 2009. The decade will also have seen the exponential spread of HIV/AIDS reaching a regional prevalence rate of 5.8 percent in 2009.

Many countries have initiated institutional reforms to provide governments with required mechanisms for good political and economic governance. The development of poverty reduction strategy papers (PRSP) has been an area of significant progress, within which education budgetary priorities have been set and endorsed by national governments and donors, improving the quality of planning and making education budgets more equitable, realistic and cost-effective.

KEY DEMOGRAPHIC AND MACROECONOMIC INDICATORS

	EAC	ECCAS	ECOWAS	IGAD	SADC	SSA
Number of Countries	5	10	15	7	15	46
Total Population 2010 - Million (w)	141.9	138.6	308.7	221.4	280.1	873.0
Growth Rate 2010-11 (w)	2.95%	2.58%	2.61%	2.52%	2.31%	2.48%
Primary School-Aged Population 2011 - Share of Total (w)	17.8%	16.5%	15.7%	16.5%	16.8%	16.2%
Growth Rate 2010-11 (w)	3.13%	2.29%	2.55%	2.10%	2.15%	2.26%
Total GDP 2010 – US\$ (w)	79.1 billion	170.6 billion	303.4 billion	149.3 billion	559.8 billion	1,090.8 billion
GDP per Capita 2010 – US\$ (w)	557.8	1,231.6	982.8	674.3	1,999.0	1,249.6
Min/Max Country Values 2010 – US\$	175.2- 800.2	175.2- 20,769.5	244.6- 3,171.4	373.0- 1,501.4	191.0- 10,622.1	175.2- 20,769.5
Rural Population 2010 - Share of Total (w)	79.5%	58.7%	55.4%	75.4%	60.4%	62.5%
HIV&AIDS Prevalence 2009 - 15-49 years	4.9%	4.0%	1.9%	3.0%	12.6%	5.8%

Source: UNESCO Institute of Statistics and authors' computations.

Note: (w) indicates that averages are weighted.

However, although some countries boast satisfactory results, SSA globally remains tainted by poverty. The human development index (HDI) places no SSA country in the highest band, and of the 42 countries in the lowest band, 25 are African. National poverty rates are highest in SSA and average GDP per capita was still just USD 1,249 in 2010. More than one in four Africans is undernourished, and food insecurity is pervasive, especially in the Sahel countries (UNDP, 2012).

Finally, on the sociopolitical front, the continent has seen continued unrest. Conflicts in 16 countries over the decade have affected a further 15 and in 2011, the continent was home to over 3 million refugees and almost 7 million internally displaced persons, posing a specific set of challenging issues for education (UNHCR, 2012).

UNESCO and their Partners

In the light of these sociopolitical, demographic and economic challenges, the World Forum on Education in 2000 has encouraged governments to adopt a different approach to the management of education issues and create national action plans, articulated with the PRSP documents.

Frank and open exchanges among African ministers of education, senior education officials, stakeholders from civil society and the private sector have been essential in promoting dialogue, and national conferences have helped to initiate processes of soft change, even if these have not completely fulfilled expectations.

Development partners have established financial support, coordination and dialogue mechanisms to contribute to the EFA goals. Internationally, this mobilization has led to the implementation of the Highly Indebted Poor Countries (HIPC) initiative, and the EFA Fast-Track Initiative (FTI), now known as the Global Partnership for Education (GPE). Many countries, under the initiative of the World Bank and the International Monetary Fund, have initiated structural adjustment plans whose impact on social sectors has not always been positive, despite the corrective measures applied.

The Dakar forum set a target for African countries to allocate at least seven percent of their GDP to education by 2005, and nine percent by 2010, reflecting the responsibility for the costs associated with scaling-up access, including for school construction, provision of teaching and learning supplies and teacher salaries. Only five SSA countries (Botswana, Djibouti, Kenya, Lesotho and Swaziland) have achieved the target (ECOSOC, 2011). Other key EFA goals determined during the forum are summarized in the table below.

Summary Data Table – Key EFA Indicators, 2011 or MRY¹

	EAC	ECCAS	ECOWAS	IGAD	SADC	SSA
EFA Goal Monitoring Indicators						
1. Preprimary Gross Enrollment Rate	26.3	27.1	19.1	18.6	45.5	28.2
2. Primary Completion Rate	68.2	63.6	67.0	51.2	83.7	69.7
3. Youth (15-24 Years) Literacy Rate	82.5	78.0	69.0	81.1	83.0	77.9
4. Adult (15+ Years) Literacy Rate	74.4	70.8	51.9	66.8	77.7	67.3
5. Gender Parity in the Primary GER	100.4	89.3	91.8	92.9	96.1	92.3
6. Primary School Survival	56.5	57.7	68.4	53.1	69.1	62.0
Out-of-School						
Primary Out-of-School Rate	7.6	11.1	35.4	16.4	6.0	21.5
Education Expenditure						
Education as % of Recurrent Expenditure	25.9	16.4	24.7	N/A	19.3	22.4
Quality Inputs						
Primary Pupil-Teacher Ratio	51.0	40.7	38.8	44.5	35.6	41.1
Share of Trained Primary Teachers	94.1	67.5	67.5	83.9	89.3	74.8
Primary Pupil-Textbook Ratio (Reading)	2.1	4.2	1.4	N/A	1.6	2.3
Learning Outcomes						
Reading – SACMEQ Pass Rate	75.7	—	—	—	63.7	64.2
Reading – PASEC Pass Rate	—	55.2	35.0	—	—	43.6
Math – SACMEQ Pass Rate	42.6	—	—	—	35.9	36.9
Math – PASEC Pass Rate	—	58.4	42.6	—	—	52.8

Source: Annex Data Table – Key EFA Statistics.

Note: For learning outcomes, the SSA column refers to the average of all participating countries.

2. The Present State:

Recent Developments

Since the High-Level Group meeting in Jomtien in February/March 2011, one of the key developments was the major review of Africa EFA coordination mechanisms by UNESCO/BREDA, to better support national efforts to meet the EFA goals and contribute to the global EFA coordination mechanisms. In this respect, a Sub-Saharan Africa Regional EFA Coordination Meeting was organized in Johannesburg in October 2012 to review and strengthen EFA coordination mechanisms, contribute to the elaboration of regional and national action plans to accelerate progress towards the 2015 EFA goals and start planning the education agenda beyond 2015. Among others, the meeting agreed to use the regional

¹ MRY: Most Recent Year

economic communities (REC) and the African Union's (AU) existing structures for coordination in SSA (An overview of the RECs is provided in the annexes).

Though not focusing on the EFA goals, the African Union has been very active over the period, implementing the Plan of Action for the Second Decade of Education, striving towards creating continental norms and standards in education management information systems (EMIS), and has created a database covering over 200 variables for all countries from 2006 onwards. Monitoring of progress in education in Africa has been complemented by the recent publication of comprehensive reports and data for six RECs (EAC, ECCAS, ECOWAS, IGAD, SADC and AMU) as well as for SSA (ADEA, 2012). Postsecondary education has been the object of particular focus, with continental standards for harmonizing university qualifications and rating quality, the launch of the Pan-African University with the three campuses in Kenya, Nigeria and Cameroon to admit their first students in September this year, and many countries placing TVET higher on their agendas.

The AU Teachers' Conference, held in April 2011 in Lomé, Togo was the opportunity for the United Nations Economic and Social Council (ECOSOC) to hold a regional preparatory meeting for Africa ahead of its annual ministerial review, focusing on "The right to Education for All in Africa: Reinforcing quality and equity." The theme of the review itself, held in July 2011 in Geneva, was "Implementing the internationally agreed goals and commitments in regard to education."

Overview of Progress towards EFA Goals:

Key Achievements, Trends, Issues and Challenges in SSA

EFA DEVELOPMENT INDEX, SUB-SAHARAN AFRICAN COUNTRIES, 2008

High (EFA achieved)	Medium (EFA within reach for 2015)	Low (EFA likely to be achieved beyond 2020)		
1 country	12 countries	31 countries		
<i>(PCR>100%)</i>	<i>(PCR>90%)</i>	<i>(PCR: 90-70%)</i>	<i>(PCR: 70-50%)</i>	<i>(PCR<50%)</i>
Seychelles*	Botswana; Cape Verde; Gabon*; Ghana; Kenya; Mauritius; Namibia; Sao Tome and P.; South Africa*; Swaziland; Tanzania*; Zambia	Cameroon; Comoros*; Congo*; Ethiopia; Gambia; Madagascar; Nigeria*; Sierra Leone*; Togo	Benin; Burundi; Côte d'Ivoire*; DRC*; Equatorial Guinea*; Guinea; Guinea Bissau*; Lesotho; Liberia*; Malawi; Mali; Mozambique; Rwanda*; Senegal; Uganda	Angola*; Burkina Faso; CAR; Chad*; Djibouti; Eritrea; Niger

Source: EFA Global Monitoring Report, 2011, UIS, 2012 and authors' elaboration.

Note: The EFA Development Index is computed on the basis of 4 key EFA goal monitoring indicators, and provides an indication of the likelihood of achieving the EFA goals by 2015. The primary completion rate (PCR) is added for further differentiation between country situations, for 2011 or most recent year. * Authors' estimation, where the EFA Development Index is not computed due to lack of data.

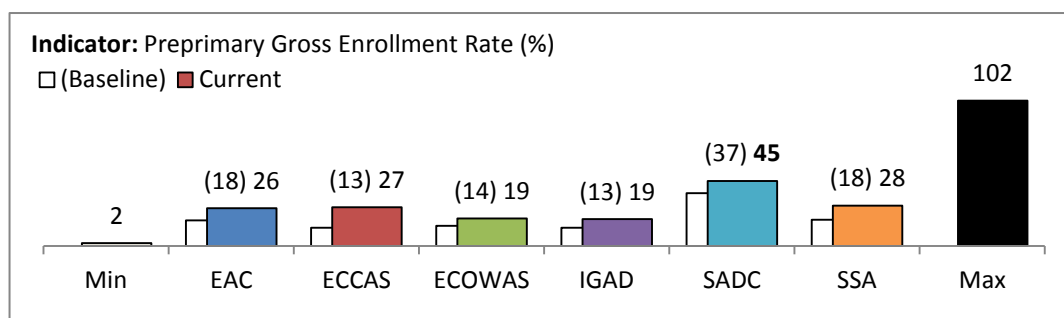
Since the Dakar World Forum on Education in 2000, significant progress has been made in the Africa region regarding the attainment of the six EFA goals, especially in terms of the rapid expansion of primary and secondary enrollment rates and gender equality. However, evidence shows that all the goals will not be reached by many SSA countries by 2015. Indeed, whereas only one country has fully achieved education for all, 31 countries are likely to only after 2020, and in 22 of them (half of all SSA countries with data), the primary cycle is still completed by less than 70 percent of primary school-aged children.

Beyond primary school completion, some of the key challenges faced in SSA include the quality of teaching, both in terms of inputs and learning outcomes, the transition to secondary, under great strain as the number of primary leavers increases, and equity, especially in the light of high repetition (13.4 percent in 2010/11) and drop-out (primary survival is just 62 percent on average in 2010/11) rates, and the weak provision of services to children with special needs and in rural areas.

EFA Goal 1 (Early Childhood Care and Education)

In SADC, early childhood enrollment stands at 45% on average and is clearly progressing. EAC levels are particularly high in Kenya and Tanzania, above 30%, and increasing steadily in other countries. Considerable progress has also been achieved by

ECCAS member states, where preprimary enrollment has more than doubled. In ECOWAS (with the exception of Cape Verde and Ghana) and IGAD, progress has been more timid and rates (19 percent on average) are well below the SSA average (28 percent).



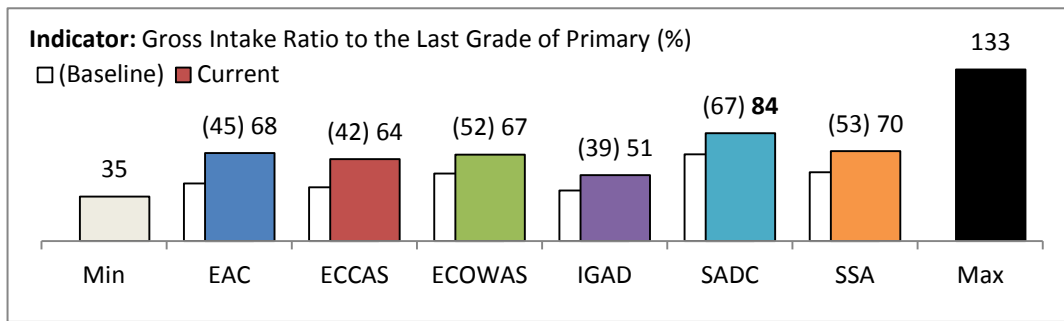
Achievements, Factors of Success, and Challenges in ECCE

Across the region, countries claim to have reduced infant mortality and improved albeit modestly educational opportunities prior to primary school as evidence of enhanced Early Childhood Care & Education. Success is generally attributed to community involvement and private sector provision of services. Yet the lack of political prioritisation may explain the huge geographical disparities between countries and generally, as countries underline, the lack of infrastructure, of educators, and of instructional material has deterred further attainment.

Source: UNESCO BREDA EFA Questionnaire 2012

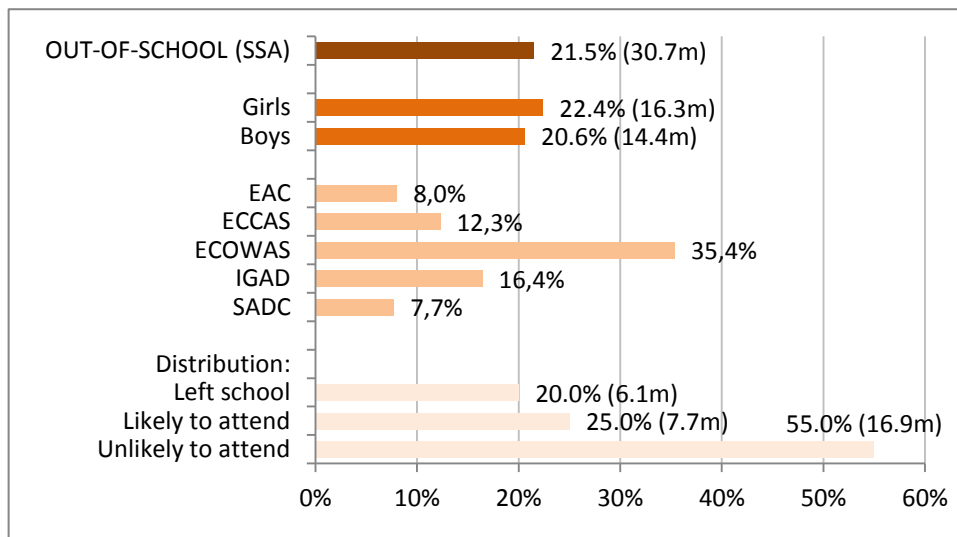
EFA Goal 2 (Universal Primary Education)

Primary completion is the area where most significant progress has been achieved by all RECs. With 84% of school-aged children completing the primary cycle on average in SADC (well above the SSA average of 70%), universal primary education remains within reach for most of the region. In both EAC and ECCAS it has increased by 50% overall. ECOWAS and IGAD member countries have also made considerable progress towards UPE (the share of children completing the cycle has increased from 52% to 67% over the 2002-11 period in the former and from 39% to 51% in the latter). Disparities among countries are significant however: in EAC, 89% of Tanzanian children finish primary, but in Uganda the rate is down to 57%; in ECCAS, although generally ranging from 45% to 55%, primary completion is above 70% only in Cameroon, Congo and Sao Tomé, and reaches a low 34% for Chad; and in ECOWAS, although Cape Verde and Ghana have high levels (over 90%), in most countries over 30% of children do not complete the cycle (and more than 50% in Burkina Faso and Niger). Primary completion is of particular concern in IGAD, where despite improvements, only 51% of children complete the primary cycle on average.



This overall progress is reflected in the share of out-of-school children. In both EAC and SADC the reduction has been dramatic. The average rate for East Africa has fallen from 32% to 8% over the 2002-11 period, making access to primary education almost universal, and the share in SADC is the lowest of any of Africa's sub-regions at 6%, well below the SSA average of 21.5%, and underlining considerable progress since 2002, when it stood at 20%. ECCAS and IGAD face more serious challenges, with 12% and 16% of out-of-school primary school-aged children respectively. The situation is most desperate still in ECOWAS however, where out-of-school affects a mighty 35% of primary school-aged children on average (and 40% for girls). Indeed progress over the decade has been marginal in comparison to the region (the rate has dropped by just 3 percentage points in ECOWAS, against 13 percentage points for SSA).

AVERAGE OUT-OF SCHOOL FIGURES FOR PRIMARY SCHOOL-AGED CHILDREN



Source: UIS, 2012 and authors' computations.

To make UPE a reality, the challenge remains to enroll an outstanding 2 million children in primary in EAC, 2.5 million in ECCAS, more than 17 million in West Africa, almost 6 million in IGAD and 2.8 million in SADC, not least in the face of steep demographic pressure, and considering the socio-economic characteristics of the population (62% are rural on average, and poverty, known to have a significant impact on demand-side factors, is wide-spread).

Variations by country are again considerable: in SADC for instance, only about 2% of primary school-aged children are out-of-school in Malawi and Tanzania, but more than 10% are out-of-school in six countries, reaching 26% for DR Congo; in ECOWAS, whereas the rate is 6% in Benin, Cape Verde and Togo, it is above 15% in all other countries, and over 36% in Burkina Faso, Côte d'Ivoire, Niger and Nigeria; and in ECCAS the rate ranges from 2% in Sao Tomé to a taunting 44% in Equatorial Guinea. The averages also conceal significant gender disparities. In ECCAS for instance, the out-of-school rate for girls is double the general rate, at 21% and for the SADC region as a whole, 56% are known to be girls.

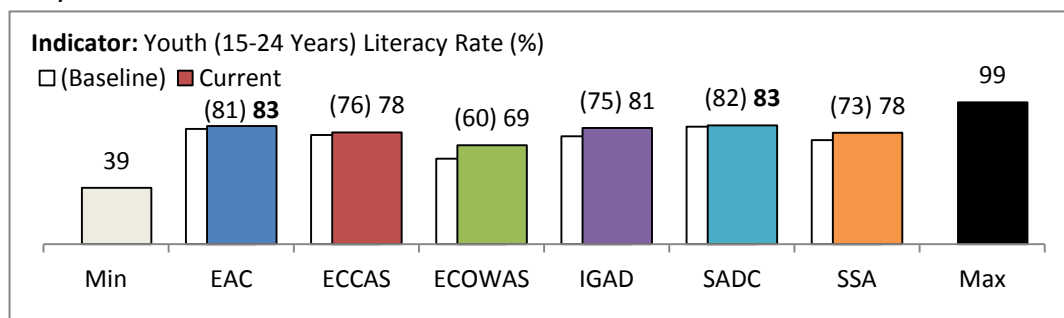
Achievements, Factors of Success, and Challenges in UPE

Central Africa significant progress in UPE are the result of higher enrolment ratios, school construction, and teacher force expansion. Political commitment of governments, involvement of communities coupled with Public Private Partnerships (PPPs), consistent external partner support leading, in many countries surveyed, to school fee abolition were all key factors of success for most of the countries in SSA. Nonetheless, achievable progress remains constrained by similar if not identical factors across countries: the demographic challenge, inadequate financial resources, weak management, that invariably lead on to overcrowded classrooms, a teacher gap, high repetition and dropout rates, and overage students.

Source: UNESCO BREDA EFA Questionnaire October 2012

EFA Goals 3 and 4 (Youth and Adult Literacy)

Literacy is one of the areas where most considerable progress is yet to be achieved, for both youth and adults.



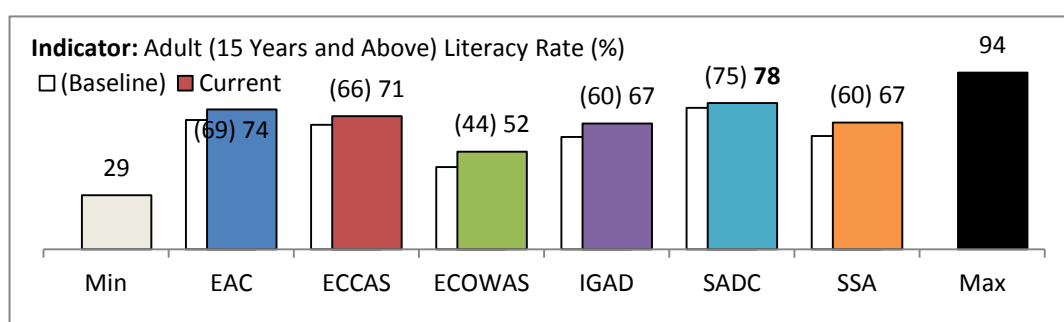
Rates are fairly stagnant in EAC, ECCAS and SADC for youth and to a slightly lesser extent for adults. Despite progress, the ECOWAS region has some of the lowest average rates (only 69% for youth and 52% for adults), being the single REC with rates below the respective SSA averages (73% and 67%) and the majority of illiterates are girls and young women (ADEA). In seven ECOWAS countries fewer than 70% of youth can properly read and write. The slight increase of 4 percent average rate of secondary school completion over the period, indicates that nearly 35 percent of Africa's youth lack the basic skills required to avoid a relapse into illiteracy or perform a job. West Africa is particularly behind, home to five out of the six countries with rates below 60 percent, and an average among ECOWAS countries of just 44 percent. Both youth and adult literacy rates in SADC are generally higher than in

other regions and 10-15% ahead of the SSA average, while the IGAD average is in line with SSA.

Achievements, Factors of Success, and Challenges in learning needs of young people and adults

Most countries referred to rising enrolment figures in secondary education and, in certain countries to reform of Technical Vocational Education and Training (TVET) attributed to the same contributory and constraining factors as for primary education expansion. Some countries stressed the challenge of employability arising out of the democratisation of post-primary learning opportunities and the issue of skills development in line with labour markets

Source: UNESCO BREDA EFA Questionnaire October 2012



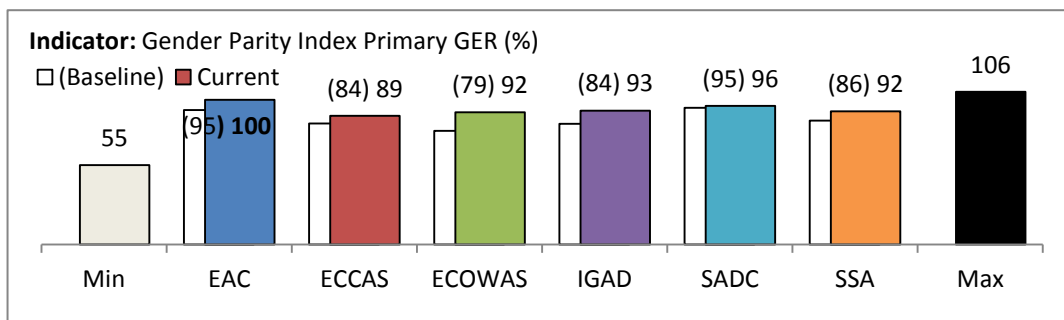
Achievements, Factors of Success, and Challenges in Adult Literacy

Most ECCAS countries report improved average adult literacy rates attributed to political commitment (often evidenced by the creation of dedicated departments within ministries) and as a corollary, increased spending, supported by development partners. In most countries in SSA, implementation of successful literacy programmes, are reported to have been accompanied by community buy-in and adequate provision of educators. However illiteracy remains admittedly high, which countries attribute to resource inadequacy and social disparities, with reference for instance to rural dwellers and in particular, women.

Source: UNESCO BREDA EFA Questionnaire October 2012

EFA Goal 5 (Gender Parity)

Gender parity in primary enrollment had been achieved by all five EAC countries in 2010. It is generally high in SADC (97% for 11 countries), now a fact in Madagascar, Malawi, Mauritius, Namibia, Seychelles, Tanzania and Zambia, with many countries close behind. For IGAD and ECOWAS female participation in primary is in line with the SSA average, at about 92%, with ECOWAS showing the greatest progress of all regions (up from 79%). The ECCAS region faces the greatest challenge. Indeed, gender parity levels include some of the lowest on the continent. Although Burundi, Equatorial Guinea, Gabon and Sao Tomé are close to gender parity, the index is below 85% for most countries. Nevertheless, female literacy is growing fast in the region, at a rate of 3.8% for adults, and faster than male literacy for youth (ADEA).



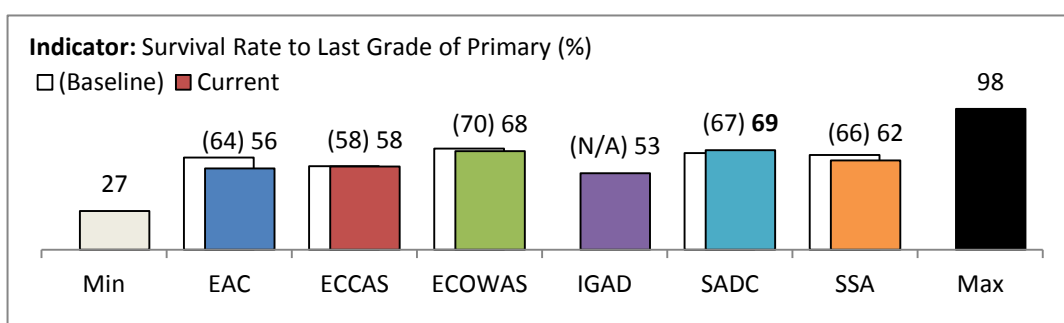
Achievements, Factors of Success, and Challenges in Gender Equity

Almost all countries of the region claim to be moving towards gender parity and equality in school enrolment thanks to appropriate policy and institutional frameworks and school fee abolition, with external partner assistance. However, policy implementation is reportedly constrained by social conservatism, absence of women among decision makers and lack of gender relevant data. Moreover, among girls, low completion rates in primary education are compounded by low transition rates to secondary schooling.

Source: UNESCO BREDA EFA Questionnaire October 2012

EFA Goal 6 (Quality of Education)

Primary pupil retention is generally low and has marginally receded overall in SSA. SADC is the single exception, having seen a slight progression over the 2002-11 period, although the region displayed high variations, with rates above 80% for Botswana, Mauritius, Namibia, Swaziland and Tanzania, but below 40% for Angola, Madagascar and Mozambique. EAC countries have witnessed the greatest drop in primary survival, by significantly more than the SSA average, to just 56%, whereas the average rate is lowest in IGAD, at just 53%.

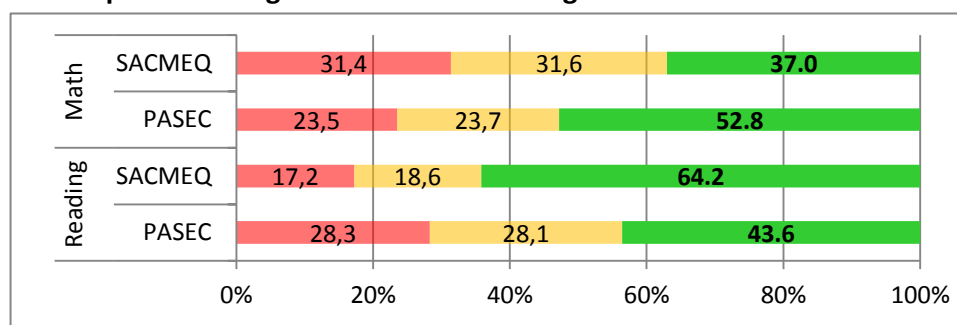


Quality inputs are generally improving, particularly classroom conditions. In ECCAS countries there are eight fewer pupils per class on average than 10 years ago, whereas in the ECOWAS region, the average pupil-teacher ratio (PTR) has fallen from 42:1 to 39:1, with 10 out of 15 countries offering average class sizes of fewer than 45 pupils. Thanks to comparatively high budgetary commitments, EAC countries boast the highest rates of qualified teachers in Sub-Saharan Africa. SADC also offers comparatively good teaching conditions (the average pupil-teacher ratio is down to 36:1 and 89% of teachers are

qualified) and in IGAD, although the PTR has dropped marginally to 44:1, the share of qualified teachers is above average, at 84%. Overcrowding remains an issue however in many countries, such as in some ECOWAS (Burkina Faso, Côte d'Ivoire, Guinea Bissau and Mali) and SADC (Madagascar, Malawi, Mozambique and Tanzania) countries, which still register class sizes above 50 pupils. Other educational inputs are often sub-standard. The unavailability of books reaches particularly acute levels in ECCAS, where over four pupils share a book. The countries that provide almost all pupils with both a reading and a math book are few, throughout the continent.

Learning achievements remain generally low, the significant increase in coverage having probably impacted quality. In SADC, the share of primary Grade 6 pupils achieving the minimum required SACMEQ² level was only 63.7% in reading, and just 35.9% in math, whereas only 35.0% of 5th year primary school pupils in ECOWAS achieved the minimum PASEC level in reading, and 42.6% in math. Learning outcomes are above average in ECCAS countries, on the basis of those who participated in the PASEC evaluations, especially in math, as well as in EAC, especially in SACMEQ reading results.

Share of Pupils Achieving the Minimum Learning Level in International Assessments



Source: PASEC, SACMEQ.

Note: Minimum score (achieved by the share of pupils highlighted in green) is 40% for PASEC and Level IV for SACMEQ; borderline scores (amber) are 25-40% for PASEC and Level III for SACMEQ, equivalent to 4/10.

Achievements, Factors of Success, and Challenges in Education Quality

Smaller class sizes, expanded teacher training, free provision of textbooks, pedagogical reforms and performance in international assessments of learning outcomes (SAQMEC and PASEC) are examples provided by countries of efforts to address the quality dimension in educational development which remain a function of political prioritisation in specific national contexts. As with the other goals, lack of resources is identified as the main obstacle to accelerated improvement of learning environments and to addressing the issue of high repetition rates, more especially in the francophone countries. Because educational quality is multi-faceted, the lack of coordination between various education ministries and the weakness of linkages between concerned sectors (e.g Education and Health) is yet another flaw underlined.

Source: UNESCO BREDA EFA Questionnaire October 2012

² The two main standardized international learning assessments in Africa, are the *Programme d'Analyse des Systèmes Educatifs de la CONFEMEN* (PASEC) and the Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ). Over a dozen countries participate in each.

Other Key Issues

The provision of adequate **resources** (financial, technical and material) is needed for all levels of the education sector to ensure the attainment of quality EFA. The level of public financing EAC countries devote to education is generally high, and fairly homogenous. For IGAD, although too few countries have data to compute an average, the financial commitment for those who do is good (21% in Kenya and over 30% in Ethiopia). Although ECOWAS member states also generally devote more of their recurrent budget to education (24.7%) than the SSA average (22.4%), this suggests that efficiency in the use of public resources should be analyzed to formulate informed policy recommendations. Liberia is the only ECOWAS country to allocate less than 20%, at just 12% of the recurrent budget. In SADC on the other hand, the budget commitment to education is slightly below the SSA average for the region as a whole, despite having improved in most countries over the 2002-11 period. Rates vary considerably, between Angola, DRC and Mauritius (11-13%), and Botswana, Lesotho, Madagascar and Swaziland, who devote over 20% of their recurrent budget to the sector. Finally, for those ECCAS member states having provided data, sector financing is generally insufficient (at 16.4% of countries recurrent budgets on average and in some cases, critically low (in CAR, Chad and DRC it is below 13%).

TVET could be bolstered in most RECs to favor socio-economic development. The sub-sector is fairly developed in ECCAS countries (representing over 34% of upper secondary) but generally accounts for a very small proportion of all programmes available in secondary education and often lacks relevance to the skills in demand on the labor market. Female participation in particular remains fairly poor.

TVET Enrollment as a Share of Upper Secondary (Weighted Averages), 2011 or MRY

EAC	ECCAS	ECOWAS	IGAD	SADC	SSA
6.7%	34.1%	4.4%	13.6%	20.7%	13.2%

Some interesting developments include Uganda's experience in using TVET for post-conflict reconstruction, the opening of 11 new polytechnics and 6 agricultural schools in Angola since 2009 and the development of 57 training modules in ECOWAS, to name a few. Given the potential this sector has to absorb those students outside of the formal education system, countries would do well to broaden TVET opportunities and encourage higher enrollments.

With a prevalence rate of almost 6%, HIV&AIDS constitute a significant further challenge to education in the region, contributing to teacher absenteeism and attrition, and increasing the risk of dropout and low performance on behalf of orphaned and vulnerable children. The situation is particularly dire in Southern Africa, where the rate is above 12%.

Achievements, Factors of Success, and Challenges in Other Education Issues

Countries from Central Africa also point to a number of advances in the educational field that do not relate directly to any one specific EFA goal. These include redefinition of basic education as corresponding to a nine-year cycle, institutional and curriculum reforms (introduction of native languages, introduction of Education for Sustainable Development, Peace Education, HIV&AIDS awareness), improvements to educational management (updating of data systems, training for planners, improvement of school inspectorate services). Such initiatives may vary from one national context to the next and yet the identified constraints are invariably the same: lack of policy coordination and inter-sectoral dialogue, inadequacy of technical expertise and financial resources, an acute but unmet need for trained teachers and instructors.

Source: UNESCO BREDA EFA Questionnaire October 2012

3. Accelerating Progress towards 2015:

Goals, Obstacles, Strategies and Regional Approaches

The consultation process with ministries of education and other education stakeholders as to focus areas for accelerated EFA efforts to meet the 2015 goals was undertaken through a country level questionnaire and group discussions in the EFA Coordination Meeting that took place in Johannesburg in October 2012. As a result, information was yielded a number of issues for Sub Saharan Africa and its sub regions. These can be grouped, for purposes of analysis into the following broad categories: Achievements and challenges in EFA goals attainment during the past decade, identified priorities for accelerative actions and preferred strategies at national and regional levels for the period 2013-2015, proposed coordination mechanisms; and priorities for the post 2015 education development agenda.

The EFA coordination meeting provided a rare opportunity to brief country representatives and regional EFA partners as to ongoing processes at global level to structure the reflection on the EFA experience so far and to plan for the future. Participants were exposed to purposely developed analytical tools and methodologies to take stock of national specificities and to identify existing bottlenecks/constraints in order to prioritize policy goals and formulate realistic strategies to accelerate EFA progress.

Worthy of special mention is the particular case of South Sudan, a new nation that objectively faces a situation of great fragility while presently experiencing a humanitarian country. As such, in the course of the consultation process, representatives of the South Sudanese ministry of education insisted that there could be no question of goal prioritizing since the whole education system needed to be prioritized for reconstruction. The EAC& IGAD representatives at the recent EFA Regional Coordination meeting for Southern Africa called for an urgent international initiative to support south Sudanese education for the coming years.

The unfinished business of UPE

Across Sub Saharan Africa, ministries of education acknowledge the acceleration of efforts to bring *all* children into schools, as being of paramount importance to accelerate progress towards meeting the EFA goals by 2015.

A survey of views held in relevant ministries of the SADC countries indicate that envisaged priorities for acceleration of EFA efforts towards 2015 relate first and foremost to improving Access in the sense of attending to the unfinished business of ensuring Universal Primary Education (UPE).

For ECOWAS countries this implies targeting the unreached, including girls, vulnerable children and those with special needs; providing them with food, classrooms, trained teachers and textbooks or school kits, and other incentives such as scholarships and conditional cash transfers.

The foremost priority for the 2013-2015 for the ECCA region, is the improvement of access to schooling. However, the relevant ministries of the sub-region point to constraints, both financial and technical, as the major obstacles to addressing *the unfinished business in Universal Primary Education* and accordingly stress the need for additional resources to realistically envisage the acceleration of EFA efforts. Given the required means, the preferred approach of Central African countries, by and large, would focus on school infrastructure and teacher provision to rapidly broaden primary school coverage. In any event, institution building and capacity development for sustainability are considered key priorities for the future.

Some countries of the IGAD opt for the same approach. Eritrea, for instance, pin points school infrastructure and the teacher provision as the way forward while again suggesting that any acceleration of EFA efforts in the period leading up to the 2015 goal line would require more significant financial resources than so far available to education as well as teaching resources in particular.

Proposed strategies to achieve these specific policy objectives and further bring down the number of out-of-school children between now and 2015 display a number of common elements across the sub continent. Ministries often refer to:

- (i) The need for making primary or extended basic education free and compulsory;
- (ii) The prospects for expansion and diversification of the provision of educational services by creating enabling environments for Public Private Partnerships (PPPs); and
- (iii) The advantages of having recourse to the non formal pathway to generalize schooling.

Moreover, the imperative of a good data base for policy formulation, implementation and monitoring as an essential pre condition is generally acknowledged as are the limitations of Sub Saharan ministries of education in that regard.

The promise of ECE

One of the lessons drawn by countries of Sub Saharan Africa from a decade of sustained efforts to school all its children at primary level is the strategic importance of early childhood or pre-primary education. Corroborating evidence emerging from a large number of countries suggests a common preoccupation with the relatively advanced age at which primary schooling tends to start, which coupled with low preparedness contribute to the large number of dropping out before completion of primary education. And those who do

stay on, are often impaired to master basic literacy and numeracy skills during the rest of their stay. Hence the increase demand at household level for early access to education as reflected in the thriving private pre-school sector more especially in urban settings. As a result, the rapid expansion of the pre-primary sector appears to be emerging as a political priority for many governments in Sub Saharan Africa, more especially in Eastern and Southern Africa. This is a welcome development especially for nongovernmental stakeholders in as much as for long across Sub Saharan Africa, ECCE has suffered from low political prioritization and accordingly, very limited investment of state resources.

Thus, for SADC countries preferred strategies to step up progress in ECCE involves the need to refocus especially for the most vulnerable and the construction of ECD centres within primary schools. EAC Ministries of education choose also broadening access and consider enhanced political will and financial resources as essential pre-conditions for acceleration of ECCE efforts so as to allow for the expansion of infrastructure and general services including health (vaccination and hygiene) programmes.

Despite the long road left to travel to reach UPE in Central Africa, countries of the ECCAS indicate that, subject to availability of increased resources, they would also prioritise the rapid expansion of ECCE provision so as to reach an enrolment rate of 35% by 2015. Within ECCE, the specific areas of eventual focus are specified as those of access and infrastructure, vaccination and health programmes and teachers. In the same vein, some countries of IGAD would seek to focus on ECCE by way of resource mobilization and allocation coupled with development of infrastructure if only financial constraints were eased.

Redefining Access: Universal Basic Education as the way forward

In fact, many African countries would choose to prioritize both the unfinished business of Universal Primary Education but also the accelerated development of Early Childhood Care & Education. The two objectives are not, considered as mutually exclusive or even distinct in as much as many Sub Saharan countries underline the importance of redefining basic education as spanning a longer period, inclusive of pre-primary education. In addition, considered from a different angle, the 'spill over' effect of increasing access to UPE has also led to mounting pressure of governments to provide more opportunities for post-primary schooling. In response, high on the educational agenda of many countries across the region is the introduction of an extended and expanded basic education programme extending over 8 or 9 or even 10 years according to country level realities.

For reasons linked to the structure of their educational system, many francophone countries of ECCAS or ECOWAS favor the integration of the last year of pre-primary education into primary schooling. The EAC ministries of education call for mainstreaming of ECCE. More generally, ministries of education of Sub Saharan Africa are increasingly desirous of extending the years of schooling for all to either pre-primary or lower secondary

education or both, in the years leading to 2015 and beyond, hence the concept of Universal basic Education (UBE). Such an orientation is in line with the UNESCO supported initiative, *Basic Education in Africa Programme* and also consistent with recommendations that have emerged from ministerial conferences of the World Bank (*Secondary Education in Africa*, Accra 2007), the Association for the Development of Education in Africa (*Post- Primary Education*, Maputo 2008, *Education & Training*, Ouagadougou, 2012), and CONFEMEN (Caraquet, 2008).

Quality: Effective Teaching and Learning for All

The other common thread running through proposals for accelerated EFA implementation across Sub Saharan Africa in the years leading on to the 2015 goal line is the Quality imperative. This reflects the increasing realization that higher enrolment rates are meaningless unless and until they translate into educational achievement.

Strategies to enhance quality in education EAC countries would hope to implement within the next three years are many and diverse, relating to the various dimensions of a daunting challenge in the African context: improvement of learning environments including schools, teacher provision, instructional material, literacy & numeracy programmes, curriculum reforms, and appropriate mechanisms for monitoring and evaluation of systemic performance and of learning outcomes.

Surveyed IGAD ministries of education, claim to share the interest in addressing quality issues in terms of provision of appropriate school infrastructure, curriculum development and associated teaching and learning material, and system-wide monitoring and evaluation systems.

SADC countries, having experienced exponential growth of primary level enrolments in the first decade of EFA, predictably seek to prioritize Quality, in terms of Teachers and educational management. Likewise, ECCAS countries, in addition to a sustained effort to reach UPE, would reportedly wish to focus efforts on Quality and more particularly on the provision of qualified teachers in adequate numbers.

For ECOWAS ministries of education, teacher and teacher related concerns as recruitment, training, deployment, retention and continuous professional development appears in all country proposals for the 2013-2015 period. As in other areas, implementation is however subject to availability of resources.

Literacy

With more than 163 million of its adult inhabitants illiterate, it should come as no surprise that literacy should be high on the agenda of many African ministries of education for the 2013-2015 period. ECCAS countries in particular reported an intention to devote EFA acceleration efforts to the area of adult literacy. The strategy often proposed seeks to explore the promise of non formal educational routes to reach out to illiterate adults.

Regional Approaches

Participants at the EFA Regional Coordination meeting for Sub Saharan Africa raised the vexed question of having to focus on two parallel agendas in education, the EFA/MDGs on the one hand, and the AU's Second Decade of Education for Africa (2006-2015) Plan of Action on the other. To the extent that the latter does not include ECCE or UPE and Literacy that all figure prominently among countries' declared priorities up until 2015, it was felt that there was an urgent need to integrate the EFA acceleration process within the AU's Plan. Moreover, participants invited the RECs to adopt realistic goals on the basis of bottleneck analyses that extend beyond 2015. The need to harmonize all the plans to enhance synergy, coordination and collaboration was generally acknowledged.

Inter African Cooperation for Policy Dialogue

The EFA experience of the last decade has created a significant base for exchanges and learning among education ministries of Sub Saharan Africa. Yet opportunities for experience sharing have been few and far between, as a result of which policy dialogue emerges as a key regional or sub regional trigger for effective EFA acceleration up to 2015.

To found such experience-based dialogue amongst policy makers, many best practices testifying to knowledge acquired and expertise developed have been identified. Within SADC, HIV&AIDS (Angola), Pregnancy prevention (Namibia) or Student Mother groups to combat dropping out of adolescent girls (Malawi), Textbook development (South Africa), Community involvement and Public Private Partnerships or PPPs (Swaziland), Mobile schools to reach the remote or nomadic (Namibia), Standard Achievement Tests (South Africa) are claimed as specific areas of strength.

Many ECOWAS countries appear to have acquired considerable experience regarding school feeding, HIV&AIDS awareness and school fee abolition programmes. Moreover, some have, over the last decade, developed specialised knowledge worthy of policy dialogue initiatives at REC level. Some highly relevant and promising examples include Girls education (Gambia, Guinea Bissau, Nigeria and Senegal), Educational reconstruction in post-conflict situations and Peace Education (Cote d'Ivoire and Guinea Bissau), Educational management (Ghana), Strategies to reach out-of-school children (Benin, Gambia), PPPs (Burkina Faso and Guinea Bissau), Mobilisation of internal resources for funding of basic education (Nigeria), Standard Achievement Tests (Senegal), National languages and Bilingual education (Gambia and Senegal).

Within ECCAS, school fee abolition is an area where several countries have acquired valuable experience that could found the basis of inter-country policy dialogue. Other such areas for experience sharing include Adult education (Angola & Chad), Non Formal Education (DRC), School feeding programmes (Burundi), Education for Sustainable Development (Congo), External resource mobilisation (Chad).

The experience of the last decade has enabled EAC countries to develop good practices and expertise in the areas of school fee abolition (Burundi, Uganda and Kenya), School feeding programmes (Burundi and Kenya), PPPs (Kenya, Zanzibar & Uganda) & Community participation (Zanzibar and Burundi), Sector Wide Approaches to planning & policy implementation (Uganda), Decentralised management (Uganda).

IGAD countries refer to know-how following from experiential learning in the expansion of ECCE in rural areas (Eritrea), complementary elementary education programmes for out-of-school children in remote areas (Eritrea), communication strategies and incentive programmes to promote girls' education (Eritrea), HIV& AIDS (Kenya), Peace education (Kenya).

The above denotes an extraordinary wealth of hands on experience and a vast pool of knowledge that hold out tested strategies and innovative solutions the dissemination and scaling up of which , if adequately resourced could provide the most compelling response to EFA challenges in Sub Saharan Africa. Policy dialogue emerges, on the basis of the consultation process, as one of the most promising means of implementing context bound, realistic and cost effective EFA policies in the run up to 2015.

Inter African Cooperation for Policy Implementation

The first decade of EFA has established that the absence of required technical expertise for policy formulation, planning, implementation and monitoring constitutes a major challenge for Sub Saharan Africa. Accordingly programme-focused and time-bound inter-country cooperation at sub regional level, according to ministries of education, provides potential leverage for EFA progress without undue reliance on development partners.

At SADC level, suggestions for regional initiatives generally relate to Teacher Training, Capacity Development for TVET, and ECCE technical support. ECOWAS ministries of education, for their part, have identified UPE strategies targeting the hitherto unreached, Teacher planning and Language policies as the three most promising areas for collaborative ventures. For ECCAS, regional collaboration should be fostered regarding to Quality in its different dimensions that relate to curriculum reform, languages of instruction, teacher training, education management and information systems, and capacity development for school inspection and research. EAC countries have unanimously focused in Quality with suggested sub regional initiatives relating to bridging the teacher gap for EFA, textbook provision, curriculum harmonization and language of instruction, cross-national assessment of learning outcomes and improvement of educational management. Some member states of IGAD see potential dividends in cross border collaboration relating to assessment of learning achievement, to addressing learning needs of youth (needs assessment and policy formulation), to teacher management, and to ECCE policy development and harmonization.

Reinforcement of EFA Coordination Mechanisms

It is generally acknowledged that at continental level, in addition to the five EFA convening agencies (UNESCO, UNICEF, UNDP, UNFPA and the World Bank), there are a number of key partners for acceleration of EFA efforts in future. First and foremost is the African Union: the Conference of Ministers of Education of the African Union (COMEDAF), the Pan African Parliament (PAP), and the operational arm, the African Union Commission (AUC). Other key EFA allies include the Association for the Development of Education in Africa (ADEA), the Africa Network Campaign on Education For All (ANCEFA) as an expression of civil society, the Forum for African Women Educationalists (FAWE), the Commonwealth Secretariat and the Conference of francophone Ministers of Education (CONFEMEN), the private sector and development partners. Their role in support of EFA, as perceived by ministries of education, crucially comprises coordination, technical & financial support, advocacy, capacity building, monitoring and evaluation.

Agreement was reached at the EFA Regional Coordination Meeting for Sub-Saharan Africa held from 16 to 19 October 2012 in Johannesburg, to the effect that an EFA coordination committee at the level of Sub Saharan Africa would be set up as soon as possible. In the interests of alignment with AU recognized bodies and in order to promote local ownership, recourse would be to align with existing inter-governmental structures. Thus the committee would be jointly chaired by UNESCO-BREDA and the African Union Commission and consist of representatives of the above referred organizations, including the 5 Regional Economic Communities representatives, the Africa Representative to the EFA Steering Committee, and the 10 countries represented at EFA Global Meeting. Private sector is to be represented by the African Development Bank, the Islamic Development Bank and another major player in the area of education. ACALAN and an International NGO (on a rotational basis) are also would join the committee.

For the 2012-2013 period, the primary function of the Coordination Committee is to lead and coordinate the African continental actions and responses in a coherent, systematic manner in the context of Regional Acceleration Frameworks, the 2000-2015 National, Regional and Africa Continental EFA Reviews, and Post-2015 agenda development, and more specifically: (1) Advocate for political support; (2) mobilize resources; (3) generate and communicate information and knowledge; (4) monitor and evaluate Africa continental coordination mechanism and actions; (5) disseminate innovative, good practices and lessons; (6) Support the revitalization national and REC-level EFA forums; and (7) link up with other regional and international education and social-development mechanisms as relevant to the EFA agenda.

Similarly, it was also been agreed that, at sub regional level, the EFA coordination mechanism would be led by the UNESCO Regional Offices working with the the secretariats

of the five Regional Economic Communities (EAC, ECCAS, ECOWAS, IGAD and SADC) and that the additional members would be selected on a similar basis as at continental level.

For the 2012-2013 period, the primary function of the EFA sub-regional coordination committees is to lead and coordinate action and responses in a coherent, systematic manner in the context of Regional Acceleration Frameworks, the 2000-2015 National and Regional EFA Reviews and Post-2015 agenda development, and have a similar constituency and role as the Regional Coordination mechanisms but then tuned to the specificity of each sub-region. UNESCO will host the secretariat both at continental as at sub-regional levels while member will be responsible for costing its participation in convened functions.

4. Preparation for Beyond 2015:

Processes of Emerging Actions

National and Regional Approaches

2012 has witnessed a more concerted effort by the EFA convening agencies to engage EFA partners in Sub Saharan Africa in the task of EFA stocktaking and to initiate a process of collective thinking and exchanges relating to the post 2015 agenda. The first EFA coordination meeting in Africa was a prolific event that enabled as well to launch of the process of jointly reflecting on the Africa positioning towards the definition of the post 2015 education development agenda.

Following from the Johannesburg meeting, it is expected that, at national level, ministries of education and EFA partners will launch an internal process of consultation, to be facilitated by the new EFA regional EFA coordination structure and more especially by the sub regional EFA coordination mechanisms. It is also understood that country-level consultations would be an inclusive process so as to include parliamentarians, education stakeholders, the private sector and civil society generally.

One of the recommendations of the Johannesburg was that, in order for the new structures /mechanisms to have the desired catalytic role, they would need to be closely aligned on existing African Union or AU- recognized structures at regional and sub regional levels. Hence the decision that EFA coordination at sub-regional level would need to be linked to REC structures in place.

EFA Partners and the task of designing the post 2015 Agenda in Sub-Saharan Africa

UNESCO's *Global Priority Africa 2014-2020* draft strategy, presented at the Johannesburg EFA Regional Coordination Meeting, is of direct relevance to the definition of the post 2015 agenda in education. It seeks to address the four broad objectives, as defined

by the RECs and the AU, namely: (1) Strengthening human capacities for sustainable development; (2) Enhancing economic prosperity; (3) Promoting peace and inclusive societies; and (4) Managing the development process.

The approach considers present and evolving circumstances of the region regarding the four dimensions that define the Sub Saharan context:

- Demography (Population Growth)
- Economy (Economic Growth and development)
- Social structures (Social Transformations)
- Governance (Rule of Law, democracy).

UNESCO will lead the EFA coordination process with strong support from the other EFA convening partners. It is noteworthy that the Private sector as a new EFA partner will be included in the new coordination structure and that so far, the Microsoft foundation has committed to collaborate.

Addressing the Post 2015 Agenda in Education for sub-Saharan

The 2012 EFA consultation process in Sub Saharan Africa has allowed for extensive consultations with ministries of education and some stakeholders on the continued relevance of the EFA framework, the likely priorities of countries beyond 2015, and broader socio-economic challenges impacting on education.

Relevance of the EFA framework

Within the SADC sub region, it is believed that the EFA internationally agreed goals and associated global effort are credited for having helped provide strategic direction to educational planning and budgeting in the region. The synergy effect when considered with broader MDGs has reportedly yielded tangible development gains. Most importantly, the framework has acted as a yardstick to monitor progress as in UPE and adult literacy.

The Dakar EFA framework is widely acknowledged by ECCAS countries for the progress in UPE and to the emphasis on literacy but more fundamentally to the practice of sector-wide planning and to the focused and sustained support of development partners.

EAC countries deem that the Dakar EFA framework has been useful for focused sector-wide reviews and planning, prioritizing inclusive primary education with reliable external support. Yet some country point to ensuing difficulties to adequately support post-primary and post-basic education.

The general view among ECOWAS ministries of education is that the internationally agreed goals in education have had the merit of prompting focused educational planning (cf. national EFA plans, sector-wide planning, EFA Goal-specific planning), advocacy, awareness-raising and resource mobilisation. However, at least one ministry underlined the consequence of setting quantified universal goals without any adequate consideration for

the national context, thereby condemning countries to pre destined failure or, alternatively, to high dependence on external partners.

Designing the Post 2015 Agenda

The post-2015 national priorities identified by the EAC bring out a number of common concerns. After years of focusing on primary education, the region is clamouring for an extended and expanded vision of Basic Education for All, that incorporates early childhood education, primary education, but also lower secondary education. Equity is another prime concern relating to both access and learning achievement, focusing on reaching the hitherto excluded. A third recurrent priority is the need to improve educational management with particular reference to management information systems, capacity development and functional research. The applications of Information and Communication Technology (ICT) both in the teaching and learning process but also in respect of educational management is yet another common suggestion made for the post-2015 agendas at national level.

The Post-2015 agenda for the SADC will clearly seek to prioritize Quality in education focusing on improving learning outcomes and the assessment thereof. It follows that countries refer to teacher policies in all its different aspects as a major focus of attention in the future. Nonetheless, access will remain an enduring priority with reference to the minorities, special needs and the poor but extending in its focus to secondary education and post basic education pathways generally. The issue of the employability of youth and ensuing concerns with curriculum content and preparation for the world of work through skills acquisition will undoubtedly constitute a cornerstone for educational policy in years to come.

The survey of the medium term priorities indicated by ministries of education of ECOWAS states reveals a pervasive concern with the need to reinforce efforts to ensure equitable access for all, from early childhood care and education, to primary and lower secondary education that is of good quality. Embedded in this shared regional ambition are the policy issues of inclusion; of an extended basic education of 9 or 10 years duration; and of enhanced and effective learning environments. Recalling that West Africa accounts for the largest number of out-of-school children on the continent, it is perhaps not surprising that strategies to reach out to the excluded figure prominently on ministries' post 2015 agenda. These include bridge building between formal and non-formal routes, region specific school building, gender sensitive approaches to student enrolment and retention including sanitation, school feeding and support to poor or nomadic populations.

Another recurrent focus is that of the educational continuum from pre-primary to primary and lower secondary education, as all three sub sectors are prioritised from the perspectives of access and achievement. The Quality concern translates into various

proposals for teachers, curriculum improvements including early literacy programmes and improved governance.

Countries of Central Africa note the tendency for national education systems to evolve with time towards a redefined basic education of 8/9 years duration with major implications for the future in terms of institution building and curriculum reform. Within that perspective, an all pervasive priority across the ECCAS sub region for the post-2015 agenda concerns Teachers and more particularly teacher training. One present EFA Goal that promises to remain very much of a central focus for Central Africa beyond 2015 is that of learning needs of youth and adults: TVET and skills development aligned to labour market demand for employability. Similarly, Quality as it relates to enhancement of learning environments (school infrastructure and class sizes, free provision of textbooks) is foreseen to figure prominently on the priority list of education ministries of ECCAS in years to come. Another cross-cutting issue that is identified for future prioritisation is Equity and Inclusion by reaching out to marginalised communities including minorities and children with special needs and offering support to families in need to ensure school attendance by all children.

Regional and Sub regional cooperation to address the post-2015 agenda

The EAC countries consider that some of the post-2015 priorities lend themselves to inter-country collaboration. An obvious example is Quality with special reference to learning outcomes, with the suggestion that common assessment mechanisms may be put into place. Another idea mooted for regional cooperation is capacity development relating to educational management.

For SADC countries; it is in the fields of Access, Quality, Skills' Development for Youth employability, ECCE that the potential for regional cooperation appears most promising in the view of policy makers.

The promise of sub regional cooperation within ECOWAS is diversely viewed. The two areas most often identified for joint initiatives relate to educational management and quality assurance on the one hand, and teacher training and professional development on the other. ECCAS sub regional cooperation is proposed in areas such as educating and skilling youth for employability or HIV/AIDS awareness programmes or Non Formal pathways for basic education or adult literacy.

Commitments to be renewed for African education

Ministries of education of Sub Saharan Africa look to the EFA convening agencies and other concerned United Nations agencies to work together to support the development of education after 2015.

ECCAS countries refer for example to ECCE so as to call for close collaboration between UNESCO (Curriculum development and teacher training) and UNICEF (Health,

nutrition and parent education) to support national efforts involving national governments but also local communities. It is suggested, in this particular example, that communities would provide essential leverage for awareness raising campaigns for enrolment of young children and classroom construction while being fully involved in management committees for pre schooling.

Having regard to the post 2015 priorities in education, representatives of ministries consider that UNESCO has a key role in supporting the elaboration of education sector plans and strategies, institutional capacity building and monitoring systems. UNICEF, the World Bank, UNDP and the World Food Programme are identified as the other crucial partners in relation to the school construction, procurement and provision of instructional material, capacity development and systemic evaluation.

5. Regional Themes/Trends

The present report is the result of a vast process of consultation in the latter part of 2012 involving ministries of education, civil society organizations and the private sector, parliamentarians, the EFA convening agencies and other EFA partners. Based on an analysis of the international available data on the status of education at country level, the exercise provided an opportunity for self assessment, for ministries of education in particular to consider and probe achievements and challenges alike over more than a decade of EFA experience since the year 2000, to weigh realistic prospects for acceleration of EFA efforts between now and the 2015 goal line and to reflect upon what could lie in store for a redefined EFA agenda beyond 2015. Most importantly, it posed the problem of structuring EFA coordination at the level of the region.

By and large, there is general acknowledgement that the last decade has witnessed unprecedented progress in the development of education. EFA progress is attributed to the compounded effects of enhanced and consistent political will on the part of governments (as witnessed by the rising average share of education in total public expenditure) and sustained and reliable support from external development partners (GMR, 2012). The other acknowledged factor of success is the increasing value placed on education by parents and civil society generally and countries of the region share the same story of local communities and NGOs intervening to take matters into their own hands where and when the state is unable to meet the challenge of exploding demand for schools and teachers. However, in order not to over state the subjective factor in EFA advances and to draw the appropriate lessons from the last decade, due credit needs to be given to the overall enabling conditions created by the spurt of sustained economic growth in Sub Saharan Africa, averaging 5% per annum over the 2000-2008 period when the more dramatic progress in school enrolment occurred.

Despite the significant achievements, however, very few SSA countries are likely to achieve the full EFA goals by 2015. The consultation revealed that Sub-Saharan education authorities remain acutely aware of the fundamental challenges that have constrained progress on the EFA agenda both at national and regional levels, and made most of the internationally goals unattainable. Within the educational sector, and as set out in Chapter 2, these relate to financial resource limitations that do not permit adequate provision to be made with regard to infrastructure, staffing and instructional material. Additionally, human resource constraints and inadequate technical know how often translate into data gaps, weak policies and management, compounded by the lack of coordination between ministries and related sectors. Beyond the sector, rampant poverty and socio-cultural traditions make the out-of-school difficult to reach. The population explosion that has seen the number of Africans living below the Sahara increase by some 25% since the turn of the century has severely limited the scope of progress towards universal primary education and the other EFA goals. Moreover and by all accounts, governance issues and more particularly, instances of armed conflict both between and within countries have continued to have a debilitating effect on sub Saharan African educational systems, keeping children out of schools, destroying infrastructure and have led to disproportionately high military spending.

African countries have been reportedly confronted by the requirement to report on progress not only on the EFA goals and MDGs but also on implementation of the African Union's Second Decade of Education for Africa (2006-2015) Plan of Action, which frameworks are not aligned in terms of priorities for educational policy making. Such competition for attention of ministries of education is deemed not to be conducive to coherent and effective policies. The report accordingly seeks to deliver a strong message coming from ministries of education of Sub Saharan Africa for alignment of the two sets of internationally agreed goals, both for the acceleration effort towards 2015 and beyond.

The on-going global consultations as the 2015 goal line looms nearer by the day has brought about an increasing awareness of opportunities, on the basis of an EFA stock taking exercise, to offer a 'second chance' to EFA at country- level by refocusing and reprioritising. Ministries of education see the ongoing priorities for the next two or three years as generally relating to accelerating progress towards Universal primary education (UPE) and broadening access to early childhood education, to the extent that more and more countries have now embarked on a natural transition from the goal of UPE to that of *UBE*, universal basic education for all that would include the last year of pre-school together with lower secondary education. Quality in the sense of promoting the relevance and effectiveness of learning also emerges as a major preoccupation as countries seek to look beyond the mere arithmetic of EFA.

The EFA consultation process has also prompted discussion of appropriate pre-2015 acceleration strategies. These are more often than not context bound at national level

although a common recommendation relates to the imperative of educational partnerships that extend from local communities to private providers of educational services against payment, hence the need to structure Public Private Partnerships and to provide an enabling environment therefore.

The EFA decade since 2000 has allowed educational authorities at country level to acquire experience and hands-on experience in very many varied areas across the EFA landscape, thereby pointing to regional inter-country policy dialogue as an important EFA strategy, including in the short term. In addition, countries have identified a number of promising avenues for cross border cooperation. Therein resides a key challenge for the 2013-2015 renewed EFA effort: appropriate coordination structures need to be identified, created and operationalised. It is, in that regard, noteworthy that the Association for the Development of Education in Africa (ADEA) is creating regional ‘pools of expertise’ to facilitate knowledge sharing and dissemination of best practices. On the other hand, there is a perceived need for the action of regional and sub regional bodies to be better supported from an EFA perspective.

The table below summarises the status of education in SSA per sub-region, focusing both on the main achievements and challenges. It also sets out the focus areas for possible acceleration efforts within the next three years and presents the anticipated priority concerns for the post 2015 education agenda.

SSA EFA STATUS, ACHIEVEMENTS AND CHALLENGES AND PRE AND POST 2015 PRIORITIES

Sub-Region	EFA Status	EFA Achievements and Challenges	Acceleration Framework	Post 2015 Education Agenda
EAC	<p>Preprimary enrollment is growing steadily.</p> <p>Impressive reduction of the out-of-school children (from 32% to 8% over the 2002 to 2011), which makes UPE a real possibility.</p> <p>Comparatively high budgetary commitment to education: 21%</p> <p>Highest rates of qualified teachers in Sub-Saharan Africa,</p> <p>Learning outcomes: SACMEQ results are above average (75.7 in reading and 42.6% for math against the overall average of 64.2% and 36.9%, respectively).</p> <p>Literacy rates also comparatively also good (82% for youth and 74% for adults, against 78% and 67% respectively for SSA).</p> <p>Gender parity in all 5 countries in primary enrollment in 2010,</p> <p>2 million children out of school in primary.</p>	<p><u>Key Message 1:</u> No sustainable advance across the EFA agenda has been possible without community involvement and support.</p> <p><u>Key Message 2:</u> Governance issues in the education sector are often a common major obstacle to EFA progress</p> <p><u>Key Message 3:</u> The Dakar framework has delivered in terms of a focused and sustained partnership between African governments and their development partners in relation to access to primary education.</p>	<p><u>Key Message 1:</u> Between now and 2015, efforts for EFA within the EAC countries should focus on ECCE and Quality, involving regional cooperation and sharing of best practices</p>	<p><u>Key Message 1:</u> The top priority for national and regional educational development efforts after 2015 should relate to offering an expanded, good quality and inclusive basic education to all that relates not only to access but also to successful completion of an extended course of study.</p>

Region	EFA Status	EFA Achievements and Challenges	Acceleration Framework	Post 2015 Education Agenda
ECCAS	<p>Preprimary enrollment has more than doubled.</p> <p>Considerable progress in primary completion, up 50% over the decade.</p> <p>Serious challenges in terms of achieving EFA: on average over 35% of pupils do not complete the primary cycle,</p> <p>Gender parity levels include some of the lowest on the continent.</p> <p>Literacy is fairly stagnant for both youth and adults, at levels barely better than the SSA average.</p> <p>Learning outcomes are above average, especially in math.</p> <p>Relatively low level of financing of the sector. (at 16.4% of countries recurrent budgets on average, against 22.4% for SSA), and in some cases, critically low (in CAR, Chad and DRC it is below 13%).</p> <p>2.5 million children out of school.</p> <p>The disparities between countries within the ECCAS region are however considerable:</p>	<p><u>Key Message 1:</u> The Dakar framework of action has prompted strong partnerships between national governments and development partners on the one hand, and between the ministries of education and local communities on the other hand, to allow for tangible progress across Central Africa with respect to all six EFA goals.</p> <p><u>Key Message 2:</u> Progress towards achievement of the internationally agreed goals is everywhere constrained by lack of technical and financial resources, rapid population growth, social inequality, inadequacy of policy coordination and linkages between education and related sectors, and weak management.</p> <p><u>Key Message 3:</u> ECCAS countries have over the last decade have acquired considerable EFA-related knowledge and experience that creates a basis for fruitful and relevant policy dialogue within the region and beyond.</p>	<p><u>Key Message 1:</u> Developing Early Childhood Care and Education and completing the unfinished business of Universal Primary Education are the topmost priorities of the region should they be additionally resourced to meet the EFA 2015 timeline.</p>	<p><u>Key Message 5:</u> The post-2015 agenda for the region should be developed around the critical issues of Inclusion, Quality (Teachers and improved learning environments) and Skills for employability.</p>

Region	EFA Status	EFA Achievements and Challenges	Acceleration Framework	Post 2015 Education Agenda
ECOWAS	<p>Considerable progress towards primary completion, which increased from 52 to 67% over the 2002-2011 period,</p> <p>Gender equality has improved considerably at the primary level, and is now in line with the SSA average (92%).</p> <p>The lowest average literacy rates (only 69% for youth and 52% for adults, against 73% and 67% for SSA respectively), with the majority of illiterates being girls and young women.</p> <p>Level of learning outcomes is poor.</p> <p>Greatest gap to overcome to reach EFA is UPE, which remains out of reach for many countries: over 35% of West African children are out-of-school, more than 17 million in total.</p> <p>With the exception of Cape Verde and Ghana, the ECOWAS region reports also low primary school retention and low preprimary access levels.</p> <p>Except for Liberia, the ECOWAS member states generally devote more of their recurrent budget to education (24.7%) than the SSA average (22.4%).</p>	<p><u>Key Message 1:</u> While global statistics indicate advances towards the EFA goals across West Africa, they conceal very wide disparities both between and within countries on account of the common challenges of poverty, demography, geography and tradition finding expression in a diversity of forms and therefore calling for context-bound strategies and policies.</p> <p><u>Key Message 2:</u> From incorporation of religious schools within the formal system to exploration of non-formal pathways to learning, from bilingual schools to the painful experience of reconstructing an educational system heavily damaged by protracted and violent conflict, ECOWAS countries have acquired hands-on expertise and developed best educational practices that have much to offer other EFA-challenged across the continent.</p> <p><u>Key Message 3:</u> The success widely attributed to the EFA international agenda over the past decade (awareness raising, focused planning and action, and effective resource mobilisation) should be viewed against the damage wrought by the one-size-fits-all approach and the external dependence it has occasionally induced.</p>	<p><u>Key Message 1:</u> Given the means to accelerate EFA efforts as 2015 looms ever closer, West Africa would choose to prioritise taking education to every child and bringing every child to education, whatever the setting <i>and</i> to invest in Teachers as the key factor for quality.</p>	<p><u>Key Message 1:</u> An all-inclusive extended basic education of good quality defines the West African vision for its children and youth beyond 2015.</p>

Region	EFA Status	EFA Achievements and Challenges	Acceleration Framework	Post 2015 Education Agenda
IGAD	<p>The preprimary gross enrolment rate has timidly progressed to 19%, remaining well below the SSA average of 28 percent.</p> <p>While IGAD member countries have made considerable progress towards primary completion (from 39% to 51%), the fact that almost half do not complete the primary cycle it remains of serious concern.</p> <p>Out-of-school primary school-aged children represent 16%. While lower than the SSA average of 21.5%, almost 6 million children remain out of school.</p> <p>For youth and adult literacy, the IGAD average is in line with SSA average.</p> <p>Gender parity in primary enrolment at 93% compared to an SSA average of 96%.</p> <p>Primary survival rate is lowest in IGAD, with an average of only 53% against an SSA average of 62%.</p> <p>Although the PTR has dropped marginally to 44:1, the share of qualified teachers is above average at 84%.</p> <p>TVET enrollment (as a share of upper secondary) is at 13.6, in line with SSA average.</p>	<p><u>Key Message 1:</u> Rapidly expanding populations, in some countries coupled with an important nomadic population and social and religious conservatism in some IGAD countries present daunting challenges to state provision of educational opportunities to all and especially girls.</p> <p><u>Key Message 2:</u> The abolition of primary school fees is indicative of political commitment to education and of sustained high level of investment in the sector and has an immediate, direct and positive impact on enrolments across education if accompanied by sustained and reliable external support together with strong Public Private partnerships in education.</p> <p><u>Key Message 3:</u> The EFA framework, beyond its acknowledged dividends, has brought to the fore three concomitant challenges: (i) intra-sectoral tension resulting from prioritization of primary education in a severely resource-constrained environment, (ii) coordination issues arising out of the inter-ministerial and inter-sectoral implications of EFA, and (iii) partnership building with local communities, civil society at large and external development partners.</p>	<p><u>Key Message 1:</u> Acceleration strategies to meet the 2015 objectives need to be affordable and cost effective, realistic and scalable. Should additional resources become available, IGAD countries would by and large, opt to prioritise school infrastructure development, provision of more qualified teachers and instructional material to meet the combined objective of good quality primary education to all children.</p>	<p><u>Key Message 1:</u> In addition to the general objectives of extending basic education and of Quality, a cornerstone of the post 2015 agenda will necessarily be the preparation of youth for the world of world. As ever larger numbers enrol in schools, the education of the future will be called upon to develop skills that translate into employability and entrepreneurial preparedness.</p>

Region	EFA Status	EFA Achievements and Challenges	Acceleration Framework	Post 2015 Education Agenda
SADC	<p>Early childhood enrollment is not significant at 45% on average, but is clearly progressing.</p> <p>Significant progress in primary education, with 84% of school-aged children completing the primary cycle on average (well above the SSA average of 70%), universal primary education remains within reach for most of the region.</p> <p>The share of out-of-school at primary is the lowest of any of Africa's sub-regions at 6%, and has been drastically reduced.</p> <p>Gender parity is generally high, above 97% for 11 countries.</p> <p>Learning outcomes are poor (especially in math), despite comparatively good teaching conditions (the average pupil-teacher ratio is down to 36:1 and 89% of teachers are qualified).</p> <p>Both youth and adult literacy rates in SADC are generally higher than in other regions, and 10-15% ahead of the SSA average.</p> <p>At this stage, secondary education probably requires greater attention, and TVET could be bolstered to favor socio-economic development.</p> <p>With a prevalence rate of over 12%, HIV&AIDS constitute a significant further challenge to education in the region.</p>	<p><u>Key Message 1:</u> The SADC region has progressed within all six EFA framework areas but remains constrained in general by inadequate financial and technical resources as well as the lack of policy coordination and weak management.</p> <p><u>Key Message 2:</u> Community involvement in school construction and management on the one hand, and increasing provision of schooling services by the private sector on the other, has demonstrated the potential of domestic resource mobilisation. Moreover, at least part of the lack of technical expertise may be addressed through inter country or regional cooperation.</p> <p><u>Key Message 3:</u> The EFA internationally agreed goals and associated global effort are credited for having helped provide strategic direction to educational planning and budgeting in the region. The synergy effect when considered together with other MDGs has reportedly yielded tangible development gains. Most importantly, the framework has acted as a yardstick to monitor progress as in UPE and adult literacy.</p>	<p><u>Key Message1:</u> For the 2013-2015 period Southern African countries would wish to prioritise Equitable Access, Quality(Teachers) and ECCE for national and regional EFA acceleration efforts.</p>	<p><u>Key Message 1:</u> The post 2015 agenda in education should prioritize education quality, focusing on improving learning outcomes in an extended basic education modality, while access for marginalised groups will be fostered as well.</p>

6. Conclusion

Across Sub Saharan Africa, there is general awareness that the last decade has witnessed unprecedented progress in the development of education. Never in African history has so much been achieved in education over such a short period of time and governments are legitimately proud of their achievements. One need only consider the fact that the Net Enrolment Ratio in primary education had increased from 58% in 1999 to 76% by 2010 and the Gender parity index from 0.85 to 0.93 over the same period of time whereas enrolment in secondary education more than doubled from 20.8m to 43.7m, to grasp the full significance of the dividends yielded by the EFA effort across the region within a decade (GMR, 2012).

Despite the great achievements however, very few countries in the SSA region will reach the EFA goals by the year 2015. While the prospects are good for attainment of the UPE and Gender equality goals, the challenges are particularly daunting for the remaining four goals relating to ECCE, Youth and adult skills, Adult literacy and Quality. The gaps are simply too large and with decreasing international assistance to education, resources are just not enough to bridge the difference.

The consultation process within SSA was not only an opportunity to reflect on the achievements, debate the challenges and initiate a process for the identification of possible areas of engagement for the remaining 3 years, while at the same time initiating reflection on the implications for the post 2015 agenda. It also was an opportunity to acknowledge the contextual diversity between and within sub-regions and in that regard to heed the call for more flexible agenda and target setting for educational development.

Based on the analysis of EFA status per country and sub-region, the consultation allowed the gathering of information and consensus for short and medium term action to advance educational development in SSA.

For the short term, it was felt that the remaining 3 years, call for an additional effort to improve the current EFA status of SSA. In that regard, for 2013-2015 acceleration priorities were identified:

- (1) All countries earmark Quality as one of the key areas for engagement for the next 3 years and in particular the need to focus on teachers.
- (2) The other selected priorities are aligned with the specific realities of each sub –region; hence t eastern and southern Africa countries choose to focus on ECCE while Central and West African countries would like to focus on attending to the unfinished business of UPE. SADC is also willing to accentuate efforts to reach the hitherto unreached. Despite the overall challenges in improving access and completion in primary education, Central African countries also indicate the wish to focus on ECCE. ECOWAS, ECCAS and IGAD countries however, refer explicitly to the need for additional resources in order to be able to accelerate EFA efforts. Some countries also refer specifically to the need to accelerate EFA progress through inter-country exchanges and learning from each other.

Regarding the definition of the post 2015 education agenda , while acknowledging that the consultation provided a good opportunity to bring SSA countries into the debate, the countries agreed on the following global priorities:

- (1) All countries invariably consider quality as the key priority for the post 2015 agenda. Most of them in a context of an expanded vision of basic education for all that should extend from the last year of pre-primary to the end of the lower secondary school cycle.
- (2) A large number of countries place skills development of young people, in line with the exigencies of the world of work, as the next priority for the medium and long term development of education,
- (3) And last, aligned with their current situation, ECCAS countries place great importance to improving access as well.

Another agreed key priority for advancing towards the EFA objectives, aside from the mobilization of additional resources and the required EFA refocusing and reprioritizing at national level, concerns the need to improve EFA coordination at all levels. It was recommended to set up regional and sub-regional multi-stakeholder EFA coordination mechanisms, aligned with the continental and regional education structures of the AU and of the RECs. It was also agreed that in that regard, alignment of the 2nd decade of education of the AU with the EFA goals is desirable.

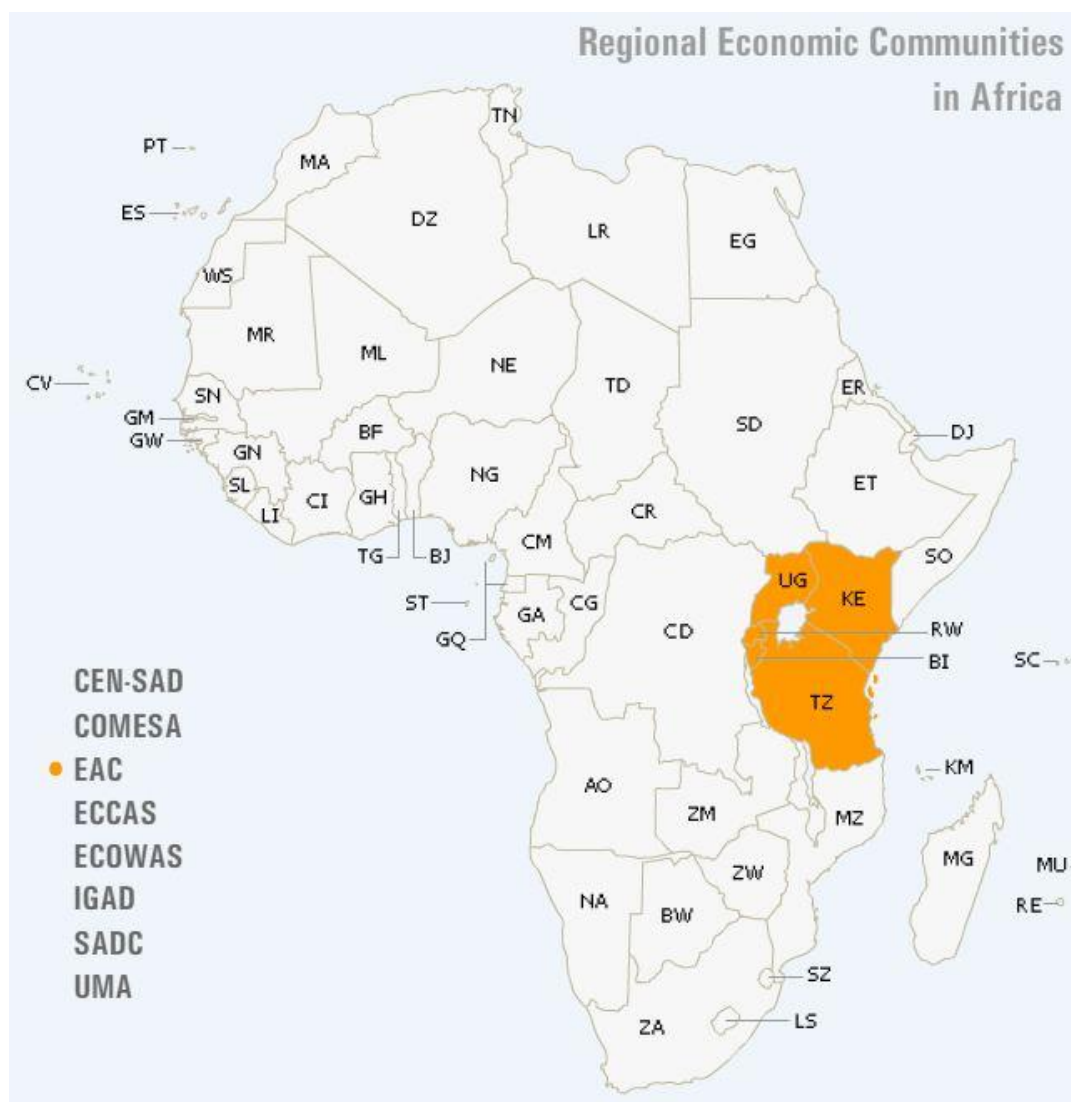
To accelerate EFA progress towards 2015 requires the EFA thrust within countries to be better resourced. Ministries of education of Sub Saharan Africa, while welcoming the *Education First* initiative of the United Nations Secretary General, have also noted the reported drop in external aid to education in the region in the wake of the global economic downturn and are calling for the development partners to respect international commitments to support EFA.

ANNEXES

Annex 1: Basic Background Information on the Regional Economic Commissions

East African Community – EAC

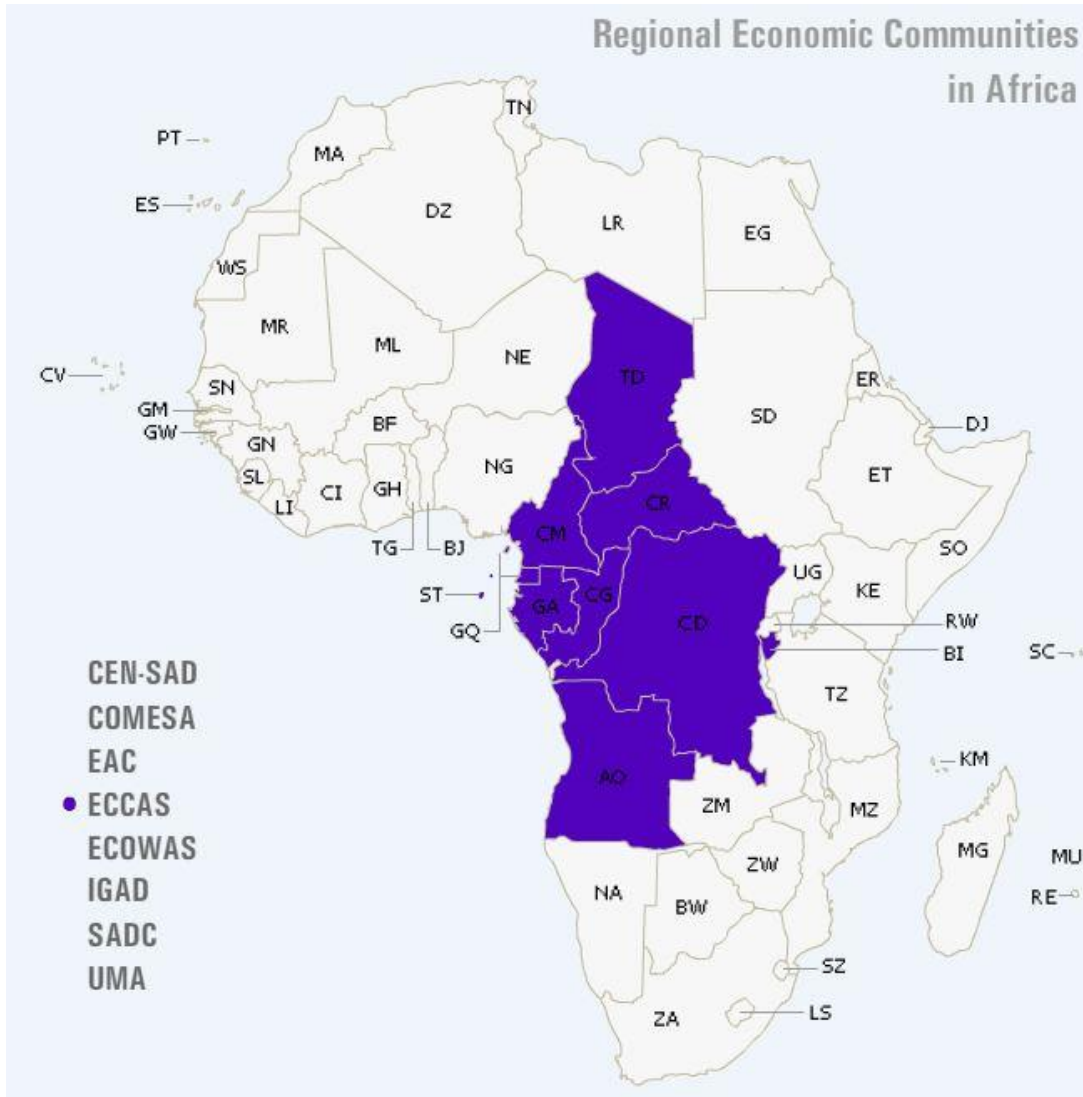
Founded	2000	Arusha, United Republic of Tanzania
Member Countries	5	Burundi, Kenya, Rwanda, United Republic of Tanzania and Uganda.
Education Programme	2011-16	Education included as Priority Area 2 of Section 4.4 (Development of Social Sectors) of the EAC Development Strategy. Report on harmonization of education systems and training curricula published in 2009. Regional Quality Assurance Framework developed (Kenya, Tanzania and Uganda).
Population	142 million	



<http://siteresources.worldbank.org/INTAFRREGINICOO/Resources/1587517-1271799840744/Map-Africa-RECs-AFCRI-Just8-v1.swf>

Economic Community of Central African States- ECCAS (CEEAC)

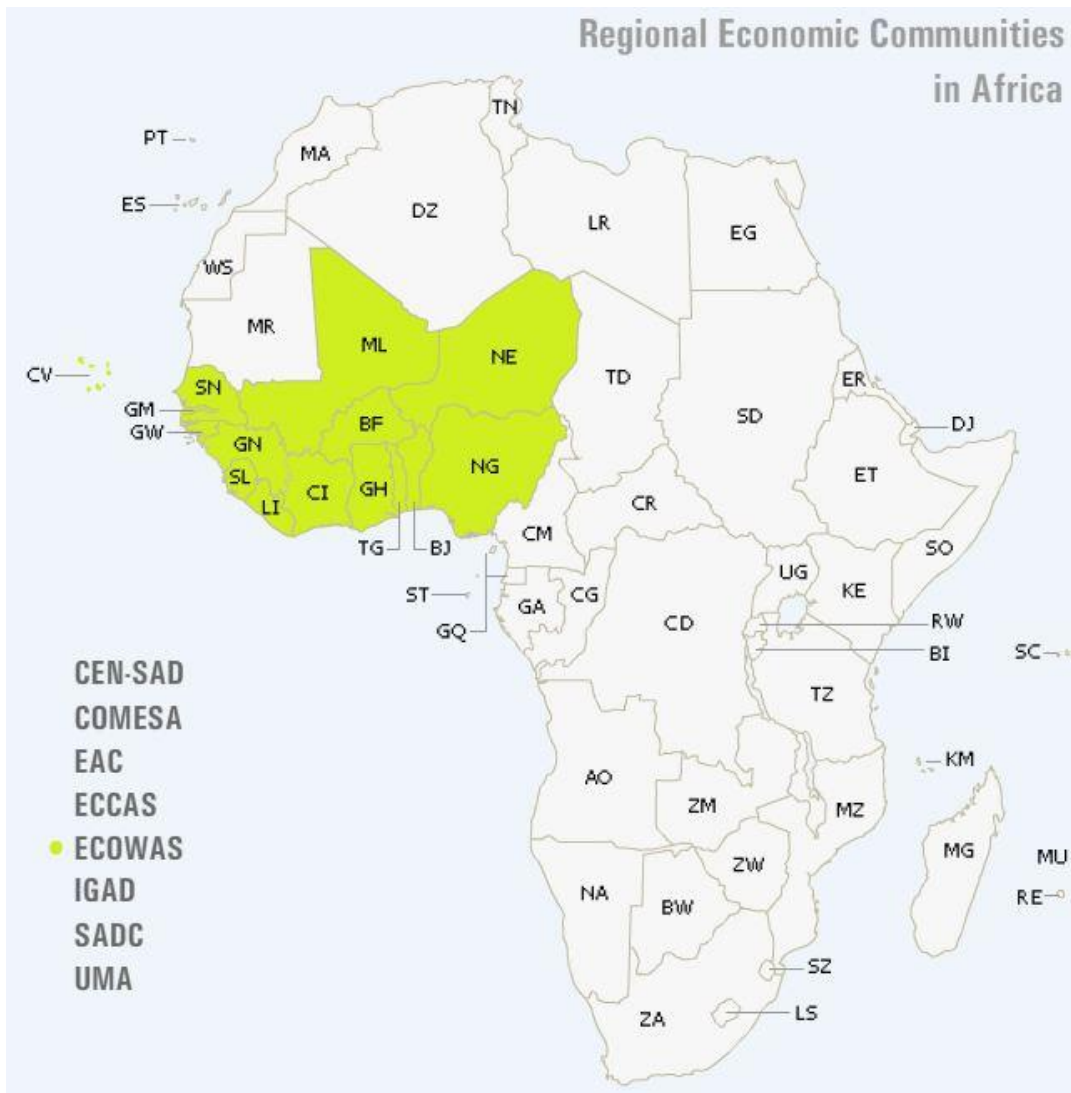
Founded	1984	Libreville, Gabon
Member Countries	10	Angola, Burundi, Cameroon, Central African Republic, Chad, Congo, the Democratic Republic of Congo, Equatorial Guinea, Gabon and Sao Tomé and Príncipe.
Education Programme	-	Unknown
Population	39 million	



<http://siteresources.worldbank.org/INTAFRREGINICOO/Resources/1587517-1271799840744/Map-Africa-RECs-AFCRI-Just8-v1.swf>

Economic Community of West African States - ECOWAS (CEDEAO)

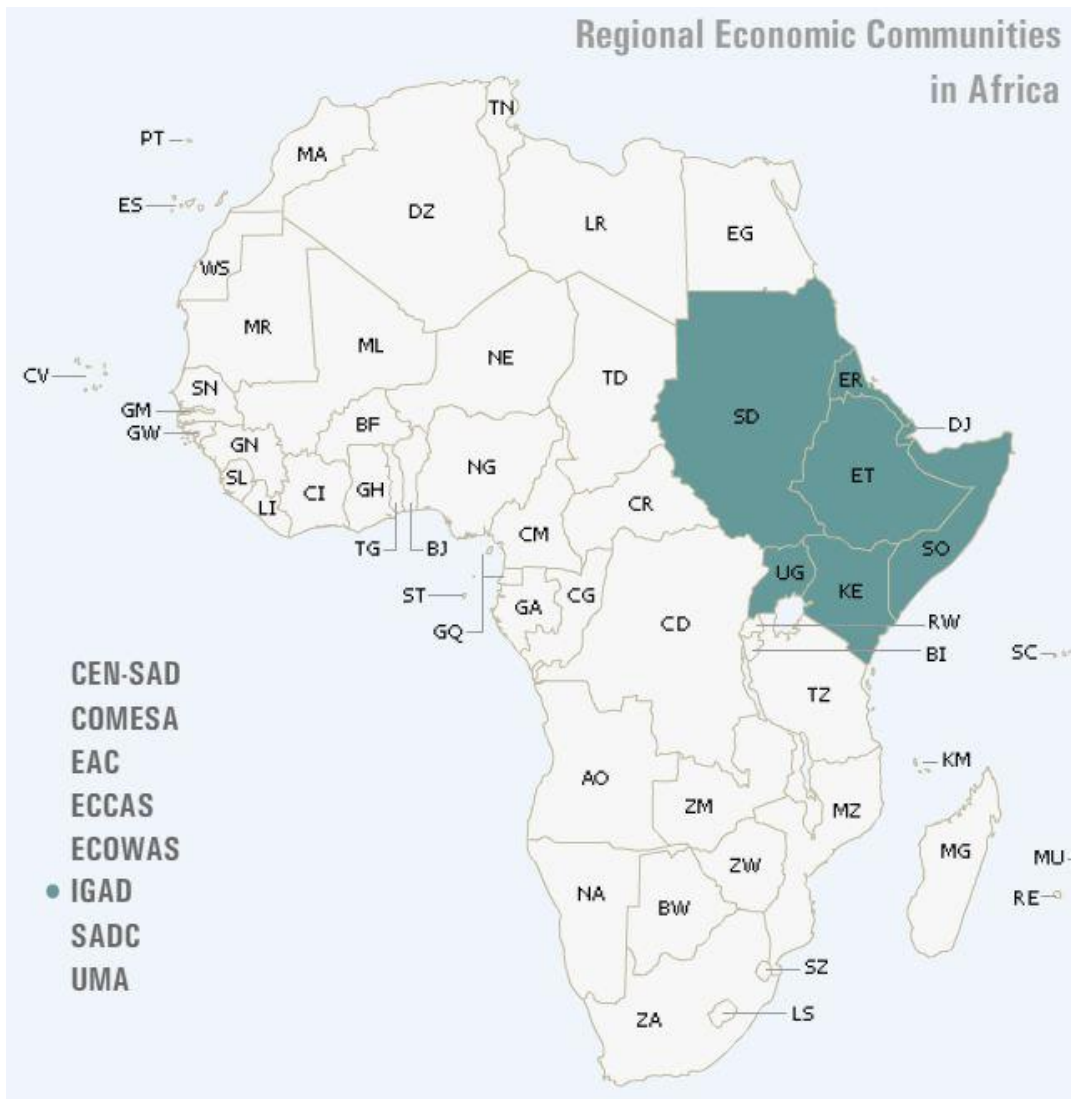
Founded	1975	Abuja, Nigeria
Member Countries	15	Benin, Burkina Faso, Cape Verde, Côte d'Ivoire, The Gambia, Ghana, Guinea, Guinea-Bissau, Liberia, Mali, Niger, Nigeria, Senegal, Sierra Leone and Togo
Education Programme	2003	Regional Protocol on Education; related Action Plan covering HIV&AIDS preventive education, girls' education, teacher training through distance learning, promotion of science and technology and TVET; Convention on the Recognition and the Equivalence of Degrees, Diplomas and other Qualifications. REC-wide qualifications framework for higher education institutions.
Population	308 million	



<http://siteresources.worldbank.org/INTAFRREGINICOO/Resources/1587517-1271799840744/Map-Africa-RECs-AFCRI-Just8-v1.swf>

Intergovernmental Authority on Development – IGAD

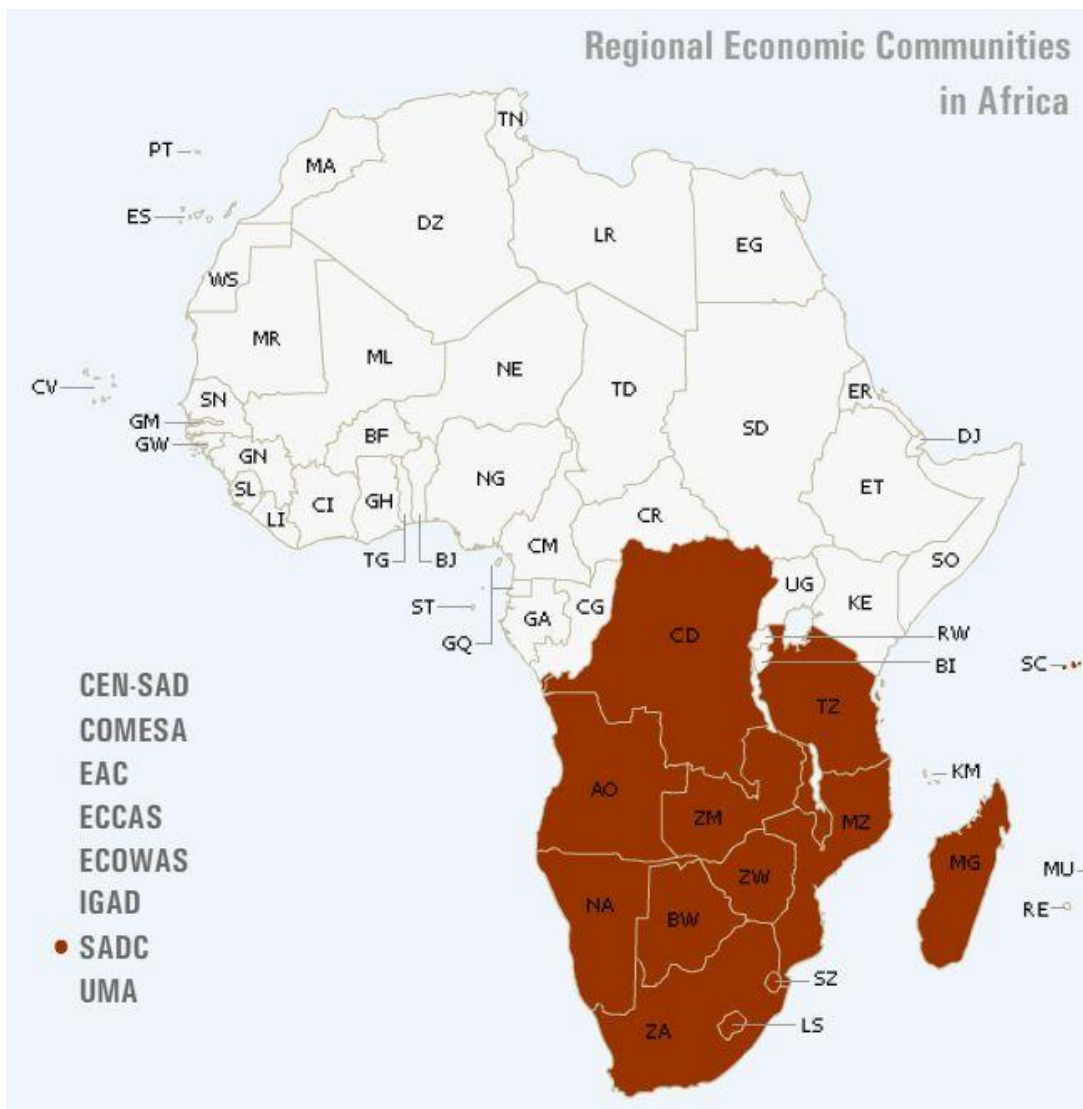
Founded	1996	Djibouti
Member Countries	7	Djibouti, Eritrea, Ethiopia, Kenya, Somalia, Sudan (pre-secession) and Uganda
Education Programme	1997	Consultations initiated on human capital strategy.
Population	188 million	



<http://siteresources.worldbank.org/INTAFRREGINICOO/Resources/1587517-1271799840744/Map-Africa-RECs-AFCRI-Just8-v1.swf>

Southern African Development Community – SADC

Founded	1992	Gabronne, Botswana
Member Countries	15	Angola, Botswana, the Democratic Republic of Congo, Lesotho, Madagascar, Malawi, Mauritius, Mozambique, Namibia, Seychelles, South Africa, Swaziland, United Republic of Tanzania, Zambia and Zimbabwe.
Education Programme	1997	Protocol on Education and Training. Education covered in section 3.5 (Social and Human Development) of the Regional Indicative Strategic Development Plan, adopted in 2004. Convention on the Recognition and the Equivalence of Degrees, Diplomas and other Qualifications.
Population	280 million	



<http://siteresources.worldbank.org/INTAFRREGINICOO/Resources/1587517-1271799840744/Map-Africa-RECs-AFCRI-Just8-v1.swf>

Annex 2: Data table – Key EFA indicators

		EFA Goal 1				EFA Goal 2			
		Preprimary GER				Primary Completion			
Country	REC	Baseline	Current	Baseline	Current	Baseline	Current	Baseline	Current
		Year	Data	Year	Data	Year	Data	Year	Data
Angola	ECCAS, SADC							2010	46.6
Benin	ECOWAS	2002	5.3	2010	18.2	2002	46.0	2009	63.4
Botswana	SADC			2009	18.9	2002	93.0	2009	97.2
Burkina Faso	ECOWAS	2002	1.1	2011	3.0	2002	25.7	2010	45.1
Burundi	EAC, ECCAS	2002	1.4	2010	8.7	2002	27.3	2010	56.1
Cameroon	ECCAS	2002	13.9	2010	28.4	2002	52.2	2010	78.7
Cape Verde	ECOWAS	2002	54.6	2010	69.7	2002	102.9	2010	98.9
CAR	ECCAS	2002	1.8	2011	5.6	2003	27.0	2011	43.0
Chad	ECCAS			2010	1.9	2002	28.6	2010	34.5
Comoros	IGAD	2002	3.1	2008	21.8	2002	63.4	2008	74.8
Congo	ECCAS	2002	5.3	2010	12.5	2002	59.9	2010	70.8
Côte d'Ivoire	ECOWAS	2002	2.9	2011	4.4	2001	46.1	2011	58.6
DRC	ECCAS, SADC	2002	1.3	2010	3.3	2002	38.7	2010	58.7
Djibouti	IGAD	2002	0.7	2011	4.3	2001	27.5	2009	35.6
Equatorial Guinea	ECCAS	2002	35.6	2008	54.7	2003	38.3	2010	52.4
Eritrea	IGAD	2002	5.6	2010	13.6	2002	35.3	2010	39.8
Ethiopia	IGAD	2002	1.8	2010	4.8	2002	31.7	2010	72.2
Gabon	ECCAS	2002	14.3	2011	41.8				
Gambia	ECOWAS	2003	16.3	2010	30.4	2002	67.1	2010	70.5
Ghana	ECOWAS	2001	31.3	2009	68.9	2002	68.8	2011	94.0
Guinea	ECOWAS	2003	8.4	2010	13.7	2002	39.1	2010	64.1
Guinea-Bissau	ECOWAS	2000	3.7	2010	6.9	2000	29.7	2010	67.6
Kenya	EAC, IGAD	2002	42.8	2009	51.8				
Lesotho	SADC	2002	24.7	2010	32.7	2002	62.1	2010	69.6
Liberia	ECOWAS	2000	61.5					2008	62.3
Madagascar	SADC	2001	3.4	2010	8.8	2002	36.8	2010	72.5
Malawi	SADC					2002	68.2	2010	66.8
Mali	ECOWAS	2002	1.3	2011	3.4	2002	34.2	2011	55.4
Mauritius	SADC	2002	91.5	2010	96.4	2002	95.6	2010	96.0
Mozambique	SADC					2002	22.3	2011	56.2
Namibia	SADC					2002	92.6	2009	83.9
Niger	ECOWAS	2002	1.3	2011	6.0	2002	21.2	2011	46.2
Nigeria	ECOWAS	2002	11.9	2010	13.9	2003	77.2	2010	74.4
Rwanda	EAC	2002	2.7	2011	11.4	2002	29.6	2010	69.6
Sao Tome and Principe	ECCAS	2002	27.3	2011	61.8	2002	61.6	2011	114.7
Senegal	ECOWAS	2002	3.1	2010	13.2	2002	47.2	2010	59.2
Seychelles	SADC	2002	101.5	2010	101.5	2002	113.8	2010	133.1
Sierra Leone	ECOWAS	2001	4.5	2011	6.8			2011	74.4
Somalia	IGAD								
South Africa	SADC	2002	31.9	2009	65.0				
Sudan (pre-secession)	IGAD								
Swaziland	SADC	2004	16.3	2010	22.7	2002	61.3	2010	76.9
Togo	ECOWAS	2002	2.7	2010	8.6	2001	75.5	2010	73.7
Uganda	EAC, IGAD			2010	13.9	2002	62.2	2010	57.2
U.R. of Tanzania	EAC, SADC	2003	24.5	2010	33.2	2002	59.2	2010	89.9
Zambia	SADC					2002	62.5	2010	103.3
Zimbabwe	SADC								
Regional Economic Commission									
EAC		4*	17.8	4*	26.3	4*	44.6	4*	68.2
ECCAS		8*	12.6	8*	27.1	8*	41.7	8*	63.6
ECOWAS		14*	14.0	14*	19.1	13*	52.4	13*	67.0
IGAD		4*	12.7	4*	18.6	4*	39.2	4*	51.2
SADC		8*	36.9	8*	45.5	12*	67.2	12*	83.7
SSA			18.4		28.2		53.5		69.7

Source: UIS

* See endnote.

Indicator Titles:

Preprimary Gross Enrollment Rate (%)

Gross Intake Ratio to the Last Grade of Primary (%)

		EFA Goal 3				EFA Goal 4			
		Youth Literacy				Adult Literacy			
		Baseline		Current		Baseline		Current	
Country	REC	Year	Data	Year	Data	Year	Data	Year	Data
Angola	ECCAS, SADC	2001	72.2	2010	73.1	2001	67.4	2010	70.1
Benin	ECOWAS	2002	45.3	2010	55.0	2002	34.7	2010	42.4
Botswana	SADC	2003	94.0	2010	95.3	2003	81.2	2010	84.5
Burkina Faso	ECOWAS	2003	31.2	2007	39.3	2003	21.8	2007	28.7
Burundi	EAC, ECCAS	2000	73.3	2010	77.6	2000	59.3	2010	67.2
Cameroon	ECCAS	2000	83.1	2007	83.1	2000	68.4	2007	70.7
Cape Verde	ECOWAS	2004	97.1	2010	98.3	2004	80.0	2010	84.3
CAR	ECCAS	2000	60.8	2010	65.2	2000	50.6	2010	56.0
Chad	ECCAS	2000	37.6	2010	47.0	2000	25.7	2010	34.5
Comoros	IGAD	2000	80.2	2010	85.6	2000	68.5	2010	74.9
Congo	ECCAS								
Côte d'Ivoire	ECOWAS	2000	60.7	2010	67.0	2000	48.7	2010	56.2
DRC	ECCAS, SADC	2001	70.4	2010	65.0	2001	67.2	2010	66.8
Djibouti	IGAD								
Equatorial Guinea	ECCAS	2000	97.1	2010	98.0	2000	88.3	2010	93.9
Eritrea	IGAD	2002	77.9	2010	89.3	2002	52.5	2010	67.8
Ethiopia	IGAD	2004	49.9	2007	55.0	2004	35.9	2007	39.0
Gabon	ECCAS	2004	96.7	2010	97.7	2004	83.8	2010	88.4
Gambia	ECOWAS	2000	52.6	2010	66.7	2000	36.8	2010	50.0
Ghana	ECOWAS	2000	70.7	2010	80.8	2000	57.9	2010	67.3
Guinea	ECOWAS	2003	47.1	2010	63.4	2003	29.7	2010	41.0
Guinea-Bissau	ECOWAS	2000	59.5	2010	72.1	2000	41.4	2010	54.2
Kenya	EAC, IGAD	2000	92.5	2010	92.8	2000	82.2	2010	87.4
Lesotho	SADC	2000	90.9	2010	91.9	2000	86.3	2010	89.6
Liberia	ECOWAS	2004	71.2	2010	76.5	2004	54.8	2010	60.8
Madagascar	SADC	2000	70.2	2009	64.9	2000	70.7	2009	64.5
Malawi	SADC			2010	87.1			2010	74.8
Mali	ECOWAS			2010	44.3	2003	24.0	2010	31.1
Mauritius	SADC	2000	94.5	2010	96.7	2000	84.3	2010	88.5
Mozambique	SADC	2003	61.9	2010	71.8	2003	48.2	2010	56.1
Namibia	SADC	2001	92.3	2010	93.1	2001	85.0	2010	88.8
Niger	ECOWAS								
Nigeria	ECOWAS	2003	69.0	2010	72.1	2003	54.8	2010	61.3
Rwanda	EAC	2000	77.6	2010	77.5	2000	64.9	2010	71.1
Sao Tome and Principe	ECCAS	2001	95.4	2010	95.3	2001	84.9	2010	89.2
Senegal	ECOWAS	2002	49.1	2009	65.0	2002	39.3	2009	49.7
Seychelles	SADC	2002	99.1	2010	99.1	2002	91.8	2010	91.8
Sierra Leone	ECOWAS	2004	47.9	2010	59.4	2004	34.8	2010	42.1
Somalia	IGAD								
South Africa	SADC			2007	97.6			2007	88.7
Sudan (pre-secession)	IGAD								
Swaziland	SADC	2000	91.9	2010	93.6	2000	81.7	2010	87.4
Togo	ECOWAS	2000	74.4	2009	81.7	2000	53.2	2009	57.1
Uganda	EAC, IGAD	2002	80.8	2010	87.4	2002	68.1	2010	73.2
U.R. of Tanzania	EAC, SADC	2002	78.4	2010	77.3	2002	69.4	2010	73.2
Zambia	SADC	2002	69.1	2010	74.4	2002	69.1	2010	71.2
Zimbabwe	SADC							2010	92.2
Regional Economic Commission									
EAC		5*	80.5	5*	82.5	5*	68.8	5*	74.4
ECCAS		9*	76.3	9*	78.0	9*	66.2	9*	70.8
ECOWAS		13*	59.7	13*	69.0	14*	43.7	14*	51.9
IGAD		4*	75.3	4*	81.1	4*	59.7	4*	66.8
SADC		12*	82.1	12*	83.0	12*	75.2	12*	77.7
SSA			72.7		77.9		60.2		67.3

Source: UIS

* See endnote.

Indicator Titles:

Youth (15-24 Years)
Literacy Rate (%)

Adult (15 Years and Above)
Literacy Rate (%)

		EFA Goal 5				EFA Goal 6			
		Gender Parity				Primary Survival			
		Baseline		Current		Baseline		Current	
Country	REC	Year	Data	Year	Data	Year	Data	Year	Data
Angola	ECCAS, SADC			2010	81.3			2009	31.9
Benin	ECOWAS	2002	69.2	2010	87.1				
Botswana	SADC	2002	99.1	2009	96.5	2002	84.0	2008	93.0
Burkina Faso	ECOWAS	2002	74.2	2011	92.7	2002	66.6	2009	63.6
Burundi	EAC, ECCAS	2002	78.3	2010	98.8	2002	64.6	2009	56.2
Cameroon	ECCAS	2002	86.0	2010	86.2	2002	60.4	2009	66.2
Cape Verde	ECOWAS	2002	95.8	2010	92.4	2002	84.0	2007	85.7
CAR	ECCAS	2002	66.9	2011	72.5			2010	46.5
Chad	ECCAS	2002	64.7	2010	72.9	2002	50.1	2009	27.8
Comoros	IGAD	2002	81.8	2008	92.0				
Congo	ECCAS	2002	95.0	2010	95.0	2002	57.6	2007	70.3
Côte d'Ivoire	ECOWAS	2002	73.7	2011	83.3	2000	86.6	2008	60.8
DRC	ECCAS, SADC	2002	78.7	2010	86.7			2009	54.8
Djibouti	IGAD	2002	76.3	2011	90.2			2008	64.3
Equatorial Guinea	ECCAS	2002	91.1	2010	97.2			2009	61.9
Eritrea	IGAD	2002	79.9	2010	83.8	2002	86.2	2009	69.0
Ethiopia	IGAD	2002	71.0	2010	91.2	2002	51.0	2009	47.5
Gabon	ECCAS	2002	99.4	2011	97.1				
Gambia	ECOWAS	2002	90.3	2010	102.3	2001	60.5	2009	61.1
Ghana	ECOWAS	2002	94.9	2011	99.8	2002	59.5	2008	72.2
Guinea	ECOWAS	2002	75.2	2010	83.8	2003	75.9	2009	65.7
Guinea-Bissau	ECOWAS	2000	67.4	2010	93.8				
Kenya	EAC, IGAD	2002	95.0	2009	97.7				
Lesotho	SADC	2002	101.5	2010	97.6	2002	67.0	2009	69.3
Liberia	ECOWAS	2000	73.5	2008	90.7			2007	45.6
Madagascar	SADC	2002	96.3	2010	98.4	2002	55.4	2009	34.6
Malawi	SADC	2002	97.0	2010	103.7	2001	32.8	2009	52.8
Mali	ECOWAS	2002	76.4	2011	88.2	2002	66.1	2010	75.5
Mauritius	SADC	2002	100.3	2010	100.6	2002	98.4	2009	97.8
Mozambique	SADC	2002	79.0	2011	90.7	2001	31.7	2010	27.0
Namibia	SADC	2002	101.4	2009	99.0	2002	81.6	2008	82.6
Niger	ECOWAS	2002	69.8	2011	83.7	2002	66.1	2010	69.3
Nigeria	ECOWAS	2002	83.1	2010	91.0	2002	72.7	2009	79.9
Rwanda	EAC	2002	99.9	2011	102.6				
Sao Tome and Principe	ECCAS	2002	95.7	2011	97.3	2002	56.6	2008	68.0
Senegal	ECOWAS	2002	90.6	2010	105.9	2002	71.5	2009	59.6
Seychelles	SADC	2002	99.5	2010	100.0				
Sierra Leone	ECOWAS	2001	67.5	2011	92.8				
Somalia	IGAD			2007	55.0				
South Africa	SADC	2002	96.5	2009	95.8				
Sudan (pre-secession)	IGAD								
Swaziland	SADC	2002	94.1	2010	91.8	2002	61.3	2009	83.9
Togo	ECOWAS	2002	81.1	2010	89.9	2002	62.8	2009	59.4
Uganda	EAC, IGAD	2002	96.7	2010	101.4	2002	35.3	2009	31.8
U.R. of Tanzania	EAC, SADC	2002	96.7	2010	101.6	2001	92.2	2009	81.4
Zambia	SADC	2002	93.3	2010	101.3			2008	53.1
Zimbabwe	SADC								
Regional Economic Commission									
EAC		5*	93.3	5*	100.4	3*	64.1	3*	56.5
ECCAS		9*	84.0	9*	89.3	6*	57.9	6*	57.7
ECOWAS		15*	78.8	15*	91.8	11*	70.2	11*	68.4
IGAD		5*	83.8	5*	92.9	N/A	N/A	4*	53.1
SADC		13*	94.9	13*	96.1	9*	67.2	9*	69.1
SSA			85.9		92.3		65.7		62.0

Source: UIS
* See endnote.

Indicator Titles:

Gender Parity Index
Primary GER (%)

Survival Rate to Last
Grade of Primary (%)

	REC	Access				Financing			
		Out-of-School Rate (Primary)				Education Expenditure			
		Baseline		Current		Baseline		Current	
Country		Year	Data	Year	Data	Year	Data	Year	Data
Angola	ECCAS, SADC			2010	14.3			2010	11.4
Benin	ECOWAS	2003	14.4	2010	6.2	2002	19.9	2009	28.0
Botswana	SADC	2002	16.5	2009	12.7			2009	20.3
Burkina Faso	ECOWAS	2002	64.5	2011	36.8			2010	33.0
Burundi	EAC, ECCAS	2002	46.4	2007	10.2	2002	12.4	2010	27.7
Cameroon	ECCAS			2010	6.1	2000	10.9	2010	21.7
Cape Verde	ECOWAS	2002	1.2	2010	6.5	2002	19.0	2010	23.5
CAR	ECCAS			2011	31.1			2010	11.9
Chad	ECCAS					2001	21.6	2010	12.6
Comoros	IGAD	2000	26.6	2007	22.2				
Congo	ECCAS			2010	9.2				
Côte d'Ivoire	ECOWAS	2002	37.9	2009	38.5	2002	25.5	2007	23.6
DRC	ECCAS, SADC							2010	12.8
Djibouti	IGAD	2002	70.5	2009	55.4				
Equatorial Guinea	ECCAS	2002	26.1	2010	43.7				
Eritrea	IGAD	2002	56.4	2010	65.1				
Ethiopia	IGAD	2002	53.5	2010	17.8	2002	14.0	2010	30.2
Gabon	ECCAS								
Gambia	ECOWAS	2002	32.7	2010	30.7	2002	14.2	2010	20.1
Ghana	ECOWAS	2002	37.7	2011	15.8			2010	27.8
Guinea	ECOWAS	2002	41.2	2010	23.0				
Guinea-Bissau	ECOWAS	2000	48.8	2010	25.0				
Kenya	EAC, IGAD	2002	37.6	2009	16.0	2001	25.8	2010	21.3
Lesotho	SADC	2002	23.6	2010	26.3	2002	26.3	2008	29.0
Liberia	ECOWAS							2008	12.3
Madagascar	SADC					2002	22.9	2008	23.7
Malawi	SADC	2003	1.1	2009	2.5	2001	13.9	2011	18.0
Mali	ECOWAS	2002	50.4	2011	32.8	2001	20.7	2010	31.7
Mauritius	SADC	2002	6.6	2010	6.6	2001	13.0	2007	13.3
Mozambique	SADC	2002	43.5	2011	10.2				
Namibia	SADC	2002	8.3	2009	13.6				
Niger	ECOWAS	2002	65.7	2011	37.5	2002	24.0	2010	27.7
Nigeria	ECOWAS	2003	34.4	2010	42.4				
Rwanda	EAC	2002	20.2	2010	1.3			2011	27.0
Sao Tome and Principe	ECCAS	2002	1.7	2010	1.4				
Senegal	ECOWAS	2001	38.5	2010	22.0				
Seychelles	SADC								
Sierra Leone	ECOWAS							2009	20.3
Somalia	IGAD								
South Africa	SADC	2002	5.5	2009	9.7	2002	20.5	2009	17.9
Sudan (pre-secession)	IGAD								
Swaziland	SADC	2002	27.5	2010	14.4	2003	17.7	2008	27.4
Togo	ECOWAS	2002	9.1	2008	5.7	2000	25.4	2009	24.0
Uganda	EAC, IGAD			2010	9.0	2004	23.8	2009	28.5
U.R. of Tanzania	EAC, SADC	2002	27.0	2008	1.8				
Zambia	SADC	2002	25.9	2010	7.3				
Zimbabwe	SADC								
Regional Economic Commission		<i>(Weighted Averages)</i>							
EAC		4*	31.8	4*	7.6	3*	20.7	3*	25.9
ECCAS		N/A	N/A	6*	11.1	N/A	N/A	6*	16.4
ECOWAS		13*	38.2	13*	35.4	N/A	N/A	11*	24.7
IGAD		4*	48.7	4*	16.4	N/A	N/A	N/A	N/A
SADC		10*	19.9	10*	6.0	N/A	N/A	9*	19.3
SSA			35.1		21.5		N/A		22.4

Source: UIS

* See endnote.

Indicator Titles:

Out-of-School Rate - Primary
School-Aged Children (%)

Public Current Expenditure on
Education as Share of Total (%)

		Quality Inputs							
		Primary Pupil-Teacher Ratio				Share of Trained Teachers			
		Baseline		Current		Baseline		Current	
Country	REC	Year	Data	Year	Data	Year	Data	Year	Data
Angola	ECCAS, SADC			2010	45.8				
Benin	ECOWAS	2002	53.0	2010	46.4	2003	78.0	2010	42.6
Botswana	SADC	2002	26.4	2009	25.4	2002	89.1	2009	99.6
Burkina Faso	ECOWAS	2002	45.4	2011	48.2	2001	80.4	2011	85.7
Burundi	EAC, ECCAS	2002	49.1	2010	50.6			2009	91.2
Cameroon	ECCAS	2002	60.8	2010	45.5	2003	68.1	2010	57.1
Cape Verde	ECOWAS	2002	28.8	2010	23.6	2002	67.2	2010	90.0
CAR	ECCAS			2011	81.3			2011	57.5
Chad	ECCAS	2002	68.0	2010	62.2			2010	70.2
Comoros	IGAD	2002	39.2	2008	30.2			2008	57.4
Congo	ECCAS	2002	56.2	2010	49.1	2003	57.1	2010	86.8
Côte d'Ivoire	ECOWAS	2002	43.9	2011	48.8	2001	99.1	2011	100.0
DRC	ECCAS, SADC	2002	34.3	2010	37.0			2010	91.7
Djibouti	IGAD	2003	34.5	2011	35.2			2011	100.0
Equatorial Guinea	ECCAS	2001	43.4	2010	27.2			2010	45.3
Eritrea	IGAD	2002	44.0	2010	38.0	2002	72.6	2010	93.8
Ethiopia	IGAD	2000	67.3	2010	54.1			2010	39.4
Gabon	ECCAS	2002	42.6	2011	24.5				
Gambia	ECOWAS	2002	38.0	2009	36.6				
Ghana	ECOWAS	2002	32.1	2011	31.0	2002	64.9	2011	50.6
Guinea	ECOWAS	2002	47.2	2010	42.2			2010	65.2
Guinea-Bissau	ECOWAS	2000	44.1	2010	51.9	2000	35.1	2010	38.9
Kenya	EAC, IGAD	2002	34.4	2009	46.8	2003	98.7	2009	96.8
Lesotho	SADC	2002	47.0	2010	33.8	2002	72.6	2010	63.4
Liberia	ECOWAS	2000	38.3	2008	24.3			2008	40.2
Madagascar	SADC	2002	47.5	2010	40.1			2010	90.4
Malawi	SADC	0	-	2010	79.3			2010	95.9
Mali	ECOWAS	2002	56.4	2011	48.5			2009	50.0
Mauritius	SADC	2002	25.2	2010	21.5	2002	100.0	2010	100.0
Mozambique	SADC	2002	67.2	2011	55.4			2011	80.1
Namibia	SADC	2001	31.6	2009	30.1	2001	57.8	2009	95.6
Niger	ECOWAS	2002	41.3	2011	39.0	2002	69.6	2011	96.4
Nigeria	ECOWAS	2002	40.3	2010	36.0	2004	49.2	2010	66.1
Rwanda	EAC	2002	59.0	2011	58.1	2002	81.2	2011	98.4
Sao Tome and Principe	ECCAS	2002	32.7	2011	29.8			2011	40.5
Senegal	ECOWAS	2002	48.9	2010	33.7	2003	55.4	2010	47.9
Seychelles	SADC	2002	13.9	2010	12.5	2002	77.9	2009	99.4
Sierra Leone	ECOWAS	2001	37.3	2011	31.3	2001	78.9	2011	48.0
Somalia	IGAD	0	-	2007	35.5				
South Africa	SADC	2002	33.8	2009	30.7	2002	77.9	2009	87.4
Sudan (pre-secession)	IGAD								
Swaziland	SADC	2002	31.1	2010	32.3	2002	90.6	2010	73.1
Togo	ECOWAS	2002	35.2	2010	40.6	2002	19.5	2010	76.7
Uganda	EAC, IGAD	2002	52.7	2010	48.6	2002	80.5	2008	89.4
U.R. of Tanzania	EAC, SADC	2002	53.0	2010	50.8	2002	100.0	2010	94.5
Zambia	SADC	2002	55.0	2010	58.0				
Zimbabwe	SADC								
Regional Economic Commission									
EAC		5*	49.6	5*	51.0	5*	N/A	5*	94.1
ECCAS		8*	48.4	8*	40.7	8*	N/A	8*	67.5
ECOWAS		15*	42.0	15*	38.8	14*	63.4	14*	67.5
IGAD		5*	46.6	5*	44.5	N/A	N/A	5*	83.9
SADC		12*	38.8	12*	35.6	12*	N/A	12*	89.3
SSA			43.4		41.1		N/A		74.8

Source: UIS

* See endnote.

Indicator Titles:

Primary Pupil-Teacher Ratio

Share of Trained Primary Teachers (%)

	Country	REC	Quality		Learning Outcomes					
			Textbook Ratio		PASEC Pass Rate				SACMEQ Pass Rate	
			Current Only Year	Data	Reading Year	Data	Math Year	Data	Reading	Math
	Angola	ECCAS, SADC	2010	2.9						
	Benin	ECOWAS	2010	1.1	2005	26.4	2005	30.4		
	Botswana	SADC							75.8	43.6
	Burkina Faso	ECOWAS	2011	0.8	2007	38.2	2007	52.7		
	Burundi	EAC, ECCAS	2010	3.7	2010	53.4	2010	66.4		
	Cameroon	ECCAS	2010	11.2	2005	71.2	2005	63.5		
	Cape Verde	ECOWAS	2010	1.0						
	CAR	ECCAS	2010	8.0						
	Chad	ECCAS	2010	3.2	2010	37.2	2010	42.2		
	Comoros	IGAD			2009	24.2	2009	41.8		
	Congo	ECCAS	2010	1.8	2007	37.4	2007	43.6		
	Côte d'Ivoire	ECOWAS	2009	2.0	2009	38.2	2009	25.4		
	DRC	ECCAS, SADC	2010	1.8	2010	48.0	2010	64.4		
	Djibouti	IGAD								
	Equatorial Guinea	ECCAS								
	Eritrea	IGAD								
	Ethiopia	IGAD	2010	1.5						
	Gabon	ECCAS			2006	84.0	2006	70.4		
	Gambia	ECOWAS	2010	2.3						
	Ghana	ECOWAS								
	Guinea	ECOWAS	2010	1.0						
	Guinea-Bissau	ECOWAS								
	Kenya	EAC, IGAD							80.2	61.7
	Lesotho	SADC							47.5	18.9
	Liberia	ECOWAS								
	Madagascar	SADC	2010	0.8	2005	36.2	2005	80.7		
	Malawi	SADC							26.7	8.3
	Mali	ECOWAS	2011	1.0						
	Mauritius	SADC	2010	0.3					78.8	73.3
	Mozambique	SADC	2011	1.6					56.5	25.8
	Namibia	SADC							61.3	18.3
	Niger	ECOWAS	2011	1.0						
	Nigeria	ECOWAS								
	Rwanda	EAC	2010	0.4						
	Sao Tome and Principe	ECCAS	2011	1.1						
	Senegal	ECOWAS			2007	45.6	2007	62.0		
	Seychelles	SADC							78.1	57.7
	Sierra Leone	ECOWAS								
	Somalia	IGAD								
	South Africa	SADC							51.7	30.8
	Sudan (pre-secession)	IGAD								
	Swaziland	SADC							93.0	55.7
	Togo	ECOWAS	2010	2.4	2010	26.6	2010	42.7		
	Uganda	EAC, IGAD	2010	2.4					54.2	25.1
	U.R. of Tanzania	EAC, SADC	2010	2.0					89.9	56.9
	Zambia	SADC							27.4	8.2
	Zimbabwe	SADC							62.8	42.7
	Regional Economic Commission									
	EAC		4*	2.1	N/A	N/A	N/A	N/A	75.7	42.6
	ECCAS		8*	4.2	6*	55.2	6*	58.4	N/A	N/A
	ECOWAS		9*	1.4	5*	35.0	5*	42.6	N/A	N/A
	IGAD		2*	1.9	N/A	N/A	N/A	N/A	N/A	N/A
	SADC		6*	1.6	N/A	N/A	N/A	N/A	63.7	35.9
	SSA			2.3		43.6		52.8	64.2	36.9

Source: UIS, PASEC, and SACMEQ. * See endnote.

Indicator Titles:

Primary Pupil-Textbook Ratio (Reading)

Share of Pupils Achieving the Minimum Score

Share of Pupils Achieving the Minimum Score

Table Note

* To ensure historical comparability of data and due to comparatively small sample size, REC averages are computed on the basis of all member countries with data for both the baseline and the current year; these figures indicate the number of countries considered for each.

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