



Education for All



United Nations
Educational, Scientific and
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Dakar Office
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for Education in Africa

Sub Saharan Africa Regional consultation

Education Post 2015

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Post 2015 Education Agenda

Regional Consultation in Sub-Saharan Africa

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 (Johannesburg October 2012) was a prolific event attended by 31 sub-Saharan countries that has allowed for extensive consultations with high level representatives of ministries of education and other education stakeholders on the continued relevance of the EFA framework, the likely priorities of countries beyond 2015, and broader socio-economic challenges impacting on education¹. The regional consultation in itself was the launch of the process of jointly reflecting on the Sub-Saharan Africa positioning towards the definition of the post 2015 education development agenda.

The regional consultation on the post 2015 education agenda was built from two major modalities: a questionnaire sent to all Ministries of education in the 47 SSA countries prior to the meeting and working group sessions on the topic conducted during the meeting. The collected information was then compiled and analyzed following a grouping of countries by Regional Economic Community (REC): EAC, ECCAS, ECOWAS, IGAD and SADC. This enabled to have a lower level context analysis while concurring alignment with the African Union and RECs (education) structures.

Addressing the Post 2015 Agenda in Education for sub-Saharan Africa

Country Questionnaires

33 out of the 47 Ministries of Education (70%) responded to the survey². Based on the country specific EFA status, the questionnaires inquired on the main achievements, faced challenges

¹ The meeting was attended by 32 High level representatives of Ministries of education (Angola, Benin, Botswana, Burkina Faso, Burundi, Cameroun, Cape Verde, Comoros, Congo, Eritrea, Ethiopie, Gambia, Ghana, Guinea Bissau, Guinea Conakry, Ivory Coast, Kenya, Lesotho, Liberia, Malawi, Mauritius, Namibia, RD Congo, Sao Tome & Principe, Senegal, Sierra Leone, South Africa, South Sudan, Swaziland, Tanzania (including Zanzibar), Togo, Uganda, Zambia and Zimbabwe) ; UN EFA Covering Partners representatives (UNESCO, UNICEF and UNFPA), ILO ; AU, Pan African Parliament, ADEA, ANCEFA, FAWE, OSISA, CONFEMEN, Plan International, ACCALAN, Education International, ICAE, Microsoft and one of the High Level UN SG Panel member for the Post 2015 (Amina Mohamed).

² The following countries have responded to the Questionnaire : Angola, Benin, Botswana, Burkina Faso, Burundi, Cameroun, Cape Verde, Chad, Congo, Eritrea, Gabon, Gambia, Ghana, Guinea Bissau, Guinea Conakry, Ivory Coast, Kenya, Lesotho, Liberia, Malawi, Namibia, Nigeria, RD Congo, Sao Tome & Principe, Senegal, Seychelles, Sierra Leone, South Africa, Swaziland, Tanzania (including Zanzibar), Togo, Uganda, and Zambia.

and built capacities during the past decade³. It also inquired on preferred priorities for accelerating efforts until 2015 as well as on the concerns for the Post 2015 education agenda. In addition to the national priorities for the post 2015 agenda, countries indicated also their views on the priorities for inter-country and regional collaboration, preferred type of international assistance and on the usefulness of the EFA and MDG's frameworks for the advancement of education at national level.

The post-2015 national priorities identified by countries in SSA brings out a number of common concerns. After years of focusing on primary education, the region is clamouring for an extended and expanded vision of good quality and inclusive Basic Education for All that incorporates early childhood education, primary education, but also lower secondary education that relates not only to access but also to successful completion. Further, countries indicated that the post-2015 agenda for the region should be developed around the critical issues of Inclusion, Quality (Teachers and improved learning environments), Skills for employability and improving Governance in education. Below a summary table of the identified priorities per sub-region.

³ 44 EFA profiles were drafted based on UIS and Pole de Dakar data. The Profiles can be found at <http://www.unesco.org/new/fr/dakar>. No EFA profiles for Zimbabwe, Somalia and South Sudan are available due to unavailability of data.

National priorities in each Regional Economic Community

The Post2015 national priorities identified by the **EAC** bring out a number of common concerns. After years of focusing on primary education, the region is ready and moving towards the adoption of an extended and expanded vision of Basic Education for All as described above. 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 and AIDS awareness programmes or Non Formal pathways for basic education or adult literacy.

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, a few ministries 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.

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.

Group work sessions at the 2012 SSA EFA consultation Meeting

The consultation in Johannesburg was framed to consider as much as possible the wide diversity among countries allowing at the same time, grouping of countries to a common denominator. This is why discussions were organized around Regional Economic Communities (RECs), respecting thereby alignment principles with existing structures in Africa. Participants were thus divided into working groups by countries belonging to the same REC in SSA (CEEAC, ECOWAS, EAC/IGAD⁴ and SADC). With the view to expand the information gathered through the questionnaires, the approach for the face to face consultation on the Post 2015 outlined the role of education in the contribution to the key development priorities defined by the RECs:

- (i) Strengthening human capacities for sustainable development
- (ii) Enhancing economic prosperity
- (iii) Promoting peace and inclusive societies
- (iv) Managing the development process.

In that regard, participants carried out an exercise to examine the role of education in addressing major development concerns looking at four dimensions that define the sub-Saharan context, namely⁵:

- Demography (Population Growth and mobility);
- Economy (Economic Growth and development);
- Social structures (Cultural Diversity, Social Transformations and Conflict);
- Governance (Rule of Law, democracy, transparency and accountability).

These domains are aligned with the four broad objectives of 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.

This approach considers present and evolving circumstances of the region and seeks to highlight the transversal role of education in addressing key national and sub-regional concerns on a more holistic manner. The following education challenges and related key areas of intervention were identified:

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.

⁴ As only a few countries of the IGAD were present and as some of the countries of the EAC belong to both structures, group work was done jointly;

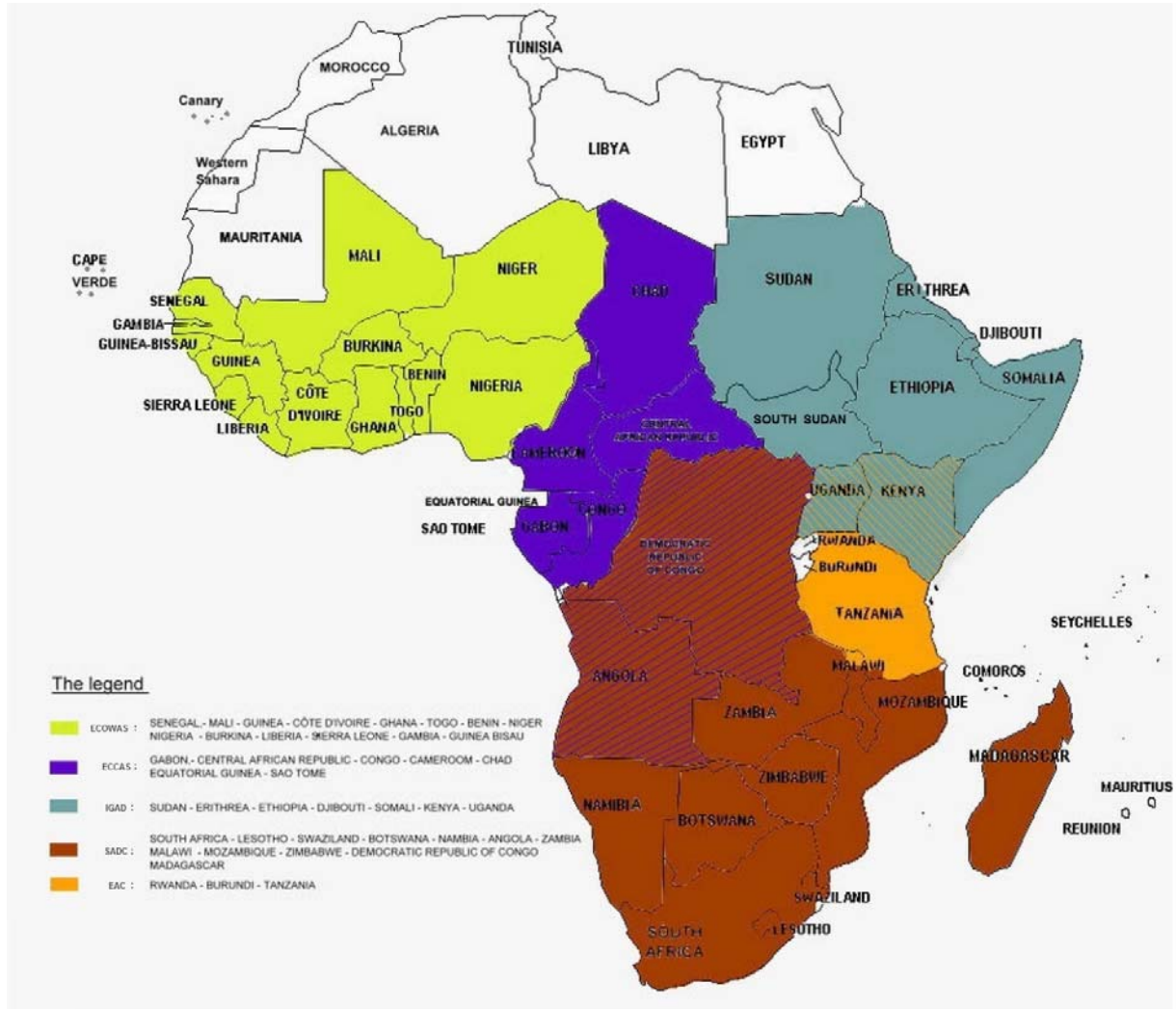
⁵ The results of this exercise do not reflect the full range of issues to be addressed as time constraints did not allow to deepen the analysis. The process was however conducive to instill a holistic approach to education planning.

Annex 1: Basic Background Information on the Regional Economic Communities

Table 1: Regional Economic Communities in Sub Saharan Africa

REC	Founding date & HQs	Member countries	Population	Education programme
EAC – East African Community –	2000, Arusha, Tanzania	5 members: Burundi, Kenya, Rwanda, United Republic of Tanzania and Uganda.	142 million	Education included as Priority Area 2 of Section 4.4 (Development of Social Sectors) of the EAC Development Strategy (2011-2016).
ECCAS - Economic Community of Central African States	1984 Libreville, Gabon	10 members: Angola, Burundi, Cameroon, Central African Republic, Chad, Congo, the Democratic Republic of Congo, Equatorial Guinea, Gabon and Sao Tomé and Príncipe.	39 million	Unknown
ECOWAS - Economic Community of West African States	1975 Abuja, Nigeria	15 members: Benin, Burkina Faso, Cape Verde, Côte d'Ivoire, The Gambia, Ghana, Guinea, Guinea-Bissau, Liberia, Mali, Niger, Nigeria, Senegal, Sierra Leone and Togo	308 million	Regional Protocol on Education (2003); 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.
IGAD - Intergovernmental Authority on Development	1996 Djibouti	7 members: Djibouti, Eritrea, Ethiopia, Kenya, Somalia, Sudan (pre-secession) and Uganda	188 million	Consultations initiated on human capital strategy
SADC - Southern African Development Community –	1992 Gabronne, Botswana	15 members : Angola, Botswana, the Democratic Republic of Congo, Lesotho, Madagascar, Malawi, Mauritius, Mozambique, Namibia, Seychelles, South Africa, Swaziland, United Republic of Tanzania, Zambia and Zimbabwe.	280 million	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.

The Regional Economic Communities in Sub Saharan Africa⁶



⁶ The striped areas reflect the countries that belong to more than one REC. The colors in that area indicate the respective RECs to which the country belongs.

Annex 2: National and regional Post 2015 Priorities

Table 2: SSA EFA STATUS and POST 2015 PRIORITIES

REC	EFA Status	Post 2015 Education Agenda	
		<i>National priorities</i>	<i>Sub-regional priorities</i>
EAC	<ul style="list-style-type: none"> • Preprimary enrollment is growing steadily. • Impressive reduction of the out-of-school children (from 32% to 8% over the 2002 to 2011 period), which makes UPE a real possibility. • Comparatively high budgetary commitment to education: 21% • Highest rates of qualified teachers in SSA, • 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). • Literacy rates also comparatively better (82% for youth and 74% for adults, against 78% and 67% respectively for SSA). • Gender parity in all 5 countries in primary enrollment in 2010, • 2 million children out of school in primary. 	<ol style="list-style-type: none"> 1. An extended and expanded vision of Basic Education for All that incorporates early childhood education and primary education, but also lower secondary education 2. Equity relating to both access and learning achievement, focusing on reaching the hitherto excluded 3. Improving educational management: management information systems, capacity development and functional research and the applications of ICT both in the teaching and learning process as in education management. 	<ol style="list-style-type: none"> 1. Quality with special reference to learning outcomes, with the suggestion that common assessment mechanisms to be put into place. 2. Capacity development relating to educational management.
ECCAS	<ul style="list-style-type: none"> • Preprimary enrollment has more than doubled but is still relatively low. • Considerable progress in primary completion, up 50% over the decade. • Serious challenges in retention: on average over 35% of pupils do not complete the primary cycle • Gender parity levels includes some of the lowest on the continent. • Literacy is fairly stagnant for both youth and adults, at levels barely better than the SSA average. • Learning outcomes are above SSA average, especially in math. • 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%). • 2.5 million children out of school. • The disparities between countries within the ECCAS region are however considerable: 	<ol style="list-style-type: none"> 1. TVET and skills development aligned to labour market demand for employability 2. Quality as it relates to enhancement of learning environments (teachers issues, school infrastructure and class sizes, free provision of textbooks) 3. 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. 	<ol style="list-style-type: none"> 1. Educating and skilling youth for employability 2. HIV&AIDS programmes 3. Non Formal pathways for basic education or adult literacy

REC	EFA Status	Post 2015 Education Agenda	
		<u>National priorities</u>	<u>Sub-regional priorities</u>
ECOWAS	<ul style="list-style-type: none"> • Considerable progress towards primary completion, which increased from 52 to 67% over the 2002-2011 period, • Gender equality has improved considerably at the primary level, and is now in line with the SSA average (92%). bridge building between formal and non- • The lowest average literacy rate (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. • Level of learning outcomes is poor. • 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. • With the exception of Cape Verde and Ghana, the ECOWAS region reports also low primary school retention and low preprimary access levels. • Except for Liberia, the ECOWAS member states generally devote more of their recurrent budget to education (24.7%) than the SSA average (22.4%). 	<ul style="list-style-type: none"> • An all-inclusive extended basic education (9 or 10 years) of good quality children and youth. • Equitable access for all, to early childhood care and education, to primary and to lower secondary education that is of good quality. In that regard, development of strategies to reach the excluded (formal routes, region specific school building, gender sensitive approaches to student enrolment and retention and support to poor or nomadic populations. • Quality education through enhanced and effective learning environments by improving teacher issues, curriculum and development of early literacy programmes • Improved governance in the education system 	<ul style="list-style-type: none"> • Educational management and quality assurance • Teacher training and professional development
REC	EFA Status	<u>National priorities</u>	<u>Sub-regional priorities</u>
IGAD	<ul style="list-style-type: none"> • The pre-primary gross enrolment rate has timidly progressed to 19%, remaining well below the SSA average of 28 percent. • 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. • 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. • Youth and adult literacy rates are in line with SSA average. • Gender parity in primary enrolment at 93% compared to SSA average of 96%. • Primary survival rate is lowest, with an average of only 53% against an SSA average of 62%. • Although the PTR has dropped marginally to 44:1, the share of qualified teachers is above average at 84%. • TVET enrollment (as a share of upper secondary) is at 13.6, in line with SSA average. 	<ol style="list-style-type: none"> 1. Extended cycle of basic education to 9 to 10 years 2. Quality 3. Preparation of youth for the world of world (skills development that translate into employability and entrepreneurial preparedness 	

REC	EFA Status	Post 2015 Education Agenda	
		<u>National priorities</u>	<u>Sub-regional priorities</u>
SADC	<ul style="list-style-type: none"> • Early childhood enrollment is not significant at 45% on average, but is clearly progressing. • 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. • 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. • Gender parity is generally high, above 97% for 11 countries. • 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). • Both youth and adult literacy rates in SADC are generally higher than in other regions, and 10-15% ahead of the SSA average. • At this stage, secondary education probably requires greater attention, and TVET could be bolstered to favor socio-economic development. • With a prevalence rate of over 12%, HIV&AIDS constitute a significant challenge to education in the region. 	<ol style="list-style-type: none"> 1. Quality in education focusing on improving learning outcomes and the assessment thereof and focus for teacher policies in all its different aspects . 2. Access with reference to the minorities, special needs and the poor generally but extending in its focus to secondary education and post basic education. 3. Employability of youth and ensuing concerns with curriculum content and preparation for the world of work through skills acquisition 	<ol style="list-style-type: none"> 1. Quality, 2. Access 3. Employability 4. ECCE

Annex 3: National and regional Post 2015 Priorities

Table 2: Context related Sub-regional Education intervention areas

Domain / REC	Keys areas/ fields	Education related challenges	Key areas of intervention
Demography	EAC/IGAD	<ul style="list-style-type: none"> a) Rapid population growth and Young population leads to pressure on provision of school resources b) Lack of food, fetching of water at HHs due to droughts/famine leading to school drop outs, absenteeism c) Need for additional qualified teachers and non-teaching staff: Higher teacher training capacity and higher capacity of education managers d) High illiteracy rate 	<ul style="list-style-type: none"> a) Increase in investments on school resources both human and physical facilities b) Education for Sustainable development integrated in a gender responsive curriculum; mainstreaming environmental education c) Expand pre-service and in-service training ensuring gender equity d) Expand gender responsive literacy programmes e) Targeted interventions in provision of infrastructure and learning environment: Construction of boarding schools, mobile schools; water and sanitation facilities, f) Provision of alternative education opportunities
	ECCAS	<ul style="list-style-type: none"> a) Respond to increasing demand of education needs b) Take into account in planning the issues linked to the school mapping c) Invest in human capital for sustainable development d) Management of teacher issues in terms of recruitment, deployment, career and professional development 	<ul style="list-style-type: none"> a) Construction and rehabilitation of school infrastructures; b) Strengthen EMIS c) Strengthening large partnerships involving also local government, private sector, NGOs d) Improve teacher deployment systems making them more coherent and efficient
	ECOWAS	<ul style="list-style-type: none"> a) Population dynamics (High population, b) Migration, Mobility and urbanization c) Environment (climate change and depletion of natural resources) d) Human resources base 	<ul style="list-style-type: none"> a) High demand for education opportunities. b) Migration to urban centers. c) Low numbers of trained teachers. d) Brain Drain

	SADC	<ul style="list-style-type: none"> • Population dynamics • Migration, Mobility and urbanization • Environment (climate change and depletion of natural resources) • Human resources base 	<ol style="list-style-type: none"> a) Big urban concentration/ crowded education facilities b) Fewer children in rural areas c) Shortage of teachers in rural areas d) Poorer quality of education e) Large number of uneducated youth in urban areas f) Long distances to schools in rural areas g) Nomadic lifestyle of some communities 	<ol style="list-style-type: none"> a) Expansion of facilities in urban areas b) Rural specific education strategies c) Multi-grade classes d) Incentives for teachers e) Teacher rotation policy f) Deployment of teachers to rural areas g) More equitable distribution of TLMS to rural areas h) Second chance programmes i) Provision of boarding facilities/transport j) Mobile schools
Economic Growth	EAC/IGAD	<ul style="list-style-type: none"> • Growth rate • Trade issues • GDP • Employment • Environment • Human resources base 	<ol style="list-style-type: none"> a) Constraint in education financing due to low economic growth b) Increased education financing gap c) Lack of employment of opportunities d) Limited skills for the labour market 	<ol style="list-style-type: none"> a) Implementing efficiency system in education b) Effective M&E and governance structures
	ECCAS	<ul style="list-style-type: none"> • Growth rate • Trade issues • GDP • Employment • Environment • Human Resources 	<ol style="list-style-type: none"> a) Weak human capital capable of sustaining growth b) Limited innovative modalities of knowledge transmission and life long life learning 	<ol style="list-style-type: none"> a) Ensure the development of TVET networks b) Provide outgoing learners from the basic and secondary education a solid package of competences and knowhow for effective engagement in the labour market and/ or employment creation
	ECOWAS	<ul style="list-style-type: none"> • Growth rate • Trade issues • GDP • Employment • Environment • Human resources base 	<ol style="list-style-type: none"> a) Pursuit of economic gains by children instead of schooling. b) Weak linkage between education and labor market needs. c) Adverse effect of low GDP on education delivery. d) Inadequate budget allocation to education. 	<ol style="list-style-type: none"> a) Allocation of at least 20% of Gov't budget to education. b) Developing Innovative ways financing education. c) Strengthen TVET institutions. d) Strengthen public and private partnership in education delivery. e) Reforms of education system to strengthen curriculum to labor market. f) Enforcement of the child rights act.
	SADC	<ul style="list-style-type: none"> • Growth rate • Trade issues • GDP • Employment • Environment • Human resources base 	<ol style="list-style-type: none"> a) Relevance of curriculum to match market employability b) Child labour c) Employability of graduates 	<ol style="list-style-type: none"> a) Review curriculum b) Research on what is needed in labour market-skills content c) Career counseling d) Enforcement of legal framework e) Identify at-risk children and provide support according to their specific needs f) Conditional cash transfer g) Abolition of school fees h) Apprenticeship/internship programmes

Social transformation	EAC/IGAD	<ul style="list-style-type: none"> • Peace/ Conflict • Culture/Diversity • Values & Attitudes • Environment • Human resources base 	a) Population mobility resulting in inefficiency in education system (school drop outs, absenteeism, low completion) b) Lack of meals c) Gender roles and perceptions: early marriage practices, roles(boys go for herding, girls for home duties) a) Parents resistance in sending children to school d) Social inequity in education provision e) Gender inequalities	a) Sensitization and advocacy b) Legal framework c) Civics education to advocate for values and attitudes d) Peace initiatives and policies e) Peace education curriculum
	ECCAS	<ul style="list-style-type: none"> • Peace/Conflict • Culture /diversity • Values & Attitudes • Environment • Human Resources 	Making training and education programmes more relevant to ecological, cultural and economic environment	a) Gradual inclusion of languages and national cultures in the school programmes b) Revise existing programems to adapt them to the economic needs and promote youth employability
	ECOWAS	<ul style="list-style-type: none"> • Peace/Conflict • Culture/Diversity • Values & Attitudes • Environment • Human resources 	a) Language of instruction. b) Absence of social issues in curriculum. c) Teenage pregnancy d) Socio-cultural perceptions, eg; low appreciation of value of education.	a) Mainstreaming social issues like; peace, culture, values, citizenship, in education curriculum. b) b) Sensitization of families, communities etc.
	SADC	<ul style="list-style-type: none"> • Peace/Conflict • Culture/Diversity • Values & Attitudes • Environment • Human resources 	b) Attitude of “entitlement” c) Limited valuing of education d) Parents resistance in sending children to school e) Skewed gender socialization and stereotyping	a) Change of mindset, sensitization b) Life orientation in early grades c) Investment in adult literacy & learning, parenting education d) Full time life skills teachers
Governance	EAC/IGAD	<ul style="list-style-type: none"> • Rights issue: inclusion • Democracy • Financing • Management 	a) Inadequate capacity to manage education institutions b) Inadequate governance and accountability f) Parents resistance in sending children to school	a) Enhanced stakeholder’s participation b) Effective M&E framework c) Sensitization and advocacy for SNE assessment and education placement d) Provide integrated learning and SNE friendly facilities
	ECCAS	<ul style="list-style-type: none"> • Human rights and inclusion • Democracy • Financing • Management 	Promotion of equitable access to women and men, girls and boys to education and training	Teacher deployment in rural and remote areas
	ECOWAS	<ul style="list-style-type: none"> • Rights issue: inclusion • Democracy • Financing • Management 	a) Weak institution capacity for education management especially at local levels. b) Low adherence to policies and legal frameworks on education.	a) Capacity building for education management institutions. b) Development and enforcement of policies and legal frameworks where unavailable.
	SADC	<ul style="list-style-type: none"> • Rights issue: inclusion • Democracy • Financing • Management 	a) Declining budgets for education b) Overdependence on Government for education c) Inefficiency	a) Getting priorities right- ensure that education is a national priority b) Cost sharing policy c) More efficient utilization of existing resources, & accountability (eliminate budgetary & systemic inefficiencies)