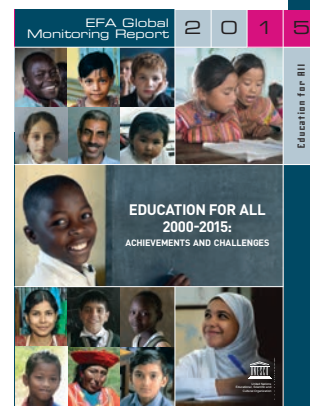
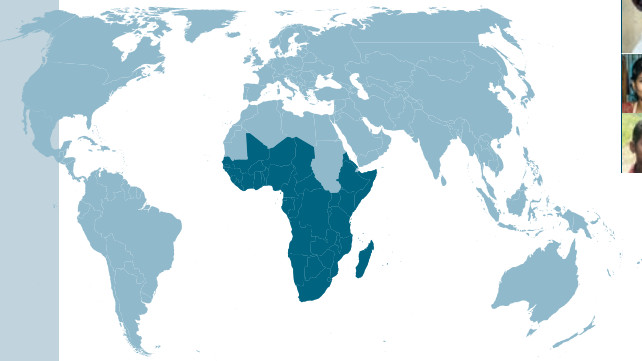




United Nations
Educational, Scientific and
Cultural Organization

Regional overview: Sub-Saharan Africa



While the economy of sub-Saharan Africa¹ (SSA) shrank by 1.0% in the 1980s and 0.5% in the 1990s, sustained annual economic growth, a powerful factor in education development, was seen after 2000 of about 2.5%. But economic growth has not led to significant reduction of poverty, which remains a major barrier to education. The percentage of people living on less than US\$1.25 per day only fell from 56% to 48% between 1990 and 2010. Meanwhile, the region's demographic path has differed from the rest of the world, with the largest global share of children aged 5 to 14 at 27%, and the average total fertility rate, at 4.9 babies per woman, more than double than the global average of 2.4.

As a result, sub-Saharan African has registered some uneven progress towards EFA since 2000. The pace of progress towards universal primary education in the region has been faster than during the 1990s, with the average primary adjusted net enrolment ratio (ANER) increasing from 59% to 79% between 1999 and 2012. However, some countries have lagged behind and some goals – such as early childhood care and education (ECCE), the learning needs of young people and adults, adult literacy and the quality of education – have received insufficient attention. Most countries failed to eliminate gender disparities in primary and secondary education by 2012. The region was still home to nearly 30 million children of primary school age out of school.

In reviewing progress since 2000, this regional overview summarizes findings in response to key questions addressed by the 2015 *EFA Global Monitoring Report* (GMR): What are the main EFA achievements and failures? Which countries advanced fastest? Which faced difficulties? Which policy initiatives promoted access of both girls and boys to education and improved its quality, especially for the most disadvantaged groups and areas? Have governments and the international community provided adequate support? The 2015 GMR shows that, despite progress, education for all remains unfinished business in sub-Saharan Africa. This must be taken into account in the post-2015 education agenda.

EFA progress and challenges

Goal 1: Early childhood care and education

Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.

Child mortality and nutrition

- Between 1990 and 2000, the average level of child mortality in sub-Saharan Africa fell from 188 to 158 deaths per 1,000 live births, and by 2013 it reached 93. Despite progress accelerating after 2000, the MDG target of reducing the under-5 mortality rate by two-thirds between 1990 and 2015 is unlikely to be met: children in the region are more than 15 times more likely to die before their fifth birthday than children in developed regions.
- Many countries, including Malawi, Rwanda, Senegal and the United Republic of Tanzania, have made considerable

1. See Table 2 for countries and territories in this EFA region.

and encouraging progress since Dakar. With external support, and interventions for preventing malnutrition and improving nutrition, Niger made remarkable progress.

- Immunizing children against common and preventable illnesses is important to their overall health, and therefore to their readiness to learn and subsequent schooling. Progress in fully immunizing children has not been fast enough in most countries that started from a low base in 2000, such as Ethiopia, Guinea and Nigeria, with continued significant gaps between the richest and poorest households.
- The percentage of stunted children in sub-Saharan Africa fell from 48% to 38% between 1990 and 2013. Many countries, including Lesotho, Mali and Niger, have made noticeably strong progress since 2000, but still report 39%, 28% and 44% of under-5 children suffering from stunting. In Sierra Leone and Zimbabwe, where the stunting rate has worsened, urgent action is needed.

Pre-primary education

- Between 1999 and 2012, pre-primary enrolment in SSA rose by almost two and half times, but the average gross enrolment ratio (GER) was still very low at only 20% in 2012. The ratio ranges from less than 2% in Mali to around 100% in Ghana, Mauritius and Seychelles. Many countries, including Angola, Cameroon, Equatorial Guinea, Ghana, Lesotho and South Africa, have substantially increased enrolment ratios, albeit some starting from extremely low baselines in 1999. Ghana is a striking exception: as school fees at this level had been abolished, participation was already at a relatively high level but still showed improvement. South Africa also made strong progress by providing one year of pre-primary education at primary schools.
- Inequalities within countries in pre-primary education can be large. In the United Republic of Tanzania, there are stark differences by wealth, as well as gaps between provinces as wide as 71 percentage points. In Kenya and Togo, living in a rural area and/or being poor and marginalized reduces a child's chances of attending pre-primary school.

Private sector involvement

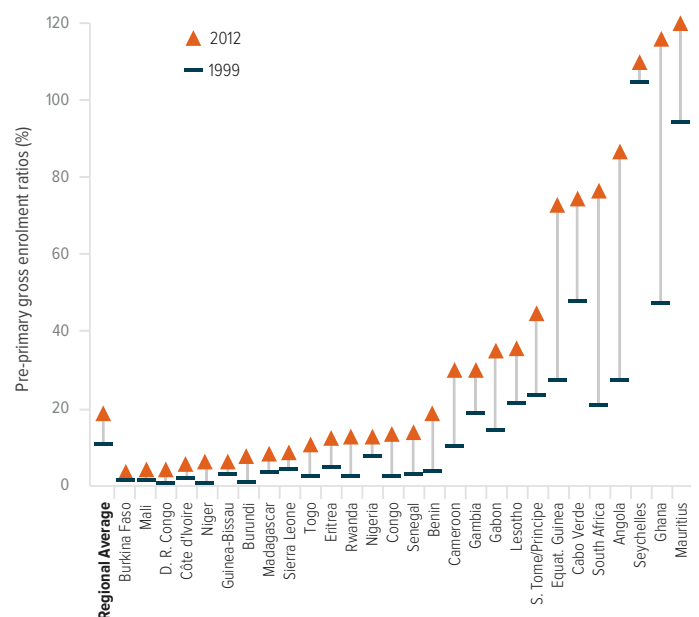
- Cost is a major reason for low access to ECCE programmes. But private sector provision is high, limiting access to families that can afford it. Provision is often left to the non-state sector as in Ethiopia,

Rwanda, Sierra Leone, Swaziland and Uganda. Enrolment in private institutions as a percentage of total pre-primary enrolment has risen in a number of countries.

Good quality ECCE

- Teachers are the main determinant of quality but are often insufficient in number and untrained. In 2012, the average pre-primary pupil/teacher ratio was about 28:1, ranging from 12:1 in Swaziland to nearly 57:1 in the United Republic of Tanzania. The pupil/teacher ratio has increased in more than half of the countries with data since 1999, rising by more than ten pupils per teacher in Congo, Mali, Niger and Togo.
- Many SSA countries have a shortage of trained teachers. The percentage of trained pre-primary teachers has increased in many of the few countries with data available, for example increasing from 63% to nearly 86% in Ethiopia between 1999 and 2010. But in several countries including Eritrea, Mali and Sierra Leone, the proportion of trained teachers has shrunk. In 2012, the percentage of trained pre-primary teachers ranged from 15% in Senegal to 100% in Mauritius.

Figure 1: Changes in pre-primary education gross enrolment ratios, 1999 to 2012



Goal 2: Universal primary education

Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to, and complete, free and compulsory primary education of good quality.

School participation

- Since 1999, the number of children enrolled in primary schools in sub-Saharan Africa increased by 75% to 144 million in 2012. This translated to a significant rise in the primary adjusted net enrolment ratio (ANER): from 59% in 1999 to 79% in 2012.
- Many SSA countries achieved considerable progress. Burundi, Guinea and Niger all stand out with significant increases in ANER from 1999 to 2012. Even in countries that experienced significant population growth, such as Burkina Faso and Mozambique, ANERs increased by over 66%.
- Despite this progress, trend projections indicated that of the 31 countries with available data, only 7 would achieve universal primary enrolment by 2015 (an ANER of at least 97%). Eight countries would still be far from the target, with an ANER below 80%, among them Côte d'Ivoire, Equatorial Guinea, Eritrea and Nigeria.
- The number of children not enrolled was about 30 million in 2012, a 30% decrease from 1999. Still, sub-Saharan Africa is home to more than half of the global total of out-of-school children. And half of these children in the region have never been enrolled and may never enrol without additional incentive. Girls are more likely to never have enrolled in school than boys, 56% compared with 42%.
- In 2012, 35% of the nearly 30 million of children out of school in sub-Saharan Africa lived in conflict-affected countries, more or less the same proportion, 37%, as in 1999.
- Nigeria continued to have a very high out-of-school population in 2012. Between 1999 and 2012, even though its gross national product (GNP) per capita grew substantially, the progress in reducing its out-of-school population nearly stalled.

Primary school completion

- An average of only 58% of children who enter primary school in the region reached the last grade in 2011, the same percentage as in 1999. In other words, 42%

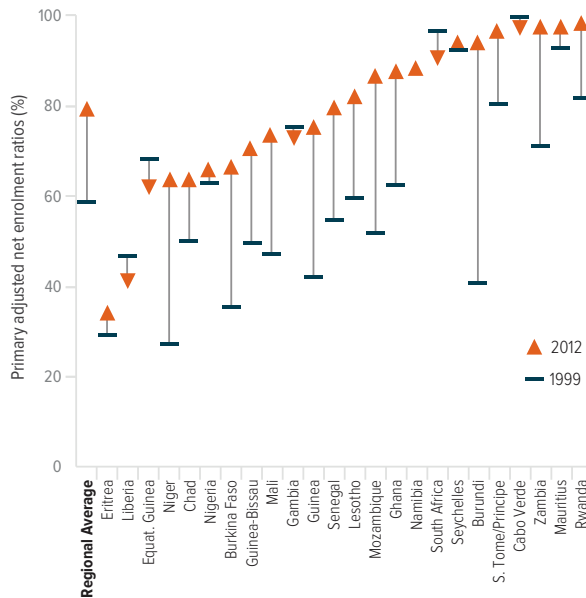
of pupils were dropping out too early to complete school. In ten countries, including Angola and Mozambique, more than one-half of children enrolled were not reaching the last grade in 2011; in Uganda, it was less than 25%. On the other hand, survival rate to last grade was 94% in Seychelles and 97% in Mauritius.

- Projections show the goal of universal primary education remains distant in sub-Saharan Africa. Of the 13 out of 106 countries with data that are projected to achieve universal primary education (with at least 97% of a cohort of children likely to both enter school and reach the last grade), none is in this region.
- There was some success, however. Comparing the primary adjusted net enrolment and survival rate to grade 5 shows that many countries, including Burkina Faso, Ghana, and Niger, have been able to increase both at the same time. Burundi and Mali have achieved substantial growth in net enrolment while survival rates did not decrease substantially, suggesting relative success at absorbing more students. But in Chad, net enrolment increased by nearly 14 percentage points while survival to grade 5 decreased by over 9 percentage points.

Inequalities within countries

- While primary attainment rates have improved in most countries, the gaps between the poor and the average population have increased in some. In Nigeria, the gap between the average and poorest households increasing by about 20 percentage points between 2003 and 2013.
- In addition to poverty, barriers to education can include children's gender, caste, ethnic and linguistic background, race, disability, geographical location and livelihood; these can increase inequalities within countries.
- Girls with disabilities can be especially marginalized. Recent research from western Africa found they face increased isolation, stigmatization and discrimination; lack schooling and other opportunities to participate in communal life; and are at elevated risk of abuse, including forms of sexual violence.
- Providing education and other services in informal urban settlements and slum areas is problematic in many countries. In many of the vast slums in Kenya and Nigeria, the nearest public schools are on the areas' fringes. This lack of stable, government-provided schools forces parents to choose private

Figure 2: Changes in primary education adjusted net enrolment ratios, 1999 to 2012



schools. Data show only 25% of slum children in Lagos, Nigeria, attended government schools. In Kenya, over 40% of the poorest students in slums attended private schools.

- Globally, pastoralist populations remain among the most underserved by education. Even in eastern Africa, where nomadic groups make up at least 20% of the population, infrastructure and other investments for the educational needs of nomadic children remain extremely limited. The 2003 abolition of school fees in Kenya largely failed to catalyse enrolment of nomads in schools despite the fact that its policy initiative for nomadic communities is one of the most developed.
- HIV remains a challenge for education systems and livelihoods in sub-Saharan Africa. While AIDS orphans' school attendance is at near parity with that of non-orphans, qualitative research reports that orphans face barriers to education including caregiving responsibilities for sick relatives, stigma and emotional distress that can affect their schooling.
- Education in situations of crisis and emergency has developed as a new field since 2000. In long-term conflict situations, such as in the Democratic Republic of Congo and Nigeria, the length and intensity of conflicts have national consequences on education

ranging from forced displacements and reduced foreign investment to increased health problems.

Goal 3: Youth and adult skills

Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes.

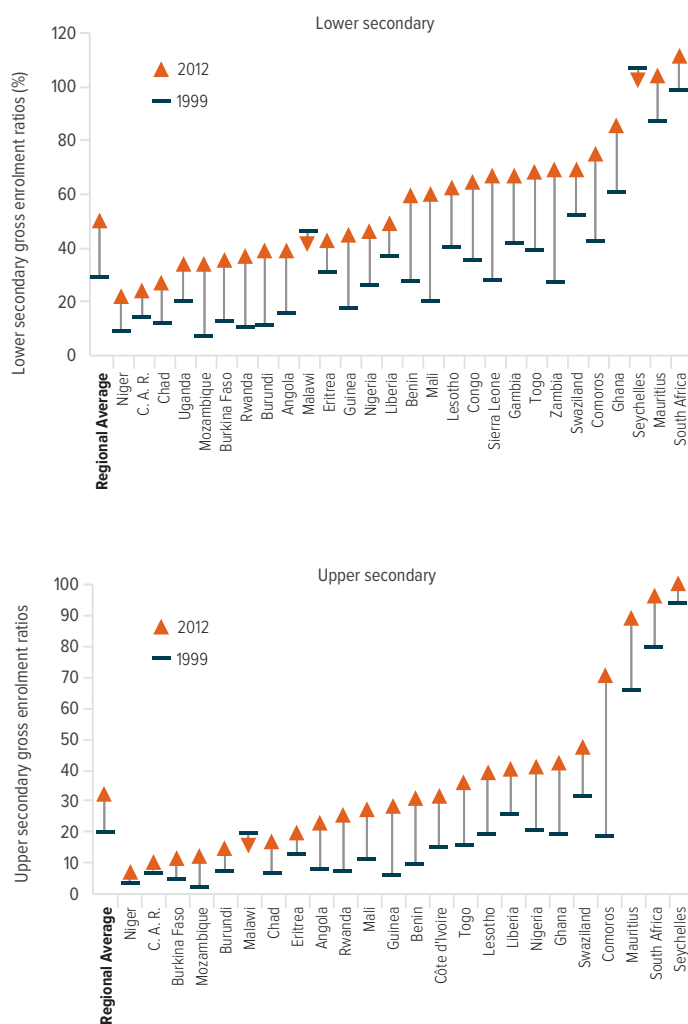
Foundation skills

- Participation in lower and upper secondary education, a proxy for the acquisition of foundational skills, has increased since 1999 as a result of higher transition and retention rates. On average, the lower secondary GER increased from 24% to nearly 50% in 2012, and the upper secondary GER from 22% to about 32%. The increases were larger in poorer countries. For example, the GER increased by 39 percentage points in Mali in lower secondary education. In Mozambique, the GER increased from 7% in 1999 to 34% in 2012. Large increases have also been observed in upper secondary education participation with the GER increasing from 6% to 28% in Guinea between 1999 and 2012.
- Access to secondary school has been a challenge for marginalized groups, including working children and migrants. Many young people work exclusively and many others combine work with schooling, though patterns differ between countries. In Cameroon, about 70% of students aged 12 to 14 worked in 2001, with little change observed by 2011. By contrast, the percentage of working students aged 12 to 14 fell from 80% to 47% over the same period in Togo. The more hours children work per week, the less likely they are to attend school, and those who do attend are more likely to lag in the years of schooling they attain.

Transferable skills

- Of the 17 sub-Saharan African countries with household survey data, HIV and AIDS knowledge has improved among young men in 9 countries and among young women in 13 countries. For example, in Rwanda the percentage of young women aged 15–24 who answered all questions about HIV and AIDS correctly increased from 23% to 52% between 2000 and 2011, and that of men from 20% to 46%. Countries with the greatest improvement appear to be those with the highest HIV prevalence, where it is likely that schools have taken HIV education more seriously, and have implemented life skills education.

Figure 3: Changes in lower and upper secondary gross enrolment ratios, 1999 to 2012



increased from 19% to 45% in Angola between 1999 and 2010.

Goal 4: Adult literacy

Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.

Adult literacy rates and illiterates

- The average adult literacy rate in sub-Saharan Africa increased from 53% to 57% between 1990 and 2000, but only by two percentage points since 2000 to reach nearly 59% in 2012. The region records the highest adult illiteracy rate, 41%, and the lowest progress. According to estimates, about 187 million adults lacked basic literacy skills in 2012, of which 61% were women. Despite the increase in adult literacy rate, the number of adults who are illiterate increased from 134 million in 1990 to about 157 million in 2000 and is projected to reach 197 million in 2015, due to the region's continuing population growth. It is expected that in 2015, sub-Saharan Africa will account for 26% of the global number of adult illiterates, up from 20% in 2000.
- Adult illiteracy rates declined between 2000 and 2015 in all the 23 countries with comparable data. Despite this, only three countries (Burundi, Equatorial Guinea and South Africa) will achieve the target of halving the adult illiteracy between 2000 and 2015. Over this period, the average adult illiteracy rate dropped by less than 30%, with 12 countries still far from the target, among them, poor countries such as Burkina Faso, Chad and Mozambique.

Technical and vocational skills

- Despite much greater attention to technical and vocational education in recent years, and clearer understanding and definitions of the skills involved, this type of programme remains of low priority in sub-Saharan Africa. In 2012, technical and vocational programmes accounted for an average of only 6% of total secondary enrolment in the region, a slight decline from 7% in 1999. In more than half the 21 countries with data for both 1999 and 2012, the percentage has decreased, and by more than 10 percentage points in Liberia, Mozambique and Rwanda. In contrast, the share of technical and vocational education in total secondary enrolment

Direct assessment of literacy

- Countries and international agencies are conducting more sophisticated investigations to gauge not only whether adults are 'literate' or 'illiterate' but also their level of literacy and the consequences for individuals and societies.
- To date, most literacy data are based on non-tested measures or self or third-party declarations that tend to understate the extent of illiteracy. Findings from direct literacy assessments are more accurate. For example, the Kenya National Adult Literacy Survey of 2006, administered in 18 local languages in addition to English and Kiswahili, found wide urban-rural differences and adult national literacy rates of 59%

for women (13 points below the rate based on self-declarations of ability to read) and 64% for men (15 points lower).

- Similarly, in 20 countries, mostly sub-Saharan African, comparisons between projections of adult literacy rates based on self-assessments show substantial differences from direct assessments. The average difference is about 8 percentage points for males and 11 percentage points for females, meaning these countries are even further from universal adult literacy than officially estimated, based on self-assessments. The highest gaps between literacy measures are found in males in Niger (49% vs 27%) and females in Liberia (64% vs 33%).

Goal 5: Gender parity and equality

Eliminating gender disparities in primary and secondary education by 2005, and achieving gender quality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality.

Gender disparities in primary education

- In primary education, sub-Saharan Africa's gender parity index (GPI) increased from 0.85 to 0.92 between 1999 and 2012. Despite the parity gap being halved, the region remains the one that is furthest from the target of gender parity. Of the 18 countries with fewer than 90 girls for every 100 boys enrolled in primary education, 13 were in sub-Saharan Africa.
- Regional averages mask significant disparities between countries. In 2012, less than 80 girls were enrolled in primary education for every 100 boys in Angola, Central African Republic, Chad and South Sudan while girls and boys were at parity in twelve countries, including Burundi, Sao Tome and Principe, and Zambia. Meanwhile, gender disparities have reversed in a few countries, including Congo, Gambia, Senegal and Seychelles. In Gambia and Senegal, increases in the ratio of girls' enrolment relative to boys' reflect not only a slight advantage in girls' enrolment at entry to primary school, but also more boys dropping out of school.
- When enrolled, girls stand an equal or better chance than boys of continuing to the upper grades of primary school. Even in countries where girls are severely disadvantaged at initial intake, survival rates to grade 5 among enrolled children generally show narrower

gender gaps or none at all. In Cameroon and Côte d'Ivoire, countries with a GPI of less than 0.90 for gross intake rates, survival rates for girls and boys are at parity.

Inequalities within countries

- The poorest girls continued to be most likely never to have attended school. In Niger and Guinea, approximately 70% of the poorest girls had never attended school – notably higher than the share of the poorest boys – compared with less than 20% of the richest boys. In Ethiopia and Senegal, education policies that targeted girls helped reduce the gender gap between the poorest girls and boys, although large numbers of both still missed out on school.
- Poverty deepens gender disparities in primary education completion. In countries such as Mozambique and Uganda, where gender parity in primary attainment has been achieved since 2000 for the richest girls, the poorest girls still lag far behind the poorest boys. In Zimbabwe, wide disparities have emerged, with the poorest boys now less likely to complete primary education than the poorest girls.

Gender disparities in secondary education

- Progress towards gender parity in secondary education has been much slower, with the average GPI only increasing from 0.82 to 0.84 between 1999 and 2012. Gender disparities at this level remain widespread, with only one country, Swaziland, having achieved gender parity. In Central African Republic and Chad, both recently affected by conflict, approximately half as many girls as boys were enrolled in secondary school in 2012. Conversely, in countries such as Cabo Verde and Lesotho important gender gaps at the expense of boys are observed. In Lesotho, only 71 boys were enrolled for every 100 girls in 2012, a ratio unchanged since 1999. In this country and in other southern African countries, including Botswana and Namibia, boys are taken out of school to herd cattle.
- Of the 15 countries projected to be far from the target globally, with GPIs below 0.80, 11 are in sub-Saharan Africa. Among them, Benin, Burkina Faso, Chad, Guinea and Mali still have low GPIs but have made strong progress towards reducing gender disparity to improve the situation of girls. But in Angola, disparity at girls' expense has deepened, from 76 girls enrolled per 100 boys to 65 between 1999 and 2011.

Gender equality

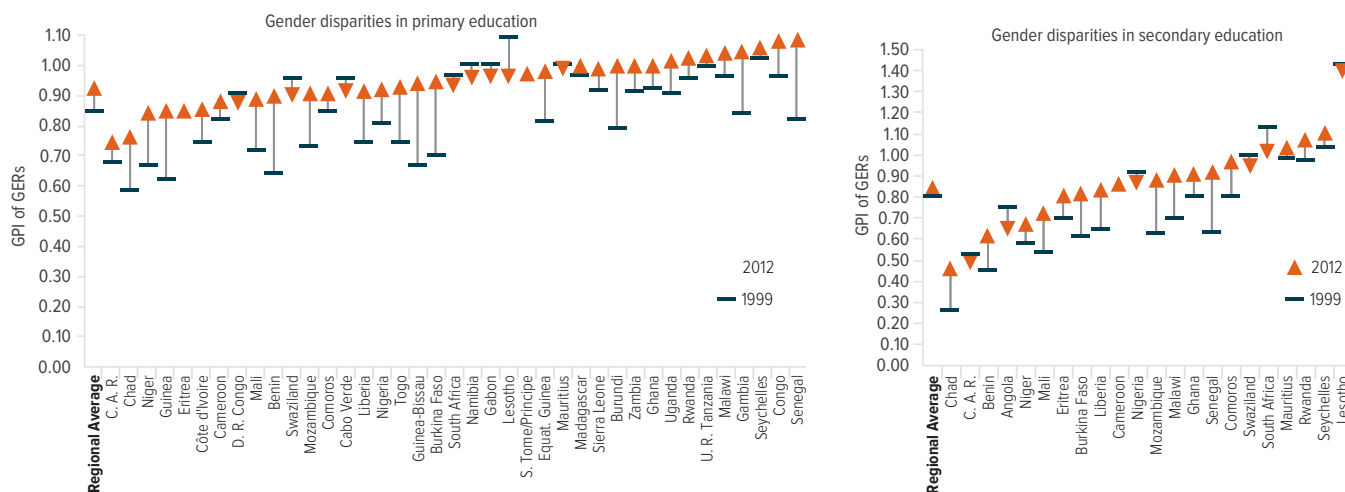
- Achieving gender equality in education requires not only that girls and boys have an equal chance to participate in education, but also that students benefit from a gender-sensitive learning environment.
- The proportion of female teachers is an important indicator of progress towards gender equality. Yet, women made up 43% of primary teachers in sub-Saharan Africa in 2012 and only 31% of secondary teachers. In Central African Republic, Chad, Guinea and Mali, which have severe gender disparities in education, less than 12% of secondary teachers were women in 2012, denying adolescent girls important role models.
- Despite attempts to provide greater gender balance, bias in textbooks remains pervasive in many countries, such as Nigeria.
- The physical environment of school is equally important for gender equality. In the United Republic of Tanzania, school census data showed that, as of 2010, all primary and lower secondary schools had single-sex latrines. Yet, a mapping exercise in 2010 by SNV, WaterAid and UNICEF found that only 11% of schools surveyed met the minimum standards of 20 students per girls' latrine and 25 per boys' latrine; 52% of girls' latrines lacked doors; and 92% of schools lacked functional handwashing facilities.

- School-related gender-based violence seriously undermines attempts to achieve gender equality in education. Older male students take advantage of their position to abuse female students. In Cameroon, 30% of sexual violence experienced by schoolgirls was committed by male students. In South Africa a recent national survey found that 7.6% of girls had experienced severe assault or rape at secondary school. Teachers also commit sexual abuse and exploitation, often with impunity. In Sierra Leone, male teachers had perpetrated almost one-third of reported cases of girls being forced or coerced into sex in exchange for money, goods or grades.
- Learning assessments highlight gender differences in subject performance. Although limited, research suggests that in some poorer countries, girls face greater disadvantage in national examinations than boys, raising obstacles to their continued schooling. Even though girls in grade 6 scored higher than boys in the 2007 SACMEQ III learning assessment, girls' pass rates in national examinations in Kenya and Zimbabwe were significantly lower than boys.

Goal 6: Quality of education

Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

Figure 4: Changes in gender disparities in primary and secondary gross enrolment ratios, 1999 to 2012



Monitoring progress in learning

- More and more countries have been carrying out national assessments of learning, which are predominantly curriculum-based and subject-oriented. In sub-Saharan Africa, the percentage of countries that carried out at least one national assessment between 2000 and 2013 was 61% compared with 35% between 1990 and 1999. Citizen-led, household-based assessments of learning have also been established in the region, particularly in Kenya, Uganda and the United Republic of Tanzania (2009), Mali (2011) and Senegal (2012).

Learning outcomes

- Many children spend two or three years in school without learning to read a single word. In Ghana, 80% of grade 2 students were unable to respond correctly to questions about a passage read aloud to them in English. In Malawi, 94% of second-graders could not respond correctly to a single question about a story they read in Chichewa, the national language spoken at home by most pupils. In the United Republic of Tanzania, 40% of second graders could not read a word of Kiswahili.
- Some countries in Southern and Eastern Africa have expanded education coverage considerably while also safeguarding or even improving learning outcomes. In Kenya, the proportion of children completing primary school increased from 42% in 2000 to 62% in 2007, while at the same time learning outcomes for children from both poor and rich households also improved.

Investing in teachers

- Sub-Saharan Africa had about 3.4 million primary school teachers in 2012, an increase of nearly 1.5 million since 1999. Despite this, teacher shortages remain of serious concern, with the region accounting for 63% of the 1.4 additional teachers needed to achieve universal primary education by 2015.
- In 2012, the average pupil/teacher ratio in primary school was 42:1 in 2012, the same as in 1999. Of countries with data, 24 out of 42 had pupil/teacher ratios above 40:1 in 2012, with the ratio up to 80:1 in Central African Republic.
- The shortage of trained teachers is even more severe: the average percentage of trained primary school teachers was 79% in sub-Saharan Africa in 2012.

The percentage ranged from 39% in Guinea-Bissau to 100% in Mauritius. More than half of the 17 countries with data for 1999 and 2012 increased their percentage of trained teachers, in some cases by wide margins. Malawi, Rwanda and Togo raised their share by more than 50%. Others, including Ghana and Swaziland, moved in the opposite direction, with percentages of trained teachers declining significantly, by 18 and 13 percentage points, respectively.

- The poor status of teachers in sub-Saharan Africa is also linked to their salaries. In several countries, including Central African Republic, Guinea-Bissau and Liberia, teachers do not earn enough to lift their families above the poverty line. Over the past three decades, teacher pay, already low, declined across sub-Saharan Africa, with the sharpest declines in Francophone Africa.

Teaching and learning materials

- In many countries, the availability of textbooks and other reading materials remains severely limited. In 2012, Cameroon had only 1 reading textbook for every 12 grade 2 students and only 1 mathematics textbook per 14 students. In several countries, textbook shortages have become more acute over the past decade. Between 2000 and 2007, Kenya, Malawi, Namibia and Zimbabwe registered an increase of at least 10 percentage points in the proportion of students who either had no textbook or had to share with at least two other pupils. Swaziland, by contrast, witnessed an increase from 74% to 99% in the percentage of students having sole use of a reading textbook, while accommodating an increase of around 20% in grade 6 enrolment rates.

Instructional time and teacher absenteeism

- Instructional time has been shown to enhance learners' exposure to knowledge and result in significant learning gains. In the late 2000s, countries in the region mandated 720 hours of instructional time per year in the early primary grades, increasing in subsequent grades to reach about 830 hours in grade 8 as against an international recommendation that primary schools should operate between 850 and 1,000 hours per year.
- Teacher absenteeism has been shown to negatively impact student learning. In Ghana, Kenya, Senegal and Uganda, teacher absenteeism in primary education is estimated to exceed 20%.

Government policies and actions to accelerate progress towards EFA goals since 2000

Varying policy approaches have been designed and implemented over the last 15 years to expand quality ECCE programmes, increase equitable access to

education and improve school completion and education quality, as well as promote gender equality in education. Box 1 indicates some of the policies and strategies that governments in sub-Saharan Africa have developed to tackle the twin challenges of equity and quality.

Box 1: Examples of policies implemented over the past 15 years to:

INCREASE ACCESS

► Reducing costs:

- **Pre-primary education:** To further expand access to pre-primary education, Ghana abolished school fees, and made two years of pre-primary education compulsory by law. As a result, the country has seen major growth in pre-school participation, although the government has struggled to find the resources necessary to maintain standards of quality.
- **Primary education:** School fee abolition has been widely introduced in sub-Saharan Africa, fuelled by political momentum at both national and regional levels. Since 2000, 15 countries have adopted legislation abolishing school fees. Analysis of experiences in countries such as Ethiopia, Ghana, Kenya, Malawi, the United Republic of Tanzania and Uganda found that fee abolition increased the likelihood of students enrolling in school. Fee abolition in 2005 in Burundi was associated with a sharp reduction in the percentage of children of primary school age that had never been to school. Importantly, eliminating school fees increased enrolment of disadvantaged groups such as girls and orphans. Uganda has been particularly successful: studies found that fee abolition for primary education reduced delayed entry into schooling, incentivized enrolment and reduced dropout, particularly for girls and for children in rural areas. While it may have led to major increases in education access, the implementation of policies to abolish school fees and expand education systems were

not without problems. Capitation grants provided through fee abolition initiatives were often insufficient, poorly delivered and inadequately targeted. Another substantial problem was well-documented corruption in capitation grant programmes, including in Kenya and Uganda.

- **School feeding programmes:** Food for education programmes, school feeding and take-home rations have been immensely important in sub-Saharan Africa in improving enrolment. A meta-analytical review of the Food for Education programme in 32 sub-Saharan African countries found that providing on-site meals increased girls' and boys' enrolment by 28% and 22% respectively in the first year of the programme, and that effects were sustained if the programme also provided take-home rations.
- **Supply interventions:** Supply side interventions, including efforts to improve school construction and large-scale health initiatives, have also been especially important in sub-Saharan Africa. Large-scale malaria eradication programmes, funded extensively by the Global Fund to Fight AIDS, Tuberculosis and Malaria, have led to substantial increases in the numbers of completed years of primary schooling and reduced age of entry in a majority of countries. A study of 22 sub-Saharan African countries found significant primary education improvements in 14 of them due to large-scale malaria interventions.
- **Supporting children in emergencies:** In conflict situations, the adoption of the cluster approach, as adapted to education, has been used extensively for policy planning, advocacy, programming

and capacity-building. In 2006, the Democratic Republic of Congo became one of the pilot countries for the IASC Education Cluster approach. Cluster activities included setting up emergency classrooms, distributing education kits, providing teacher training and accelerated learning programmes, and developing risk reduction plans. As a result of one-year bridging courses, over 126,000 children were able to reintegrate into school in 2013.

PROMOTE GENDER EQUALITY

- **Gender-mainstreamed education planning:** Analysis of education sector plans in 30 countries, carried out for the 2015 EFA GMR, found that countries that included a gender goal in their plans, both around 2000 and subsequently, made substantial gains towards gender parity in primary enrolment. Such countries include Burkina Faso, Mozambique and Sierra Leone. In Gambia, Mauritania and Senegal, girls' enrolment rose during this period to over half of total primary enrolment, effectively reversing the gender gap. Burundi and Ethiopia have significantly improved gender parity at the primary level while making rapid progress on overall enrolment. Both countries provided incentives for girls' enrolment in grade 1.
- **Recruiting more female teachers:** The proportion of women among new entrants into primary teaching in countries, including Burkina Faso, Cameroon and Mozambique, reflects genuine effort: they now make up a majority of new teachers. On average between 2009 and 2012, 62% of new teachers in Mozambique were women. By contrast, in Ethiopia, strategies to increase the proportion of women in

primary teaching will not succeed unless the share of new female teachers, which averaged 28% between 2009 and 2012, is boosted.

- ▶ **Inclusion of gender in curricula:** Gender reviews of curricula have helped raise awareness and support change towards more gender-responsive content and resources. In the United Republic of Tanzania, the national secondary school syllabuses, revised in 2010, contain gender-related topics. In civics, nearly 25% of form 2 lessons are devoted to gender; form 4 includes gender in the study of culture; and the 2010 civics exam included questions on gender inequality.
- ▶ **Equality in learning outcomes:** In South Africa, the National Strategy in Mathematics and Science, launched in 2001, was dedicated to increasing participation and performance in grade 12 examinations in these subjects, focusing on female students. Incentives for girls included preferential access to schools dedicated to good quality teaching of mathematics and science. In three years, achievement in participating schools increased by 30% in physical science and 22% in mathematics.

IMPROVE QUALITY

- ▶ **Teachers:** To respond to the need for teachers arising from increased enrolment, some countries launched large-scale recruitment programmes involving the widespread appointment of contract teachers. By the late 2000s, Benin, Cameroon, Mali, and Niger had far more teachers on temporary contracts than civil service teachers. Contract teachers tend to be more effective where there has been better management and greater parental or community involvement, as studies in Guinea and Kenya have shown.
- ▶ **Effective teaching strategies:** In many countries of the region, including Botswana, Ethiopia, Malawi, Namibia and South Africa, the past decade has seen a move away from teacher-dominated instructional practices to learner-centred pedagogy. As in Botswana and Namibia, this emerged partly from the view that such an approach would help promote democracy, civic engagement and economic development. Yet, a range of issues – for example, a supportive environment, local understanding of authority structures, teacher training and preparation, textbooks, teaching materials, class size and furniture – makes implementation of learner-centred pedagogy in classrooms difficult and challenging.
- ▶ **Multilingual language policy:**
 - Learning is critically affected by the degree of alignment between home and school language. As in Ethiopia, well-designed bilingual programmes taught by qualified teachers can help children overcome misalignment. There has been a general trend towards the more widespread use of local languages. At the time of independence, only 20 out of 47 African countries used local languages in primary education, whereas 38 now do so, influenced by advocacy from local actors.
- Progress in recognizing the importance of mother tongue instruction in literacy programmes has been limited. While recognizing the educational benefits of using learners' first language, many political leaders have been ambivalent about the feasibility of multilingual approaches, fearing division or conflict in situations of linguistic diversity. One exception is Senegal: it lists six languages in its constitution, of which Wolof is a widely spoken second language in the country, serving as a lingua franca. The Constitution further calls on 'all national institutions, public and private [...] to provide literacy instruction to their members and to participate in national literacy efforts in one of the local languages'.
- ▶ **Decentralization of education governance:** An increasing number of decentralization initiatives have taken place in sub-Saharan African countries, including in Benin, Chad, Congo, Kenya, Rwanda and Sierra Leone. Ethiopia and the United Republic of Tanzania deepened governance reforms and launched initiatives to strengthen capacity in existing programmes. While the promised benefits of decentralization were enticing, implementation has been uneven. The effectiveness of decentralization reforms is closely linked to local factors. In Kenya, well-trained and empowered school committees were found to improve students' language and mathematics scores in smaller classes. But in Gambia, the Whole School Development programme improved test scores only in areas with high adult literacy rates.

Financing Education for All

Mobilize strong national and international political commitment for education for all, develop national action plans and enhance significantly investment in education.

While governments and donors have increased their spending on education in sub-Saharan Africa, the lack of adequate, equitable and sustainable financing has been a major obstacle to achieving EFA in the region.

Domestic expenditure on education

- In 2012, half of countries in sub-Saharan Africa spent about 5% of GNP or more on education. The percentage ranges from less than 2% in countries such as Central African Republic, the Democratic Republic of Congo and Zimbabwe to 10% in Botswana.
- The share of national income devoted to education increased between 1999 and 2012 in most of the 26 countries with data, with increases by 4 percentage points or more in Ghana and Swaziland. In 19 of the 26 countries, progress in public spending on education exceeded economic growth.
- In 2012, the average share of government budget on education was 18.4%, the highest across the world's EFA regions. But there was wide variation: the Central African Republic allocated less than 8% of its total government expenditure on education compared with 29% in Congo and 33% in Ghana.
- While education is not a priority in many sub-Saharan national budgets, progress is noted. In the majority of the 23 countries with data, the share of government expenditure on education has improved, particularly in Benin, Ethiopia, Ghana, Niger and Swaziland, countries where the percentage was below 20% in 1999 and well exceeded that level in 2012. The share increased in Benin from 14.7% to 26%.
- The allocation of education expenditure is not equitable by sector. While primary education is evidently a priority in many countries, accounting for nearly 44% or more of the total education expenditure in 2012, in half of countries with data in the region, the average share of pre-primary education was only 0.3%. The gap was particularly striking in countries such as Burkina Faso and Ethiopia where the pre-primary education budget was nil, but for primary education was more than 60%.

International development assistance

- The Dakar Framework highlighted the need to allocate a larger share of aid to basic education in sub-Saharan Africa. Yet, donors failed to live up to their promises. Levels of aid to basic education to the region increased from US\$1,447 million to US\$1,615 million over the decade. However, the region's share of total aid disbursed to basic education fell from 47% over 2002–2004 to 31% by 2010–2012. The growth rates of aid disbursements to basic education averaged 1% per annum between 2002 and 2012 for sub-Saharan Africa – the second lowest after Central and Eastern Europe.
- Not only has aid to basic education for sub-Saharan Africa declined in relative terms, it has also failed to reach the countries most in need, due to ineffective global and national coordination. In Burkina Faso, five donors that provided a significant share of total basic education aid withdrew from the education sector.
- International aid and domestic resources are not the only ways to fund education: the Dakar Framework referred specifically to debt relief and cancellation. In Ethiopia, which qualified for debt cancellation in 2004, debt repayment fell from an average of 10% of government revenue in 1998–2000 to 4% in 2007–09, while spending on health and education increased from 22% of government revenue to 32%.
- Humanitarian aid is vital to help countries rebuild after crises. Yet humanitarian funding for education in conflict-affected countries in 2012 was US\$105 million, much less than the US\$1.1 billion in development aid funding for education. This lack of prioritization of education in humanitarian aid is especially problematic for countries that receive more humanitarian funding than development aid. For example, in Mali development aid to basic education decreased rapidly from US\$136 million in 2008 to US\$40 million in 2012. Yet, since its conflict began in 2010, the education sector has been one of the most poorly funded through humanitarian aid, which has failed to make up for the reduction in development funding.

Abbreviations

ANER: adjusted net enrolment ratio. ANER measures the proportion of children of primary school age who are enrolled either in primary or in secondary schools.

ECCE: early childhood care and education. ECCE are programmes that, in addition to providing children with care, offer a structured and purposeful set of learning activities either in a formal institution (pre-primary or ISCED 0) or as part of a non-formal child development programme. ECCE programmes are usually designed for children from age 3 and include organized learning activities that constitute, on average, the equivalent of at least 2 hours per day and 100 days per year.

EFA Development Index (EDI). EDI is a composite index aimed at measuring overall progress towards EFA. At present, the EDI incorporates four of the six EFA goals — universal primary education, adult literacy, gender parity and equality, and education quality — each with a proxy indicator. The index value is the arithmetic mean of the four indicators and ranges from 0 to 1.

GER: gross enrolment ratio. GER is the total enrolment in a specific level of education, regardless of age, expressed as a percentage of the population in the official age group corresponding to this level of education. For the tertiary level, the population used is that of the five-year age group older than the secondary school leaving age. The GER can exceed 100% due to late entry and/or repetition.

GNP: gross national product. GNP is the gross domestic product plus net receipts of income from abroad. As these receipts may be positive or negative, GNP may be greater or smaller than GDP. This latter indicator is the sum of gross value added by all resident producers in the economy, including distributive trades and transport, plus any product taxes and minus any subsidies not included in the value of the products.

GPI: gender parity index. GPI is the ratio of female to male values of a given indicator. A GPI between 0.97 and 1.03 indicates parity between the genders. A GPI below 0.97 indicates a disparity in favour of males. A GPI above 1.03 indicates a disparity in favour of females.

PPP: Purchase parity power. An exchange rate adjustment that accounts for price differences between countries, allowing international comparisons of real out and income.

SACMEQ: Southern and Eastern Africa Consortium for Monitoring Educational Quality.

Table 1: Education for all development index (EDI) and prospects for education for all goals 1, 2, 4 and 5

MEAN DISTANCE TO EFA OVERALL ACHIEVEMENT AS MEASURED BY THE EDUCATION FOR ALL DEVELOPMENT INDEX (EDI), 2012	
Overall EFA achieved (EDI between 0.97 and 1.00)	None
Close to overall EFA (EDI between 0.95 and 0.96)	(1): Mauritius
Intermediate position (EDI between 0.80 and 0.94)	(6): Burundi, Cabo Verde, Cameroon, Ghana, Sao Tome and Principe and Seychelles
Far from overall EFA (EDI below 0.80)	(14): Angola, Benin, Burkina Faso, Central African Republic, Chad, Eritrea, Gambia, Lesotho, Mali, Mozambique, Niger, Nigeria, Rwanda and Senegal
Not included in the EDI calculation (insufficient or no data)	(25): Botswana, Comoros, Congo, Côte d'Ivoire, Democratic Rep. of Congo, Equatorial Guinea, Ethiopia, Gabon, Guinea, Guinea-Bissau, Kenya, Liberia, Madagascar, Malawi, Namibia, Sierra Leone, Somalia, South Africa, South Sudan, Swaziland, Togo, Uganda, United Republic of Tanzania, Zambia and Zimbabwe
PROSPECTS FOR EDUCATION FOR ALL GOALS 1, 2, 4 AND 5	
Goal 1 – Likelihood of countries achieving a pre-primary gross enrolment ratio of at least 80% by 2015	
High level (GER: 80% and above)	(7): Angola, Cabo Verde, Equatorial Guinea, Ghana, Mauritius, Seychelles and South Africa
Intermediate level (GER: 70–79%)	None
Low level (GER: 30–69%)	(4): Cameroon, Kenya, Lesotho and Sao Tome and Principe
Very low level (GER: <30%)	(14): Benin, Burkina Faso, Burundi, Congo, Côte d'Ivoire, Democratic Rep. of Congo, Eritrea, Madagascar, Mali, Niger, Nigeria, Rwanda, Senegal and Togo,
Not included in the prospects analysis (insufficient or no data)	(21): Botswana, Central African Republic, Chad, Comoros, Ethiopia, Gabon, Gambia, Guinea, Guinea-Bissau, Liberia, Malawi, Mozambique, Namibia, Sierra Leone, Somalia, South Sudan, Swaziland, Uganda, United Republic of Tanzania, Zambia and Zimbabwe
Goal 2 – Country prospects for achieving universal primary enrolment by 2015	
Target reached (ANER: 97% and above)	(7): Burundi, Cabo Verde, Mauritius, Rwanda, Sao tome and Principe, United Republic of Tanzania and Zambia
Close to target (ANER: 95–96%)	(3): Benin, Seychelles and Togo
Intermediate position (ANER: 80–94%)	(13): Botswana, Central African Republic, Ghana, Guinea, Kenya, Lesotho, Malawi, Mali, Mozambique, Namibia, Senegal, South Africa and Swaziland
Far from target (ANER: <80%)	(8): Burkina Faso, Chad, Côte d'Ivoire, Equatorial Guinea, Eritrea, Gambia, Niger and Nigeria
Not included in the prospects analysis (insufficient or no comparable data)	(15): Angola, Cameroon, Comoros, Congo, Democratic Rep. of Congo, Ethiopia, Gabon, Guinea-Bissau, Liberia, Madagascar, Sierra Leone, Somalia, South Sudan, Uganda and Zimbabwe
Goal 4 – Country prospects for achieving the adult literacy target of halving the adult illiteracy rate by 2015 ¹	
Adult literacy rate: 97% and above	None
Target achieved (adult illiteracy halved or reduced by more)	(3): Burundi, Equatorial Guinea and South Africa
Close to target (adult illiteracy rate reduced by 40–49%)	(3): Eritrea, Ghana and Mauritius
Intermediate position (adult illiteracy rate reduced by 30–39%)	(5): Botswana, Cabo Verde, Guinea-Bissau, Senegal and Uganda
Far from target (adult illiteracy rate reduced by less than 30%)	(12): Angola, Burkina Faso, Cameroon, Chad, Comoros, Ethiopia, Gambia, Guinea, Mali, Mozambique, Sierra Leone and Togo
Not included in the prospects analysis (insufficient or no comparable data)	(23): Benin, Central African Republic, Congo, Côte d'Ivoire, Democratic Rep. of Congo, Gabon, Kenya, Lesotho, Liberia, Madagascar, Malawi, Namibia, Niger, Nigeria, Rwanda, Sao Tome and Principe, Seychelles, Somalia, South Sudan, Swaziland, United Republic of Tanzania, Zambia and Zimbabwe
Goal 5 – Country prospects for achieving gender parity in primary and secondary education by 2015	
<i>Gender parity in primary education</i>	
Target reached (GPI: 0.97-1.03)	(17): Benin, Burundi, Congo, Equatorial Guinea, Gabon, Ghana, Kenya, Lesotho, Madagascar, Mauritius, Seychelles, Rwanda, Sao Tome and Principe, Sierra Leone, Uganda, United Republic of Tanzania and Zambia
Close to target (GPI: 0.95-0.96 or 1.04-1.05)	(5): Botswana, Burkina Faso, Liberia, Namibia and Togo
Intermediate position (GPI: 0.80-0.94 or 1.06-1.25)	(17): Cabo Verde, Cameroon, Chad, Comoros, Côte d'Ivoire, Democratic Rep. of Congo, Eritrea, Gambia, Guinea, Malawi, Mali, Mozambique, Niger, Nigeria, Senegal, South Africa and Swaziland
Far from target (GPI <0.80 or >1.25)	(1): Central African Republic
Not included in the prospects analysis (insufficient or no data)	(6): Angola, Ethiopia, Guinea-Bissau, Somalia, South Sudan and Zimbabwe
<i>Gender parity in secondary education</i>	
Target reached (GPI: 0.97-1.03)	(4): Comoros, Malawi, South Africa and Swaziland
Close to target (GPI: 0.95-0.96 or 1.04-1.05)	(1): Rwanda
Intermediate position (GPI: 0.80-0.94 or 1.06-1.25)	(12): Botswana, Cabo Verde, Cameroon, Ghana, Kenya, Mauritius, Mozambique, Namibia, Nigeria, Sao tome and Principe, Senegal and Seychelles
Far from target (GPI <0.80 or >1.25)	(11): Angola, Benin, Burkina Faso, Burundi, Chad, Eritrea, Guinea, Lesotho, Mali, Niger and Togo
Not included in the prospects analysis (insufficient or no data)	(18): Central African Republic, Congo, Côte d'Ivoire, Democratic Rep. of Congo, Equatorial Guinea, Ethiopia, Gabon, Gambia, Guinea-Bissau, Liberia, Madagascar, Sierra Leone, Somalia, South Sudan, Uganda, United Republic of Tanzania, Zambia and Zimbabwe

¹: Countries included are those where the adult literacy rate estimated in the period 1995–2004 was lower than 95%, and where both the baseline estimates and the 2015 projections are based on the method of self-declaration or declaration on behalf of others.



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