



Dakar Office

United Nations Educational, Scientific and Cultural Organization

Pôle de Dakar
EDUCATION SECTOR ANALYSIS

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EDITORIAL

Education For All, beyond 2015

The countdown to post-2015 has begun. With the deadline for achieving the Education For All goals only three years away, the time has come to take stock of the commitments made by 164 countries in Dakar in 2000. This was the subject of the first global EFA meeting held at UNESCO's head office in Paris from 21 to 23 November 2012.

The main purpose of the meeting was to critically assess progress made towards achieving the six EFA goals. Unfortunately, the 2012 EFA Global Monitoring Report shows mixed results. More particularly, progress towards universal primary education is faltering. Globally, the number of children out of school stagnated at over 60 million in 2010. Adult literacy remains an elusive goal since the number of illiterate adults dropped by only 12% between 1990 and 2010. The way things stand, most of the EFA goals have actually little chance of being met.

Nevertheless, many results do provide hope for the future. The progress made by some countries, sometimes amongst the poorest in the world, goes to show that the commitment and combined efforts of national governments and donors can make all the difference. In this respect, the first global EFA meeting initiated a wide-ranging discussion on the lessons to be learned from the implementation of strategies set up since 2000 and the relevance of the EFA framework.

Firm commitments were made at the end of the three-day meeting. An agreement was drawn up on the actions aimed at accelerating achievement of the goals by 2015 and the post-2015 preparation process was defined. A final Declaration, establishing the commitments and responsibilities of each party, was adopted. Post-2015 is now in motion.

Blandine Ledoux and Guillaume Husson
Coordinators, Pôle de Dakar

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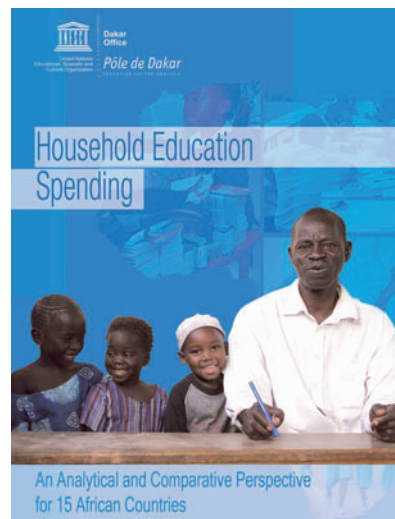
Household spending on education - 15 African countries under analysis

Analysing expenditure on education between countries is a delicate exercise. For lack of truly reliable statistics, especially regarding household spending, estimations are generally distorted, both in terms of the size of the private sector and of the contribution by households to the public sector.

The recent Pôle de Dakar study, based on survey data from fifteen African countries, provides a detailed analysis of this issue. The importance of household expenditure is one of the main conclusions of the study. More strikingly, households make a relatively larger financial contribution to primary education than to tertiary

education. This raises a problem of equity insofar as tertiary education is abundantly financed by the public sector while admitting few children from the poorest households. It also raises a problem of effectiveness since returns from education are higher in the upper part of the educational system.

According to the study, educational resources should be redistributed more actively towards basic education. They should also be directed towards the poorest households to promote access of those children to the highest levels of the educational pyramid. ■



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Education system management training groups at end 2012

End 2012 has seen a heavy timetable for the three batches of students currently participating in the distance training course on management of the education system (SAMES), organized jointly by the Pôle de Dakar, Cheikh Anta Diop University and Banjul University. The aim of this training program is to transfer the methods of analysis developed by the Pôle de Dakar, to the African executives in charge of managing, finan-

cing and evaluating their education systems. The course is made up of eight modules representing a total study time of over 1200 hours. For each cohort, students are grouped together for three face-to-face sessions and for two distance-learning sessions.

In all, the fourth term of 2012 registered five group sessions. While the first group session for the 6th cohort of PSGSE (the French version of the

training course) students took place in Dakar in October, the final group sessions for the 1st cohort of SAMES (English version of the training course) and the 5th cohort of PSGSE students took place in November and December. Virtual sessions were also organised to coincide with the second semester exams, in October for the first cohort of SAMES students and in November for the fifth cohort of PSGSE students. ■

The Comoros progress required

The recent analysis of the Comorian education system published by the Pôle de Dakar in October 2012 reveals a somewhat critical situation. One figure is particularly eloquent in terms of the difficulties encountered by this country: based on current trends, it would take at least 20 years to reach the goal of universal primary education.

The system is hampered by a large number of constraints

This situation can be explained by a number of phenomena. Firstly, the rate of access to school is relatively low, with 15% of the population having no access to education. In addition, there is a serious retention problem: 25% of children who do access school do not complete primary education.

The situation is even more critical when considering the particularly high cost of education in the Comoros: 29% more costly in primary education and 91% more in lower secondary education than regional averages.

Moreover, quality of education is an issue. The PASEC tests (which measure student achievements at the different stages of education) indicate that performance in the Comoros is lower than the average registered in countries with a comparable level of development.

However there is some latitude for progress

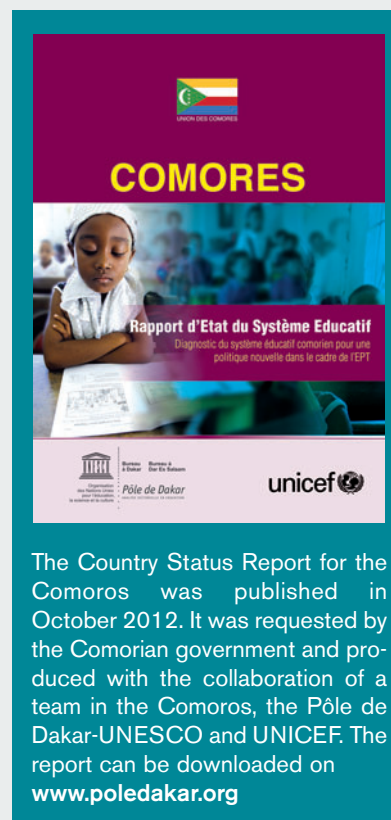
Even so, progress can be accomplished in several ways. For example, the cost of schooling could be reduced by adapting class size appro-

riately. There are 30 pupils per primary school class in the Comoros compared to an average of 48 in sub-Saharan African countries (a similar phenomenon is observed in the other levels of education). However, the analyses show that only a class size exceeding 45 pupils is prejudicial to student learning. Given the difficulties encountered by the Comoros, it would seem perfectly logical to increase average class size in reasonable proportions.

Further savings could be made by reorganising the teaching force. Average teaching time is estimated to be lower than statutory hours: 14 hours in lower secondary compared to the statutory 20 hours and 12 in upper secondary compared to the statutory 18. According to the Pôle de Dakar analysts, 30% of teaching posts could be spared for the same number of pupils. A reorganisation in this respect seems essential.

Finally, the Comoros would be advised to tackle the dropout issue (and its corollary, the proportion of repeaters) by reorganising the six years of primary education and ensuring that pupils attend school regularly.

The Comoros must grasp these opportunities now in order to counter current prospects and not wait 20 years to attain universal primary education. ■



The Country Status Report for the Comoros was published in October 2012. It was requested by the Comorian government and produced with the collaboration of a team in the Comoros, the Pôle de Dakar-UNESCO and UNICEF. The report can be downloaded on www.poledakar.org

International comparison of unit costs per level of education (as a % of GDP per capita)

| | Primary | Secondary | | | Tertiary |
|-------------------|---------|-----------|-------|-------|----------|
| | | Lower | Upper | Tech. | |
| Comoros | 13.9 | 46.1 | 60.8 | 390 | 84 |
| Average Africa | 10.8 | 24.1 | 42.8 | 148.8 | 270.1 |
| Comoros / Average | 1.29 | 1.91 | 1.42 | 2.62 | 0.31 |

Source: Country status report (CSR) and financial simulation model.

What future for the Sao Tome and Principe education system?



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2012 is a year of transition for Sao Tome and Principe's education policy. While the analysis of its education system was completed last spring, Sao Tome and Principe has just finalised its education strategy for the next ten years. The new goals are ambitious. Most of all, the country plans to extend universal education to secondary education and develop tertiary education locally. However, even if the education sector can rely on sizeable financing from the national budget, this will not suffice. Almost 35 million dollars still have to be found over the next ten years in order to implement the country's education policy through to 2022.

A small isolated country in the Gulf of Guinea, Sao Tome and Principe places high priority on the education sector. The recent analysis of the education system by the Pôle de Dakar showed that public expenditure dedicated to the education sector had been multiplied by 5 between 2002 and 2010. These budgetary measures have produced significant results. The policy introduced in 2005 for free lower secondary education and the significant increase in the provision of schooling has curbed dropping out and ensured that all children from the same age group completed a full six years of schooling in 2010-11.

Extending enrolments to secondary and tertiary education

Now that the goal of universal primary education has been reached, Sao Tome and Principe is heading towards new ambitions. With the Pôle de Dakar's support, more specifically in elaborating a financial simulation model, Sao Tome and Principe has just finalised its education sector strategy for the period 2012-2022.

Within the 14 programmes making up the strategy, one of the highest priorities is to enable all children continue into lower secondary education; the goal being to reach nine years of universal education by 2015. Plans also include improving the provision of upper secondary education: 75% of students completing lower secondary education should be able to access upper secondary by 2022.

Considerable means are to be mobilised in order to reach these goals. In the next ten years, over 800 teachers should be recruited in secondary education with more than half of these to be in their jobs by 2015. Moreover, around 230 additional schools are planned, and lower secondary education should be free of charge starting 2014 with upper secondary to follow as of 2017.

The government also wishes to improve the provision of tertiary education locally. Due to the amount of scholarships granted to students leaving to study abroad (40% of the education budget), those who reach the highest ranks of the education system account for the major part of the resources earmarked for education. In order to address this situation, whereby 10% of the most educated young people account for almost 60% of current expenditure on education, the government strategy intends to considerably reduce the number of students on scholarships abroad and use the financial margins to develop university courses in the country.

By 2014, the number of students on scholarships should be reduced to 120 per year compared to about 850 in 2010. In return, the country should continue expanding the provision of tertiary education locally, especially with the construction of the first university in Sao Tome and Principe planned for 2013 or 2014.

The future of young graduates on the labour market is also a central issue of the new strategy. Today, 39% of education system leavers are unemployed. Even so, job opportunities do exist for positions requiring intermediate qualifications, as well as in the service sector. To address the situation, the government plans to improve the provision of education in these areas: over 1200 students should be admitted to upper secondary vocational education by 2022 compared to approximately 150 in 2010.

More focus on teacher management

One of the specificities of Sao Tome and Principe is that unit costs of education are relatively low. This is due especially to the relatively low level of teacher salaries. A teacher in basic education receives an average annual salary representing 1.5 times GDP per capita compared to 4.4 times GDP per capita in countries of comparable economic development. While this specificity enables the country to extend enrolments without jeopardising its entire budget, low salaries do have a counterproductive effect on the education system since many teachers make up for their low salary by holding down an additional

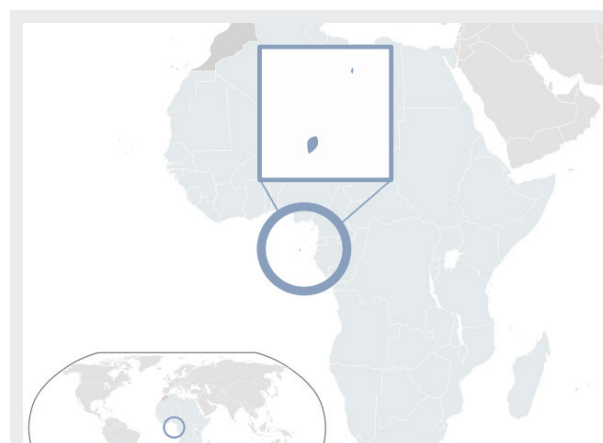
job in other schools. As a result, the legal number of hours is rarely respected. In the second stage of basic education, for example, almost 60% of teachers provide less than 14 hours of instruction per week and this proportion exceeds 70% in upper secondary education. The new government strategy breaks with this pattern. It plans to get teachers to work the number of hours they are actually paid for, while at the same time giving a significant boost to their purchasing power.

Additional sources of financing still to be found

Further to the macro-financial framework produced with the support of the Pôle de Dakar, financing needs have now been estimated for the future strategy. Total expenditure should reach 276 million USD for the period 2013-2022, of which 40 million are to be spent on investments. The major investment items are the construction of the future university (15 million USD between now and 2015) and the creation of schools dedicated to secondary education (7 million USD).

Over the same period, government resources directed to education should reach 241 million dollars. Consequently, Sao Tome and Principe needs to find additional funding of 35 million dollars.

Finding partners in order to balance the future education policy budget is the public authorities' current priority. To this end, a round table on funding education will be organized early 2013. ■



Sao Tome and Principe is one of the smallest countries in Africa. Located in the Gulf of Guinea, the country has a population of around 165 million distributed over the two main islands. With a GDP per capita in the range of 1140 dollars, Sao Tome and Principe belongs to the category of middle-income countries. The official language is Portuguese.

3 questions to Olinto DAIO, Minister of Education of Sao Tome and Principe

Sao Tome and Principe has registered major achievements in the education system over the last ten years, not least the attainment of universal primary education. The State budget however still depends on international aid. What can guarantee the sustainability of the results?

The difficulties related to Sao Tome and Principe's budget dependency on international aid should be alleviated in two to three years time. Our country is undergoing a major economic transformation. The construction of a deep-water port together with oil revenues should provide us with significant leeway by 2016. Moreover, the government is totally committed to education, with almost 40% of its budget directed to the education sector. The resources for education will be preserved.

As a result, we shall not only maintain the results of the last ten years but we shall exceed them. Over and above quantitative goals, our priority is to invest in the quality of the education system, in particular by providing better teacher training, by extending our actions to early childhood and by the acquisition of instructional material.

The recent analysis of the education system, conducted jointly by your ministry, the Pôle de Dakar and the World Bank, revealed a high level of social inequality in enrolments and in the distribution of educational resources. Do you share this observation and what can be envisaged to reduce the disparities?

Sao Tome and Principe offers free universal primary education. However, there can be difficulties in accessing secondary education, particularly in rural areas. The government is aware of this and has made clear commitments: we shall have schools devoted to secondary education in every district by next year and it will be free of charge by 2014. As far as the resources for education are concerned, they have been allocated excessively to the scholarships for our students leaving to study abroad (Editor's note: 40% of the education budget). Once again, the government's strategy is clear: the number of scholarships will be greatly reduced and the resulting resources will be used to develop a local offer of tertiary education. The first university in Sao Tome and Principe will be open at the start of the 2013



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academic year or in the first semester of 2014. All students wishing to pursue their studies will be able to do so at all levels of education

When elaborating the education strategy through to 2022, financial estimations indicated a deficit of 35 million dollars over the coming ten years. What options are envisaged to balance the funding of Sao Tome and Principe's new education policy?

Finding financial partners is the first stage of our actions. An agreement has already been found with the Global Partnership for Education and a roundtable on the funding of education is to be held in the first quarter of 2013. It is too soon to discuss it, but the main education sector partners will be present, and we hope to reach a series of agreements.

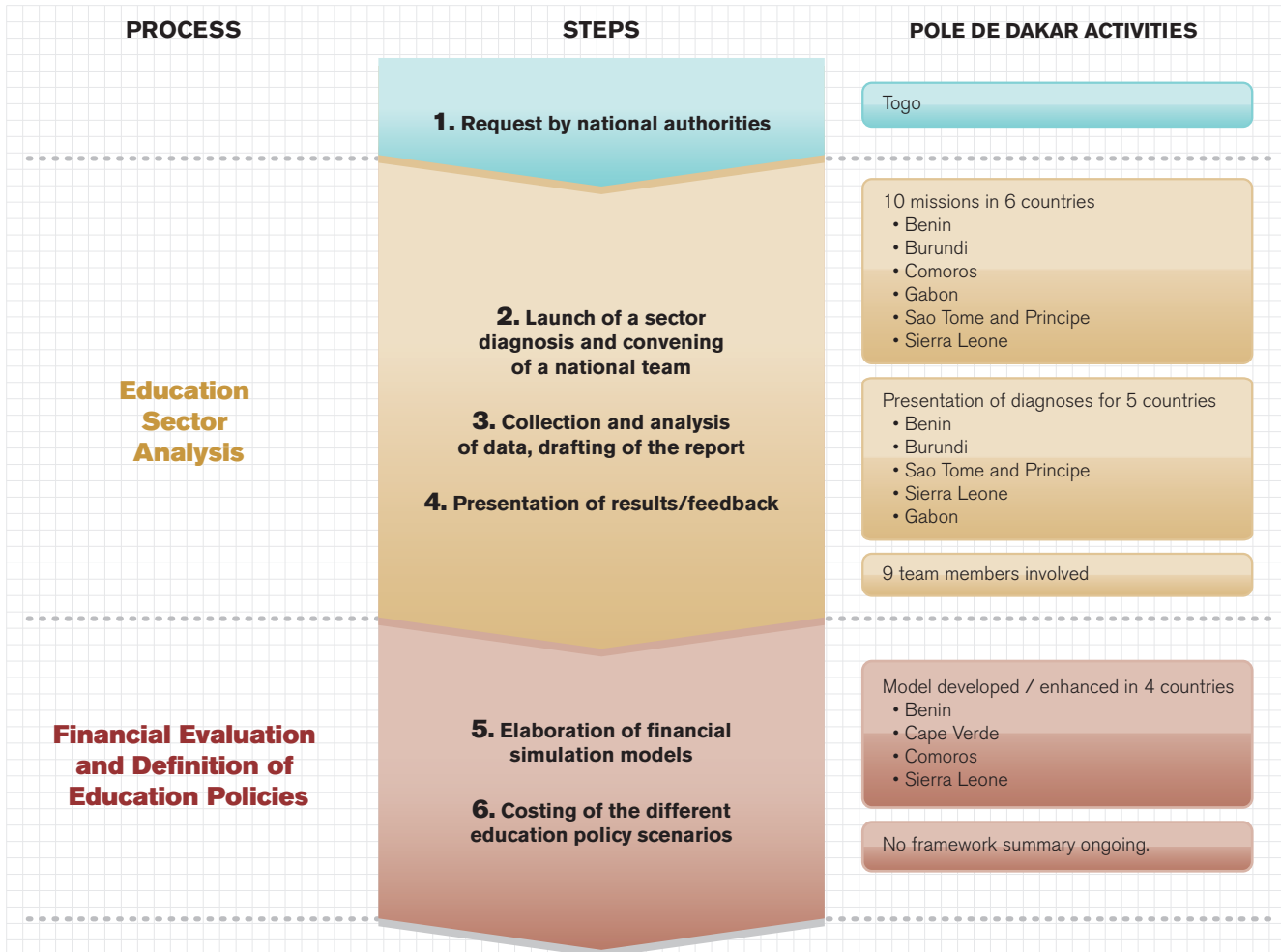
The second stage relies on Sao Tome and Principe's own strengths. The coming ten years will see many changes, in terms of the economy first of all, but also in our capacity to mobilise new resources. Executives have been trained and are key actors in reinforcing the education system. We have to be confident. ■

WORK AT THE COUNTRY LEVEL

From April to November 2012

Country Status Report (CSR)

The main activity of the Pôle de Dakar is to provide direct support to African countries in terms of education sector analysis, financial frameworks and elaboration of education policies. The support process and the teamwork carried out by the Pôle de Dakar since April 2012 are presented below.



Other activities on the Pôle de Dakar agenda:

The Quality Initiative (GLQA) promotes the mobilization of stakeholders in the production of education quality indicators for regular local monitoring of learning quality. The initiative is organised in three phases: (i) the diagnosis of existing data, (ii) an estimation of performance indicators, and (iii) the development of a quality steering strategy at local level based on those indicators.

- 2 presentation missions:
- Washington (June 2012, IWGE meeting)
 - Paris (November 2012, seminar on the evaluation of education, CIEP)

The TTISSA initiative supports countries in developing a diagnosis of teaching issues. The Pôle de Dakar team, with the aid of a methodological reference guide, accompanies the technical exercise in the countries under their responsibility.

- 3 support missions in 2 countries:
- Uganda (2 missions, April and July 2012, analysis and collection of data)
 - Niger (1 mission, May 2012, launch of the TTISSA diagnosis)

Early Childhood Development. UNICEF's West and Central Africa Regional Office has initiated the elaboration of a regional strategy for early childhood development (ECD). The Pôle de Dakar is participating in this initiative as a technical partner.

- 3 support missions in 2 countries:
- Cape Verde (June and July 2012)
 - France (November 2012)

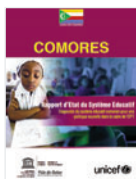
New publications

Available online www.poledakar.org



Household education spending

an analytical and comparative perspective for 15 African countries, Borel Foko, Beifith Kouak Tiyab, Guillaume Husson, Pôle de Dakar-UNESCO, 2012.



Comoros Country Status Report

Diagnosis of the education system for a new policy in the context of Education For All, Pôle de Dakar-UNESCO, October 2012.

6 new country notes

Benin, Burundi, Comoros, Niger, Sao Tome and Principe, Tanzania.

Pôle de Dakar team

Newcomers



Adja Bineta joined the Pôle de Dakar as the new administrative assistant on October 1st. Adja previously occupied a similar function in the coordination unit of the UNESCO office in Dakar and has worked for UNESCO since

February 2007.



Koffi Segniagbeto joined the Pôle de Dakar team in July as an education policy analyst. Koffi worked for several years with the Ministry of Education in Togo, where one of his functions was head of the department of school

statistics. He has conducted missions and produced reports as an independent consultant in several Sub-Saharan African countries, for the Agence Française de Développement and UNESCO in particular. For the past four years, Koffi has worked as a consultant for the World Bank in Washington.

Departures

Fatoumata Bamba has left her post as administrative assistant with the Pôle de Dakar for a new professional experience in the private sector in Côte d'Ivoire.

Jean-Mathieu Laroche, has joined the regional office of UNICEF in Djibouti as head of the education sector, after spending three years as an analyst with the Pôle de Dakar.

Miquel Reynés, has returned to his university in Madrid after one year with the Pôle de Dakar on a scholarship from the Spanish agency for international cooperation and development.

Pôle de Dakar

EDUCATION SECTOR ANALYSIS

UNESCO-BREDA
12, avenue Léopold-Sédar-Senghor,
B.P. 3311 - Dakar (Sénégal)
Tel. : +221 33 849 59 79
Fax : +221 33 821 35 25
www.poledakar.org

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Publication directors Guillaume Husson and Blandine Ledoux, **Editor** Jonathan Jourde, **French** › **English Translation** Marjorie Leach, **Proofreading** Jean-Claude Ndabananiye **Layout** by Reg, Régis L'Hostis, Dakar.

Contact the PôleMAG team :
poledakar@poledakar.org

AGENDA

11 to 16 November Final group session of the first English-speaking cohort of SAMES students (University of the Gambia)

21-23 November First global EFA meeting, UNESCO, Paris

3 – 7 December Final group session of the 5th cohort of PSGSE students (Pôle de Dakar / FASTEF)