



***Education For All  
in Africa:  
Paving the way for  
Action***

***Regional Forum « DAKAR + 5 »***



***Pôle de Dakar***  
AUTORITÉ GÉNÉRALE DE L'ÉDUCATION

***13-15 june 2005***

# Objectives of the report

- *Taking stock of the progress made towards EFA goals after a third of the mileage to 2015*
- *Going beyond advocacy*
- *Going beyond generalization*
- *Paving the way for action*

# Summary of the report

## ANALYTICAL PART

- ▶ **Section 1. Education, the springboard for economic and social development in Africa**
- ▶ **Section 2. Current situation and dynamics of education systems**
- ▶ **Section 3. Achieving results : Options and priorities for public policies**
- ▶ **Section 4. Trends in external support a difficult transition from theory to practice**

## STATISTICAL PART

- ▶ **One entry for each country ⇒ Country Sheets that presents page**
  - (i) the *main indicators* of the education system and
  - (ii) the *educational pyramid*
- ▶ **One entry for each indicators ⇒ Statistical summary tables**



## ***Section 1.***

# ***Education: the springboard for economic and social development in Africa***



# What are the expected benefits of an investment in education?

**Impact on economic development**



**Impact on social development**

*Rationale to help understanding regarding*

**1/ inter sectoral allocation of resources  
(distribution of the state budget)**

**2/ intra sectoral allocation of resources  
(distribution of education budget across levels)**

# Education and Economic Development

- A country's average level of education: a necessary but not sufficient condition for economic growth
- A virtuous circle among the three dimensions of the educational policy



# Key messages on the STOCK

**Reach a «critical threshold» of education in the labor force (universal primary completion)**

**⇒ this calls for ambitious educational policies for basic education to « change the scale »**

# Key messages on the DISTRIBUTION

1st message : Improve **EQUITY**

CAMEROON		
Level of education	20% the poorest	20% the wealthiest
Out of school	24	16.2
Primary	20	18.3
Lower secondary education	5.7	47.5
Upper secondary education	1.9	72.6
Higher education	0	80.5

*In Cameroon, no children from the 20% poorest gets to higher education while students from the 20% wealthiest account for 80.5 % of enrolments*

⇒ target vulnerable groups (↑ acces and survival )

*The % of education expenditure concentrated in favour of the 10% best educated:*

- 45 % in French speaking Africa*
- 30% in English Speaking Africa*

⇒ revise the distribution of budget between level of education

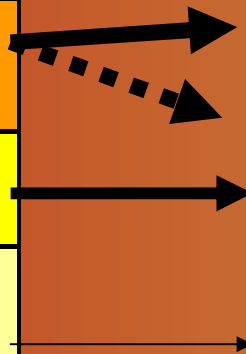


# Key messages on the DISTRIBUTION

**2nd message : Ensure the APPROPRIATENESS of training for employment**

## Guinea

Distribution of those leaving the education system	
Higher education	28%
Upper secondary education	
Lower secondary education	24%
Complete primary	
Incomplete primary	48%
Never attended primary school	
<b>Total cohort</b>	<b>100%</b>



Distribution of jobs on offer	
Modern	8%
Agricultural and other informal jobs	92%
<b>All jobs on offer</b>	<b>100%</b>

⇒ **When comparing the output of the system of education with the skills that can be efficiently used in the economy, there is in many countries a strong structural inadequacy in numbers**

# Key messages on QUALITY

The individual's productivity is not a direct prediction from the *number of years* of schooling or the *degree* obtained but depends rather on the knowledge and know how actually learnt at school and implemented in the job



**(i) Improve the average quality of educational services**

**(ii) Reduce disparities in learning achievement among pupils**

**⇒ Better provision of inputs and improved pedagogical and administrative management practices**

# Education and Social Development

**Education is necessary  
to the full achievement of other MDGs**

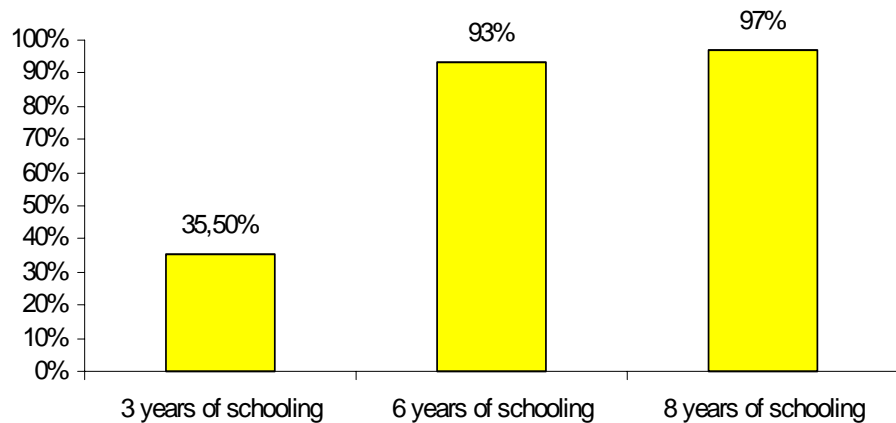
- Goal 1 : Eradicate extreme poverty**
- Goal 3 : Promote gender equality and increase empowerment of women**
- Goal 4 : Reduce child mortality**
- Goal 5 : Improve maternal health**
- Goal 6 : Combat HIV/Aids, malaria and other diseases**
- Goal 7 : Ensure environmental sustainability**

# Impact of Education on the Retention of Literacy in Adults

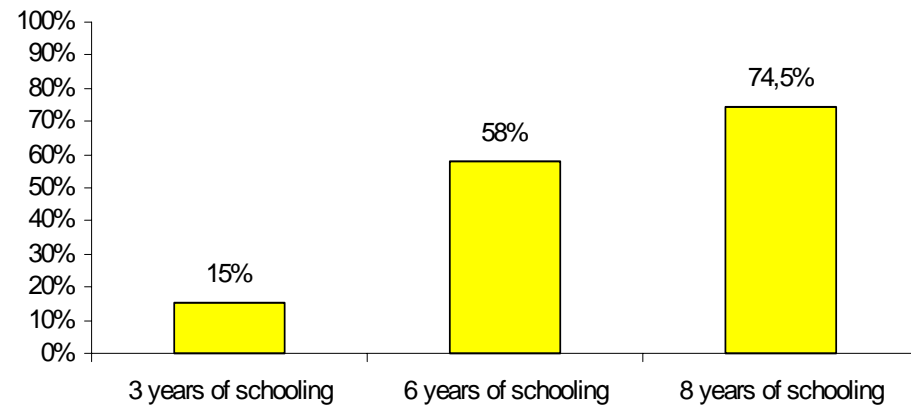
**A complete primary education is necessary**

*% of adults reading easely  
after 3,6 or 8 years of schooling*

**Angola**



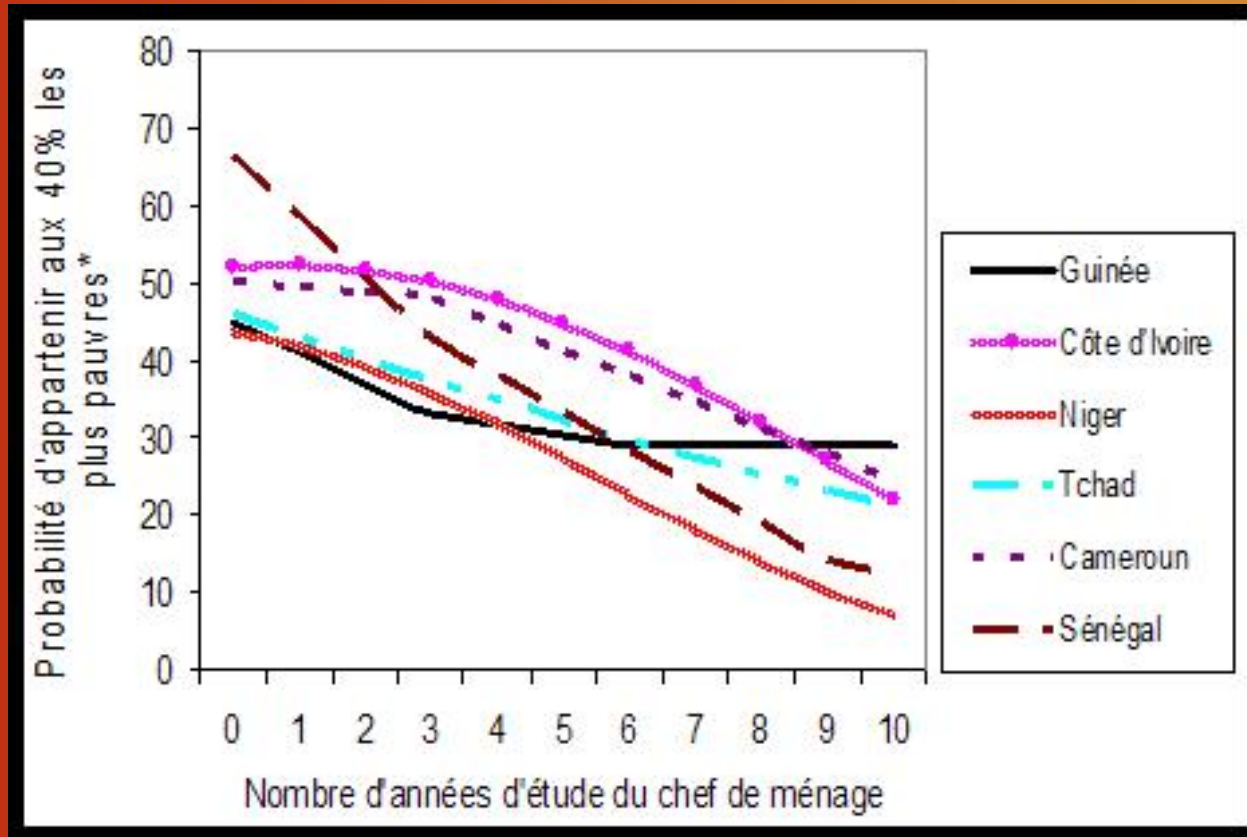
**Kenya**



# Impact of Education on Poverty


Alleviate the « risk » of poverty

*Probability of belonging to the poorest 40% according to the duration of studies*



# Impact of education on poverty

Break the inter-generational vicious circle of poverty

<b>COTE D'IVOIRE</b>	
<b>Number of years' schooling of parents</b>	<b>% of access of primary school</b>
<b>0</b>	<b>61.3</b>
<b>1</b>	<b>69.1</b>
<b>2</b>	<b>75.2</b>
<b>3</b>	<b>79.7</b>
<b>4</b>	<b>82.9</b>
<b>5</b>	<b>85.2</b>
<b>6</b>	<b>86.7</b>
<b>7</b>	<b>87.7</b>
<b>8</b>	<b>88.1</b>
<b>9</b>	<b>88.0</b>
<b>10</b>	<b>87.5</b>
<b>Impact</b>	







▶ *Parent's level of education increases their children's chance of schooling*

▶ *Parent's level of education reduce disparities between girls and boys in the access to schooling*

# Impact of Education on Population and Health Behaviors and Outcomes

Accelerate the demographic transition




*Impact of education of the mother on population variables*


Number of years of schooling	CHAD		CAMEROON	GUINEA	CHAD	GUINEA
	Mother age at the first birth (years)	Interval between children (years)	Use of contraception (%)		Total number of children	
0	18,8	2,12	22	4	4,8	4,4
2	18,4	2,15		10	4,8	4,4
4	18,3	2,17			4,8	4,4
6	18,5	2,20	43	12	4,6	4,1
8	18,9	2,22	52	17	4,4	3,8
10	19,7	2,25	65	15	4,0	3,9
12	20,8	2,27			3,5	3,9
Impact						

# Impact of Education on Population and Health Behaviors and Outcomes

**Improve maternal health**

*Impact of mother's duration of education on maternal health*

<b>GUINEA</b>			
<b>Number of years' schooling of mother</b>	<b>Tetanus vaccine before giving birth (%)</b>	<b>Medical check-ups during pregnancy (%)</b>	<b>Births assisted by medical personal (%)</b>
0	69.7	35.6	34.9
6	87.2	77.6	66.9
10	92.9	82	81.7
12	94.6	79.6	85.6
<b>Impact</b>			


<b>NIGER</b>	
<b>Number of years' schooling of mother</b>	<b>Index [0-12] of knowledge on Aids</b>
0	5.1
6	8.6
10	9.1
12	8.8
<b>Impact</b>	





# Impact of Education on Population and Health Behaviors and Outcomes

**Improve child health**

*Impact of mother's level of education on children health an nutrition*

CHAD	
Children health	
Number of years' schooling of mother	Full inoculation schedule (%)
0	12.6
6	31.1
10	42.5
12	48.7
Impact	

GUINEA		
Children nutrition		
Number of years' schooling of mother	Insufficient weight (%)	Slow development (%)
0	31	50
6	18	36
10	12	28
12	9	25
Impact		

# A «Social Pact» for Public Financing of the Different Levels of Education

LEVEL OF EDUCATION	STATUS OF THE EDUCATION GOOD	DEFINE A SOCIAL PACT FOR THE PUBLIC FINANCING
Primary	Public good status	Public financing exclusively
Lower secondary		
Upper secondary	Mixed status	Selective public financing
Technical/vocational education		
Higher education		

***Section 2.***  
***Current situation  
and the dynamics of  
education systems***



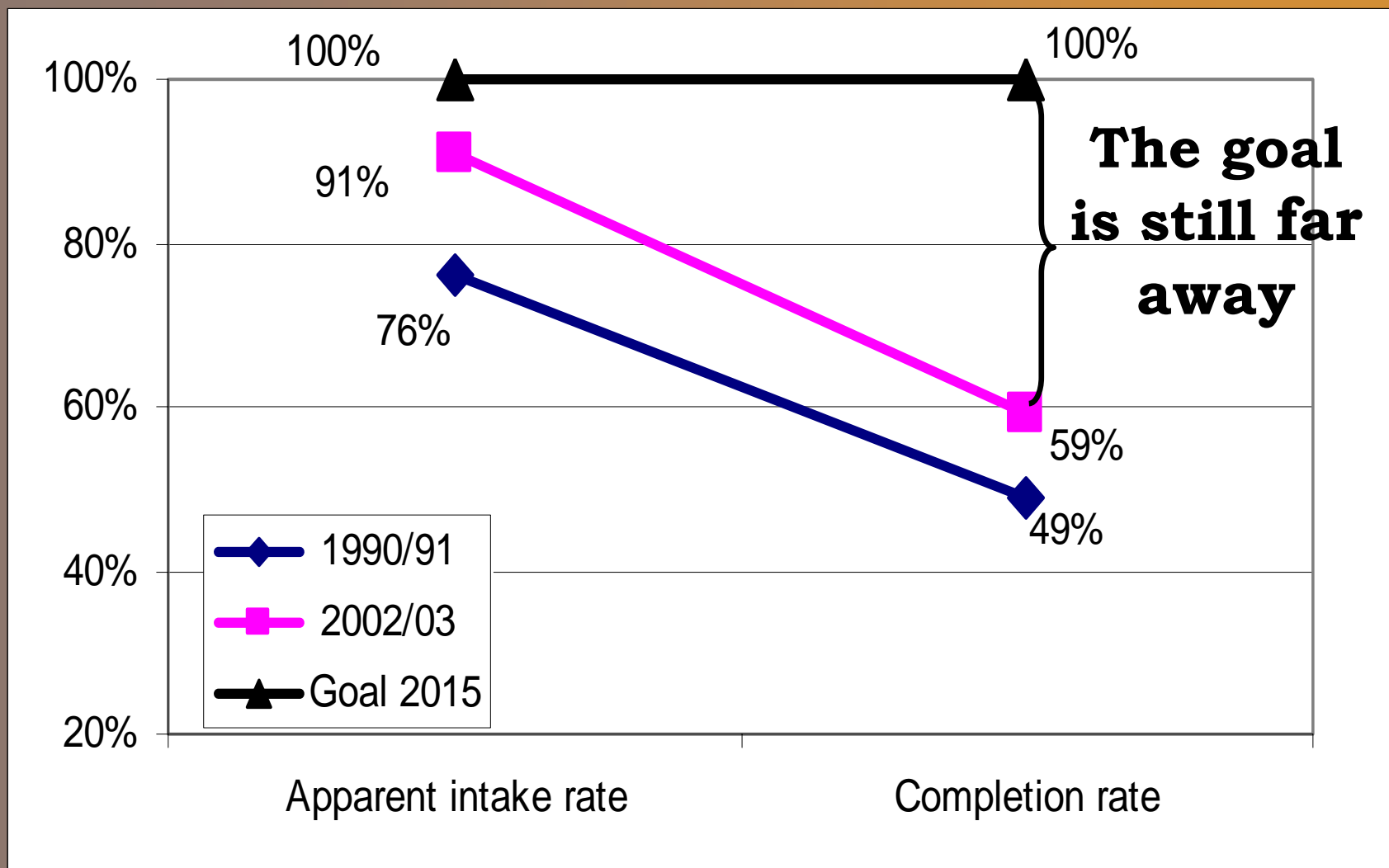
# **Enrolment dynamics vary according to educational levels**

- The pre-primary level remains underdeveloped but situations are extremely disparate across the continent**
- On average less than 2 out of 10 children participate in pre-primary education in 2003. The coverage is twice more important in Southern and East Africa than in Central and West Africa**
- A very significant progress in enrolment for the post-primary levels. The average gross enrolment ratio at secondary level is 35%, 7% in Niger, 100% in Libya**
- The average literacy rate is 60% in 2003. This figure is less than 30% in sahelian countries**

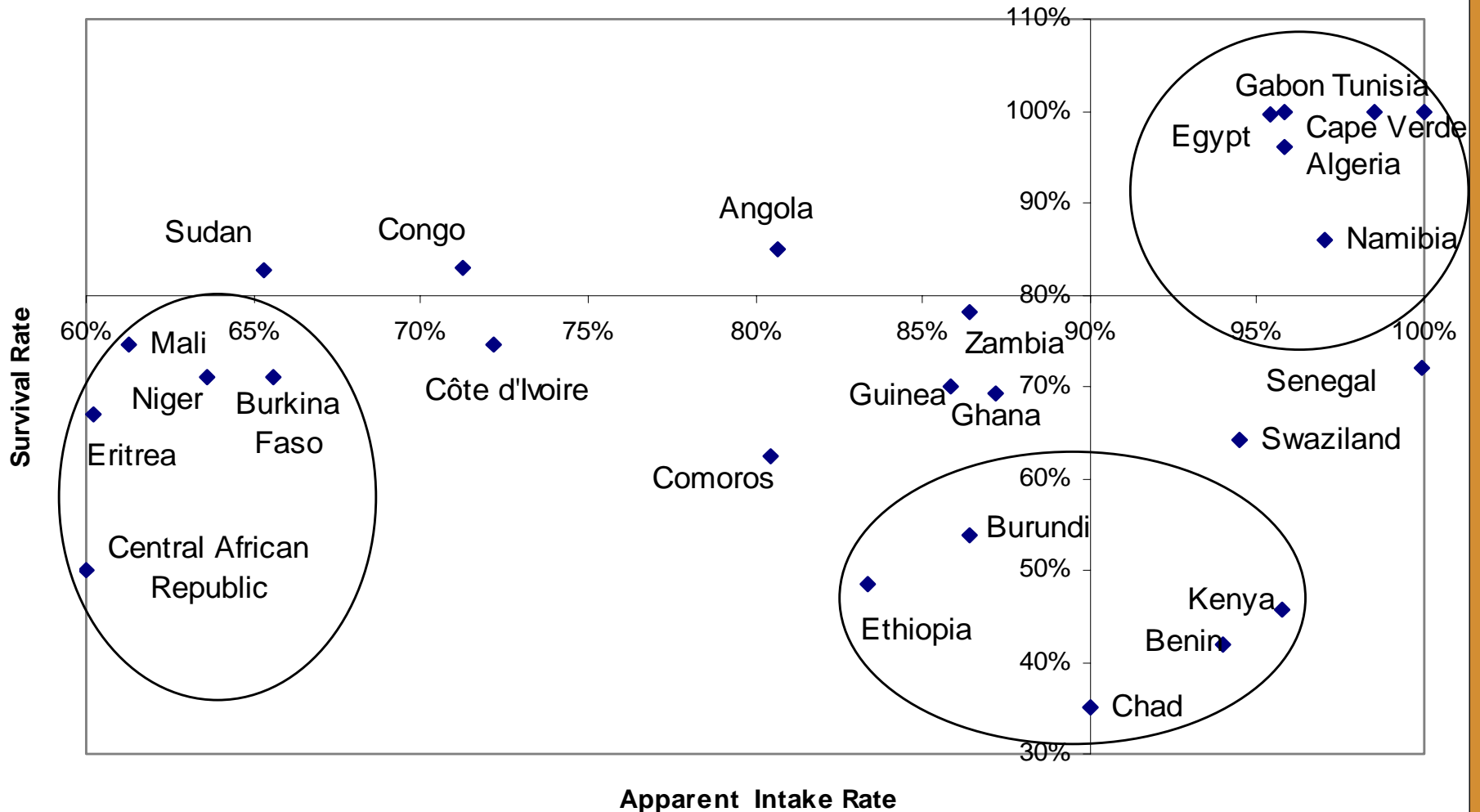
# **Significant Progress has been made in recent years in primary education but much remains to be done to Reach Universal Completion**

- 4 out of 10 children still do not complete primary school in 2003**
- The problem of initial access has been largely solved in a number of countries but remains critical in about one fourth of them**
- The most pressing issues in most countries towards reaching Universal Primary Completion is to improve retention**
- However, some countries have reached the goal of Universal Primary Education (UPE) or are close to it**

# Dropouts as a Major Obstacle to UPE



# Relationship between Apparent intake rate and survival rate in 2003



# **The Persistence of Gender based Inequalities in Education**

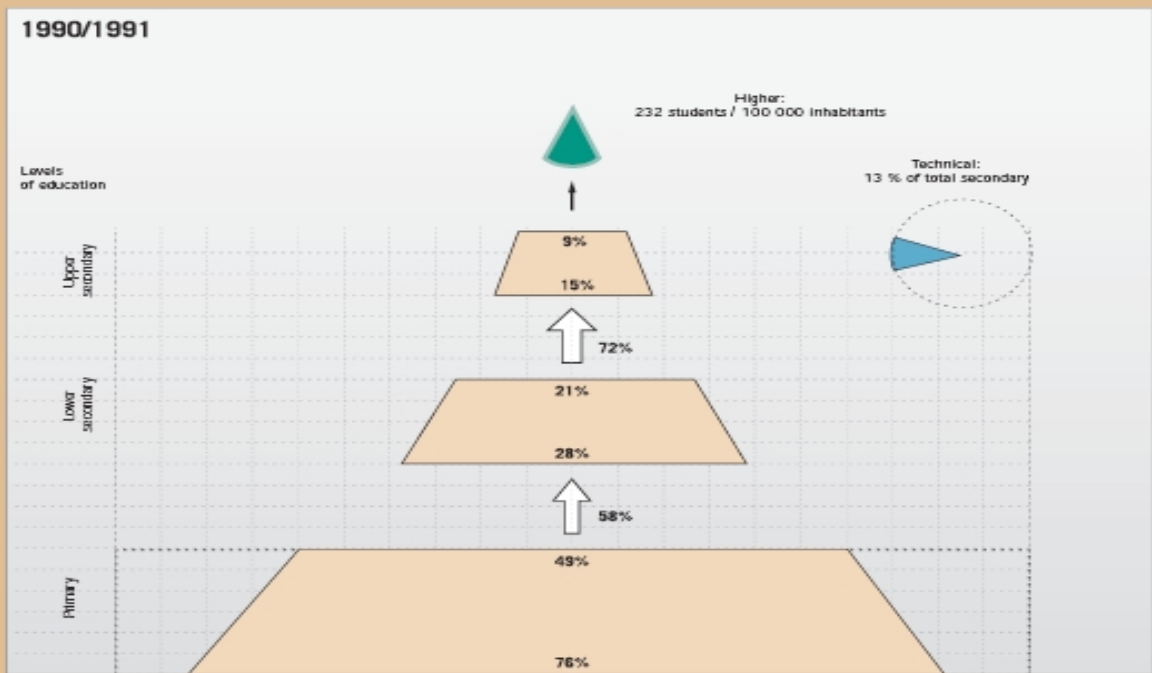
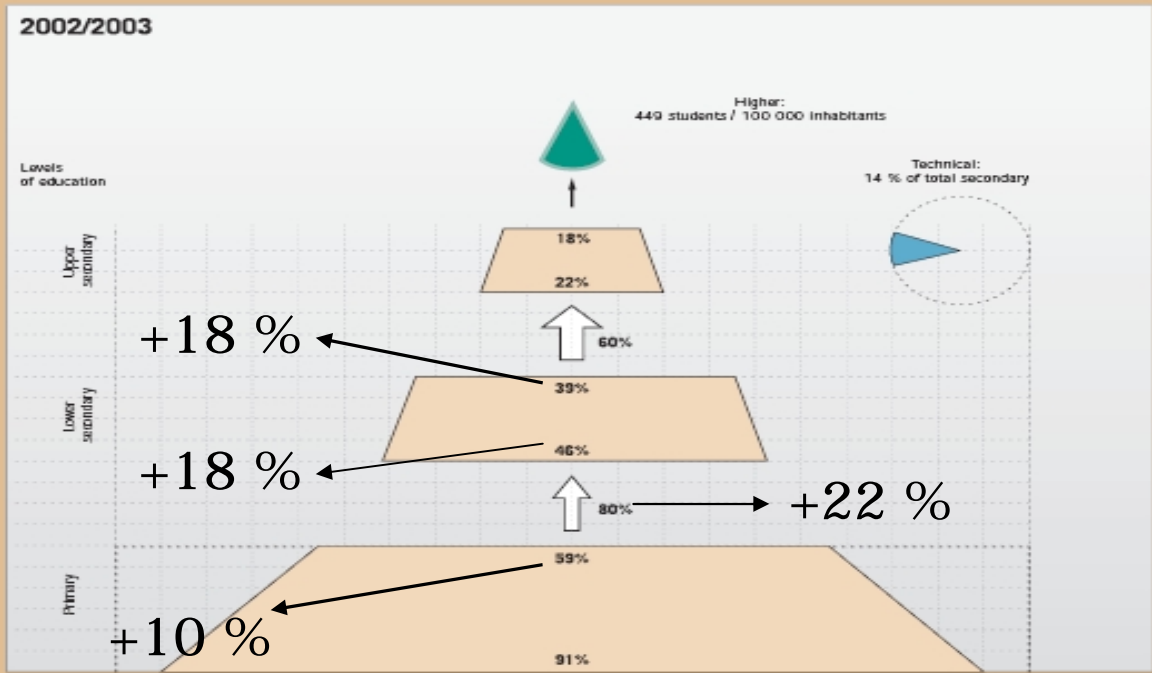
- For each level of education, gender disparities remain important within the countries. This starts with access to education and deepens with the level of education**
- The primary completion rate is 55% for the girls and 63% for the boys**
- These disparities tend to be more substantial for countries with a low level of education; some countries being more successful than others**
- Even if data for 2005 are not yet available, the trends observed on the continent suggest that the goal of gender parity will not be reached on time**



# Geographical disparities (Urban/Rural) or economic ones (rich/poor) are much stronger than gender disparities

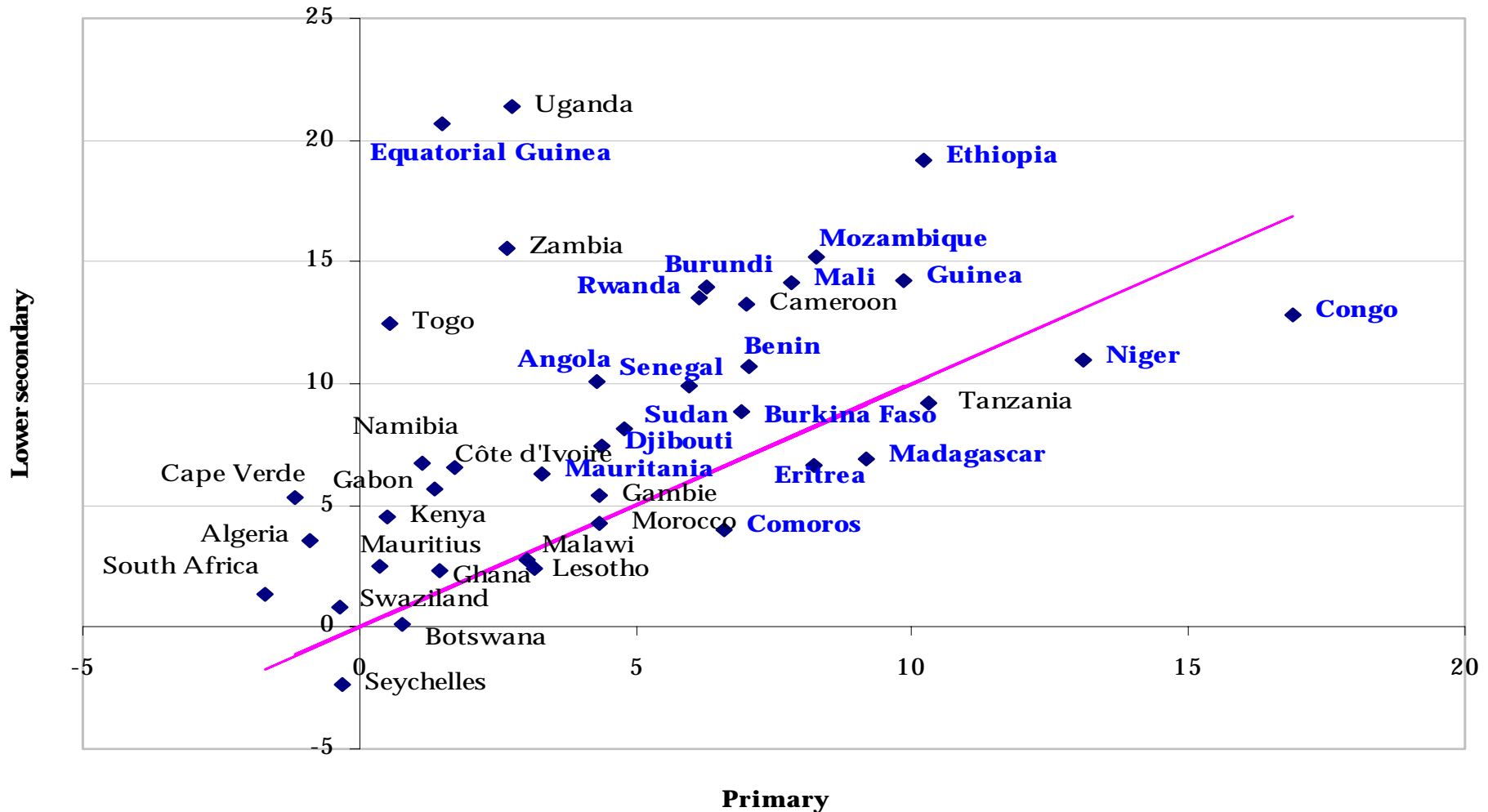
		PCR (%)
Average of the sample (21 countries)		41,7
Gender	Boys	47,2
	Girls	36,2
	Gap (Boys-Girls)	<b>11</b>
Urban/Rural	Urban	61
	Rural	28
	Gap (Urban – Rural)	<b>33</b>
Income	Q5 (20 % + wealthiest)	68,6
	Q1 (20 % + poorest)	23,4
	Gap (Q5 – Q1)	<b>45,2</b>

# The African average educational pyramid

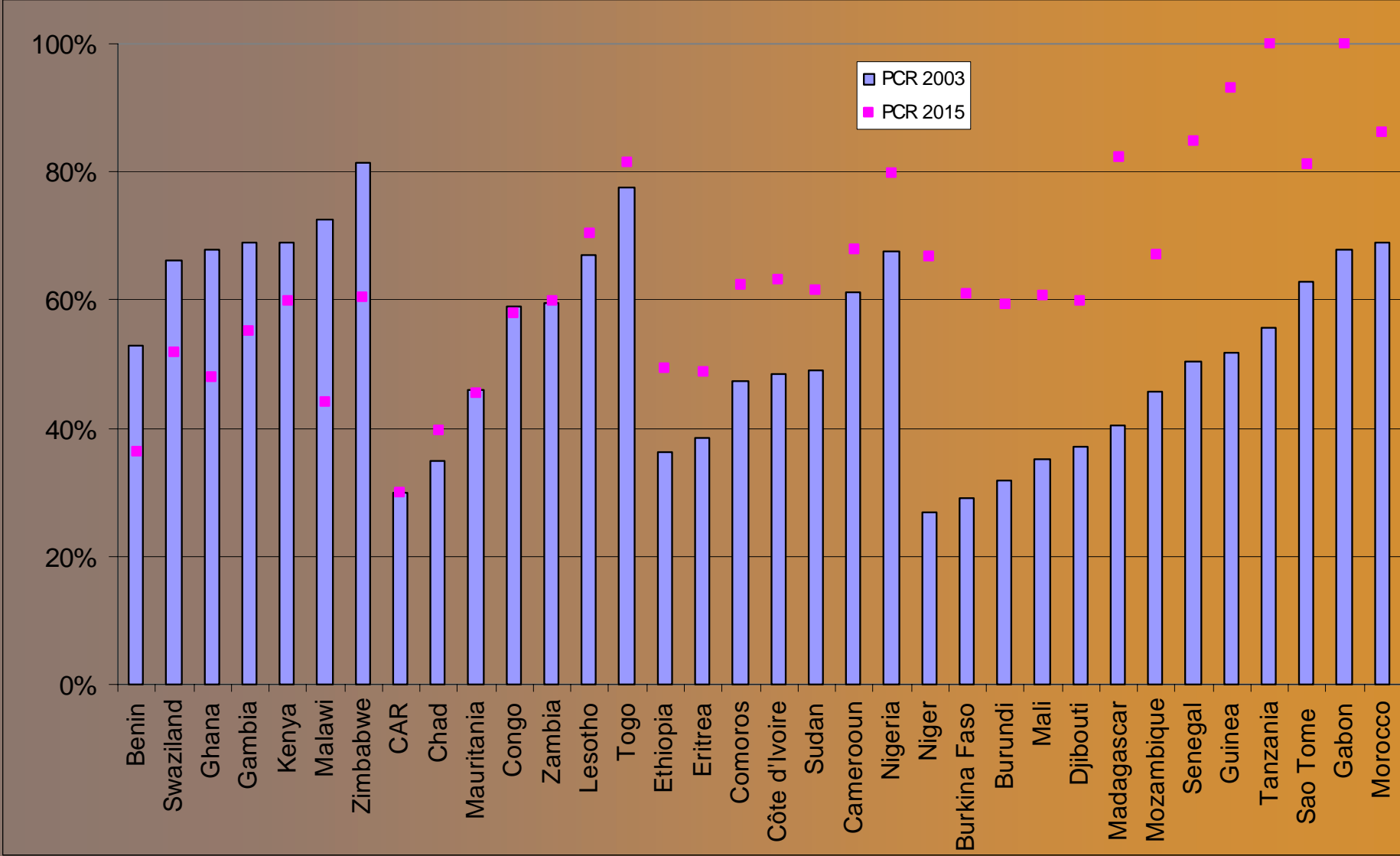


# Managing the Flow of Students: a Too Low Level of Priority in Primary Education Policy

Average annual variation in number of pupils in primary and in lower secondary education between 1999 and 2003 (in %)



# Classification of Countries According to the Prospect of Achieving Universal Primary Education by 2015





***Section 3.***  
***Achieving Results:  
Options and  
Priorities for Public  
Policies***



# Policies Do Matter

Building by learning on success practices on :

- Resource mobilization
- Use of resources  
(efficiency/sustainability)
- Management

# Large differences on education priority

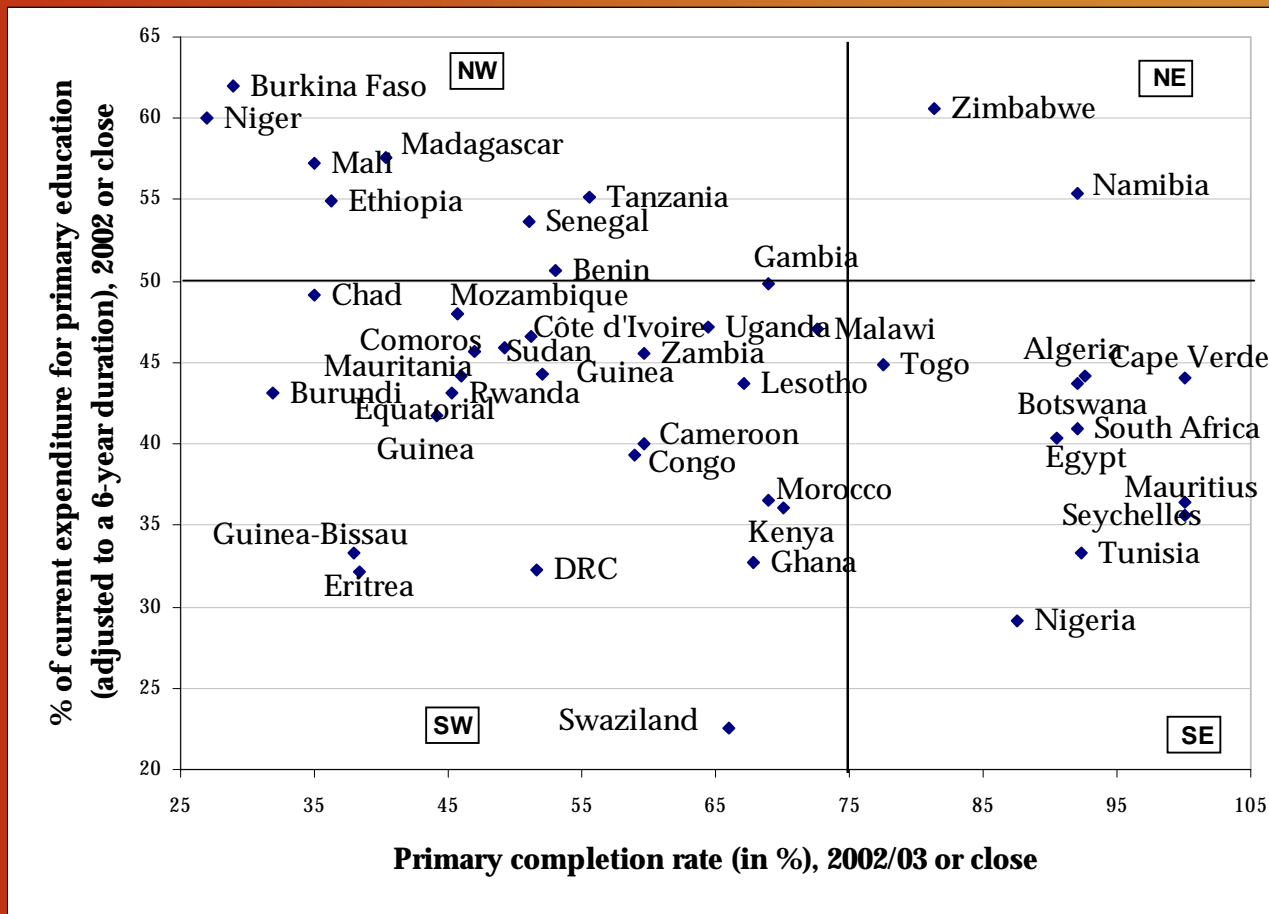
## Room for manoeuvre in some countries

- **Education expenditure: from 5 to 31% of Gov. Domestic Resources (from 1 to 9% of GDP)**
- **% Primary education: from 23 to 62%**
- **% Secondary education (11 → 52%)**
- **% Higher education (8 → 40%)**

# Resources' distribution by level

Ranking priorities across levels (different across countries and according to the educational pyramid)

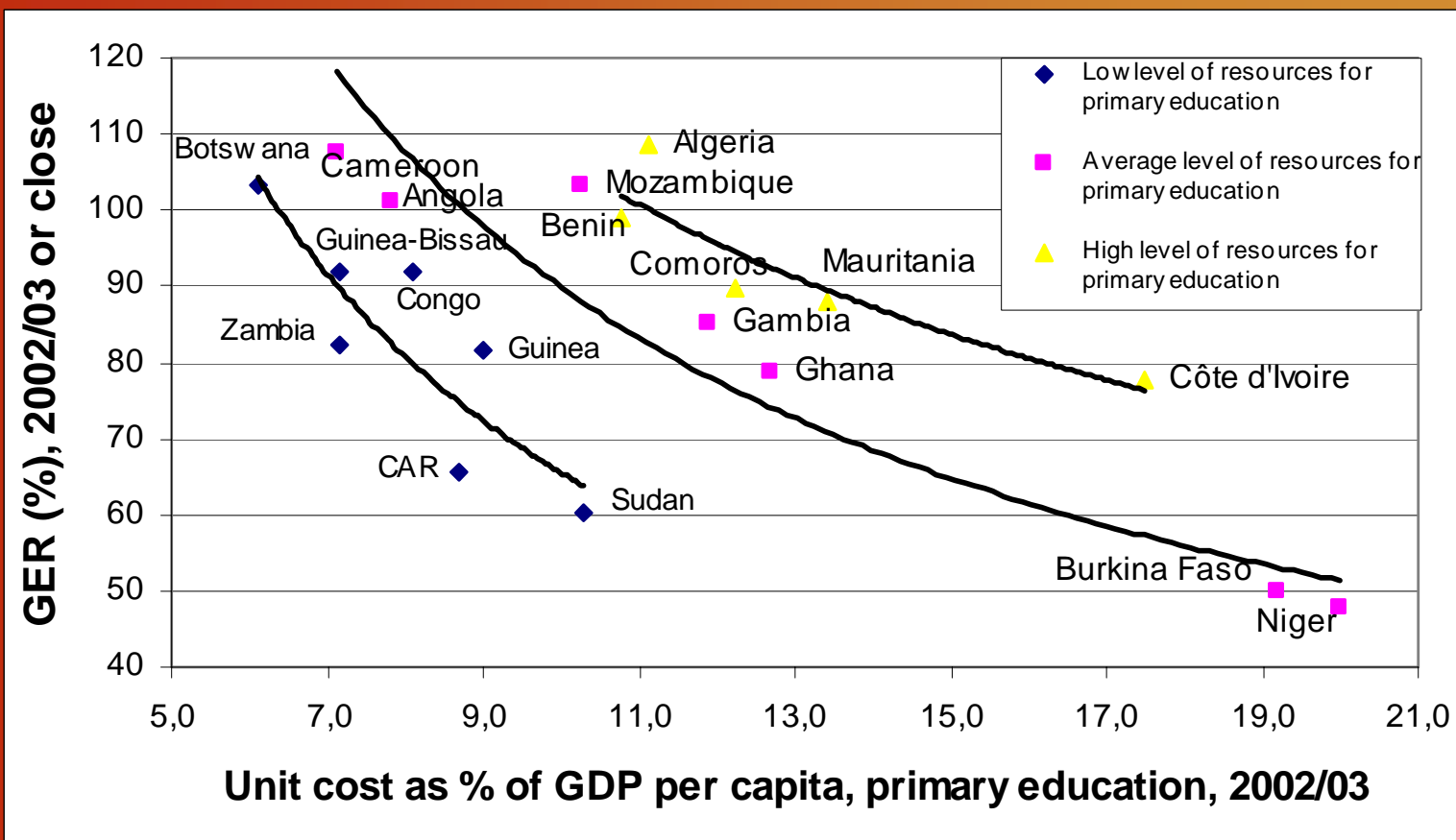
Example: % of resources for primary education vs PCR





# A quantity/unit spending trade-off to decide

- In some countries unit cost is incompatible with UPE (gap on current exp. for UPE 2015 higher than 50%)
- In some others incompatible with quality



# **Large differences on use of unit spending**

## **Room for manœuvre different across countries**

- **Pupil-teacher ratio: from 14 to 67**
- **Teachers' average salary: from 1 to 8 GDP per capita**
- **Other current expenditure: from 4 to 46%**

# **Teachers' salary: wide in-country differences**

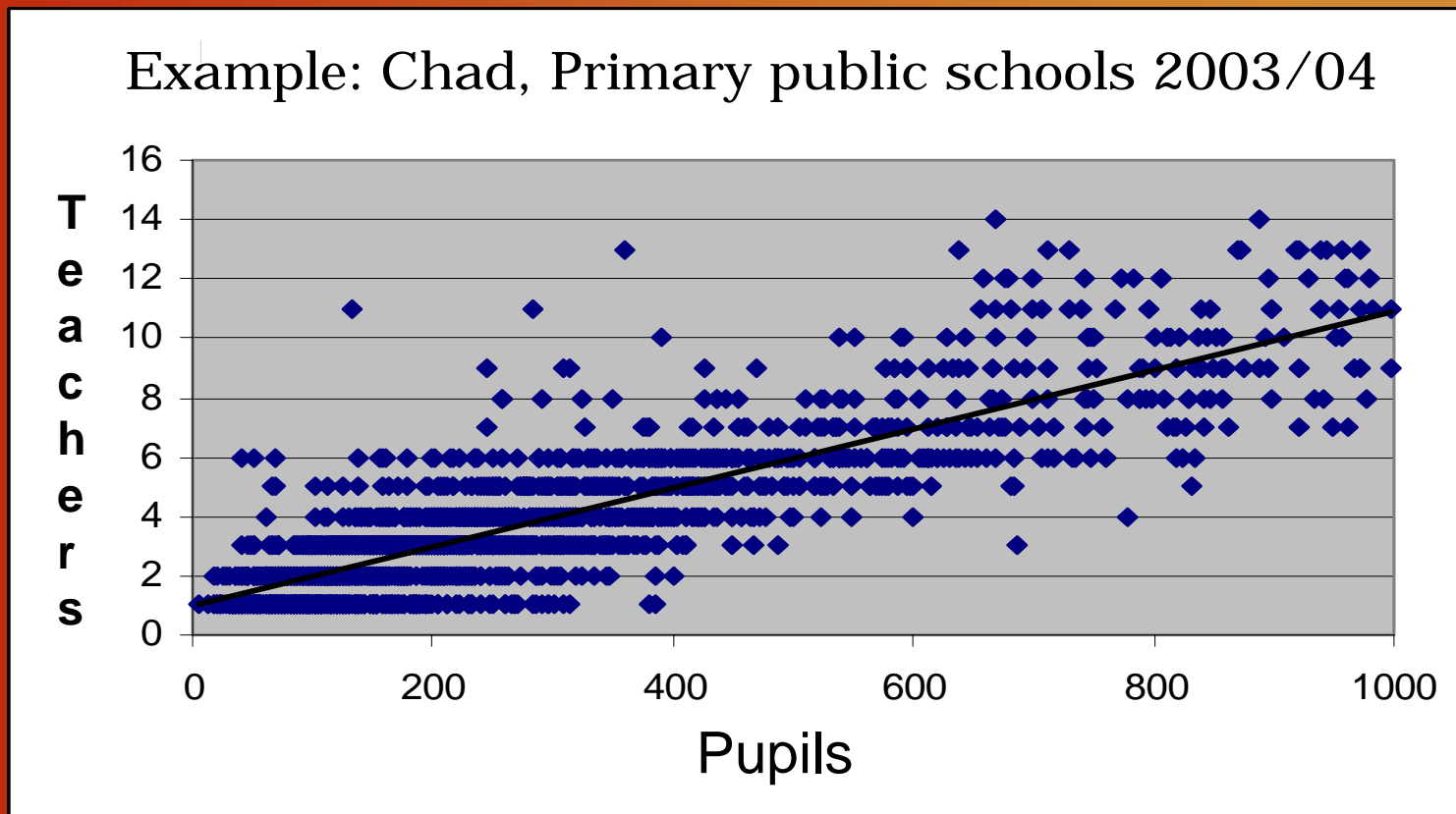
- **Same job but different status → wide disparities on salary (factor 1 to 10 in some countries)**
  - **Budgetary constraint that prevents recruitment of only civil servants for achieving UPE**
  - **Community-based teachers: untrained, very low-paid, and paid by poor parents (not always with a negative impact on learning achievement)**
- 
- **Analysing impact on quantity and on quality of different recruitment/wages policies**
  - **Training untrained teachers**
  - **Paying and/or increasing community-based teachers' salaries**

# **Improving management for achieving results**

## **Taking stock of good practices**

- **Resource allocation to schools:  
equity and optimization**
- **Transformation of resources into  
results (weak relation between  
means and results → result-based  
monitoring of quality...)**

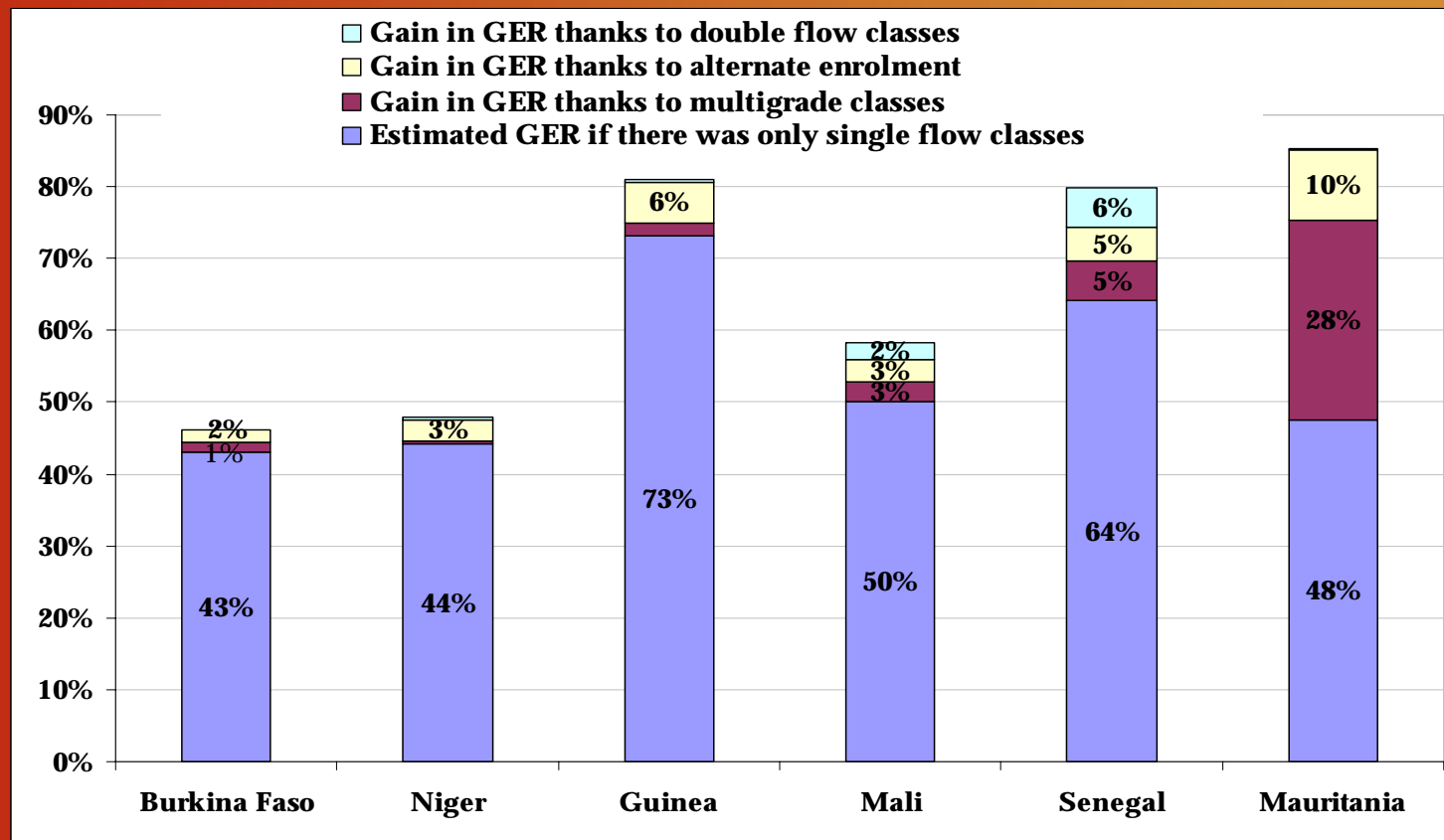
# Improving teachers deployment



**Consistency across schools between number of pupils and number of teachers ranges from 55 (low consistency) to 97% (high consistency) according to countries**

# Example of teachers' deployment optimisation

Use of alternative student grouping methods can help to reduce drop-outs



# Helping public policies to change for the common good

**No universal recipe but room for manoeuvre on policies that differ across countries**

- **Wide differences (including across culturally similar countries) in the key education sector policies (resources, resources distribution by level, student flow management, pay and recruitment policies)**
- **... that allow for hope for the necessary policy changes to achieving UPE...**
- **...and to developing quantitatively and qualitatively the upper levels according to the employment market**



## ***Section 4.***

***The trend of external support:  
a difficult step  
from theory to  
practice***





- **An international awareness followed by an increase in ODA**
- **Based on a new partnership and materialised by the implementation of the Fast Track Initiative**
- **A convergence of estimates of the external funding need for a goal within reach of ODA**



## ***Conclusion.***

***From technical issues to policies: towards a pact for education which serves the general interest***



- **Solutions (different from a country to another) equal to the national challenges**
- **The political economics of the success of the EFA objectives**
- **Clarifying the pact for education agreed upon in Dakar**
- **The implementation of the Pact for education at the national level : a public responsibility**

***Thank you  
for your  
attention***

**The report  
can be downloaded  
on the following  
websites**

**[www.poledakar.org](http://www.poledakar.org)**

**[www.dakar.unesco.org](http://www.dakar.unesco.org)**



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