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Sub-Saharan Africa 2013 EFA Report

Global Education for All Meeting

Muscat, Sultanat of Oman, May 12-14, 2014

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<u>List of Acronyms</u>

ADEA   Association for the Development of Education in Africa
ACALAN   African Academy of Languages
AfDB   African Development Bank
ANCEFA   Africa Network Campaign on Education for All
AU   African Union
AUC   African Union Commission
AUF   Agence Universitaire de la Francophonie (French-speaking University Agency)
AU CAP   African Union Common Position Paper on the Post 2015 Development Goals
AU-HRST   Human Resources, Sciences and Technology Commission of the African Union
CAMES   Conseil Africain et Malgache de l'Enseignement Supérieur (African and Madagascar Council for Higher Education)
CAP   Common Africa Position
CAR   Central African Republic
CIEFFA   Centre International pour l'Education des Filles et des Femmes en Afrique (International Centre for Girls' and Women's Education in Africa)
CONFEMEN   Conférence des Ministres de l'Education des Etats et Gouvernements de la Francophonie (Conference of Ministers of Education of States and Governments of Francophonie)
CSOs   Civil Society Organizations
DRC   Democratic Republic of Congo
EAC   Eastern African Community
ECCAS   Economic Community of Central African States
ECOWAS   Economic Community of West African States
EFA   Education For All
EHRSC   Education and Human Resources Development Sub-Cluster
EMIS   Education Management Information Systems
GEM   Global Education Meeting
GER   Gross enrollment rate
GPI   Gender Parity Index
IATT   Inter Agency Task Team
ICQN   Inter Countries Quality Node
ICT   Information and Communication Technology
IFAD   International Fund for Agricultural Development
IICBA   International Institute for Capacity Building in Africa
IIEP   International Institute for Educational Planning
ILO   International Labor Organization
FAWE   Forum for African Women Educationalists
GEM   Global Education Meeting
GER   Gross Enrollment Rate
GMR   Global Monitoring Report
ICAE   International Council for Adult Education
IGAD   Intergovernmental Authority on Development
MAF   MDG Acceleration Framework

MDG	Millennium Development Goal
MoE	Ministry of Education
NGOs	Non Governmental Organizations
NQF	National Qualification Framework
OCHA	United Nations Office for the Coordination of Humanitarian Affairs
PACTED	Pan African Conference on Teacher Education and Development
PAP	Pan African Parliament
PASEC	Programme d'Analyse des Systèmes Educatifs de le CONFEMEN (Education Systems Analysis Program)
PCR	Primary Completion Rate
PTR	Pupil/Teacher Ratio
PSGSE	Politiques Sectorielles et Gestion des Systèmes Educatifs (Sectoral Policies and Educational Systems Management)
RCM	Regional Coordination Mechanism
REC	Regional Economic Community
RQF	Regional Qualification Framework
RSA	Republic of South Africa
SADC	Southern Africa Development Community
SADCRQF	SADC Regional Qualification Framework
SACMEQ	Southern and Eastern African Consortium for Monitoring Educational Quality
SC	Steering Committee
SSA	Sub Saharan Africa
TVET	Technical and Vocational Education and Training
UIL	UNESCO Institute for Lifelong Learning
UIS	UNESCO Institute for Statistics
UN	United Nations
UNDP	United Nations Development Program
UNESCO	United Nations Education, Sciences and Cultural Organization
UNICEF	UNITED Nations Children's Fund
UNFPA	United Nations Fund for Populations
UNWOMEN	United Nations Entity for Gender Equality and the Empowerment of Women
WAEC	West African Examination Commission
WB	World Bank

1. INTRODUCTION

The present report focusses on two main processes that were initiated in Sub Saharan Africa (SSA) in 2013: The EFA Acceleration Initiative/the Big Push and The Post-2015 Education Agenda. The reporting on the Post 2015 debate will look at outcomes of different fora, both UN as intergovernmental led and non-governmental contributions.

The report starts with an overview of EFA in Africa[1] focusing on the regional disparities within sub Saharan Africa, at the level of the Regional Economic Communities (RECs). The second chapter provides a description of the EFA Acceleration and lessons learnt in SSA. This is followed by the Post 2015 discussions and conclusions. The final chapter is devoted to the EFA coordination mechanism, reflecting on the carried out articulation and coordination exercises on EFA at SSA region in general and at REC in particular. Specific attention will be given to the achieved results, challenges and opportunities.

The EFA status on the continent is largely informed by the 2012 SSA report as the data at the level of the Regional Economic Communities have likely not changed significantly over de period[2].

2. THE EFA STATUS IN SUB SAHARAN AFRICA

Since the Dakar Education World Forum in 2000, significant progress has been realized SSA vis à vis the attainment of the six EFA goals: rapid expansion of primary enrollment rates to some extent, significant improvement in gender parity. However, evidence shows the majority of the SSA countries will not attain the six EFA goals by 2015. Only Seychelles has fully achieved education for all; 31 countries are likely to attain the six goals after 2020. In 22 countries (half of all SSA countries with data), the challenges are many.

For access:

- Primary cycle is completed by less than 70 percent of primary school-aged children,
- 31 million children are out-of-school, of which 53% are girls,
- 22 million youth are out of school,
- 182 million adults are illiterate.

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[1] An update on the EFA status in SSA will be provided in the SSA EFA Assessment report which is expected to come out in September 2014.

[2] It is expected that most of obtained progress in such a short term will likely be cancelled out by the demographic growth.

EFA development index, sub-Saharan African countries, 2008[3]

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

Source: EFA Global Monitoring Report, 2011, UIS, 2012 and 2012 Sub Saharan Report
Note: The EFA Development Index is computed on the basis of 4 key EFA goal monitoring indicators, and provides an indication of the likelihood of achieving the EFA goals by 2015. The primary completion rate (PCR) is added for further differentiation between country situations, for 2011 or most recent year. * Authors' estimation, where the EFA Development Index is not computed due to lack of data.

In the area of Quality, the following challenges are identified:

- Low primary school completion (primary survival is just 62 percent on average in 2010/11) rates and therefore transition to secondary school,
- Quality of teaching,
- Teaching and learning inputs and learning outcomes,
- Internal efficiencies – high repetition rates (13.4 percent in 2010/11),
- Inadequate skills development relevant for employment, sustainable development and citizenship.

The challenges of Equity include:

- Limited access for children with special needs,
- Inadequate targeting of children, youth and adults in rural as well as in semi-urban areas,
- Neglect of minorities/marginalized population (a.i. nomadic and pastoralist groups, fisher folks),
- Low access of girls and women to education resulting in high levels of illiteracy among this population

Hereunder, the status for each of the goals is provided.

EFA Goal 1: Early Childhood Care and Education

The progress in Early Childhood, Care and education in Sub Saharan Africa has been quite modest. The pre-primary education gross enrollment ratio (GER) increased barely by 10% in ten years from 18% in 2000 to 28% in 2010, placing the SSA behind all the

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[3] Underlined countries have enrolled in the Big Push.

other regions. There are though significant variations within SSA regions, as pictured in the chart below. SADC, with an average of 45% enrollments, has nearly double the number of children registered in pre-primary education as any other region, IGAD and ECOWAS reported only 19% enrolment level. The progress in central Africa region has however been the highest on the continent while countries in West Africa and in the Horn of Africa show a more timid progress with barely 5 to 6% increase respectively in the first 10 years of the EFA period. Variation is also high within regions: in ECCAS, S. Tomé and Principe shows an impressive 35% increase reaching nearly 62% progress followed by Equatorial Guinea with around 55%. In EAC, levels are particularly high in Kenya, above 50%, and increasing steadily in other countries. Seychelles maintained the full enrolment during the period (101.5%). In ECOWAS, considerable progress has also been achieved by Cape Verde and Ghana, each scoring almost 70% whereby the last shows a remarkable increase of 38%. In IGAD, with the exception of Kenya progress has been very slow, with Uganda and Eritrea showing second highest averages in the region below 14%. .

ECCE progress
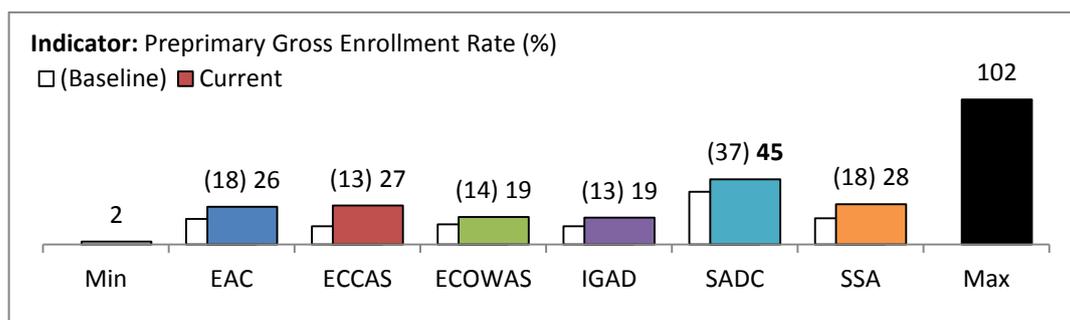
Source: EFA SSA 2012 progress report, UNESCO BREDA

EFA Goal 2: Universal Primary Education

Universal Primary Education (UPE) is the area where most significant progress was achieved in sub-Saharan Africa (SSA). Nonetheless, despite the substantial expansion, the region is still far from achieving this goal. Primary completion rates have improved from 58 to 70%. As such, SSA is still the region lagging the most behind, with nearly 30 million children out-of-school.

Again, differences between and within regions vary significantly. SADC is leading with 84% of school-aged children completing the primary cycle on average (well above the SSA average of 70%). Zambia, Botswana and Mauritius have practically achieved UPE (with completion rates above the 96 %) while Angola has under 50% of its children of school age completing the primary cycle.
In the EAC progress has increased by 50% overall. However disparities among countries are also noteworthy: while 89% of Tanzanian children complete primary school, in Uganda the rate is down to 57%.

ECOWAS and IGAD member countries have also made considerable progress towards UPE (the share of children completing the cycle has increased from 52% to 67% and from 39% to 51% over the 2002-11 period respectively). In ECOWAS however, with the exception of Cape Verde and Ghana who score over 90%, in the other countries, over 30% of children do not complete the cycle (and more than 50% in Burkina Faso and Niger).

In IGAD, the region with the lowest average (just 51%), primary completion is of particular concern for Djibouti and Eritrea where on average less than 40% of the children complete the primary cycle.

In ECCAS, rates range generally, from 34% to 55%, but primary completion is above 70% only in Cameroon, Congo and Sao Tomé, and reaches as low as 34% in Chad.

UPE Progress
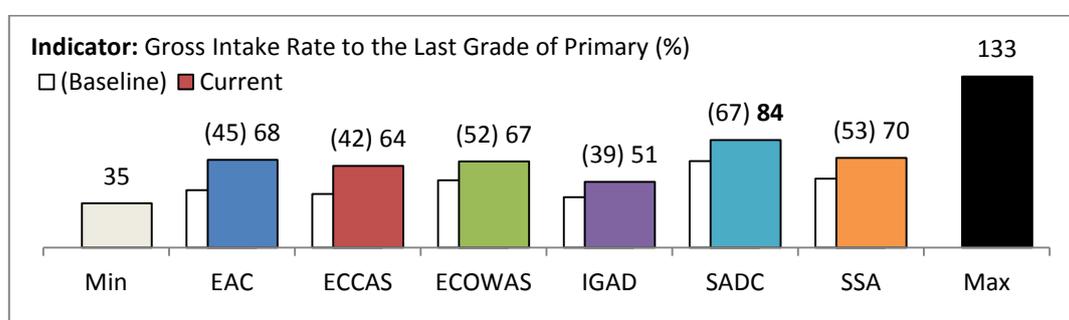
This overall progress is reflected in the share of out-of-school children. In both EAC and SADC the reduction has been dramatic. The average rate for East Africa has fallen from 32% to 8% over the 2002-11 period, making access to primary education almost universal. The share in SADC is the lowest of any of Africa's sub-regions at 6%, well below the SSA average of 21.5%, and underlining considerable progress since 2002, when it stood at 20%.

Average Out-of School Figures for Primary School-Aged Children
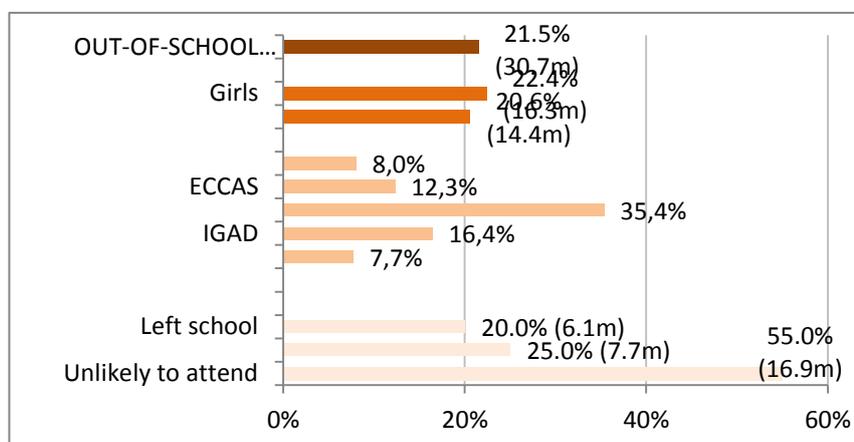
Source: SSA 2012 report: UIS, 2012 and authors' computations.

ECCAS and IGAD face more serious challenges, with respectively 12% and 16% of their primary school-aged children out-of-school. The situation is most alarming still in ECOWAS[4], where out-of-school represent over a third of the SSA primary school aged children (and 40% for girls). Indeed progress over the decade has been marginal in comparison to the SSA region as whole (the rate has dropped by just 3 percentage points in ECOWAS, against 13 percentage points for SSA).

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

Variations by country are again considerable: in SADC for instance, while only about 2% of primary school-aged children in Malawi and Tanzania were out-of-school, more than 10% are out-of-school in six other countries (26% for DRC). In ECOWAS, whereas the rate in Benin, Cape Verde and Togo is only 6%, it is above 15% in all other countries, and over 36% in Burkina Faso, Côte d'Ivoire, Niger and Nigeria. And in ECCAS the rate ranges from 2% in Sao Tomé to a taunting 44% in Equatorial Guinea.

The averages also conceal significant gender disparities. In ECCAS for instance, the out-of-school rate for girls is double the general rate, at 21% and for the SADC region as a whole, 56% are known to be girls.

EFA Goals 3 and 4: Youth and Adult Literacy

Youth and adults Literacy is one of the areas in SSA where less progress was made. Rates are rather stagnant in EAC, ECCAS and SADC for youth and to a slightly lesser extent for adults. The ECOWAS region presents the greatest challenges as it shows some of the lowest average rates (only 69% for youth and 52% for adults), well below the respective SSA averages (73% and 67%). In 4 countries[5] nearly less than 60% of the adult population is literate. It is also the single REC where the majority of illiterates are girls and young women. In seven ECOWAS countries fewer than 70% of youth can properly read and write.

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[4] A large portion of out of School children are to be found in Nigeria where 10.1 million children are not in school (Nigeria EFA profile, UNESCO BREDA 2012).
[5] From lowest to higher : Burkina Faso, Mali, Benin and Sierra Leone

Youth and Adult Literacy rates

Indicator: Youth (15-24 Years) Literacy Rate (%)
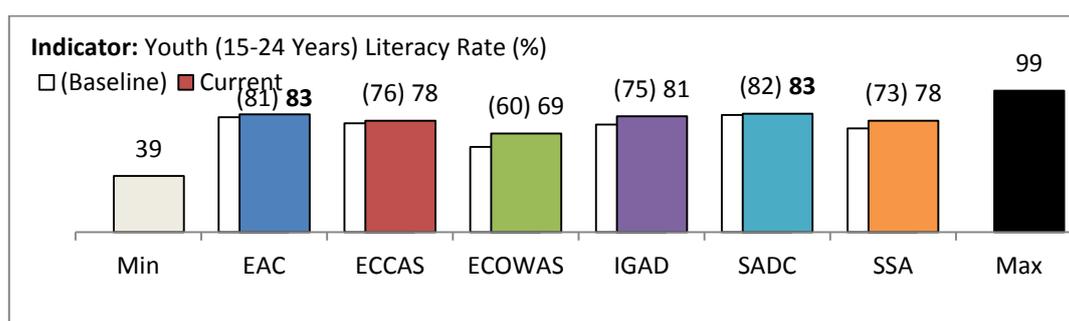
In term of secondary school completion, SSA has recorded a slight increase of 4 percent average rate over the period, which indicates that nearly 35 percent of Africa's youth lack the basic skills required to avoid a relapse into illiteracy or perform a job. West Africa is particularly behind, home to five out of the six countries with rates below 60 percent[6], and an average among ECOWAS countries of just 44 percent. Both youth and adult literacy rates in SADC are generally higher than in other regions and 10 to 15% ahead of the SSA average, while the IGAD average is in line with SSA. Ethiopia however lags considerably behind with 50% and 39% youth and adult literacy rates respectively.

EFA Goal 5: Gender Parity

Gender parity in primary enrollment has been achieved by all five EAC countries in 2010. Gender parity index is generally high in SADC (97% for 11 countries), now a fact in Madagascar, Malawi, Mauritius, Namibia, Seychelles, Tanzania and Zambia, with many countries close behind. For IGAD and ECOWAS female participation in primary is in line with the SSA average, at about 92%, with ECOWAS showing the greatest progress of all regions (up from 79%).

Gender Parity in Primary Education

Indicator: Gender Parity Index Primary GER (%)
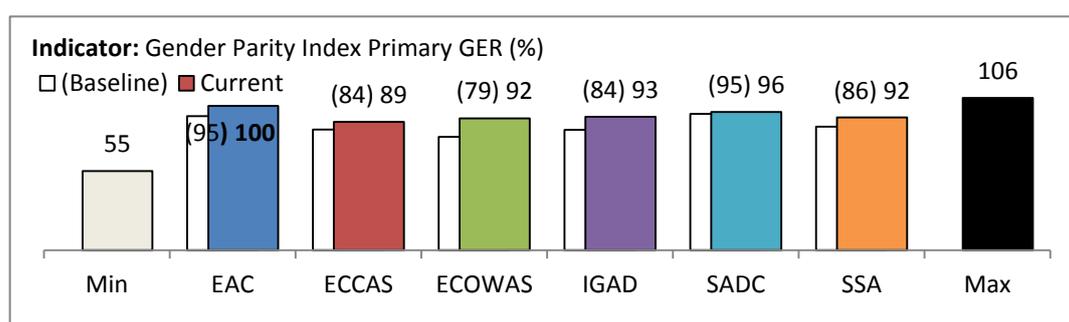
Despite that advancement, 5 countries[7] in the ECOWAS have still a gap of at least 0.30 gender disparity to bridge.

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[6] From lowest to higher: Burkina Faso, Mali, Chad, Benin, Ethiopia and Sierra Leone
[7] From highest to lower gender disparity gap: Mali, Benin, Guinea, Niger and Ivory Coast.

The ECCAS region faces the greatest challenge of all. Indeed, gender parity levels include some of the lowest on the continent, in particular for CAR and Chad (GPI around 0.73). Although Burundi, Equatorial Guinea, Gabon and Sao Tomé are close to gender parity, the index is below 85% for most countries. Nevertheless, female literacy is growing fast in the region, at a rate of 3.8% for adults, and faster than male literacy for youth (ADEA).

For the SSA Region as whole, although an overall progress can be observed in the primary cycle, the greatest challenge reveals itself in the transition to and retention of girls in secondary levels.

EFA Goal 6: Quality of Education

Quality in education is determined by several factors and a vital one is linked to teaching itself. Two important teachers indicators impact on the learning process: the pupils/teacher ratio (PTR), referring to the availability of teachers and the percentage of trained teachers, referring to teachers qualifications.

The PTR in primary education in SSA has known a slight decrease in all regions during the past 10 years. Those rates remain though among the highest in the world. Seventeen (17) countries in SSA had over 40 pupils per teacher. Overcrowding remains thus an issue and in particular for Rwanda, Malawi and CAR where the average number of learners per classroom exceeds 70. The EFA Global Monitoring Report projections indicate that from 2011 to 2015, 212,000 additional teachers per year are needed in SSA, a 57% increase in recruitment of teachers, to fill the gap in the continent (GMR 2014).

Overall Pupil teacher ratio in SSA

(PTR: <30)	(PTR: 30 -40)	(PTR: 40-50)	(PCR: 50-70)	(PTR: >70)
Seycheles Mauritius Gabon Guinea Equatorial S. Tomé & Principe Botswana Cabo Verde Comorres Liberia	Namibia South Africa Niger Senegal RDC Eritrea Magadascar Ghana Nigeria Lesotho Swaziland Sierra Leone	Kenya Benin Togo Burkina Faso Guinea Bissau Mali	Tanzania Uganda Burundi Cameroun Chad Congo Mozambique Zambia	Rwanda Malawi CAR

Teacher qualification is another determining factor of quality. Lack of data does not permit to make a thorough analysis on the qualification status of the Teacher workforce in Africa. But overall, it can be said that many countries resorted to the recruitment of unqualified teachers to fill the demand of teachers.

Other educational inputs are often sub-standard. The unavailability of books reaches particularly acute levels in ECCAS, where over four pupils share a book. Throughout the continent very few countries provide almost all pupils with both a reading and a math book.

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

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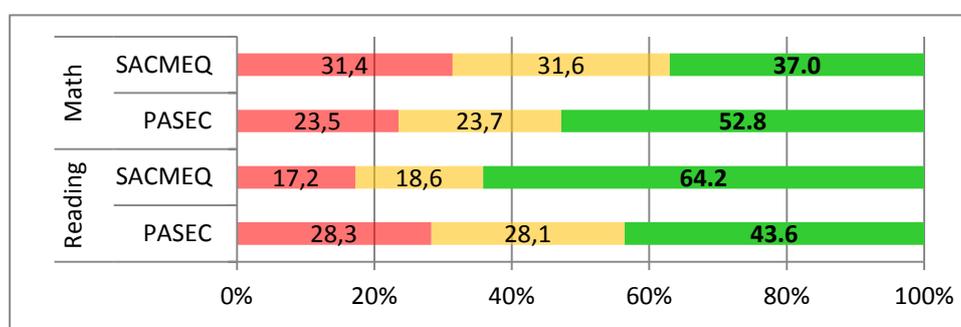
Source: PASEC, SACMEQ.
Note: Minimum score (achieved by the share of pupils highlighted in green) is 40% for PASEC and Level IV for SACMEQ; borderline scores (amber) are 25-40% for PASEC and Level III for SACMEQ, equivalent to 4/10.

Other Key Issues

The provision of adequate resources (financial, technical, environment and material) is needed for all levels of the education sector to ensure the attainment of quality EFA. The level of public **financing** EAC countries devote to education is generally high, and fairly homogenous. For IGAD, although too few countries have data to compute an average, the financial commitment for those who do is good (21% in Kenya and over 30% in Ethiopia). In ECOWAS member states generally devote more of their recurrent budget to education (24.7%) than the SSA average (22.4%). Despite the higher investments, results are generally lower, suggesting that efficiency in the use of public resources plus cultural factors would require some further scrutiny for the formulation of adequate policy recommendations. Liberia is the sole ECOWAS country allocating less than 20%, (just 12%).

In SADC on the other hand, the budget commitment to education is slightly below the SSA average for the region as a whole, despite having improved in most countries over

the 2002-11 period. Rates vary considerably, between Angola, DRC and Mauritius (11-13%), and Botswana, Lesotho, Madagascar and Swaziland, who devote over 20% of their recurrent budget to the sector. Finally, for those ECCAS member states having provided data, sector financing is generally insufficient (at 16.4% of countries recurrent budgets on average and in some cases, critically low (in CAR, Chad and DRC it is below 13%).

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

TVET Enrollment as a Share of Upper Secondary (Weighted Averages), 2011 <u>or most recent year</u>

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

Source: SSA 2012 EFA report

Although the **HIV&AIDS** prevalence rate has gone down from 6 in 2010 to 4.7% in 2012 (UNAIDS Global report 2013), the epidemic continues to constitute a significant challenge to education in the region, contributing to teacher absenteeism and attrition, and increasing the risk of dropout and low performance on behalf of orphaned and vulnerable children. In 2012, 25 out of the 35.3 million of adults (71%) and 2.9 out of 3.3 million children (88%) worldwide reported to be infected with HIV were to be found in sub Saharan Africa. The situation is particularly dire in Southern Africa, where the rate is above 12%.

3. THE EFA ACCELERATION IN SUB SAHARAN AFRICA

The 2012 EFA assessment showed that despite the great progress made by the majority of African countries for which data was available, very few would likely achieve the EFA goals by the targeted date of 2015.

With just 2 years to go before the 2015 target date, the issue at stake was on the worthiness of an additional effort in EFA. This question was posed through a Questionnaire to all Ministries of education in SSA and again during the first SSA EFA Regional meeting (Johannesburg, October 2012)[8]. The Meeting was also attended by representatives of UN Agencies, IGOs and Civil Society Organizations (CSOs)[9]. From

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[8] 37 countries replied to the Questionnaire and 35 countries were represented at high level in the Meeting.
[9] UN Agencies: UNESCO, UNICEF, UNFPA and ILO; IGO's: AU HRST Education Division, PAP, CONFEMEN; NGO's & CSOs: ACALAN, ADEA, ANCEFA, Education International Africa, FAWE, ICAEA, OSISA, Plan International;

both the questionnaires as well as the attendees there was unanimity on the need and urgency to develop EFA acceleration exercises both at national and at Regional levels before 2015. This consensus led to the EFA acceleration initiative which led to the Big Push movement.

The Big Push Concept

A methodology for the identification of priority areas of action was developed based on the *bottleneck analysis* approach used by the by MAF (Millennium Goal Acceleration Framework)[10]. The methodology was tested and greatly appreciated at the Johannesburg meeting.

In addition, the GEM Declaration (November 2012) stressed the need for countries to engage in acceleration efforts and Education Partners were urged to support.

In December 2012, a concept note for EFA Acceleration in SSA was elaborated by the UNESCO BREDA Office and a number of countries volunteered to engage in Big Push initiative and process. The limited time and resources called for a cascade modality whereby a first set of countries would initiate, followed by an expansion to additional 10 countries six months later. This was intended to allow a fast learning process to compensate for the lack of time.

Guidelines[11] for implementation were elaborated with 5 central elements for Acceleration: *national leadership*, *advocacy and country wide mobilization*, *strategic focus in a number of priority EFA Goals*, *partnership and resource mobilization* and effective *communication*.

National leadership

The Big Push is a national initiative led by the Ministry of Education (MoE) and under the direct tutelage of the Minister of Education himself. In that regard, the Minister of Education of each participating country expressed his/her personal engagement to pursue the Big Push Initiative in their country. The formal commitment was a pre-requisite for enrollment in the Big Push. Each country had its country EFA Focal Point and coordinator. In most countries, a committee has been formed that is coordinated by the Focal Point and chaired either by the Permanent Secretary or the Director of Planning. In some cases it reports to a higher level. In Angola, for example, it reports directly to the Secretary of State of Basic Education. Patronage is also at high level: in Angola the President of the Republic and in Swaziland the Prime Minister.

Private Sector: Microsoft Africa. In addition, a representative of the UN High Level Group attended also the meeting.
[10] MAF developed by UNDP and endorsed by the United Nations Development Group (UNDG).
[11] Guidelines developed by the SSA EFA Steering Committee, see further down in the report on EFA Coordination.

In some countries, the Technical Committee comprises also representatives of other Ministries depending on the priorities identified[12].

Advocacy and country wide mobilization

In order to mobilize country wide support and partnerships at all levels, advocacy and communication are key elements for the EFA Acceleration framework. One of the main challenges that have contributed to slow progress on EFA has been weak advocacy to generate sufficient political will, ensure active stakeholder participation and adequate financial allocations from both external and domestic resources for advancement of the EFA goals. As many MoEs are not all too familiar with this area, the engagement of the know-how and experience of CSOs is essential. The guidelines build also on these experiences providing useful tools for solid stakeholders analysis.

Strategic focus

Two years is too short to tackle the complete EFA gaps of countries. Hence the key word is prioritization. The EFA Acceleration Plan is the document which captures the selected EFA Goal for which the country wishes to focus and builds on the strategic interventions that will be carried out to accomplish the required acceleration objectives. The Plan aims at reinforcing the existing National Plan, bringing added value through a rigorous prioritization exercise, using a bottleneck analysis methodology to choose strategic actions with expected high and immediate impact, while taking into consideration the particular needs of certain geographic areas or population groups. The guidelines builds further on how to carry out resources analysis and finally put together monitoring and evaluation frameworks to ensure good management of the acceleration framework.

Partnership and Resource Mobilization

The current trend of declining aid makes it increasingly essential to reflect on alternative ways of funding education, moving away from dependency on grants towards building national constituencies based on the mobilization of local support. Reduced resources are exacerbated by the need to compete with other sectors for the allocation of resources. Hence, greater effectiveness is required and resources mobilization planning needs to become an integral part of any Ministry of Education (MoE) management system. Few countries have however, a comprehensive resources mobilization strategy in place. As a result, interventions tend to be donor driven instead of linked to internal choices, undermining thereby national priorities. The success of an EFA Acceleration will hinge on finding ways and means to finance and implement it. The resources and partnership mobilization plan is the tool that is meant to help direct and manage the efforts made to identify the complementary resources needed for the Big Push.

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[12] In the case of Angola, the Committee involves staff from the Ministry of Women and Social Affairs and the Ministry of Labor.

Communication

While communication should ideally be a key element of any organization's programme, its strategic role is usually insufficiently recognized or valued. This is often the case with the most MoE in SSA. As resources are scarce and countries face competing areas for attention and support, securing the continued support of society and its key actors in supporting the Big Push, requires a systematic and regular communication on the needs, progress, achievements and challenges of the initiative.

The five elements constitute the EFA Acceleration Framework and although countries are free to determine which elements to concentrate on, together they form a coherent whole that enhances the success of any acceleration initiative.

Status of The Big Push

In March 2013, the Big Push Initiative in Africa was launched by the Director General, Ms. Irina Bokova, in the presence of the assistant for the DG for Africa, Ms. Lalla Aicha Ben Barka, the UN Resident Coordinator, Ms. Bintou Djibo and several government officials from Dakar and participants from the first phase countries and partners at the UNESCO Dakar Office[13]. The launch was combined with training in the development of the EFA Acceleration Framework through simulation exercises to which both Government, EFA convening Agencies and NGOs participated.

The first Big Push meeting

Angola, Chad, Ivory Coast, Lesotho, Niger, Senegal, Swaziland and Zambia[14] became the first Big Push countries. The countries approved a roadmap for the inception phase and a Monitoring Plan and the Government of Angola hosted the 2nd Regional Big Push meeting.

Several countries have requested and received additional technical support as is the case for Angola, Lesotho, Niger, Swaziland and Zambia. These countries launched their acceleration exercise engaging national education partners and elaborated the process for the implementation of the national Acceleration Plan. While most countries focused on one or two EFA goals, Angola and Senegal chose to focus on all the EFA goals, Angola adding as well HIV&AIDS and the development of EMIS as part of the priority objectives. Senegal benefited from the GPE funds and Angola raised its own domestic resources for the implementation.

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[13] The Big Push was organized back-to back to the Global consultation on the Post 2015 Education Agenda convened in Dakar.

[14] A balanced consideration of representation of countries by language group, by REC and by the different categories of EFA Index led to the final selection of the countries. ADEA, ANCEFA, FAWE, OSISA, CONFEMEN, UNICEF and UNFPA participated in the exercise.

Lack of resources hampered the extension of technical assistance to other countries. In Southern Africa, the financial support of OSISA was instrumental for providing the requested technical backstop. In the case of Angola, the country financed the travel and accommodation of UNESCO education specialists from different offices in Africa and UNESCO institutes (UIL, UIS and IICBA). All countries made some efforts to abide by the agreed deadlines of the roadmap. The countries that did not require additional support seemed however to lag behind in terms of both the national launch as well as the elaboration of their acceleration framework.

The second Big Push meeting

In October 2013, a second regional meeting took place in Luanda, hosted by the Angolan MoE. Seventeen countries participated in the event. The meeting was divided into two segments: a technical meeting and a ministerial segment. The first segment engaged high level officials and enabled the first group of countries to report on their progress, reflecting on achievements, challenges, opportunities and lessons learnt. The second phase countries[15] were introduced to the methodologies for the elaboration of national EFA acceleration framework. This time, the experiences of the first group were useful to speed up the process and country delegates from the 1st group helped in facilitating the training. Recommendations on the way forward were drafted and submitted for the approval of the Ministerial segment.

Taking advantage of the presence of the 17 countries, UIL made the official launch of the GRALE (Global Report on Adult Literacy and Education) in Africa at the Ministerial Segment. The advocacy was very effective as several countries have agreed to choose youth and adult literacy as one of the priority goals for acceleration (Senegal, S. Tomé, The Gambia).

The second regional meeting on EFA Acceleration concluded with the approval of the *Luanda Declaration* that was subsequently presented to the other SSA Ministers of Education at one of the side meetings on the margin of the General Conference of UNESCO. The side meeting was open by UNESCO General Director, Ms. Irina Bokova. The Declaration (see Annex 3) reiterated the commitment of the Ministers to the Big Push.

Overall it was recognized that despite the progress in moving forward the EFA acceleration agenda, the following challenges required further attention:

- Involvement of internal and external education stakeholders, to improve understanding and appreciation of the objectives and modalities of the EFA Acceleration Initiative;

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[15] Burkina Faso, Cameroun, Liberia, Kenya, S. Tomé, Togo and Uganda participated in the event as 2nd group countries. Rwanda, Madagascar, RDC, The Gambia, failed to attend but indicated to be interested in joining the Initiative.

- Improve coherence and continuity in the coordination arrangements at country level;
- Increase attention to the design of National Acceleration Frameworks, particularly with regard to the Advocacy, Partnership Mobilization and Communication components and especially looking at innovative and creative approaches;
- Speed up the finalization of national Acceleration Frameworks and mobilization of all stakeholders through official launching exercises.
- Enhance high level leadership in the Big Push EFA Acceleration Framework design and monitoring process in the different countries.
- Increase domestic resources and budgetary allocations for scaling up and sustainability

However, several opportunities at national level were applauded but needed to be strengthened further to:

- Capitalize on high level patronage at the country level as it increases government, private sector, parliament and civil society mobilization;
- Build on the increased recognition and broader understanding of the EFA goals, both within and outside the Education Sector;
- Expand on the Resource Mobilization Component of the Acceleration Framework for reduction of external financial dependency through the mobilization of non-traditional partners;
- Promote decentralized planning modalities in the EFA Acceleration design process in countries as means for country wide appropriation of education management and implementation.

As such, the present Ministers agreed on:

- Endorsing the acceleration framework for the Big Push and provide effective leadership for its implementation at country level;
- Putting in place systematic monitoring and reporting mechanisms of the EFA acceleration process at national level;
- Reporting periodically on the EFA Acceleration progress at national level;
- Providing and sustaining leadership for a participatory and inclusive top-down, bottom-up, approach to partnership for the development and implementation of the EFA acceleration frameworks at country level;
- Mobilizing domestic resources from traditional and non-traditional partners at country level;
- Contributing to the documentation of EFA best practices for the purpose of fostering South-South cooperation among African Countries and improve cost-effectiveness of interventions.

The Post planning phase: Technical support for implementation of the Acceleration Plans

ECCE Capacity strengthening

In view of the limited progress in ECCE across SSA, the UNESCO Dakar Office, in collaboration with IICBA and the UNESCO Windhoek Office[16] organized a capacity building exercise for countries that had chosen ECCE as their priority focus (Ouagadougou, Burkina Faso, 9-13 December 2013). The training was based on modules for Indigenous Early Childhood Care and Education (IECCE) developed by IICBA with the support of African experts[17]. It aimed at introducing the concept and develop proposals on the way forward for "Big Push" countries to accelerate efforts towards the achievement of EFA goal 1. Seven countries benefitted from the training[18] , including representatives of UNICEF Uganda and CIEFFA.

The Indigenous Early Childhood Care and Education (IECCE) is an innovative curriculum framework developed by IICBA, which emphasizes the socio-cultural contexts of child care in Africa. It is designed to address the perceived lack of resources for conventional models of ECCE by encouraging the creative use of local resources. It aims at helping countries develop modalities that make access to ECCE services in general and at community levels in particular easier and systemic, through the involvement of the adults within the households, extended families and communities. The modules are grounded in socio-culturally appropriate child bearing, education and care principles and practices adapted to the local context of the child and the family, employing the child's mother tongue or local language as well promoting the use of local playing materials.

The participating countries were: Burkina Faso, Niger, Sao Tomé & Principe, Senegal, Swaziland, Uganda and Zambia.

Building on the Big Push initiative, and its collaboration with UNESCO, after a call for proposals by OSISA, with the technical support of UNESCO Windhoek, Swaziland was able to secure a grant for ECCE due to the quality of its Acceleration Plan.

Literacy and youth and Adult education capacity strengthening

Youth and adult literacy is also an area in which many African countries are lagging behind. Although many good practices can be reported throughout SSA, the largest challenge is often the scaling up of these interventions.

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[16] OSISA supported the participation of several participants from Swaziland and Zambia.

[17] Ghana, Kenya, Nigeria and Senegal

[18] Zambia, Swaziland and S.Tomé & Principe benefited from the exercise given their selection of ECCE as priority goal for acceleration. In order to optimize the training, neighboring Big Push countries were invited as well – Senegal and Niger. Burkina participated as a host given that the activity was undertaken in collaboration with CIEFFA and took place in Ouagadougou.

Since 2012, with funding from Proctor and Gambles, UNESCO Dakar together with the Senegalese counterparts, has initiated a project for girls and women that has successfully combined quality literacy and numeracy with entrepreneurial skills, using ICTs to reach out to a larger group of women. The project is called PAJEF (Projet d'alphabétisation des jeunes filles et jeunes femmes in French) and it offers its programmes in national languages and French using TV, the Internet, mobile phones and CDs and DVD. Since its launch in 2012, it has opened 260 classes, for about 4,000 illiterate women. The project has also provided tutoring support to around 800 girls at risk of dropping out of school, by strengthening their literacy skills through vocational training. PAJEF is being implemented in partnership with government, local education authorities, CSOs as well as the private sector.

The initiative has so far been very successful both in the teaching methods for literacy for both formal and non-formal settings through the use of ICT's and effective in empowering the beneficiaries who have also started developing income generating activities. It is now being disseminated as a strategy for accelerating national literacy efforts in other countries. An expansion is now envisaged to Kenya and Nigeria through the same private partner funding, while The Gambia is adopting the approach after a fruitful Study Visit to Senegal. Nigeria and Angola have initiated similar request for a study visit and South-South exchange[19].

The dissemination via internet of the Gambia study visit incited so many interested reactions, including from Namibia and Pakistan, that UNESCO Dakar is now producing a series of video's to enable wider dissemination through an ICT medium.

In the Gambia, through the emergency fund, they were assisted in building capacities of the MOE and often stakeholders to finalize their literacy policy, develop tools for data collection and capacity to provide documentation of literacy interventions for advocacy and resource mobilization for scaling up through the support of a first documentary video, Gambia was able to enter for the 2014 Literacy Prize.

Way forward

The Big Push Initiative in SSA has been eagerly received by participating countries. Reactions from countries to the proposed acceleration framework methodologies have overly been very appreciative, indicating high added value to existing education planning practices. One year after launch, however responses by countries have stagnated and point out that close monitoring and provision of technical assistance are key for countries not to relapse into "business as usual" modalities. For this period nine, out of twenty countries, including Senegal and The Gambia, have made good progress with a clear acceleration programme. Lessons learnt demonstrate that besides strong

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[19] See for more information http://www.unesco.org/new/en/dakar/education/literacy/literacy-project-for-young-girls-and-women-in-senegal-pajef/

technical and political lead at national level, countries need technical back up and support from development partners. There is the need for strengthening of the EFA partners support to Member States.

Additional human and financial resources are hence required to provide the basic assistance to the participating countries.

4. THE POST 2015 EDUCATION AGENDA

The Johannesburg meeting in October 2012 marked the beginning of the reflection on Post 2015 Education agenda process in the Region.

Consultations were held and are still taking place in different fora. This Chapter will provide a brief description of the most important ones with reference given to websites of the different institutions for further details.

The SSA UNESCO Regional consultation

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

Relevance of the EFA framework

Within the Southern African region, it is believed that the EFA internationally agreed goals and associated global effort have helped provide strategic direction to education planning and budgeting in the region. Most importantly, the framework was useful in monitoring progress as in UPE and adult literacy.

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

Eastern African countries have found the Dakar EFA framework useful for focused sector-wide reviews and planning, prioritizing inclusive primary education with reliable external support. Yet some countries point to difficulties in acquiring adequate support for post-primary or post-basic education.

Overall, the ECOWAS ministries of education agree that the internationally agreed goals in education promoted focused educational planning (cf. national EFA plans, sector-wide planning, EFA Goal-specific planning), advocacy, awareness-raising and resource mobilization. However, at least one ministry expressed their concern on the setting up of quantified universal goals without adequate consideration for the national context,

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

Post 2015 Priorities

The EFA agenda is an unfinished business in all regions of SSA. Emphasis for the Post 2015 will differ at country level but at regional level they tend to refer to the common areas where more effort will be required. All regions however agreed that both equity and quality beyond UPE will receive primary focus: a minimum of 10-12 years of uninterrupted education including 2-3 years preschool.

For the EAC, the top priority for national and regional educational development efforts after 2015 would relate to offering an expanded, good quality and inclusive basic education to all that relates not only to access but also to successful completion of an extended course of study.

For the ECCAS, the post-2015 agenda for the region would be developed around the critical issues of inclusion, quality (teachers and improved learning environments) and skills for employability.

For ECOWAS, an all-inclusive extended basic education of good quality defines the West African vision for its children and youth beyond 2015. It is the region with very huge challenges.

For IGAD, in addition to the general objectives of extending basic education and of quality, a cornerstone of the post 2015 agenda will necessarily be the preparation of youth for the world of work. As ever larger numbers enrolls in schools, the education of the future will be called upon to develop skills that translate into employability and entrepreneurial preparedness.

For the SADC, the post 2015 agenda in education will prioritize education quality, focusing on improving learning outcomes in an extended basic education modality, while fostering access to education for marginalized groups. Technical and vocational education for employment will also receive a lot of attention.

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

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

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

Regional cooperation within ECOWAS is viewed differently. The two areas most often identified for joint initiatives relate to educational management and quality assurance on the one hand, and teacher training and professional development on the other.

ECCAS regional cooperation is proposed in areas such as educating and skilling youth for employability or HIV/AIDS awareness programmes or multiple pathways for basic education and adult literacy.

Commitments to be renewed for African education

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

ECCAS countries refer for example to ECCE so as to call for close collaboration between UNESCO (Curriculum development and teacher training) and UNICEF (Health, nutrition and parent education) to support national efforts involving national governments as well as local communities. It is suggested, in this particular example, that communities would provide essential leverage for awareness raising campaigns for enrolment of young children and classroom construction while being fully involved in management committees for pre schooling.

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

Other Consultation Fora

African Union

In order to complement earlier the consultations and reflections, the AUC conducted a series of consultations[20] on the post-2015 Development Agenda involving stakeholders at the national, regional and continental levels. The consultations   included public and private sectors, parliamentarians, civil society organizations (CSOs), including women and youth associations, and academia. The process culminated in the adoption of the *Common African Position (CAP) On The Post-2015 Development Agenda* during its 22nd Ordinary session.

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[20] The Addis Ababa consultation, February 2013 and Africa Wide post 2015, Tunis, March 2013 and the

The AU emphasized a collective ownership of the new agenda by African States and the need also for the Post-2015 international Development Agenda to reflect Africa's priorities and development programmes. Six development pillars were identified: (i) Structural economic transformation and inclusive growth; (ii) Science, technology and innovation; (iii) People-centred development; (iv) Environmental sustainability natural resources management, and disaster risk management; (v) Peace and security; and (vi) Finance and partnerships for which specific areas of concern.

The CAP reiterates education as the foundation for development and as such, it is mainstreamed in all six pillars, as education is given a specific focus, with emphasis on unfinished agenda in education. Quality of education remains also a concern as learning outcomes in most countries are thought to be poor while inequity in access to basic social services continues to be a major challenge.

Articles 39 to 40 of the CAP, refer thus to the proposed areas of focus for human resources capacity development for an improvement of the quality of education: investments in infrastructures, ICTs, higher completion rates, pre-schooling, integrated adult education and tertiary education and improving the quality and conditions of service of educators and trainers. While article 41 stresses the need to address the equity issue, and in particular gender parity at all levels, article 42 underlines the need for improving relevance of education with reference to curricula which will address contemporary challenges (rights and citizenship education, TVET, entrepreneurial, life skills and comprehensive sexual and reproductive health education for all).

*Commonwealth Ministers of Education (*London, December 2012)

The Commonwealth Ministers reaffirm the central role of education in all aspects of development as well and its key role to catalyze progress in other sectors. The top priority for them is the reduction of disparities to provide a quality education accessible to all. Three main objectives were identified:

- Allowing each child to complete a full course of a minimum of 9 years with access to a free basic education;
- The expansion of basic education to meet the needs of the knowledge and skills related to employment, as well as livelihood skills;
- The reduction and elimination of differences in academic achievement due to gender and household wealth.

Overall the Commonwealth recommends a contextual and regional approach to replace the "One size fits all" approach.

CONFEMEN Ministers (Liège, July 2013)

The Ministers of Education of Francophone states committed their governments to ensure inclusive and quality education for all by focusing on the following four priorities:
- Extending free and compulsory basic education
- Strengthening continuous education and training
- Ensuring sustainable funding for education
- Ensuring good governance and strengthening partnerships

ANCEFA

ANCEFA initiated its consultation process as early as 2011[21] and arrived at a post 2015 framework that is human rights orientated with a broad focus, tackling education from early childhood to adulthood within the context of lifelong learning.

Goal: Improving access to universal, comprehensive and quality education

Guiding principles & Strategies
- Promotion of education as a human right
- Freedom, tolerance and peace
- Equality and equity
- Transparency and accountability
- Equitable access to Education: A focus on marginalized populations including pastoralists, girls, ethnic minorities, communities in hard to reach areas, in emergencies, and children with disabilities
- Equitable distribution of provisions in schools targeting the marginalized and excluded
- Systemic reforms in education (including harmonization and internationalization in higher education)
- Ownership and broad based participation in policy processes at all levels (involving communities and civil society organizations)
- Environmental protection and education for sustainable development

Priorities:
1. Quality education with focus on attainment of learning outcomes at all levels (early childhood development (ECD), primary, secondary, technical and vocational training (TVET) and tertiary education)

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[21] Education Forum, in Addis Ababa, September 2011; CSOs pre- and COMEDAF V Forum, Abuja, April, 2012; and Pan African Policy Forum, November 2012)

2. Equitable and inclusive access at basic, secondary, and tertiary levels; Equitable provisions to reach the most excluded and marginalized
3. Literacy, Numeracy and skills development – focus to address illiteracy and skills development amongst those who have missed out.
4. Strengthened linkages between educational system and labor market demands
5. Promotion of pre-schooling, tertiary education , and non-formal education

African Youth Declaration on Post 2015 [22] (Kenya, November 2012)

The Africa Youth Declaration for Post-2015 identified the following areas as important:

- Equitable access to quality education and enhance appropriate technology.
- Special attention to vulnerable youth by having universal primary and secondary education and provision of scholarship for students in colleges and universities at local and international level.
- Governments should ensure upgrading of academic facilities, strengthen capacity and provision of better incentives to academic staff.
- Governments should ensure sufficient funds allocation from external and internal sources to address education concerns/challenges and for better implementation of educational strategies/policies
- Emphasize on investment and promotion of education curriculum that is ICT-incorporated, action-oriented, technical, vocational and entrepreneurship based with the aim of preparing youth for self-employment and cope with the actual environment/working conditions
- Promote innovation, creativity and foster skill and experience development among young people.

Although dissimilar in terms of scope and ambitions for the Post 2015 Education Agenda, all fora agreed on the principle of equitable access to basic education of quality for all. The African forums, and in particular the AU, however advocate for an equitable quality education at all levels, including secondary and tertiary levels as education is taken beyond the agenda of human rights as it holds the power for the real development of the African continent.

EFA Review and African Ministers of Education Meeting

The final consultation on the Post 2015 Agenda on Education will take place from 27 to 30 October 2014 in Kigali, Rwanda. The meeting will bring together all Minister of

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[22] African Youth Conference on Post-2015 Development Agenda Organized at the UN Gigiri, from 18th-20th November 2012

Education of SSA or their deputies, CSOs representatives, academia and other relevant education partners.

The event will allow a final review on the status of EFA in SSA looking through the specificities of each region. This review will also feed the final discussions on the Africa positioning on the Post 2015 Agenda, preparing the continent for the World Education Conference taking place in Incheon, South Korea in 2015.

The EFA review is currently being prepared under the coordination of the UNESCO Dakar Office and the IIEP Pole de Dakar. It is built on three components: the Country EFA Profiles, the Country EFA Questionnaires and the consolidation of those elements into a SSA report analyzed at REC level. The Country profiles are developed using the data provided by the countries to UIS as well as from education sector analysis conducted by the Pole de Dakar over the past few years. They have been elaborated by UNESCO in order to ensure alignment of the individual country data analysis and sources. This will allow data aggregation into regions and comparison between countries.

The Country questionnaire are drafted and validated by a national team comprised of MoE Officials, CSO and financial and technical partners representatives actively engaged in EFA at national level.

The questionnaire allows countries to verify the data on the profiles and, above all, to produce their own analysis of their development towards the EFA objectives and a presentation of the proposed post 2015 policies.

5. EFA COORDINATION IN SSA

This chapter will look at how coordination of EFA in Sub Saharan Africa was conducted in 2013. It will describe which mechanisms were established at continental and regional levels and in what specific areas education partners contributed or were coordinated for improved policy formulation and implementation.

EFA Coordination at Continental level

During the SSA EFA Regional Coordination meeting in Johannesburg in October 2012, the participating countries, IGOs, the UN and CSOs agreed on the need to improve Regional EFA coordination mechanisms. The participants approved the establishment of a two tier structure to improve coordination and engage in the EFA dialogue at global level regarding acceleration frameworks and Post 2015 agenda definition. At the continental level the structure would be co-led by UNESCO and the AU and be composed of the other EFA convening partners, CSOs, private sector, PAP, RECs education structures and the countries representing Africa in the EFA Global mechanisms. At the regional level, a similar structure was to be set up, strongly linked with the RECs education secretariats.

SSA EFA Coordination mechanism

At continental level, a Steering Committee (SC) was established. EFA convening Agencies based in Dakar[23] were invited to join as well as CSOs and IGOs[24]. The SSA EFA SC is chaired by UNESCO and composed of Regional representatives of UNICEF, UNFPA, ADEA, CONFEMEN, ANCEFA and FAWE. The secretariat is hosted by UNESCO as well. During the visit of the UNESCO Director General to Senegal, the SSA EFA Coordination Steering Committee was officially launched in February 2013.

The SSA EFA SC, convened regularly throughout 2013 and was able to launch the Big Push and organize the regional meetings with the concerned countries, to which, in particular the CSOs participated at the highest level. The SC, in particular UNESCO, ADEA, ANCEFA, FAWE and CONFEMEN representatives, was responsible for the elaboration of the EFA Acceleration guidelines as well as for the facilitation of the capacity building exercises[25].

EFA Advocacy

In order to influence policymakers, in collaboration with the Pan African Parliamentarians (PAP), UNESCO Dakar organized a Special Session on EFA Advocacy at the PAP Ordinary Session meeting in October 2013, reaching more than 100 parliamentarians in Africa. During the meeting, UNESCO disseminated 45 EFA African country profiles, highlighting the progress and challenges in achieving EFA goals by 2015, advocated for utilizing natural resource revenues to invest more in education, and shared information on the Post-2015 agenda process.

Coordination with the AU

In relation to the priority areas of cooperation with the African Union Commission (AU), UNESCO has been supporting the AU through the Regional Coordination Mechanism (RCM) for Africa. The AU/Human Resources, Science and Technology Department together with the UNESCO Liaison Office, IICBA and organized several meetings on the progress of the implementation of the 2012 and 2013 Business Plan of the EHRSC (Education and Human Resources Development Sub-Cluster) with a special focus on EMIS, Teachers, TVET and Higher Education.

For the Cluster on Environment, Population and Urbanization, OCHA, UNDP and UNESCO, carried out a capacity building seminar of national Directors of Education

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[23] For practical and financial reasons, it was agreed that member of the SC had to be based in Dakar and preferably be part of a regional or sub-regional representation.

[24] For the Private Sector, the Microsoft Office of Dakar was invited but declined to join. As to Civil Society Organization, Save the Children joined the SC in the first phase but dropped out due to staffing constraints. The AfDB agreed to join but ended up not participating in the meetings. As to the EFA convening agencies, both the WB as UNDP failed to participation as well

[25] Unfortunately the participation of UNICEF and UNFPA weakened after the after trimester of 2013, making them mostly members in paper then in reality.

Planning for the integration of Education for peace, conflicts and risks preventions in the education sector plans in West and central Africa.

Thematic Coordination at Continental level

TVET

In TVET, regional advocacy and knowledge sharing on NQF/RQF took place between 12 countries (8 from ECOWAS; 3 from SADC: Lesotho, Mozambique and Malawi; 1 from EAC: Kenya) in collaboration with the Youth Employment Regional Programme (UNDP/YERP) and support of the IATT (the West Africa Inter Agency technical Team).

Advocacy and knowledge sharing on NQF/RQF took place also at High level, during Regional during the ADEA/ICQN[26] meeting (Abidjan, July 2013) and the UNEVOC Regional meeting organized by UNEVOC in collaboration with the IATT (Abuja, September 2013).

Teachers

In the area of Teacher Development, coordination took place between AU, UNESCO, the International Taskforce on Teachers for EFA and ADEA for the organization of the Pan African Conference on Teacher Education and Development (PACTED). A Roadmap effectively linked the AU Second Decade, Plan of Action as well as the Monitoring & Evaluation framework to the PACTED. A coordination team was established and lead agencies for each objective identified. Specific support included technical assistance for teacher policy development and the elaboration of a regional qualifications framework (RQF) for teachers and collection and dissemination of good practices on teachers. Policy documents in four languages (English, French, Portuguese and Arabic) were produced facilitating thereby knowledge creation and sharing.

In addition, the AU and the UNESCO International Institute for Capacity Building in Africa (IICBA) collaborated in the elaboration of a study on teacher mobility in Francophone countries and in the drafting of a protocol at the continental level. IICCBA collaborated also at regional level through RECs. EAC: on the management of Teacher Training Institutions in Mombasa (Kenya); ECCAS: forum on the Harmonization of training programmes of Teachers (Cameroon); ECOWAS & SADC: forum on the development process of a holistic teacher policy (Ghana & Johannesburg); IGAD and ECCAS: Forum and on the establishment of ICT standards for teachers education (Congo).

EMIS and Sector Wide Planning

In the area of Education Management Information Systems (EMIS), UNESCO Institute for Statistics (UIS) contributed to the AU Education outlook (several Regional Economic Community reports and a continental outlook on education report) through provision of

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[26] Inter Countries Quality Node (ICQN)

detailed data to ADEA. An Africa regional data collection module was designed to respond to the need of the AU list of education indicators. Forty-eight (48) countries out of 52 responded (only Kenya, Libya, Somalia and Sudan have not responded to the regional questionnaire so far). Several UIS publications and documents have been produced using this regional module.

In addition, under the coordination of UNESCO IIEP/Pole de Dakar, collaboration also took place with UIS, Agence Universitaire de la Francophonie (AUF), Fast Track Initiative Secretariat, and CONFEMEN/Programme for the Analysis of Education Systems (PASEC), for the development of a distance learning course for the Sector Policy and Management of Education Systems (Politiques Sectorielles et Gestion des Systèmes Educatifs (PSGSE). The PSGSE course was designed to meet the need for capacity building in sector analysis and planning of the ministries in charge of defining and steering education systems. It is a distance education and on-the-job training, leading to a diploma. So far, nearly 200 people from 19 African countries were enrolled in the course.

Coordination at Regional Level

ECCAS

At the regional level, coordination and articulation on EFA in the Central African Region took place mainly between the ECCAS Secretariat, UNESCO, including UIS and AfDB for the strengthening of High Education, EMIS and HIV/aids (Aids prevention curriculum and teaching at the primary school level).

Support for Higher Education:

UNESCO is providing technical and financial support to the States of Central Africa, in July 2010, for the creation of Centres of Excellence Technological University (Petu) in ECCAS region. A funding request[27] was sent through the ECCAS Secretariat for submission to the African Development Bank (AfDB).

Harmonization of EMIS:

 In collaboration with the AfDB, the ADEA and the ECCAS Secretariat, UNESCO and its institute for Statistics (UIS) have provided technical and financial support to countries of the ECCAS, for the harmonization and reinforcement of the systems for regular production and quality of education statistics. A funding request is being examined by the AfDB.

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[27] This request was supported by the statement of commitment signed in Yaoundé by the Ministers in charge of higher education in the ECCAS region , in June 2012

EAC

Following the First Forum organized by the Government of Kenya in September 2011, the Second High level EFA Forum was held in Kampala, Uganda in July 2013 bringing together 10 Ministers of Education from Eastern Africa region[28]. The meeting was co-organized by the UNESCO Regional Office for Eastern Africa in partnership with Uganda National Commission for UNESCO and hosted by the Government of Uganda. The outcome of the meeting was the adoption of the *Kampala Commitment* whereby participating countries agreed on Accelerating EFA and exchanged on the Education Post-2015 Agenda in the Eastern Africa Region.

The UNESCO Nairobi Regional Office assisted as well in facilitating the regional capacity building exercises. Kenya and Uganda participated at the BIG Push events.

ECOWAS

In the ECOWAS region, the joint coordination between UN agencies and the ECOWAS education Secretariat, effectively contributed further to the implementation of the *Abuja Process"* for the revitalization of TVET. The Inter Agency Task Team (IATT), the regional partnership mechanism in TVET was strengthened, with now eight organizations actively involved: UNESCO, ADEA, AfDB, ECOWAS, UNDP, IFAD, WAEC, CAMES[29] and UN-Women. The consultations and joint planning between partners, in support of the ECOWAS action plan on TVET, was intensified through regular dialogue and knowledge sharing with UEMOA Secretariat and countries. The IATT is being considered an institutional mechanism of the ECOWAS for partnership mobilization for TVET.

An IATT publication on the TVET regional survey and policy guidelines for NQF/RQF (National and Regional Qualification Frameworks) is available in French and English (with contributions from UNDP, UNESCO and ECOWAS). Four videos on best practices in Benin, Nigeria and Senegal providing examples on how best to translate national TVET policies into concrete and successful actions for Youth as well as developing NQF were produced and disseminated.

SADC

In Southern Africa, the coordination for promotion of **TVET** at regional level continued. The SADC Regional Qualification Framework (SADCRQF) was adopted and the SADC TVET Technical Committee constituted. The Committee focuses on harmonizing TVET

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[28] Eritrea, Ethiopia, Kenya, Mauritius, Rwanda, Seychelles, Somalia, South Sudan, Tanzania (Mainland) and Zanzibar and Uganda

[29] WAEC (West African Examination Commission) ; CAMES (Conseil Africain et Malgache de l'enseignement supérieur)

policies and standards in the region for the period 2013-14. While the dialogue between SADC and the European Union on qualifications frameworks was postponed to the first half of 2014, a Regional Forum on TVET in SADC was convened by UNESCO (Nov 2013, RSA) to discuss ways forward in TVET coordination.

Regarding **Education for Sustainable Development** (ESD), SADC and UNESCO agreed to work together on a Regional Environmental Educational Programme (REEP) focusing on the:

- ESD Policy Dialogue and Policy Development support
- Integration of ESD into Teacher Education Curricula and Teacher Education Networking
- Capacity Building for ESD Curriculum Development
- Research networking on ESD and educational quality
- ESD M&E and support for the establishment of Regional Centres of Expertise

There was also substantial collaboration and coordination between OSISA, UNESCO and SADC secretariat regarding EFA Acceleration in the context of the Big Push which facilitated the capacity building of the countries in Southern Africa that are part of the initiative.

6. CONCLUSION

There has been a number of important initiatives and activities targeting human resource development for sustainability and transformation for Africa's growth in general. Specific attention had been given to strengthen governments' responses to commitment for the EFA Global agenda. Under the leadership of UNESCO as the lead convening partner, the mobilization of partners to accompany Sub-Saharan Africa witnessed increased momentum. The advocacy to accelerate national governments efforts to improve the implementation of the EFA plans had resulted in greater engagements at all levels, with increased participation of RECS, AUC, CSO's and technical and financial partners in the region.

The acceleration framework has contributed to building the consensus on the priorities for post 2015. The goals set for 2015 may not be fully attained by 2015 but there has been evidence of a renewed commitment to continue the struggle to meet the unfinished targets of EFA which is an overwhelming recognition of education as key for Africa's growth and transformation outlined in the Common Africa Position (CAP) Agenda 2063, a long term vision for the Africa we would all aspire towards.

ANNEXES

Annex 1: Background Information on the Regional Economic Communities

Regional Economic Communities in sub-Saharan Africa

REC	Founding date & HQs	Member countries	Population	Education programme
EAC : East African Community	2000, Arusha, Tanzania	5 members: Burundi, Kenya, Rwanda, United Republic of Tanzania and Uganda.	149 million	Education included as Priority Area 2 of Section 4.4 (Development of Social Sectors) of the EAC Development Strategy (2011-2016).
ECCAS : Economic Community of Central African States	1984 Libreville, Gabon	10 members: Angola, Burundi, Cameroon, Central African Republic, Chad, Congo, the Democratic Republic of Congo, Equatorial Guinea, Gabon and Sao Tomé and Principe.	130 million	Unknown
ECOWAS - Economic Community of West African States	1975 Abuja, Nigeria	15 members: Benin, Burkina Faso, Cape Verde, Côte d'Ivoire, The Gambia, Ghana, Guinea, Guinea-Bissau, Liberia, Mali, Niger, Nigeria, Senegal, Sierra Leone and Togo	340 million	Regional Protocol on Education (2003); related Action Plan covering HIV&AIDS preventive education, girls' education, teacher training through distance learning, promotion of science and technology and TVET; Convention on the Recognition and the Equivalence of Degrees, Diplomas and other Qualifications. REC-wide qualifications framework for higher education institutions.
IGAD - Intergovernmental Authority on Development	1996 Djibouti	7 members: Djibouti, Eritrea, Ethiopia, Kenya, Somalia, Sudan (pre-secession) and Uganda	200 million	Consultations initiated on human capital strategy
SADC - Southern African Development Community –	1992 Gabronne, Botswana	15 members : Angola, Botswana, DRC, Lesotho, Madagascar, Malawi, Mauritius, Mozambique, Namibia, Seychelles, South Africa, Swaziland, United Republic of Tanzania, Zambia and Zimbabwe.	280 million	Protocol on Education and Training. Education covered in section 3.5 (Social and Human Development) of the Regional Indicative Strategic Development Plan, adopted in 2004. Convention on the Recognition and the Equivalence of Degrees, Diplomas and other Qualifications.

The Regional Economic Communities in Sub Saharan Africa[30]

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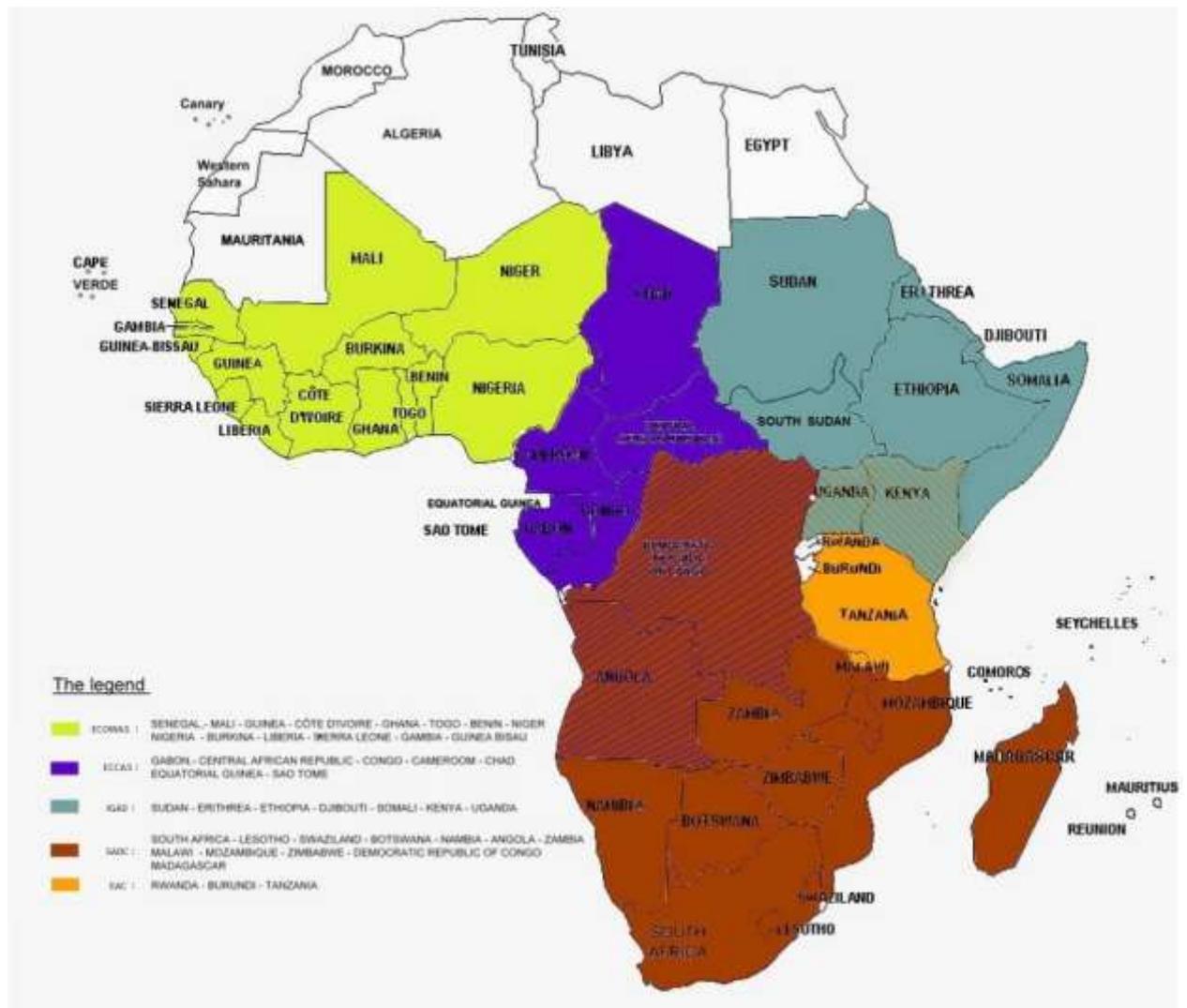
[30] The striped areas reflect the countries that belong to more than one REC. The colors in that area indicate the respective RECs to which the country belongs.

Annex 2: Data table – Key EFA indicators

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

Source: UIS
* See endnote.

Indicator Titles: *Preprimary Gross Enrollment Rate (%)*   *Gross Intake Ratio to the Last Grade of Primary (%)*

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

Source: UIS   *Indicator Titles:*   *Youth (15-24 Years)*   *Adult (15 Years and Above)*
* See endnote.   *Literacy Rate (%)*   *Literacy Rate (%)*

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

Source: UIS   *Indicator Titles:*   *Gender Parity Index*   *Survival Rate to Last*
* See endnote.   *Primary GER (%)*   *Grade of Primary (%)*

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

Source: UIS
* See endnote.
Indicator Titles:
Out-of-School Rate - Primary School-Aged Children (%)
Public Current Expenditure on Education as Share of Total (%)

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

Source: UIS
* See endnote.

Indicator Titles:

Primary Pupil-Teacher Ratio

Share of Trained Primary Teachers (%)

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

Source: UIS, PASEC, and SACMEQ. * See endnote. *Indicator Titles:* *Primary Pupil-Textbook Ratio (Reading)* *Share of Pupils Achieving the Minimum Score* *Share of Pupils Achieving the Minimum Score*

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

ANNEX 3: The Luanda Declaration

THE EFA ACCELERATION INITIATIVE "BIG PUSH"

THE LUANDA RECOMMENDATION

Background

At the World Education Forum in Dakar, Senegal, in 2000, sub-Saharan African countries (SSA) unanimously adopted the Education for All (EFA) Dakar Framework for Action and agreed to achieve the Six EFA goals by 2015. Since then, the countries have made significant progress in EFA. However, with less than three years to go until the target year of 2015, an overwhelming majority of countries will not achieve the Six EFA goals. The data on the status of EFA clearly indicates that from the 45 countries in SSA for which data is available, at least 32 countries will very unlikely achieve all the six EFA goals, while 12 countries still have a good chance of attaining them if progress is accelerated.

Therefore, urgent and strategic actions are needed to accelerate the EFA progress, through mobilizing stronger political and financial commitment and translating into action at the country, regional and global levels. For most countries, acceleration would mean increasing the opportunities to attain more (if not all) of the six goals.

The final recommendation of the Global EFA Meeting (Paris, November 2012) urged countries to show commitment and make an additional effort to improve the EFA indicators within the remaining years before 2015. UNESCO was urged to mobilize partners and take the lead to assist countries in the efforts for the "Big Push" for EFA.

In order to respond to that task, UNESCO and partners launched an initiative aiming at supporting Sub-Saharan Africa countries to accelerating EFA progress towards the target year of 2015. The implementation of this Big Push Initiative is based on a partnership of the Steering Committee members of the Sub Saharan Africa Regional EFA Coordination (ADEA, ANCEFA, CONFEMEN, FAWE, UNESCO, UNICEF and UNFPA) and the concerned UNESCO Field Offices.

Launched in Dakar in March 2013, the *Big Push* Initiative has so far involved the following countries: Angola, Chad, Ivory Coast, Lesotho, Niger, Senegal, Swaziland, and Zambia, which have been developing the respective national EFA Acceleration Frameworks.

Seven months on, the 2nd Regional Meeting that consisted of a 3-day Technical Segment and a 2-day Ministerial Segment was convened by the Government of Angola and UNESCO in Luanda, Angola, from 18 to 22 October 2013, to take stock of the progress made so far by the first phase countries, while providing an opportunity for experience sharing and training on the Acceleration Framework development to a second group of countries that are in the process of joining the Initiative, namely Burkina Faso, Cameroon, Democratic Republic of Congo; Kenya, Liberia, Madagascar, Rwanda, Sao Tomé and Príncipe, Gambia, Togo and Uganda. Representatives of all countries except Madagascar, Rwanda, Democratic Republic of Congo and The Gambia, attended the Technical Segment of the 2nd Big Push Regional Meeting.

The Luanda Regional Meeting provided an opportunity to discuss the Sub Saharan African roadmap for the EFA National Reviews in preparation for the World Education Forum to be held in Seoul, Republic of Korea in 2015, to help shape the Post 2015 Agenda for Education, and to launch the second Global Report on Adult Learning and Education (GRALE).

The Big Push Initiative: Achievements, Challenges and Opportunities

The Ministers and Vice Ministers of Education and Representatives from 15 participating countries and the EFA Partners recognize the added value of a focused acceleration initiative as a booster for their existing education plans. They noted that strong foundations in the development of the Acceleration Frameworks have been laid in countries where there exists: (1) strong political will at the highest level; (2) internalization of the need to accelerate the attainment of EFA goals; (3) commitment to action: and (4) broad based partnership engagement from the onset.

However, despite the progress in the initiative so far, some challenges were <u>highlighted</u> as follows:

1. Limited restitution and involvement of internal and external education stakeholders, leading to insufficient understanding on the objectives and modalities of the EFA Acceleration Initiative;
2. Weak coherence and continuity in the coordination arrangements at country level
3. Insufficient attention in designing the National Acceleration Frameworks, particularly with regard to the Advocacy, Partnership Mobilization and Communication components and especially looking at innovative and creative approaches.
4. Delay in the finalization of the Acceleration Framework and the mobilization of all stakeholders through official launching exercises.
5. Weak high level leadership in the Big Push EFA Acceleration Framework design and monitoring process in several countries.

Several countries, however, highlighted the existence of exciting <u>opportunities</u> at national level that are worth pursuing:

High level patronage at the country level leads to increased mobilization of governmental bodies, private sector, parliament and civil society organization among others;

1. Increased recognition and broader understanding of the EFA goals, both within and outside the Education Sector;
2. Resource Mobilization Component of the Acceleration Framework fostering reduction of external financial dependence through the mobilization of non-traditional partners;
3. Engagement in the EFA Acceleration design process in countries can lead to the adoption of decentralized planning modalities.

Recommendations

<u>The EFA Acceleration Initiative "Big Push"</u>

Recognizing the above mentioned achievements, challenges and opportunities, and considering that the EFA target year of 2015 is just two years away, the Meeting of Ministers of the EFA Big Push countries bring forward the following recommendations for consideration by the Ministers of Education in Africa:

1. Endorse the acceleration framework for the Big Push and provide effective leadership for its implementation at country level;

2. Put in place systematic monitoring and reporting mechanisms of the EFA acceleration process at national level;
3. Endorse and submit the progress reports to the EFA Coordination Committee at Continental level for further submission to the Global EFA Steering Committee;
4. Provide and sustain leadership for a participatory and inclusive top-down, bottom-up, approach to partnership for the development and implementation of the EFA acceleration frameworks at country level;
5. Mobilize domestic resources from traditional and non-traditional partners at country level;
6. Contribute to the documentation of best practices for EFA database in order to foster South-South cooperation among African Countries and beyond;

Recognizing that the success of the EFA Acceleration Big Push Initiative hinges on efficient and effective coordination amongst the various stakeholders at the national, regional and continental levels and taking cognizance of the current situation which has shown several challenges, the Meeting recommends:

At the National level:

The Ministries of Education shall:

1. Ensure that the EFA Acceleration Initiative is under the patronage of the highest authority of the country;
2. Ensure that the Initiative is embedded within existing coordination structures and/or mechanisms with a specific focus on acceleration of neglected goals;
3. Provide the coordination entity with adequate human and financial resources to enable it to successfully perform its mission.

At the Regional level:

UNESCO and EFA Partners through the Regional Coordination entities shall:

 Take the necessary measures to mobilize partners and provide technical support for the achievement of the objectives of the "Big Push";

1. Be operational and work in harmony with the national coordination entities;
2. Mobilize appropriate resources to perform their mission;
3. Collect and disseminate best practices through various channels.

At the Continental level:

The Sub Saharan Africa EFA Coordination Committee[31] shall:

1. Ensure an effective and efficient communication flow among the three levels of coordination;

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[31] ADEA, ANCEFA, CONFEMEN, FAWE, UNESCO, UNICEF and UNFPA

2. Ensure that members are fully engaged to mobilize necessary resources to perform its mission.

EFA National Review & Post 2015 Education Agenda

1. Lead the EFA national assessment processes and submit the national reports by mid-2014 in preparation of the World Education Forum in Seoul, Republic of Korea in 2015; and
2. Recognize that education is a fundamental human right and ensure that the expanded vision of Education for All encompassing all levels of education and modes of delivery remains a priority in the post 2015 agenda.

Adult Learning and Education

1. Strengthen adult learning and education by mobilizing resources, engaging and sharing responsibilities with the civil society and beneficiaries;
2. Continue to prioritize adult learning and education in government programmes and make sure that adult literacy as a foundation for lifelong learning is consistently addressed within the EFA framework.

The Ministers, Vice Ministers and Representatives from 15 participating countries and the EFA Partners express their sincere appreciation to the Government of Angola for the warm hospitality and generosity, and commend the Government of Angola for the high level commitment to moving forward with the EFA Acceleration Initiative.

Luanda, Angola, 22 October 2013

Annex 4: SSA EFA Status, Acceleration priorities and Post 2015 views at REC level[32]

Region	EFA Status	EFA Achievements and Challenges	Acceleration Framework	Post 2015 Education Agenda
EAC	**Preprimary** enrollment is growing steadily. **Impressive** reduction of the out-of-school children (from 32% to 8% over the 2002 to 2011), which makes UPE a real possibility. **Comparatively** high budgetary commitment to education: 21% **Highest** rates of qualified teachers in Sub-Saharan Africa, **Learning** outcomes: SACMEQ results are above average (75.7 in reading and 42.6% for math against the overall average of 64.2% and 36.9%, respectively). **Literacy** rates also comparatively also good (82% for youth and 74% for adults, against 78% and 67% respectively for SSA). **Gender** parity in all 5 countries in primary enrollment in 2010, **2 million** children out of school in primary.	Key Message 1: No sustainable advance across the EFA agenda has been possible without community involvement and support. Key Message 2: Governance issues in the education sector are often a common major obstacle to EFA progress Key Message 3: The Dakar framework has delivered in terms of a focused and sustained partnership between African governments and their development partners in relation to access to primary education.	Key Message 1: Between now and 2015, efforts for EFA within the EAC countries should focus on ECCE and Quality, involving regional cooperation and sharing of best practices	Key Message 1: The top priority for national and regional educational development efforts after 2015 should relate to offering an expanded, good quality and inclusive basic education to all that relates not only to access but also to successful completion of an extended course of study.
ECCAS	**Preprimary** enrollment has more than doubled. **Considerable** progress in primary completion, up 50% over the decade. **Serious** challenges in terms of achieving EFA: on average over 35% of pupils do not complete the primary cycle, **Gender** parity levels include some of the lowest on the continent. **Literacy** is fairly stagnant for both youth and adults, at levels barely better than the SSA average. **Learning** outcomes are above average, especially in math. **Relatively** low level of financing of the sector. (at 16.4% of countries recurrent budgets on average, against 22.4% for SSA), and in some cases, critically low (in CAR, Chad and DRC it is below 13%). **2.5 million** children out of school. **The disparities** between countries	Key Message 1: The Dakar framework of action has prompted strong partnerships between national governments and development partners on the one hand, and between the ministries of education and local communities on the other hand, to allow for tangible progress across Central Africa with respect to all six EFA goals. Key Message 2: Progress towards achievement of the internationally agreed goals is everywhere constrained by lack of technical and financial resources, rapid population growth, social inequality, inadequacy of policy coordination and linkages between education and related sectors, and weak management. Key Message 3: ECCAS countries have over the last decade have acquired considerable EFA-related knowledge and	Key Message 1: Developing Early Childhood Care and Education and completing the unfinished business of Universal Primary Education are the top most priorities of the region should there be additionally resourced to meet the EFA 2015 timeline.	Key Message 5: The post-2015 agenda for the region should be developed around the critical issues of Inclusion, Quality (Teachers and improved learning environments) and Skills for employability.

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[32] Source: SSA EFA Report, 2012, UNESCO BREDA

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

Region	EFA Status	EFA Achievements and Challenges	Acceleration Framework	Post 2015 Education Agenda
IGAD	**The** preprimary gross enrolment rate has timidly progressed to 19%, remaining well below the SSA average of 28 percent. **While** IGAD member countries have made considerable progress towards primary completion (from 39% to 51%), the fact that almost half do not complete the primary cycle remains of serious concern. **Out-of-school** primary school-aged children represent 16%. While lower than the SSA average of 21.5%, almost 6 million children remain out of school. **For youth** and adult literacy, the IGAD average is in line with SSA average. **Gender** parity in primary enrolment at 93% compared to an SSA average of 96%. **Primary survival** rate is lowest in IGAD, with an average of only 53% against an SSA average of 62%. **Although** the PTR has dropped marginally to 44:1, the share of qualified teachers is above average at 84%. **TVET** enrollment (as a share of upper secondary) is at 13.6, in line with SSA average.	Key Message 1: Rapidly expanding populations, in some countries coupled with an important nomadic population and social and religious conservatism in some IGAD countries present daunting challenges to state provision of educational opportunities to all and especially girls. Key Message 2: The abolition of primary school fees is indicative of political commitment to education and of sustained high level of investment in the sector and has an immediate, direct and positive impact on enrolments across education if accompanied by sustained and reliable external support together with strong Public Private partnerships in education. Key Message 3: The EFA framework, beyond its acknowledged dividends, has brought to the fore three concomitant challenges: (i) intra-sectorial tension resulting from prioritization of primary education in a severely resource-constrained environment, (ii) coordination issues arising out of the inter-ministerial and inter-sectorial implications of EFA, and (iii) partnership building with local communities, civil society at large and external development partners.	Key Message 1: Acceleration strategies to meet the 2015 objectives need to be affordable and cost effective, realistic and scalable. Should additional resources become available, IGAD countries would by and large, opt to prioritise school infrastructure development, provision of more qualified teachers and instructional material to meet the combined objective of good quality primary education to all children.	Key Message 1: In addition to the general objectives of extending basic education and of Quality, a cornerstone of the post 2015 agenda will necessarily be the preparation of youth for the world of world. As ever larger numbers enrol in schools, the education of the future will be called upon to develop skills that translate into employability and entrepreneurial preparedness.
SADC	**Early** childhood enrollment is not significant at 45% on average, but is clearly progressing. **Significant** progress in primary education, with 84% of school-aged children completing the primary cycle on average (well above the SSA average of 70%), universal primary education remains within reach for most of the region. **The share** of out-of-school at primary is the lowest of any of Africa's sub-regions at 6%, and has	Key Message 1: The SADC region has progressed within all six EFA framework areas but remains constrained in general by inadequate financial and technical resources as well as the lack of policy coordination and weak management. Key Message 2: Community involvement in school construction and management on the one hand, and increasing provision of schooling services by the private sector on the other, has demonstrated the potential of domestic resource mobilisation.	Key Message1: For the 2013-2015 period Southern African countries would wish to prioritise Equitable Access, Quality(Teachers) and ECCE for national and regional EFA acceleration efforts. ,	Key Message 1: The post 2015 agenda in education should prioritize education quality, focusing on improving learning outcomes in an extended basic education modality, while access for marginalised groups will be fostered as well.

Region	EFA Status	EFA Achievements and Challenges	Acceleration Framework	Post 2015 Education Agenda
	been drastically reduced. **Gender** parity is generally high, above 97% for 11 countries. **Learning** outcomes are poor (especially in math), despite comparatively good teaching conditions (the average pupil-teacher ratio is down to 36:1 and 89% of teachers are qualified). **Both** youth and adult literacy rates in SADC are generally higher than in other regions, and 10-15% ahead of the SSA average. **At this stage**, secondary education probably requires greater attention, and TVET could be bolstered to favor socio-economic development. **With** a prevalence rate of over 12%, HIV&AIDS constitutes a significant challenge to education in the region.	Moreover, at least part of the lack of technical expertise may be addressed through inter country or regional cooperation. Key Message 3: The EFA internationally agreed goals and associated global effort are credited for having helped provide strategic direction to educational planning and budgeting in the region. The synergy effect when considered together with other MDGs has reportedly yielded tangible development gains. Most importantly, the framework has acted as a yardstick to monitor progress as in UPE and adult literacy.		

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