AU Outlook on Education Report

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Southern African Development Community

AU Outlook on Education Report
Southern African Development Community (SADC)

Acknowledgements

This document is produced for COMEDAF VI meeting, Yaounde, Cameroon in 2014.

Ushirika wa Maendeleo ya Elimu Barani Afrika
الرابطة لأجل تطوير التربية في إفريقيا
Association for the Development of Education in Africa
Association pour le développement de l'éducation en Afrique
Associação para o Desenvolvimento da Educação em África

Preface

As the African Union's lead technical agency in monitoring the implementation of the Plan of Action for Education in the Second Decade, the Association for the Development of Education in Africa, ADEA, is pleased to provide this report which assesses national, regional and continental progress in the key priority areas of the Plan.

ADEA advocates a vision of Africa as a continent with high quality education and training geared towards promoting its much-needed critical skills for accelerated and sustainable development. Its mission is to serve as an open and flexible pan-African organization that informs and facilitates the transformation of such a system in the continent. We have working groups, task forces and inter-country quality nodes (hosted by member countries) focusing on key areas in education and training, all of whom work with the AU's Plan of Action in various ways. Governed by the a group of Ministers, which includes the Bureau of the Conference of Ministers of Education of the African Union (COMEDAF) and key development partners, we are proud of our achievements in ensuring that the African Union's Priority Areas in its Plan of Action are increasingly realized.

We believe that the frank and open exchanges among African ministers of education, senior education officials, stakeholders from civil society and the private sector are essential in promoting common understandings of the challenges and solutions for progress towards achieving our continental goals. The availability of relevant information is a *sine qua non* for informed decision-making and public discourse, and the development of information systems is an essential part of the transformation of our Ministries of Education into responsive learning organizations capable of solving the critical developmental issues in Africa. Building national, regional and continental capacity in this area has been a major contribution on our part to Africa's development.

This report is produced in partnership with the AU's Restricted Technical Committee on EMIS under the leadership of the continental body's Human Resource, Science and Technology Division. Key contributors to this assessment include the UNESCO Institute for Statistics which provided the essential performance indicator data on the member states to facilitate in monitoring the member states' progress in implementing the Plan of Action for the Second Decade of Education for Africa. This report will assist African ministries of education and training, development partners and other key stakeholders in charting the way forward post-2015 as the Second Decade comes to a close. Lack of quality up-to-date data for effective monitoring, evaluation and evidence based policy development remains a very big challenge for Africa. Where data is available, there is a need to be aware that statistics may hide significant national/regional variations in resources, performance and achievement.

We commend this report to you as essential reading in preparation for the Conference of Ministers of Education of the African Union meeting in April 2014 in Yaoundé, Cameroon.
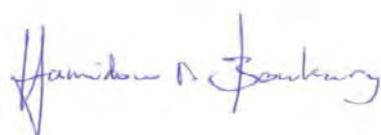
Hamidou Boukary

Acting Executive Secretary, ADEA

Foreword

The Southern African Development Community (SADC) recognizes education and skills development as the foundation of human capital growth and essential to the economic development of the region. SADC's programs are guided by the Regional Indicative Strategic Development Plan and at the centre of this common agenda and strategy is poverty alleviation through the promotion of "sustainable and equitable economic growth and socio-economic development".

At the start of the Decade of Education for Africa, SADC domesticated the priority areas of the Plan of Action in its Regional Education and Training Implementation Plan (RETIP) which Member States have periodically reviewed in terms of progress achieved in implementing the Plan . Furthermore, it reports to the Conference of Ministers of Education of the African Union (COMEDAF) on a biennial basis. This report has been prepared for COMEDAF VI meeting to not only review progress of implementing the Second Decade's Plan of Action in Southern Africa, but also to facilitate decision making post-2015 for the region.

SADC Member States have achieved significant progress in access and equity in primary education and, for some countries, secondary and tertiary education. Learner performance, especially in subject areas such as Mathematics and Science, still remain a challenge for the region. It is heartening to observe significant growth in enrolments in higher education during the period 2006-2011 even though the gross-enrolment ratio for tertiary education is still less than 6%. The low levels of participation in secondary education translate into reduced participation in higher education. Thus, greater attention needs to be placed on secondary education, technical and vocational education and training and higher education if the region is to achieve its goal of technological advancement and socio-economic development.

Key to monitoring the region's education development is availability of quality up-to-date data a and information. As noted in the report, data gaps in a number of indicators still persist in the region; this makes the efforts that governments are making in education and training not to be portrayed comprehensively.

We would like thank all our partners in the region, in particular ADEA, UNESCO, UNICEF and the African Development Bank, for their technical and financial support in coordinating the implementation of the Plan of Action. Special appreciation goes to ADEA WGEMPS who has facilitated the production of this report.

Dr Stergomena Lawrence Tax

SADC Executive Secretary

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Acronyms

AAU	-	Association of African Universities
ACALAN	-	African Academy of Languages
ADEA	-	Association for the Development of Education in Africa
AIDS	-	Acquired Immune Deficiency Syndrome
AMU	-	Arab Maghreb Union
AU	-	African Union
AVU	-	African Virtual University
COMEDAF	-	Conference of Ministers of Education of the African Union
COMEDAF	-	Conference of Ministers of Education of the African Union
DAPP	-	Development Aid from People to People
DEASA	-	Distance Education Association of Southern Africa
EAC	-	East African Community
ECD	-	Early Childhood Development
ECDE	-	Early Childhood Development and Education
ECOWAS	-	Economic Community of West African States
EFA	-	Education for All
EMIS	-	Education management information systems
GDP	-	Gross Domestic Product
GER	-	Gross enrolment ratio
GPI	-	Gender parity index
HEQMISA	-	Higher Education Quality Management Initiative for Southern Africa
HIV	-	Human Immune Virus
ICT	-	Information and communications technology
ICT	-	Information and Communications Technology
IEC	-	Information, Education and Communication
ISCED	-	International Standard Classification of Education
NEPAD	-	New Partnership for Africa's Development
NER	-	Net enrolment ratio
ODL	-	Open and Distance Learning
OSISA	-	Open Society Initiative for Southern Africa
PASEC	-	Program on the Analysis of Education Systems
PHEA	-	Partnership for Higher Education in Africa
PPP	-	Purchasing power parity
PTR	-	Pupil teacher ratio
RIPET	-	Regional Implementation Plan on Education and Training
RQF	-	Regional Qualifications Framework
SACMEQ	-	Southern African
SADC	-	Southern African Development Community
SARUA	-	Southern African Regional Universities Association
SATO	-	Southern Africa Teachers Organization
TVET	-	Technical vocational education and training
TVSD	-	Technical and vocational skills development
UIS	-	UNESCO Institute for Statistics
UNESCO	-	United Nations Educational Scientific and Cultural Organization
UNICEF	-	United Nations Children's Fund
VSO	-	Voluntary Service Overseas
WGEMPS	-	Working Group on Education Management and Policy Support

Progress in the implementation of priority areas

Key highlights

Gender and culture

- Gross enrolments in primary education have witnessed growth exceeding 100 per cent but this has tapered off in secondary education. Expansion has, for the most part, seen girls enrolling at the same rate as boys in primary education.

- Across the region more girls are out of school than boys, especially as the level of education increases, but in Lesotho and Mauritius male enrolment rates are lower than those of females.

- There is growing recognition of the challenge of keeping pregnant girls in school in Botswana, Namibia and Zimbabwe where young mothers are reintegrated back into the school system.

- The Democratic Republic of the Congo, Lesotho, Madagascar, Malawi, Namibia, the United Republic of Tanzania and Zambia all report declining literacy rates in the 15–24 age group of females.

Education management information systems

- Despite the existence of a capacity-building strategy for education management information systems (EMIS) and the formation of an EMIS Technical Committee for the region, data availability within the Southern African Development Community (SADC) remains quite sparse. The highest percentage of data availability is only 51 per cent in Mauritius. Zimbabwe provides only 7 per cent of required indicators.

- Data provision under the gender and culture, teacher development, quality management and early childhood education priority areas has fallen since 2006.

- Regional assessments of individual country EMIS capacity have identified gaps such as the absence of legal enforcement mechanisms for ministries of education to collect data and the widespread use of manual data collection instruments.

- Peer review exercises on EMIS have been undertaken in Botswana and Swaziland.

Teacher development

- Teacher numbers across the SADC region are on the increase, leading to a welcome corresponding decline in pupil-teacher ratios (PTR). Malawi and Mozambique reported very high PTRs in 2012.

- Fewer female teachers are found as the level of education increases.

- Available data show that Lesotho, Mozambique and Namibia have increased the proportion of qualified teachers in their workforce while the opposite is true in Malawi and the United Republic of Tanzania. Poor working conditions for teachers in the SADC region persist.

Higher and tertiary education

- As many as eight countries did not provide any data on the higher and tertiary education priority area.

- Tertiary level enrolments in the Democratic Republic of the Congo, Lesotho, Madagascar and Mauritius have witnessed impressive growth since 2006. Lesotho realised an increase of over 200 per cent.

- In the Democratic Republic of the Congo and the United Republic of Tanzania, the rate of male students was higher than that of females while the opposite situation prevailed in Lesotho and Seychelles. Female students tended to be concentrated in education with minimal representation in subjects such as engineering, manufacturing, construction and science.

- At the policy level, the SADC region has established several frameworks, mechanisms, projects and programmes as part of efforts to improve both the access to and quality of higher education. The SADC Open and Distance Learning capacity-building project was established in 2008. In 2012, a policy framework for this capacity-building project was produced.

Technical and vocational education and training

- The region in collaboration with UNESCO, undertook an assessment of the status of technical and vocational education and training (TVET) in member states which led to the development of the SADC TVET Strategic Framework.

- The greatest proportion of TVET programmes are found at the upper secondary level. TVET accounts for at least 30 per cent of programmes in secondary education in the Democratic Republic of the Congo, the United Republic of Tanzania and Zambia.

- Females account for 50 per cent or less of students studying TVET subjects in reporting countries.

- Higher literacy rates are reported in the SADC region than on the continent but falling literacy rates in the Democratic Republic of the Congo, Lesotho, Madagascar, Malawi, Namibia, the United Republic of Tanzania and Zambia were reported.

Curriculum development, teaching and learning materials

- According to the SADC gender protocol barometer, there still exist gender stereotypes in curriculum and its approaches.

- More than two children shared a mathematics textbook in Malawi, Namibia, the United Republic of Tanzania and Zambia in 2012. Malawi, Mozambique, Namibia, the United Republic of Tanzania and Zambia show more than one child per available reading textbook. There was an excess of textbooks reported in Mauritius.

Quality management

- Quality management mechanisms are concentrated in higher education and available data suggest spending per capita was highest in tertiary education but this information must be interpreted with caution as it is based on limited data.

- Lesotho, Mauritius, Mozambique, Namibia, and Zambia have reduced their out-of-school population.

- South Africa reported a more than 100 per cent increase in the number of children who were out of school despite scrapping school fees, providing school meals and transport. Lesotho and Malawi have significantly improved survival rates but only 31 per cent of primary pupils reached the last grade of primary in Mozambique.

Early childhood development

- Lower infant and under-five mortality rates were reported in SADC. Some countries have done much better than others. In Seychelles infant deaths account for only 10 in every 1,000 while the Democratic Republic of the Congo, Malawi, Mozambique and Zambia report more than 100 deaths in every 1,000.

- Stunting is pervasive in five SADC countries – the Democratic Republic of the Congo, Madagascar, Malawi, Mozambique, the United Republic of Tanzania and Zambia.

POST-2015 AGENDA

The Association for the Development of Education in Africa (ADEA) and the African Development Bank (AfDB) signed an Memorandum of Understanding on continuing work on strategies and programs in the African Union's Second Decade of Education for Africa Plan of Action (PoA). The MoU which was signed in March of 2014 will also involve developing programs on the post-2015 agenda. The ADEA strategic policy framework, the AU's new strategy for the next 50 years (2013-2063) and individual country post MDG priorities all recognise the importance of developing technical and specific skills. While a definitive program for the Post 2015 agenda has not yet been set, completing the work

Methodology

Methodological and historic considerations

The methodology for producing the AU Outlook on Education reports for the Conference of Ministers of Education of the African Union (COMEDAF) has evolved over recent years with the assistance of the AU's Restricted EMIS Technical Committee, led by the AU Observatory with assistance from ADEA and other partners, in particular the UIS, UNICEF, the regional economic communities namely SADC, ECOWAS and COMESA, as well as representatives of Member States. Since 2008, this AU-led initiative has created a framework for monitoring the implementation of the Plan of Action, identified, piloted and elaborated the properties of key performance indicators for the priority areas, designed reporting templates, and developed the AU Outlook on Education database on time series education indicator data.

Over 40 Member States, through a series of workshops, were introduced to and encouraged to domesticate the Second Decade goals in their national strategies. They were involved in reviewing the key indicators of the AU framework and trained on their reporting requirements for COMEDAF, which included the capacity to extract information from the AU Outlook on Education database. Despite this effort and allocation of resources, the country responses in producing national reports were generally weak. SADC and ECOWAS regions were the most responsive but fewer than half of all African countries supplied the required information. Nevertheless, these national reports feed into the regional economic community reports, which were structured upon the AU monitoring and evaluation framework.

A key challenge facing the production of the regional and continental reports is the comparability of achievements of countries and regions. The issue manifests itself where quantitative indicators measuring performance are not equivalent. It is essential that there is harmonisation of definitions of indicators, programmes, and education cycles so that like is compared with like. Subsequently, despite the desire to use nationally reported statistics, it has been unavoidable not to use international comparable data, sourced largely from UIS, as the basis for this comparison. Apart from UIS, other sources including UNICEF, the United Nations Population Division, the Southern and Eastern African Consortium for Monitoring Education Quality (SACMEQ), the Program on the Analysis of Education Systems (PASEC), MDGs Database from the UN Statistics Division and the United Nations Inter-agency Group for Child Mortality Estimation were also used. Countries filled the remaining gaps with national data, where appropriate.

Assessing EMIS Performance Indicators

This priority area is measured by a number of proxy measures which approximate whether a Member State has comprehensive education management information systems (EMIS) for all its formal levels of education, pre-primary, primary, secondary and tertiary. One of these measures is the availability of international data (sourced by the UNESCO Institute for Statistics) for the eight African Union priority areas in education.

In order to establish a country's comprehensive coverage of performance indicators, a comparison is made of the expected number of indicators required against the actual number of indicators reported for each priority area of the Plan of Action.

Methodology for the calculation of weighted regional and continental averages

In calculating regional averages for the AU education indicators, an assumption is made that there are generally missing data. In these cases, the regional average is an approximation of the unknown real value.

At UIS, regional averages are derived from both "publishable" and "imputed" national data. Publishable data are the data submitted to the UIS by Member States or the result of an explicit estimation made by the Institute based on pre-determined standards. In both cases, these data are sent to Member States for review before they are considered publishable by UIS. When data are not available for all countries in the region, UIS "imputes" national data for the sole purpose of calculating regional averages.

In sum, the data informing the report relies considerably on the inputs from various partners, and in particular UIS, ADEA, as well as regional economic communities and countries. The evaluation of performance nevertheless, is informed by the framework of indicators developed by AU for monitoring the implementation of the Plan of Action.

Key trends in implementation

The following chapters review progress achieved regionally and nationally in implementing the goals of the plan of action. The analysis is shaped by the matrix of agreed actions and interventions for each priority area found in the plan of action. The adherence to these strategies has not been consistent except in perhaps some priority areas, hence the degree to which progress can be measured against agreed benchmarks and outputs is tenuous. Implementation of the plan of action encountered a slow start-up in mobilizing member States, partners and regional economic communities, partly as the Human Resource Science and Technology Commission was in the throes of establishing itself in 2006.

In addition, the African Union Observatory, the body responsible for monitoring implementation, was only officially launched in 2009 and although it has since played a significant role in coordinating and legitimizing the process of creating a monitoring and evaluation system of the plan of action, it remains severely under-resourced. Despite these challenges, the impact of the Second Decade on Education is progressively changing education and training developments on the continent. The subsequent chapters illustrate the sizeable achievements of countries and regions in reaching these goals, as well as offering possible policy lessons on how to overcome the challenges in the last year of the Decade.

Priority area 1: Gender and culture

The goal of this priority area is to ensure girls' and women's empowerment throughout the education sector while enriching the system with positive aspects of African cultural values.

Mainstreaming human rights

The importance of human rights has been affirmed in the African Union Plan of Action for the Second Decade of Education. The Plan entrusts regional economic communities with the responsibility of establishing review committees to monitor the translation, application and enforcement of legal instruments.[1] To date, however, only the African Charter on Human and People's Rights, to which SADC subscribes, can enforce these rights.[2] Under the African Charter on the Rights and Welfare of the Child, the right to education for every African child is guaranteed. This legal instrument has been ratified across SADC except in the Democratic Republic of the Congo, Swaziland and Zambia.[3]

A further challenge is the disbandment of the SADC tribunal in 2012, originally mandated to interpret and enforce instruments such as the Protocol on Education and Training, in which the right to basic and higher education is enshrined. This disbandment has left a gap in the legal enforcement of rights at the regional level and it is now left to individual countries to see that human rights issues are infused and upheld throughout the system.

Ensuring universal access to education

Several countries in the SADC region reported improved accessibility to education. Further analysis shows, however, that the quality of education may be poor given that there are significant numbers of over-aged and under-aged children in the education system. Consequently, enrolment numbers in the region tend to decline as the level of education increases. Ministers in the SADC region

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[1] African Union: The Second Decade of Education for Africa (2006–2015) Plan of Action, Page 5.
[2] www.achpr.org/files/instruments/achpr/banjul_charter.pdf. Accessed on 20 February 2014
[3] http://en.wikipedia.org/wiki/African_Charter_on_the_Rights_and_Welfare_of_the_Child Accessed 19 March 2014

responsible for population and development planning renewed their commitment, at a meeting in June 2013, to provide school-feeding programs at the pre-primary and primary levels in an effort to guarantee retention and higher completion rates.[4]

Table 1: Gross enrolment ratios

Country	GER					
	Primary			Secondary		
	Total		Difference	Total		Difference
	2006	2012		2006	2012	
Angola	...	...	...	...	...	...
Botswana	105.4	...	...	78.5	...	...
Democratic Republic of the Congo	...	110.9	...	...	43.3	...
Lesotho	117.4	111.0	-6.4	39.8	51.7	11.9
Madagascar	138.1	145.2	7.1	23.9	38.0	14.1
Malawi	126.7	141.3	14.6	29.3	34.2	5.0
Mauritius	106.6	108.2	1.6	90.1	95.9	5.8
Mozambique	103.1	105.1	2.0	15.4	25.9	10.5
Namibia	108.2	109.5	1.3	63.7	...	...
Seychelles	...	...	...	...	...	...
South Africa	107.3	101.6	-5.7	93.6	101.9	8.3
Swaziland	108.2	...	...	50.3	...	...
United Republic of Tanzania	108.2	93.0	-15.2	...	35.0	...
Zambia	118.0	113.6	-4.4	...	100.8	...
Zimbabwe	...	...	...	...	...	...
Regional Weighted Average	**104.1**	**...**	**...**	**38.9**	**...**	**...**
Continental Weighted Average	**97.7**	**...**	**...**	**40.3**	**...**	**...**

Source: AU Outlook on Education database (2014),   ... No data available

Countries such as Lesotho, Malawi and Mauritius have responded to the call to universal primary education by abolishing school fees. In Malawi, this has led to very high gross and net enrolment rates. In 2012, Malawi's primary gross enrolment rate (GER) was as high as 141. Unfortunately, GERs in secondary education in the same year averaged 34, indicating low transition rates. A similar situation prevailed in Madagascar, which in 2012 reported a primary GER of 145 – up from 138 in 2006 – and a secondary GER of 38. Four countries, Lesotho, South Africa, the United Republic of Tanzania and Zambia, witnessed falling GERs.

Secondary GERs in 2012 were significantly lower than in primary education, except in Mauritius, South Africa and Zambia which reported very high percentages. These three countries are good examples of higher education provision for the rest of the region. Charging school fees increases the risk of excluding learners from the education system. Some countries, such as Botswana, South Africa and Zimbabwe, offer financial assistance to families that cannot afford to pay school fees, but often only in public schools, where the quality of education is sometimes inferior to that offered in private schools.

Net enrolment rates (NER) provide a measure of what proportion of appropriately aged children are in school. Of the 10 countries that provided data on GERs, only six were able to report on primary NERs. Among these six, the general trend, with the exception of Mauritius and Zambia, where over 90 per cent of school-aged pupils are in school, indicates that, while schools are oversubscribed, many children who are supposed to be in school are not accounted for. A case in point would be Lesotho, where 19 per cent of children had no access to education. On a positive note, NER was on the rise in Lesotho, Mauritius, Mozambique, Namibia and Zambia in 2012, with Lesotho and Mozambique's increment going above seven percentage points. Other countries are encouraged to

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[4] http://allafrica.com/stories/201306281305.html. Accessed on 27 February 2014

follow this trend. A worrying development is the five percentage point decrease in enrolments in South Africa over the same period.

Table 2: Primary net enrolment rate

Country	Primary Net Enrolment Rate		
	Total		Difference
	2006	2012	
Angola	…	…	…
Botswana	83.8	…	…
Democratic Republic of the Congo	…	…	…
Lesotho	74.3	81.6	7.3
Madagascar	…	…	…
Malawi	96.4	…	…
Mauritius	96.3	97.8	1.5
Mozambique	79.7	86.2	6.5
Namibia	85.6	87.7	2.0
Seychelles	…	…	…
South Africa	89.8	85.0	-4.8
Swaziland	82.2	…	…
United Republic of Tanzania	96.0	…	…
Zambia	92.9	93.7	0.9
Zimbabwe	…	…	…
Regional Weighted Average	**80.6**	**…**	**…**
Continental Weighted Average	**74.7**	**…**	**…**

Source: AU Outlook on Education database (2014), … No data available

Gender parity in enrolments

The SADC region has made some progress towards achieving gender parity in schools. Secondary education for girls is free in Malawi, and Angola has a positive discrimination quota system in place to ensure that women enrol at the same rate as men. There are some outliers, however. These include conflict-affected countries such as the Democratic Republic of the Congo, where gender parity in primary education was at the lowest (0.88) in the region in 2012.

Two countries, Lesotho and Namibia, reported moving away from parity in primary-school enrolment in favour of males. The situation changed drastically at the secondary level as enrolments in both Lesotho and Mauritius reported more females in school than males in 2012. This interesting pattern was replicated in the South African education system and again in Lesotho, Mauritius and Seychelles at the tertiary level. In the Seychelles, a GER gender parity index of 3.25 in 2012 suggested more than three females in tertiary education for every male student, possibly indicating quality issues with the data. Such a disparity begs the question of what is happening to young males in these countries. Perhaps efforts to address the plight of young women have inadvertently sidelined men.

While the gap between boys and girls in schools is decreasing within the SADC region, something must be said about the conditions under which the two groups are expected to learn. Female learners in many countries in the region experience violence in schools with little enforcement of policies meant to prevent such abuses.[5] Member States have also begun to react to the high rates of teenage pregnancy across the region. In Botswana, Namibia and Zimbabwe, governments have policies that allow the reintegration of girls who fall pregnant back into school after giving birth. In Swaziland, however, the law still permits the expulsion of pregnant schoolgirls.

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[5] SADC Gender Protocol 2012 Barometer

Table 3: Gender parity index

Country	GER Gender Parity Index								
	Primary			Secondary			Tertiary		
	Total 2006	Total 2012	Difference	Total 2006	Total 2012	Difference	Total 2006	Total 2012	Difference
Angola	…	…	…	…	…	…	…	…	…
Botswana	0.98	…	…	1.06	…	…	1.15	…	…
Democratic Republic of the Congo	…	0.88	…	…	0.59	…	…	0.55	…
Lesotho	1.00	0.97	-0.03	1.31	1.40	0.09	1.27	1.51	0.24
Madagascar	0.96	0.99	0.03	0.95	0.95	0.00	0.87	0.92	0.04
Malawii	1.04	1.04	0.00	0.84	0.90	0.06	0.51	…	…
Mauritius	0.99	0.99	-0.01	1.03	1.04	0.02	1.01	1.32	0.31
Mozambique	0.86	0.91	0.05	0.71	0.89	0.18	…	…	…
Namibia	1.00	0.97	-0.03	1.15	…	…	0.85	…	…
Seychelles	…	…	…	…	…	…	…	3.25	…
South Africa	0.94	0.95	0.00	1.05	1.03	-0.02	…	…	…
Swaziland	0.93	…	…	1.02	…	…	0.99	…	…
United Republic of Tanzania	0.97	1.03	0.06	…	0.88	…	…	0.55	…
Zambia	0.97	0.99	0.03	…	0.87	…	…	…	…
Zimbabwe	…	…	…	…	…	…	…	0.78	…
Regional Weighted Average	**0.92**	**…**	**…**	**0.84**	**…**	**…**	**0.74**	**…**	**…**
Continental Weighted Average	**0.90**	**…**	**…**	**0.84**	**…**	**…**	**0.79**	**…**	**…**

Source: AU Outlook on Education database (2014),   … No data available

Enhancing literacy and cultural industries for economic empowerment

In line with the need to increase empowerment, literacy rates and the development of life-skills across the SADC region are on the rise. Measurements of literacy tend, however, to consider only official languages and, in the SADC region, these official languages are more often than not former colonial languages and the languages of the dominant ethnic group. Using only official languages presents a limitation because official languages tend to exclude those who do not use these languages as their mother tongue.[6] Literacy and cultural industries are inextricably linked as language is a primary vehicle for culture. Thus, any attempt to promote cultural industries must include the promotion of first languages and mother tongue instruction regardless of ethnic groups.

In some countries, such as South Africa, cultural industries are highly diverse, characterized by small firms and concentrated in urban areas.[7] In their 2010 Creative Economy Report, the United Nations Conference on Trade and Development (UNCTAD) and the United Nations Development Programme (UNDP) indicated in their survey on the state of the music recording industries in Africa that only South Africa and Zimbabwe had established music recording industries.[8] In the same 2010 report, the Democratic Republic of the Congo, Mozambique, South Africa, the United Republic of Tanzania and Zambia indicated having established vibrant performance industries and significant production and consumption of cultural products such as crafts and visual arts. As a potential activity for the future, SADC ministers have recommended the formation of a Southern African cultural information system (SACIS) as a means of promoting the sector.

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[6] Monitoring and measuring literacy - Daniel A. Wagner
http://www.literacy.org/sites/literacy.org/files/publications/Wagner_MeasLit_GMR06_Unesco.pdf Accessed 26 February 2014
[7] http://unesdoc.unesco.org/images/0021/002182/218251e.pdf Accessed 27 February 2014
[8] http://nhimbetrust-npaac.blogspot.com/2013/03/art-as-vector-for-regional-integration.html Accessed 28 February 2014

Increasing synergy between culture and education

Culture and education enjoy a symbiotic relationship where one can be used as a conduit for the other. This is why the Plan of Action pushes for the integration of culture into education systems on the continent, as a means of promoting and reinforcing cultural identities and values for the preservation of the African cultural heritage. Reforms in education can strengthen cultural systems. In his paper on education and culture, Obanya (2005) recommends the development of educational materials in local languages, the development of cultural industries that can make an effect on education (for example film, the media, traditional medicine, music and dance), the mobilization of societal resources (cultural events and practices, crafts, farms, work places) for enriching teaching and learning and the building of strong school–community ties. To a large extent, the education and training systems in SADC countries have integrated culture in the form of many of the aspects mentioned in Obanya's paper.

Conclusion

The challenge of data blanks remains pervasive. Despite this, the SADC region has made progress in the areas of increasing access and achieving gender parity. Net enrolment figures indicate, however, that the region faces the challenge of repeaters or under-aged children in schools, which puts a strain on resources, affects quality and leads to the exclusion of children in the appropriate age group. The trend also seems to indicate that females are less likely to reach tertiary education as each subsequently level sees fewer and fewer girls in the system. Looking ahead, SADC should aim to improve quality, retention and gender parity. The links between education and culture, which also embrace human rights, are works in progress requiring greater attention.

Country Snap Shots

Lesotho

Female students outnumber and outperform males at every level. This is contrary to traditional patterns in Southern Africa. What factors have created this situation and what, if anything is the Kingdom of Lesotho doing to address this? Research conducted by the Commonwealth Secretariat on Boys underachievement notes that young boys in Lesotho are expected to look after livestock from an early age. Secondary aged young boys also tend to emigrate to South Africa to work in the mining sector hence low tertiary enrolments. These factors in addition to the proliferation of initiation camps which boys as young as 12 drop out of school to attend have created this situation. Open and Distance Learning has been proffered as a possible solution. The Government is also eliminating school fees and promoting learning posts which act as centres for schooling and can be run from a location as innocuous as a home.

Source: DFID publication on access to education http://r4d.dfid.gov.uk/PDF/Outputs/IDS/education5-accesstoeducation.pdf , Christian Science Monitor http://www.csmonitor.com/2004/0727/p12s02-legn.html and http://www.irinnews.org/printreport.aspx?reportid=94228 . Accessed 8 April 2014

Democratic Republic of the Congo

The dropout rate among girls in the DRC is higher than that of boys. Poverty tends to force families to keep girls at home in domestic work or into marriage. e families have limited funds to support education, girls often stay at home to help with the household work. It is also common for girls to marry young or have children at a young age (with some pregnancies resulting from violent assaults. In 2012, the Government was awarded $100 Million to help improve access, quality, management and teacher development. This should hopefully see things improve in the near future.

Taken from an article on the Brookings Website http://www.brookings.edu/blogs/up-front/posts/2013/03/01-education-reform-congo-winthrop , Accessed 8 April 2014

Priority area 2: Education management information systems

The purpose of an education management information system (EMIS) is to ensure the provision of statistics on the performance of education systems and to enhance evidence-based planning, monitoring and evaluation and results-based management. At present, the SADC region does not have a central database where comparable country data are available for public consumption. The goal of this priority area is to promote sustainable EMISs. The African Union Plan of Action for the Second Decade of Education proposes the development of assessment frameworks for regional economic communities. It also proposes the introduction of harmonized EMIS standards within SADC. The Community has reached an advanced stage in the implementation of the activities in the EMIS section of the matrix of the African Union plan of action.

EMIS coordination mechanisms and partnerships

The SADC secretariat has worked closely with the Working Group on Education Management and Policy Support (WGEMPS) in the area of developing functional EMISs. Together with the involvement of ministry personnel from individual countries, the Working Group and SADC have established a regional capacity-building strategy and an EMIS technical committee which is the primary coordination mechanism for EMIS in the region. This committee is composed of individual representatives of country ministries of education, the WGEMPS, the SADC Secretariat and the United Nations Educational Scientific and Cultural Organization Institute of Statistics (UIS). The Regional Implementation Plan on Education and Training (RIPET), which covers the period 2007–2015 and is aligned with the priority areas of the African Union plan of action, also has a strong EMIS component, which is connected to regional EMIS for improved systematic and sector-wide planning.[9]

Monitoring the Plan of Action

RIPET was developed in harmony with the African Union Plan of Action for the Second Decade of Education. This regional plan is the primary means through which the African Union Plan of Action for the Second Decade of Education is being implemented in Southern Africa. As such it was deemed necessary to develop a monitoring framework for RIPET. The monitoring framework outlines, among other things, the principles guiding the implementation of the regional plan and actually makes use of indicators developed specifically for the monitoring framework.

Building EMIS capacity

SADC conducted an assessment on the EMISs of individual countries in the region in 2008. Eight countries, namely Angola, Botswana, Malawi, Namibia, South Africa, Swaziland, the United Republic of Tanzania and Zimbabwe, reported being understaffed while only Angola, Botswana, the Democratic Republic of the Congo, Mauritius, Mozambique, South Africa and Zambia stated that they had sufficient equipment for an effective EMIS. For the period after 2008, SADC member countries were urged to make use of the EMIS norms and standards. This tool can help ministries to determine both their capacity needs and appropriate benchmarks.

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[9] Monitoring framework for the regional implementation plan on education and training (2007–2015) in the Southern African Development Community

Table 4: Data availability by priority area

| | 2.1 Availability of International Data by AU Priority Area | | | | | | | | | | | | | | | | | | | | | | | |
| Country | Gender and Culture 20 indicators | | | Teacher Development 17 indicators | | | Higher and Tertiary Education 19 Indicators | | | Technical and Vocational Education and Training 30 indicators | | | Curriculum, Teaching and Learning Materials 2 Indicators | | | Quality Management 25 Indicators | | | Early Childhood Development 23 indicators | | | Total Indicators | | |
	% Coverage 2006	% Coverage 2012	Difference	% Coverage 2006	% Coverage 2012	Difference	% Coverage 2006	% Coverage 2012	Difference	% Coverage 2006	% Coverage 2012	Difference	% Coverage 2006	% Coverage 2012	Difference	% Coverage 2006	% Coverage 2012	Difference	% Coverage 2006	% Coverage 2012	Difference	% Coverage 2006	% Coverage 2012	Difference
Angola	5	30	25	0	0	0	2	0	-2	3	0	-3	0	0	0	2	0	-2	25	30	5	25	15	-10
Botswana	100	0	-100	14	0	-14	2	0	-2	9	0	-9	0	0	0	12	0	-12	100	43	-57	57	34	-23
DRC	5	70	65	0	11	11	2	17	15	0	0	0	0	0	0	0	3	3	25	74	49	6	24	18
Lesotho	100	95	-5	14	11	-3	4	12	8	8	0	-8	0	0	0	19	7	-12	35	30	-5	54	52	-2
Madagascar	65	70	5	6	8	2	21	19	-2	11	11	0	0	0	0	14	10	-4	80	30	-50	70	53	-17
Malawi	75	50	-25	9	11	2	2	0	-2	0	3	3	0	2	2	12	12	0	35	30	-5	34	29	-4
Mauritius	100	100	0	11	13	2	3	18	15	4	10	6	0	2	2	17	13	-4	90	83	-7	54	54	0
Mozambique	80	80	0	14	14	0	0	0	0	14	10	-4	0	2	2	18	9	-9	40	30	-10	52	50	-2
Namibia	90	55	-35	6	7	1	12	0	-12	1	0	-1	2	0	-2	17	6	-11	70	30	-40	24	41	17
Seychelles	0	20	20	0	0	0	0	8	8	0	0	0	0	0	0	2	3	1	20	30	10	4	9	5
South Africa	80	75	-5	8	4	-4	0	0	0	7	6	-1	0	0	0	5	4	-1	50	57	7	33	35	2
Swaziland	100	0	-100	14	0	-14	19	0	-19	3	0	-3	0	0	0	18	0	-18	20	30	10	58	45	-14
Tanzania	55	65	10	7	11	4	0	9	9	0	14	14	0	2	2	9	3	-6	100	57	-43	35	31	-4
Zambia	55	75	20	4	4	0	0	0	0	0	8	8	0	2	2	12	6	-6	35	30	-5	25	27	2
Zimbabwe	5	15	10	0	0	0	0	19	19	0	0	0	0	0	0	0	0	0	20	30	10	7	7	1
REC Average	61	53	-8	7	6	-1	4	7	2	4	4	0	0	1	1	10	5	-5	50	41	-9	36	34	-2

Source: AU Outlook on Education database (2014)

Despite the region's efforts, there has been a steady decline in data availability. In 2006, data coverage stood at 38 per cent. This fell to 35 per cent in 2012. Countries such as Angola, Botswana, Madagascar and Swaziland contributed to this decline by reporting slippage of more than 10 percentage points each. In fact, in Swaziland, 2012 reporting rates on gender and culture witnessed a dramatic 100 per cent change in the negative from 2006. The gender and culture priority area was the section best covered, achieving a reporting rate of 53 per cent. Unfortunately, this still represented a decline from the data availability in the baseline year. In 2009 Madagascar reported the most data in the SADC region. By 2012, Madagascar had been over taken by Mauritius. Zimbabwe continues to find itself performing poorly in as far as data provision is concerned. The marginal improvement witnessed over the six-year period was attributable to better data coverage for indicators on higher and tertiary education.

Percentage of data availability

■ 2012

Country	2012
Mauritius	54.0
Madagascar	53.3
Lesotho	51.8
Mozambique	50.4
Swaziland	44.5
Namibia	40.9
South Africa	35.0
Botswana	34.3
Tanzania	30.7
Malawi	29.2
Zambia	27.0
DRC	24.1
Angola	14.6
Seychelles	9.5
Zimbabwe	7.3
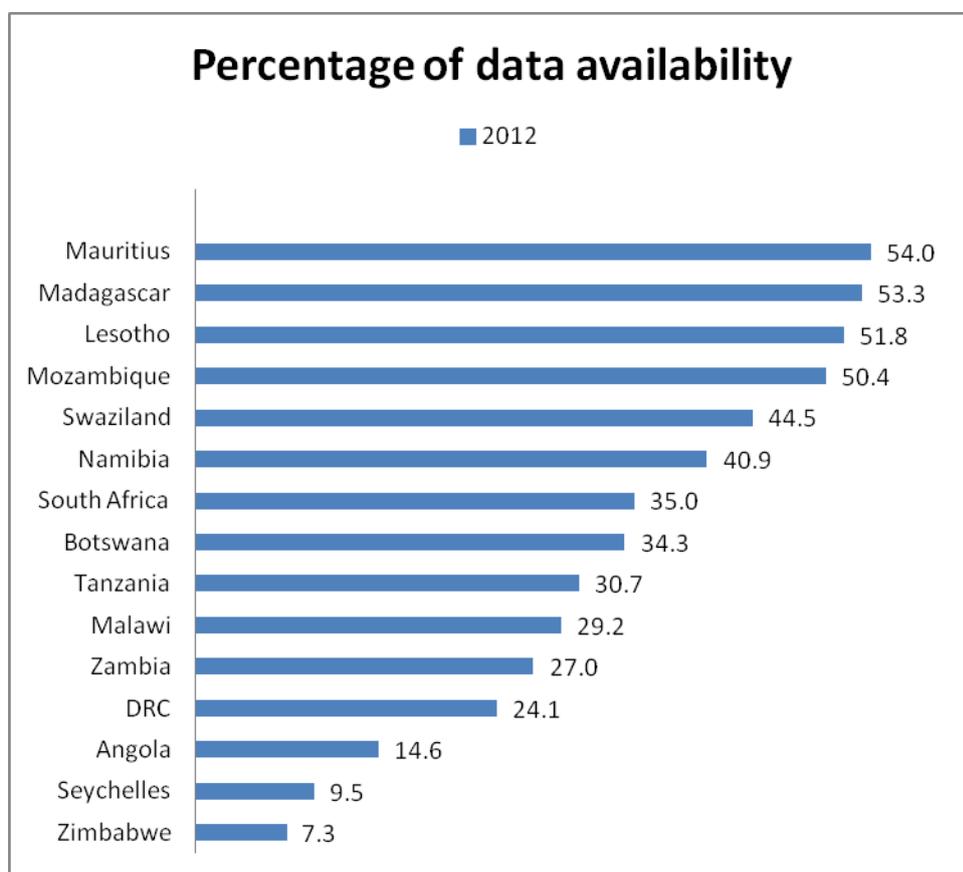
Calculated by ADEA WGEMPS
Source: AU Outlook on Education database (2014), ... No data available

Conclusion

At the current rate of progress, it is unlikely that the SADC region will achieve the goals of the EMIS priority area in the African Union plan of action, although there have been a few improvements at the individual country level. Both Botswana and Swaziland took part in an EMIS norms and standards peer review exercise in 2013. The findings of the peer review exercise will be instrumental in addressing the challenges that these two countries are experiencing in their efforts to establish robust EMISs. As more countries take part in these peer review exercises, the situation in the region is expected to improve.

Priority area 3: Teacher development

The impending shortage of qualified teachers presents a dilemma for the SADC region. The growing demand for teachers spurred by Education for All strategies, combined with the need for education reform and the associated costs in the light of limited budgetary resources, remain issues of concern for all African countries. This priority area seeks to ensure that SADC countries have adequate numbers of sufficiently qualified teachers at the different education levels that are able to meet the challenges of the education system. In order to reach this goal, adequate support and remuneration strategies that enhance teacher competencies and increase their motivation will be essential.

Teacher supply

In 2006, SADC supplied 28 per cent of the continent's teachers at the primary level. No data were provided for 2012 at the regional and continental levels but nine countries reported on this indicator. Of these, seven reported increasing teacher supply over the course of six years. The percentage increase ranged from 8 per cent in Lesotho to an impressive 58 per cent in Mozambique. This was mostly due to the addition of 23,662 female teachers in that country.

Table 5: Number of teachers

Country	Number of Teachers					
	Primary			Secondary		
	Total		Percentage Change	Total		Percentage Change
	2006	2012		2006	2012	
Angola	...	...	...	...	...	...
Botswana	13,012	...	...	12,481	...	...
Democratic Republic of the Congo	...	345,486	...	...	253,929	...
Lesotho	10,418	11,200	7.5	3,725	5,234	40.5
Madagascar	76,831	102,229	33.1	30,686	50,842	65.7
Malawi	38,626	49,775	28.9	14,939	18,336	22.7
Mauritius	5,598	5,427	-3.1	7,761	8,643	11.4
Mozambique	61,932	97,717	57.8	10,278	22,008	114.1
Namibia	12,800	10,213	-20.2	6,024	...	...
Seychelles	...	...	...	...	...	...
South Africa	233,912	237,429	1.5	158,544	...	...
Swaziland	6,906	...	...	3,979	...	...
United Republic of Tanzania	151,882	180,987	19.2	...	80,250	...
Zambia	46,988	63,697	35.6	...	...	...
Zimbabwe	...	...	...	...	...	...
Regional Weighted Average	**986,425**	**...**	**...**	**532,610**	**...**	**...**
Continental Weighted Average	**3,521,916**	**...**	**...**	**2,274,511**	**...**	**...**

Source: AU Outlook on Education database (2014),   ... No data available

In contrast, Mauritius and Namibia lost teachers in 2012. The decline was particularly acute among men in Mauritius where 24 per cent of male teachers left the system between 2006 and 2012. Similar to the situation in Mauritius, there is some suggestion of the feminization of the teaching profession in South Africa due to the increase in the supply of female teachers and decrease of male

teachers. Teacher numbers also showed an increase at the secondary level in five of the reporting countries. Mozambique reported the most notable change with the addition of over 10,000 teachers during this period. This trend is to be commended. Determining aggregate progress, however, is difficult at this point owing to the extensive gaps in data provision in 2012.

Gender balance

With the exception of the Democratic Republic of the Congo, Malawi and Mozambique, all ten countries reporting on this indicator in 2012 had more female than male teachers in primary school. Available data suggest that teaching is increasingly becoming a female-dominated profession at this level. The Democratic Republic of the Congo lagged far behind its counterparts as only a quarter of educators were women. In keeping with the pattern of lower female participation in higher education, there were far fewer women teaching in secondary schools in the SADC region during the same period. Lesotho, for example, reported almost eight out of every ten teachers being female in 2012 at the primary level. In secondary education, this number was as low as two.

Table 6: Percentage of female teachers

Country	Percentage of female teachers					
	Primary			Secondary		
	Total		Difference	Total		Difference
	2006	2012		2006	2012	
Angola	...	...	...	...	...	...
Botswana	80.1	...	...	49.0	...	...
Democratic Republic of the Congo	...	25.5	...	...	11.4	...
Lesotho	78.2	76.6	-1.6	54.7	56.4	1.7
Madagascar	56.5	55.5	-1.0	...	43.5	...
Malawi	37.7	40.1	2.4	...	27.8	...
Mauritius	64.4	72.2	7.8	56.2	59.3	3.1
Mozambique	26.4	41.0	14.5	16.0	19.1	3.1
Namibia	...	69.6	...	...	...	...
Seychelles	...	...	...	...	...	...
South Africa	76.4	79.0	2.6	52.7	...	...
Swaziland	72.2	...	...	47.2	...	...
United Republic of Tanzania	48.3	51.6	3.3	...	28.2	...
Zambia	47.6	53.1	5.5	...	...	...
Zimbabwe	...	...	...	...	...	...
Regional Weighted Average	**49.3**	**...**	**...**	**32.5**	**...**	**...**
Continental Weighted Average	**46.7**	**...**	**...**	**35.0**	**...**	**...**

Source: AU Outlook on Education database (2014), ... No data available

Measuring the demand for teachers

Malawi, Mozambique, South Africa, the United Republic of Tanzania and Zambia reported declining primary pupil-teacher ratios between 2006 and 2012. This pattern was especially welcome in Malawi and Mozambique, both of which reported very high pupil-teacher ratios of 74:1 and 54:1 respectively. More will need to be done as in Malawi the number of teachers increased by only 11,150 over a period of six years, as shown by the indicator on teacher numbers. Significantly more teachers will need to join the force if Malawi is to bring its ratio close to the recommended level. Mauritius posted a figure of 21 students for every teacher, suggesting better quality education given that each teacher has fewer pupils to concentrate on and hence more contact time.

Table 7: Pupil-teacher ratio

	Lesotho		Madagascar		Malawi		Mauritius		Mozambique		Namibia		South Africa		Tanzania		Zambia	
	2006	2012	2006	2012	2006	2012	2006	2012	2006	2012	2006	2012	2006	2012	2006	2012	2006	2012
Primary	40.8	34.1	48.1	43.1	75.9	74.1	21.7	20.9	67.3	54.8	31.4	40.7	31	29.5	52.4	45.6	57	49.2
Secondary	25.8	24.9	23.7	27.6	37.9	41.5	16.6	14.7	35.8	33.1	...	...	...	...	...	...	...	...

Blocks highlighted in darker colours indicate a decrease in pupil-teacher ratio
Source: AU Outlook on Education database (2014), ... No data available

Despite declining pupil-teacher ratios, Malawi and Mozambique are still significantly above the internationally recommended maximum pupil-teacher ratio of 40:1 and are encouraged to continue the reported downward trend. Namibia was the only country to report declining teacher numbers and consequently a higher pupil-teacher ratio. The supply of teachers at the secondary level in Lesotho, Malawi, Mauritius and Mozambique was on the increase in the SADC region. In Malawi, however, the rate of growth was not sufficient enough to affect a lower pupil-teacher ratio. The number of pupils per teacher moved from 38:1 to 42:1. Small class sizes in Mauritius are expected to get even smaller if the trend in 2012 continues.

Teacher qualifications

More than half of the countries in the Southern African region did not report on this indicator. All of the seven countries that did report reported relatively high proportions of trained teachers. The gap between male and female in the SADC region was much narrower than at the continental level. The lowest reported percentage of trained teachers was in Lesotho, with 68 per cent, while the highest was 100 per cent in Mauritius. Interesting developments to note are that there were far more trained male than female teachers in Mozambique, and Malawi reported a notable decline in the proportion of qualified teachers.

Figure 1: Percentage of trained teachers in primary education in 2012
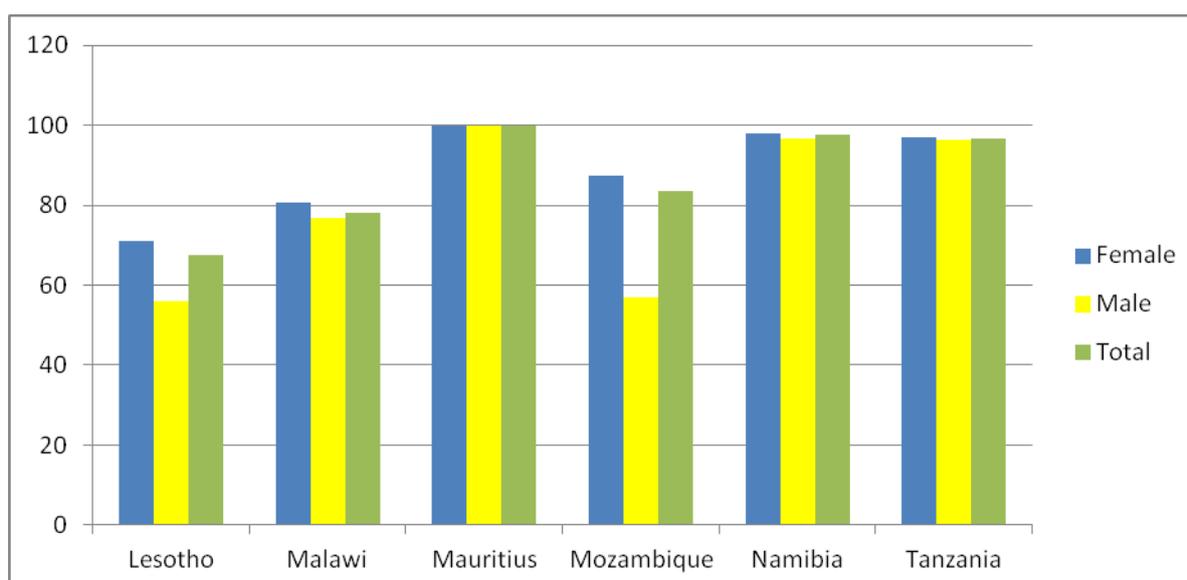
Source: AU Outlook on Education database (2014), ... No data available

Challenges to the supply of qualified and competent teachers

There are chronic shortages of teachers in specific subjects such as science and mathematics with teachers who are suitably qualified to teach these subjects concentrated in urban areas. Lesotho and Zambia have attempted to address this challenge by promoting local recruitment where schools and districts hire their own teachers with some success.[10] Similarly, Development Aid from People to People (DAPP), a non-governmental organization, has championed a teacher-training model that establishes colleges in local communities. This has worked in Angola, Malawi and Mozambique and not only addresses teacher supply, but also improves the quality of available teachers.

In other countries, Lesotho and Zambia included, hardship allowances are used to improve teacher retention in remote areas. Mulkeen (2010) cites a study which found that hardship allowances work best where carefully targeted and if the amount is significant – up to 40 per cent of salary. To tackle teacher shortfalls, countries such as Namibia have adopted a policy to import teachers from within the SADC region. The country is recruiting teachers in key subjects from grade 5 to A-level. Such teachers will be drawn from Botswana, South Africa, Zambia and Zimbabwe. While this might solve Namibia's problem, it will contribute to the brain drain in these countries.[11]

Continental strategies on teacher policy

The UNESCO Institute of Statistics reports that sub-Saharan Africa will have to recruit more than 2 million teachers in order to meet the continent's teaching staff requirements and also meet the goal of universal primary education. These and other issues highlight the need for a continent-wide response to the challenge of providing sound policies on teacher management.

The Commonwealth Teacher Recruitment Protocol was drawn up with the active participation of several SADC countries, namely Lesotho, Mauritius, Seychelles, South Africa and Zambia. Lessons from the Commonwealth Protocol serve as markers that can be used in the development of a continental teacher recruitment protocol for Africa. An Important point to note is the recognition and comparability of teacher qualifications, among other things. Other initiatives include the sixth International Policy Dialogue Forum of the International Task Force on Teachers for Education, which was convened in Kinshasa in 2013. The object of this forum was to strengthen national teacher-education policies and sharing so as to reduce the acute shortage of qualified and well-resourced teachers needed to achieve quality universal primary education by 2015.[12]

Teacher working conditions

The Southern Africa Teachers Organization (SATO) notes that working conditions for teachers have declined steadily over the years. Educators across the region are grappling with low remuneration, earning USD 500 or less per month.[13] As such, SATO aims to engage SADC ministries of education in a collective bargaining process to improve the situation. In the interim, Voluntary Service Overseas (VSO) cites poor teacher management at all levels, housing shortages and insufficient involvement of

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[10] Aidan Mulkeen, (2010), Teachers in Anglophone Africa Issues in Teacher Supply, Training and Management, Washington, World Bank
[11] http://allafrica.com/stories/201312111128.html Accessed 4 March 2014

[12] http://www.teachersforefa.unesco.org/v2/index.php/en/indicators-for-teachers-and-teaching/83-news/258-adea-participates-in-efa-and-pacted-meetings-on-teachers-see-more-at-http-www-adeanet-org-portalv2-en-news-adea-participates-efa-and-pacted-meetings-on-teachers Accessed on 5th March 2014
[13] http://www.southerntimesafrica.com/news_article.php?id=6424&title=Noble%20profession%20no%20more#.Uxbo3_mSxUM Accessed 5 March 2014

teachers' representatives in policy-making as some of the challenges that teachers in the region face.[14] Addressing these challenges is proving problematic. On the one hand, fiscal policy as advocated by the World Bank and other international lenders calls for lower recurrent expenditure either through lower wages or smaller workforces, while on the other hand teachers call for better salaries.

Conclusion

The SADC region has improved the availability and competence of teachers in the region by increasing the numbers of teachers and participating in various forums where issues of teacher development are determined. Given the magnitude of the challenge, however, more still needs to be done. Innovative practices such as local teacher training colleges along the lines of the DAPP model can be replicated elsewhere. Producing and retaining science and mathematics teachers across the region, and throughout member States, is likely to remain on the post-2015 education agenda for SADC.

Country snap shots

Malawi

Data gathered by action aid on Teacher development in 2009 shows that the country went beyond the recommended level of education expenditure by committing 25 per cent of national budgets to education. Despite this the Malawian wage bill only accounts for 5.5 per cent of GDP and moreover this proportion has declined steadily since 2004. These low salaries can partly be attributed to past wage ceilings based on macroeconomic policies advocated by the International Monetary Fund (IMF) which have since been removed. At a Pupil Teacher Ratio of 74 to 1 in 2012 Malawi will need to achieve an average teaching force growth rate of 5.7 per cent per year if it is to achieve the goals of 2015. Finding a solution to the challenge of adequately increasing teacher numbers may prove difficult. In the interim, Malawi and education partners such as ActionAid are using research to advocate for the more equitable distribution of teachers to needy districts, and identify training gaps. *Source: The role of teachers in improving learning in Burundi, Malawi, Senegal and Uganda: great expectations, little support ActionAid, 2009*

Mozambique

In pursuance of the goals of the second decade of education, Mozambique has developed a vigorous program of reforming teacher training colleges by expanding access within them, shortening the length of teacher training courses and prior to 2008, employing large numbers of untrained teachers. This has led to lower Pupil Teacher Ratios, but at 54 to 1, this is still quite far from the internationally recommended level. Projections from UNESCO indicated that Malawi would need to achieve growth of three per cent annually between 2009 and 2015 to reach a PTR of 40:1. In a broad sense, the country has made significant progress but there are under lying issues, which if not addressed can undo all the good work that has been done so far.

Mozambique's decision to halve teacher training time from two to one year has had implications on quality. Teacher attrition rates are thought to be quite high although there is little officially documents proof of the numbers. Several stakeholders have also questioned whether teachers who pass through only one year of training are sufficiently prepared. Low remuneration levels have also led to concerns about teacher motivation. *Source: Teachers Talking, Primary teachers' contributions to the quality of education in Mozambique http://www.vsointernational.org/Images/teachers-talking-mozambique-full-version_tcm76-33803.pdf Accessed 8 April 2014*

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[14] http://www.vsointernational.org/Images/What_Makes_Teachers_Tick_tcm76-21000.pdf Accessed 5 March 2014

Priority area 4: Higher and tertiary education

One of Africa's priorities for the education sector is the revitalization of higher education with more engagement in development-orientated research and the provision of services to lower levels of education. Strategies for the development of tertiary institutions that are strong and vibrant and able to operate in an environment of academic freedom within a framework of public accountability must be created.

Growing recognition and revitalization of higher education

Initiatives aimed at expanding higher education, such as the Distance Education Association of Southern Africa (DEASA) and the African Virtual University (AVU), have sprung up in recent years. [15] DEASA is a voluntary organization while AVU is a pan-African organization with the mandate of increasing access to quality higher education and training through the innovative use of information technology systems. [16] A third initiative is the Pan-African University which was born out of the New Partnership for Africa's Development (NEPAD) call for the development of networks and cooperation between African higher education and public, civil society and corporate sectors. [17],[18]

Research and knowledge production

The Southern African Regional Universities Association (SARUA) identifies research as a key thematic area for strengthening and building the higher education sector. Africa accounts for 12 per cent of the world's population but only contributes 1.5 per cent of global research publications annually (Oyewole, 2006). About 80 per cent of this research output comes from only three countries, namely Egypt, South Africa and Nigeria, with only South Africa representing the SADC region. Gross expenditure on research and development as a proportion of gross domestic product (GDP) falls below the expected minimum of 1 per cent for developing countries in every SADC country except Mozambique and South Africa (Mouton, 2008). Consequently publication rates are very low. [19]

The SADC region has hosted several initiatives specifically geared towards research and knowledge production. An example is the Partnership for Higher Education in Africa (PHEA), active in Madagascar, Mozambique, South Africa, and the United Republic of Tanzania. PHEA has recorded several successes, one of which includes the strengthening of universities through capacity-building activities in areas such as financial management, administrative systems and development. Looking ahead, the SADC region has identified a broad list of areas where research is needed. It has also proposed the establishment of a research and development fund.

Promotion and development of African quality assurance in higher education

The call for the establishment of a framework on quality assurance in Africa began in the early 1990s. Between 1997 and 2007, the African Union took steps through the Plan of Action of the First and Second Decades of Education to foster the realization of the vision. In December 2010, the Association for the Development of Education in Africa (ADEA), through its Working Group on Higher Education, and partners such as the Association of African Universities (AAU), took leadership in mobilizing a coalition to move the process leading to the establishment of an African Quality

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[15] http://www.deasa.org.za/ Accessed 5 March 2014
[16] http://www.avu.org/About-AVU/introduction.html Accessed 5 March 2014
[17] NEPAD 2005: 21
[18] SARUA leadership dialogue series volume 4 2 2012 internationalisation in higher Education Perspectives from the Global South
[19] Deepening Research Capacity and Collaboration across Universities in SADC: A Southern African Universities Regional Research and Development Fund (2011)

Assurance Network. To this end, the Working Group commissioned a study on 21 African countries that have legally established agencies for quality assurance. Of these 21 countries, seven – Botswana, Lesotho, Mauritius, Mozambique, Namibia, South Africa and Zimbabwe – belong to the SADC region. The Network concerns itself with matters related to research and sharing of good practice.

Figure 2: Number of Higher Education Publications
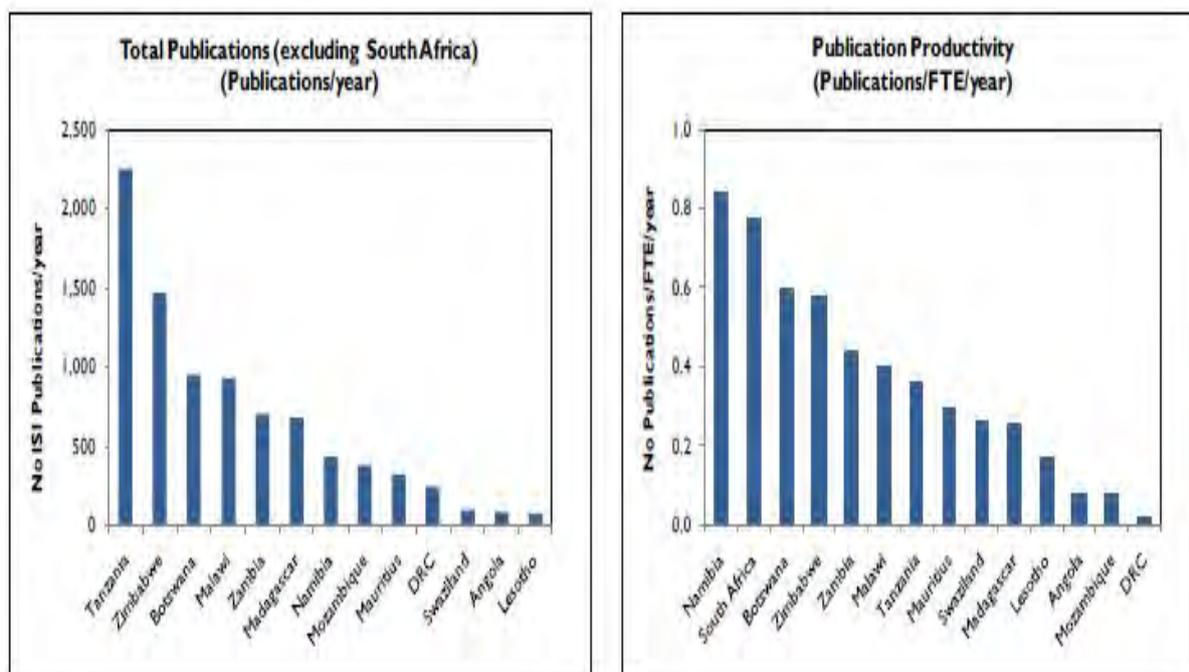
FTE-Full Time Equivalents, ISI- Institute for Scientific Information
Source: SARUA, May 2011

Funding higher education

In terms of the financing of higher education, the Plan of Action for the Second Decade of Education stresses the need to ensure the appropriate levels of funding for this sector. Africa's public investment in higher education over the last 17 years has shown little growth. Approximately 0.8 per cent of the continent's gross domestic product, and around 20 per cent of its current public expenditure on education, is channelled to this sub-sector. These figures have failed to keep up with higher education enrolments which tripled between 1991 and 2006. The continent would do well to explore alternatives to fund higher education such as cost-sharing schemes and diversifying ownership (private and public-private). Effective and professional resource management and deployment systems may also be beneficial. Other unique resource-generation cultures such as establishing endowments, a common practice in the United States, are being employed in South Africa. In the interim, several countries are using cost-sharing mechanisms as illustrated by figure 4.

Improving access to higher education

Despite concerted efforts towards increasing enrolments at the tertiary level in the SADC region, several countries still reported single digit gross enrolment ratios (GERs) in 2012. The Democratic Republic of the Congo, Madagascar, Seychelles, Tanzania and Zimbabwe noted tertiary GERs ranging from 1.4 in the Seychelles to 8.2 in the Democratic Republic of the Congo. Seychelles established its

first public university in 2009 with an intake of 300 students.[20] The relative infancy of the higher education sector in this country might explain these low enrolment rates. On the other hand, the Democratic Republic of the Congo, a conflict-affected State, has performed better than many other member States.

Figure 3: Student financial assistance programmes in African countries

Country	Student Aid Program	Details of financial assistance
Angola	Government grants for living costs	3,000 (assisted) in 2009
Botswana	Grant-loan scheme	Public and private sector students; tuition fees and maintenance costs, Interest free
Lesotho	Loan grant scheme	The amount has to be paid back upon successful completion of degree and employment in Lesotho civil service
Madagascar	Grant	Government sponsored for all qualified students, 82% of students receive grants or loans
Malawi	Grants and loans	30% of undergraduates receive grants or loans
Mauritius	Means tested grants	Covers tuition and living costs
Mozambique	Grants	Full and partial based on eligibility, 10% of students in public education
Namibia	Means-tested assistance scheme	
South Africa	Loans with a possibility of conversion to grants	15% of undergraduates in public institutions receive loans
Swaziland	Grants and loans	95% of students receive some type of financial support
United Republic of Tanzania	Means-tested deferred tuition fees and maintenance costs	55,981 of out 68,001 loans applications approved in 2007/2008
Zambia	Grants	Up to 75% of total costs for 7,500 students per year
Zimbabwe	Defunct cadetship scheme	For needy students, Required to work in the public sector for a fixed period after graduation

Source: http://siteresources.worldbank.org/EDUCATION/Resources/278200-1099079877269/Financing_higher_edu_Africa.pdf

Mauritius reported a tertiary GER of almost 40 per cent in 2012 and acts as a case study for the region. The country has 11 public and 55 private institutions of higher and tertiary education which service a population of 1.3 million people. These developments have been driven by the nation's desire to become a regional knowledge hub. Similarly, the Democratic Republic of the Congo, Lesotho and Madagascar all witnessed impressive growth in their tertiary education enrolments. In fact, both the Democratic Republic of the Congo and Lesotho more than doubled the number of tertiary students between 2006 and 2012. Data blanks in 2012 have precluded an effective analysis for the rest of the region. However, the Southern African Regional Universities Association (SARUA)

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[20] http://www.sarua.org/files/Country%20Reports%202012/Seychelles%20country%20profile%20Eng.pdf Accessed 6 March 2014

in its "Seven Years of Regional Higher Education Advancement" report covering the period 2006–2012 notes that at the 2006 GER of 6 per cent close to 130 million people are unlikely to ever access tertiary education.[21] Innovative approaches to the provision of tertiary education, such as have already been mentioned might offer a means of plugging this gap.

Table 8: Tertiary enrolment

Country	Tertiary GER									Total Enrolment in Tertiary		
	Female		Difference	Male		Difference	Total		Difference	Total		Percentage Change
	2006	2012		2006	2012		2006	2012		2006	2012	
Angola	...	...	...	...	...	...	2.9	...	...	48,694	...	...
Botswana	7.9	...	...	6.9	...	...	7.4	...	...	16,239	...	...
Democratic Republic of the Congo	...	5.8	...	...	10.6	...	4.5	8.2	3.7	229,443	511,251	122.8
Lesotho	4.4	13.1	8.7	3.4	8.7	5.2	3.9	10.8	6.9	8,500	25,507	200.1
Madagascar	2.8	3.9	1.1	3.2	4.3	1.1	3.0	4.1	1.1	49,680	90,235	81.6
Malawi	0.3	...	...	0.7	...	...	0.5	...	...	6,298	...	...
Mauritius	23.6	45.4	21.8	23.4	34.4	10.9	23.5	39.9	16.3	22,221	40,165	80.8
Mozambique	...	...	...	...	...	...	...	...	...	...	...	...
Namibia	6.0	...	...	7.1	...	...	6.6	...	...	13,185	...	...
Seychelles	...	2.2	...	...	0.7	...	...	1.4	...	...	103	...
South Africa	...	...	...	...	...	...	...	...	...	...	...	...
Swaziland	4.4	...	...	4.5	...	...	4.4	...	...	5,692	...	...
United Republic of Tanzania	...	2.8	...	...	5.1	...	...	3.9	...	...	166,014	...
Zambia	...	...	...	...	...	...	...	...	...	...	...	...
Zimbabwe	...	5.2	...	...	6.7	...	...	5.9	...	...	94,012	...
Regional Weighted Average	**4.8**	**...**	**...**	**6.5**	**...**	**...**	**5.6**	**...**	**...**	**1,363,870**	**...**	**...**
Continental Weighted Average	**8.4**	**...**	**...**	**10.7**	**...**	**...**	**9.5**	**...**	**...**	**8,644,080**	**...**	**...**

Source: AU Outlook on Education database (2014),   ... No data available

Equity dimension

Madagascar, Mauritius and Zimbabwe were the three countries that provided disaggregated data on gross tertiary enrolment which were closest to reaching equity between males and females in tertiary education. In contrast, gender equity in the Democratic Republic of the Congo, Lesotho, the Seychelles and the United Republic of Tanzania was skewed, with members of one gender almost double those of the other. Lesotho and Seychelles, for example, witnessed far more females at this level of education, a continuing trend from the baseline year. The gap in Lesotho has grown more acute over time.

Figure 4: Proportions of gender representation in higher education

Source: AU Outlook on Education database (2014),   ... No data available

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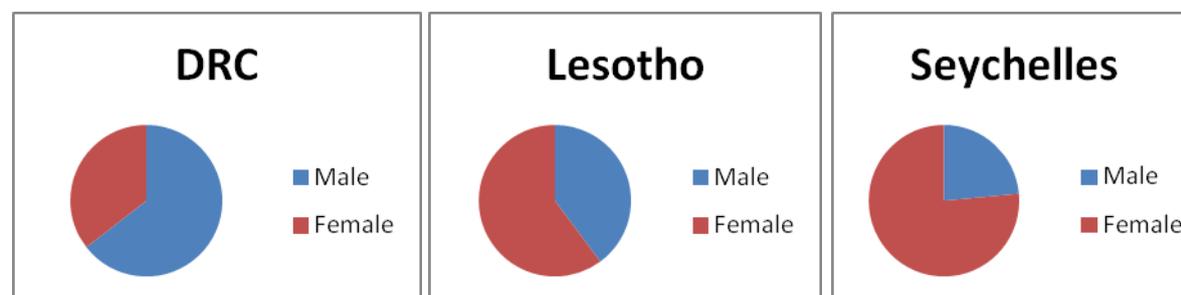
[21] http://www.sarua.org/files/publications/SARUA%20leadership%20Dialogue%20Series/SARUA%20Story%20final.pdf
Accessed 15 March 2014

With regard to access, the trend in higher and tertiary education shows that the participation of women at the tertiary level is concentrated in certain subjects. In all, five countries from the SADC region reported on female graduates in education. Of those, only Madagascar reported female graduates in education in the minority. In every other reporting country, women formed the bulk of students enrolled in education. Similarly, women were consistently outnumbered by men in engineering, manufacturing, construction and science, illustrating the continued exclusion of females from traditionally male-dominated fields. Mauritius, however, reported an unusually high number of females in agriculture in 2012.

Table 9: Percentage of female graduates in various fields

Country	Percentage of female graduates				
	Total Tertiary	Agriculture	Education	Engineering, manufacturing and construction	Science
	2012	2012	2012	2012	2012
Angola	...	...	...	...	...
Botswana	...	...	...	...	...
Democratic Republic of the Congo	...	...	...	...	...
Lesotho	25.5	58.1	72.4	30.6	25.5
Madagascar	35.3	44.0	37.3	21.5	35.3
Malawi	...	...	...	...	...
Mauritius	42.9	75.2	59.0	25.6	42.9
Mozambique	...	...	...	...	...
Namibia	...	...	...	...	...
Seychelles	...	...	91.6	...	...
South Africa	...	...	...	...	...
Swaziland	...	...	...	...	...
United Republic of Tanzania	...	...	...	...	...
Zambia	...	...	...	...	...
Zimbabwe	31.8	34.3	65.5	23.6	31.8
Regional Weighted Average					
Continental Weighted Average					

Source: AU Outlook on Education database (2014), ... No data available

Continental and regional integration

The African Union Commission has spearheaded some key continental initiatives, in particular, the African Higher Education Harmonization Strategy and the Regional Convention on the Recognition of Studies, Certificates, Diplomas, Degrees and other Academic Qualifications in Higher Education in African States (Arusha Convention). In many countries, universities are redefining curricula. Others are consolidating university-industry linkages to foster innovation and technology transfer.

The SADC Protocol on Education and Training has outlined principles that will guide regional integration as far as education is concerned. The protocol institutionalizes member States' commitment to the harmonization of curricula across all levels, including technical and vocational education and training. A greater degree of harmonization is desirable in the development of teaching and learning materials, certification and accreditation and examinations.

Higher education harmonization strategy

Article 7 of the SADC Protocol on Education and Training has outlined several points for the harmonization of higher education. The protocol stipulates that member States will work towards standardizing university entrance requirements, credit transfers and the eventual elimination of barriers towards student and educational staff mobility. The protocol also states that SADC member States treat students from SADC countries studying in higher education as home students as far as the payment of fees is concerned. The member States of SADC are in various stages of implementing these principles.

Private sector players a growing force

The SADC region has, over the years, steadily increased expenditure on higher education. Despite all these efforts, the sector has not expanded at a rate commensurate with enrolments. The region has subsequently begun to witness increased involvement of the private sector in higher education provision with an increasing number of private universities. A key example is South Africa where holders of certificates obtained from private universities form a much larger pool of potentially operational graduates from which to recruit. Private alternatives include open universities, distance learning institutions, virtual universities and corporate universities. Countries in the SADC region that have made private sector higher education institutions a reality include Botswana, Mozambique, South Africa, the United Republic of Tanzania, Zambia and Zimbabwe.

The cost of providing private education is often expensive and hence out of reach for many students from low income families. In some countries, regulating frameworks for private entities are non-existent as is the case in Mozambique, the United Republic of Tanzania and Zambia. A third issue is that private higher education institutions tend to attract human and intellectual resources away from public State-owned institutions. The education sector has also witnessed interest from private sector players outside the education system. The idea of establishing higher education investment banks or higher education development banks is not new to Africa and has, in fact, been operationalized in Nigeria. Such a bank would harness private sector resources for the funding of education and provide student and project-funding loans. The Azania Commercial Bank of the United Republic of Tanzania has begun making funding available for education using this method. [22]

Conclusion

In the two years since the last SADC AU Outlook on Education report, the situation in higher and tertiary education has witnessed very little change. Enrolments in universities, especially among females, remain quite low. There are also very few graduates in technical subjects despite the realization that critical knowledge and core skills are some of the drivers necessary for the region to achieve its desired social and economic goals. In spite of these challenges, some countries such the Democratic Republic of the Congo, Lesotho, Madagascar and Mauritius have witnessed significant growth in tertiary level enrolments. A few –Madagascar, Mauritius and Zimbabwe – are nearing gender parity. Innovative approaches towards higher education provision are also starting to gain ground. This, together with the private sectors increasing involvement in education matters, might go some way towards narrowing the gap in the provision of higher and tertiary education.

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[22] SARUA leadership dialogue series volume 2 number 2, INVESTMENT IN HIGHER EDUCATION
for development: New Directions (2010)

Priority area 5: Technical and vocational education and training

The SADC region, along with the rest of Africa, is on the cusp of an economic transformation underpinned by vast mineral resources and a young and energetic labour force. Producing the required technical and vocational skills is therefore in order. On paper, the region has realized the importance of nurturing such skills. Individual countries have translated this into action at different paces.

Challenges faced in understanding the meaning of TVET

A major challenge is a common understanding of the term, "Technical and Vocational Education and Training" – or "TVET" – across countries and agencies. It is often replaced by terms such as "human resources development", "workforce development" or "skills development". Moreover, definitions are also unclear concerning whether there is a boundary between the terms "professional" and "technical", as used in French-speaking and Portuguese-speaking countries, and whether such a boundary is unequivocally one of differing qualification levels. [23] The recent paradigm shift from TVET to technical and vocational skills development (TVSD) has expanded the discussion.

There are new concepts and assumptions that underline the multiple understanding of skills development and its relationship with labour productivity and economic growth. Technical and Vocational Education and Training focuses largely on the formal education and training system but is acknowledged for its contribution to human development which goes beyond the demands of the labour market, in the area of technical skills and competencies. It is often concerned with socialization and empowerment and not just job preparation. Examples of what can be deemed as TVET include informal apprenticeships and post-secondary non-tertiary education, among others. Informal apprenticeships in Southern Africa differ markedly from those in French-speaking and English-speaking West Africa. Countries need to rethink their TVET policies, ensuring that they are based on the evidence drawn from their individual contexts. They also need to develop a more diverse conception of TVET, encompassing a multiplicity of purposes, providers, settings and learners.

One of the main challenges of TVET, which TVSD seeks to address, is its one-dimensional relationship with formal systems. Technical and Vocation Education and Training tends to span mostly across formal structures excluding people working, teaching and learning in the informal sector. In response to this, TVSD covers formal, non-formal and informal sectors. It addresses issues such as recognition of skills gained outside the classroom and encouraging the availability of multiple pathways to higher learning. Technical and vocational skills development is premised on flexibility with regard both to the types of programmes offered and to schedules.

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[23] There is a need to consider how terms are used in French-speaking and Portuguese contexts. In both languages, there is a tendency to use forms of two terms: "ensino técnico profissional" and "enseignement technique et professionnel" (which can be translated most simply as "technical and vocational education") and "formação profissional" and "formation professionnelle" ("vocational training"). In the Democratic Republic of the Congo, however,
the combined French form "enseignement technique et de la formation professionnelle – ETFP" is also quite common - sourced from SADC TVET Assessment report 2010.

Policy response to TVET

The SADC member States have developed a programme for education and skills development. In this programme, SADC facilitates and coordinates the harmonization and implementation of regional policies and programmes to ensure access to relevant and quality education and training in the SADC region. It is through this programme and RETIP that TVET has been institutionalized at the regional level. The results of these policy changes have been fragmented across the region with different outcomes in different countries.

In 2011, SADC commissioned an assessment of its member States' capacity in technical and vocational education.[24] The assessment found that TVET reforms and transformation are being carried out at various stages of implementation and in a variety of forms in many countries in the SADC region. The reforms are presented either in specific TVET policies or within national education or training policies. They address the following challenge areas: poor coordination; lack of institutional capacity; curriculum incoherence; underfunding; limited mobility between the formal and non-formal sectors; and weak linkages with the labour market.

Some of the policy responses include improved coordination and organization through the establishment of national TVET bodies or authorities which allow for greater participation of the private sector, diversified funding strategies and development of TVET or national qualification frameworks and diversified provision for upper-secondary education. Unfortunately, there has been an absence of rigorous and regional analyses of the reform process and its outcomes and impacts. SADC has made skills development for youth employability one of its priorities for the post-2015 development agenda. This agenda will consider curriculum review and research on what is needed in the context of labour-market skills content and career counselling.[25]

Member States' participation in TVET

The availability of TVET programmes seems to be concentrated at higher levels of secondary education. An analysis of 2012 data in six reporting countries showed a far greater proportion of TVET programmes further up in four of these countries. In the United Republic of Tanzania, for example, TVET involvement in lower secondary education was only 6 per cent, compared to 58 per cent in upper secondary education. Situating the bulk of TVET programmes at the upper levels of education may be in preparation for students' exit into the world of work.

Madagascar, Mauritius, Mozambique and South Africa reported very low percentages of TVET programmes across the board – less than 10 per cent in each case. In Madagascar, this actually represented a decline of 10 percentage points. These countries are encouraged to follow the examples of the Democratic Republic of the Congo, the United Republic of Tanzania and Zambia all of which reported TVET programmes accounting for 30 per cent of secondary education. As a region, SADC performed poorly against the continental profile in 2006. Unfortunately, insufficient data were submitted for 2012 to allow a comprehensive analysis.

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[24] SADC TVET development programme (2011)
http://www.eddpg.or.tz/pdf/TVET/TVET%20Development%20Programme_Inception_Report-2011.pdf Accessed 14 March 2014
[25] http://unesdoc.unesco.org/images/0022/002204/220490e.pdf Accessed 15 March 2014

Gender equality and women's empowerment in TVET

Females generally accounted for a minority of enrolments in TVET education. Average participation rates for females in the region were around 37 per cent in 2006. Given that there are more boys than girls in secondary school, this pattern is hardly surprising. While there are inadequate data on 2012 regional trends, a few countries such as South Africa, the United Republic of Tanzania and Zambia reported that between 40 and 50 per cent of students on TVET programmes were female. While Mozambique reported a marginal increase in the proportion of girls in TVET education at the secondary level, Madagascar reported a slight decline.

Table 10: Percentage of TVET programmes in secondary

Country	Percentage of TVET programme in lower secondary			Percentage of TVET programme in upper secondary			Percentage of TVET programme in total secondary		
	Total			Total			Total		
	2006	2012	Difference	2006	2012	Difference	2006	2012	Difference
Angola	...	...	...	79.0	...	...	...	...	...
Botswana	...	...	...	19.1	...	...	6.1	...	...
Democratic Republic of the Congo	...	4.0	...	...	30.7	...	...	18.8	...
Lesotho	1.0	...	...	3.4	...	...	1.6	...	...
Madagascar	1.1	0.4	-0.6	16.1	8.1	-8.0	3.9	2.0	-1.9
Malawi	...	...	...	...	...	...	...	...	...
Mauritius	15.8	12.3	-3.5	...	6.2	...	...	9.0	...
Mozambique	7.2	3.9	-3.3	6.6	6.9	0.4	7.1	4.4	-2.7
Namibia	...	...	...	...	...	...	...	...	...
Seychelles	...	...	...	...	...	...	...	...	...
South Africa	...	...	...	8.8	8.9	0.1	5.1	5.1	0.0
Swaziland	...	...	...	...	...	...	...	...	...
United Republic of Tanzania	...	6.3	...	...	58.0	...	...	11.0	...
Zambia	...	55.0	...	...	50.2	...	...	53.3	...
Zimbabwe	...	...	...	...	...	...	...	...	...
Regional Weighted Average	**2.6**	**...**	**...**	**19.9**	**...**	**...**	**9.9**	**...**	**...**
Continental Weighted Average	**3.1**	**...**	**...**	**23.2**	**...**	**...**	**10.4**	**...**	**...**

Source: AU Outlook on Education database (2014), ... No data available

Table 11: Percentage female of TVET enrolments in secondary

Country	TVET enrolment in lower secondary, % of female			TVET enrolment in upper secondary, % of female			TVET enrolment in total secondary, % of female		
	Total			Total			Total		
	2006	2012	Difference	2006	2012	Difference	2006	2012	Difference
Angola	...	...	...	40.0	...	...	...	...	...
Botswana	...	...	...	37.8	...	...	37.8	...	...
Democratic Republic of the Congo	...	29.9	...	...	34.2	...	...	33.8	...
Lesotho	80.0	...	...	29.5	...	...	52.6	...	...
Madagascar	37.6	46.0	8.4	33.8	29.4	-4.4	34.7	32.2	-2.5
Malawi	...	...	...	...	...	...	...	...	...
Mauritius	38.6	35.7	-2.9	...	31.3	...	...	34.1	...
Mozambique	32.0	32.8	0.8	21.7	37.6	15.8	30.8	34.1	3.3
Namibia	...	...	...	...	...	...	...	...	...
Seychelles	...	...	...	...	...	...	...	...	...
South Africa	...	...	...	39.9	43.5	3.6	39.9	43.5	3.6
Swaziland	...	...	...	...	...	...	...	...	...
United Republic of Tanzania	...	46.8	...	...	47.9	...	...	47.4	...
Zambia	...	45.8	...	...	50.4	...	...	47.4	...
Zimbabwe	...	...	...	...	...	...	...	...	...
Regional Weighted Average	**38.6**	**...**	**...**	**36.2**	**...**	**...**	**36.5**	**...**	**...**
Continental Weighted Average	**35.8**	**...**	**...**	**43.8**	**...**	**...**	**42.3**	**...**	**...**

Source: AU Outlook on Education database (2014), ... No data available

Youth and TVET

In many SADC countries, young people account for well over 60 per cent of the population. Young people tend to spend much longer hunting for jobs, in unemployment or engaged in lower-skill work than adults. Vulnerable groups include young women, school drop-outs, young people working in the informal sector and illiterate young people. As of 2011, there were over 51 million illiterate young people in SADC and the SADC region is faced with the challenge of addressing the needs of these young people. Most of them were female. This may be due to the fact that there were more women than men in the region, as the proportion of those who could not read or write was lower among females than males. Literacy rates among young people across the region were relatively high with SADC posting higher rates than the continent over the period 2005–2014. This was, however, a decline from the literacy rate in the 10 years preceding 2005. Falling literacy rates in the Democratic Region of the Congo, Lesotho, Madagascar, Malawi, Namibia, the United Republic of Tanzania and Zambia may have contributed to a lower regional average.

Table 12: Adult literacy rate

Country	Adult Literacy Rate								
	Youths (aged 15 to 24)								
	FEMALE		Percentage Change	Male		Percentage Change	TOTAL		Percentage Change
	1995-2004	2005-2014		1995-2004	2005-2014		1995-2004	2005-2014	
Angola	63.2	66.1	2.9	83.8	80.1	-3.7	72.2	73.0	0.8
Botswana	95.6	97.0	1.4	92.1	93.5	1.4	94.0	95.2	1.3
Democratic Republic of Congo	63.1	53.3	-9.8	78.0	78.9	1.0	70.4	65.8	-4.6
Lesotho	97.5	92.1	-5.4	84.8	74.2	-10.6	90.9	83.2	-7.7
Madagascar	68.2	64.0	-4.2	72.7	65.9	-6.7	70.2	64.9	-5.3
Malawi	70.7	70.0	-0.7	82.1	74.3	-7.8	76.0	72.1	-3.9
Mauritius	95.4	97.8	2.5	93.7	95.8	2.1	94.5	96.8	2.3
Mozambique	50.0	56.5	6.5	74.4	79.8	5.5	61.9	67.1	5.3
Namibia	93.5	90.6	-2.9	91.2	83.2	-7.9	92.3	87.1	-5.2
Seychellesa	99.4	99.4	0.0	98.8	98.8	0.0	99.1	99.1	0.0
Bright	94.3	99.2	4.9	93.5	98.4	4.9	93.9	98.8	4.9
Swaziland	92.9	95.3	2.4	90.7	92.2	1.5	91.9	93.7	1.9
Tanzania	76.2	72.8	-3.4	80.9	76.5	-4.4	78.4	74.6	-3.8
Zambia	66.3	58.5	-7.8	77.7	70.3	-7.4	69.1	64.0	-5.0
Zimbabwe	...	92.1	...	...	89.6	...	...	90.9	...
Regional Weighted Average	**74.7**	**71.9**	**-2.8**	**83.3**	**81.6**	**-1.7**	**78.7**	**76.6**	**-2.1**
Continental Weighted Average	**63.9**	**67.4**	**3.5**	**77.0**	**78.6**	**1.6**	**70.2**	**72.9**	**2.7**

Source: AU Outlook on Education database (2014),   ... No data available

Conclusion

Several commitments have been made towards raising the status of TVET in SADC. The Strategic Framework and Programme of Action for Technical and Vocational Education and Training in the Southern African Region, which was drafted in 2011, outlines the region's top ten strategic priorities. The top three are TVET management information systems and monitoring and evaluation capacity; staff development (including teacher training); and funding.[26] Going forward from 2012, countries in the SADC region are also urged to promote literacy and provide more options in terms of TVET and TVSD programmes.

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[26] http://www.sadc.int/files/3713/5548/7214/Strategic_Framework_and_Programme_of_Action_for_Technical___August_2011.pdf Accessed 19 March 2014

Priority area 6: Curriculum development, teaching and learning materials

This priority area provides information on the availability of physical resources input in terms of the number of textbooks to which a pupil has access.

Curriculum reform

The SADC region has reason to seriously consider curriculum reform. According to the SADC gender protocol barometer (2013), curricula and teaching materials in SADC countries still show a strong bias towards gender stereotypes which do not favour women. As a consequence, there are far fewer females enrolled in traditionally male-dominated fields such as science and law. This contributes to the skewed distribution of females in the world of work. Reforms that meet the changing nature of the work environment and labour market needs are also necessary in TVET subjects. A lot of work has also gone into developing information and communications technology (ICT) infrastructure and integrating ICT into the region's learning curricula.

Learning materials and teachers

Poor data availability on this indicator precludes a comprehensive analysis. Nevertheless, of those countries that reported for both years, only Mauritius had a ratio of one mathematics textbook to one child. In Malawi, the ratio in 2010 suggested that a small proportion of children were sharing textbooks. Two years later, this situation worsened with the number rising significantly to almost five children per textbook. The United Republic of Tanzania followed closely behind with four children to a textbook. Unfortunately, Namibia and Mozambique also reported increasing pupil-textbook ratios. Reading pupil-textbook ratios fared much better. The highest reported ratio was two children per book in the United Republic of Tanzania in 2012. In Mauritius, it seems that there were more books than students. These data are encouraging and serve as an example for the region.

Table 13: Primary pupil textbook ratios

Country	Primary pupil-textbook ratio (public institutions)			Primary pupil-textbook ratio (public institutions)		
	Mathematics	Mathematics	Percentage Change	Reading	Reading	Percentage Change
	2010	2012		2010	2012	
Angola	3.0	...	...	2.9	...	...
Botsw ana	...	...	...	...	...	...
Democratic Republic of the Congo	1.9	...	...	1.8	...	...
Lesotho	...	...	...	...	...	...
Madagascar	1.4	...	...	0.8	...	...
Malaw i	1.8	4.6	2.8	...	1.5	...
Mauritius	1.0	1.0	0.0	0.3	0.3	0.0
Mozambique	1.3	1.4	0.1	1.3	1.5	0.2
Namibia	1.1	2.9	1.8	1.1	1.6	0.5
Seychelles	...	...	...	...	...	...
Sw aziland	...	...	...	...	...	...
United Republic of Tanzania	3.9	3.8	-0.1	2.0	2.0	-0.1
Zambia	...	3.2	...	...	1.8	...
Zimbabw e	...	...	...	...	...	...

Source: AU Outlook on Education database (2014), ... No data available

African languages

To their credit, SADC countries have policies on the integration of national languages into education and some have curricula that embrace the use of indigenous languages. But the provision of cultural subjects as examinable subjects is still a challenge in many countries due, partly, to the vast numbers of languages involved. Thus, this thematic area remains a work in progress. There is a growing call by organizations such as the African Academy of Languages (ACALAN) for local languages to be accorded the same importance as colonial languages, in particular for their use as media of instruction at the lower levels of basic education.

Continental and national initiatives in curricula

Little appears to have been done since the first Pan-African Conference on Curricula, Literacy and Book Sector Development, held in Dar es Salaam, the United Republic of Tanzania, in 2009.[27] This is possibly because most ministries of education have few highly trained staff in curriculum studies and research, or in materials production for schools, weak consultative processes in curriculum and materials writing and inconsistent training and guidance for specialists. Since 2006, three national African science academies have been created in the SADC countries of Mozambique, Mauritius and the United Republic of Tanzania. These are part of the Network of African Science Academies established in 2001 to accelerate the pace at which member academies implement best practices to advise their governments on science, technology and innovation policy reform.

In Mauritius, the government is seeking to strengthen the capacity of the Ministry of Education in the area of curriculum development and thus advocates a curriculum review in its latest education strategy.[28] The plan calls for a new national science policy to be implemented, focusing on the expansion and upgrading of science laboratories and updating of current textbooks at the secondary level so that they become effective feeders to the tertiary education sub-sector. Tertiary students are also given incentives to enrol in science courses.

The primary school curriculum in Zimbabwe is said to be very academic; however partners such as SNV and ECONET have stepped in to assist.[29] SNV World, a non-governmental organization, helped the Ministry of Education, Sport, Arts and Culture in Manicaland Province to improve the primary curriculum to make it more practical.[30] The mobile services provider ECONET has also recently launched a facility that allows students to browse e-learning materials at no cost. A large number of journals have been made available and this no doubt is a welcome development given the cost of print material.

Conclusion

Curriculum reform across the region remains a priority, especially given the changing nature of work. Staff development initiatives at the ministry level might therefore consider further training for curriculum developers. Not only will this lower costs but it will also ensure that the ministry is able to effect changes in a timely fashion. The education sector should also harness the flexibility of low cost e-learning solutions as has been done in Zimbabwe and other SADC countries.

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[27] African Union Department of Human Resources, Science and Technology (2009). First Pan African Conference on Curricula, Literacy and Book Sector Development. 24-27 March 2009. Dar es Salaam, Tanzania.
[28] Ministry of Education, Culture and Human Resources (2008). Education and Human Resources Strategy Plan 2008-2020. Mauritius
[29] Boonstoppel, E & Mudyazvivi, E. (2010). The Case of Making Teaching and Learning Materials Practical and Locally Relevant in Zimbabwe. SNV Netherlands Development Organisation.
[30] Ibid

Priority area 7: Quality management

The goal of this priority area is to facilitate the improved access, relevance, equity and efficiency of education in Africa through the development of quality management systems at national, regional and continental levels. Quality management includes arrangements for quality assurance and quality enhancement and covers aspects of input, processes and outcomes. Assessments of effective quality management need to take vulnerable and marginalized groups into consideration as well.

Education initiatives on quality assurance mechanisms

Available literature suggests that most quality assurance mechanisms on the continent are related to higher education. The African Union, for example, has plans to establish an African higher education quality rating mechanism which will foster information exchange and comparability among qualifications. Similar initiatives in higher education include the revised Arusha Convention, which seeks to establish continentally harmonized quality assurance mechanisms for the accreditation of academic qualifications. At the micro level, 21 African countries had established higher education accreditation bodies. Eight of these – Botswana, Lesotho, Mauritius, Mozambique, Namibia, South Africa and Zimbabwe – are in SADC.

On paper, the region and the continent seem to be making progress. It must be mentioned though that the development of the African higher education quality rating mechanism has been in the pipeline since 2007 and is still a work in progress seven years later.[31] At the regional level, the Higher Education Quality Management Initiative for Southern Africa (HEQMISA) was formed in 2003 but has failed to get off the ground because of funding constraints. Without the necessary financial support, a quality assurance mechanism for the region will remain a pipe dream.

Effective resource management for quality

Education expenditure in sub-Saharan Africa increased by over 6 per cent in the decade preceding 2011 and now accounts for 18 per cent of all public spending. This is in comparison to 15 per cent in other regions. While financial investments in education as a proportion of public expenditure provide an indication of quality, this indicator, on its own, is not an adequate measure of whether resources are being distributed effectively. The discussion around resource management should also take into consideration per capita spending and returns on investment.

Only Madagascar and Mauritius reported on public expenditure per student in both 2006 and 2012. Despite having reported spending less per pupil in all three sectors of education, Madagascar spent more per capita as the level of education rose. A similar situation prevailed in Mauritius in 2006. In 2012, however, pupils in secondary education could expect to benefit from 1.8 times more resources than their counterparts in primary school and 2.2 times more than students in tertiary education. The trend in 2006 was for many countries in SADC to spend far more on tertiary level students. Whether this pattern continued into 2012 is difficult to tell as there is an absence of comprehensive data on this indicator.

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[31] http://www.universityworldnews.com/artide.php?story=20130614161617828 Accessed 11 March 2014

Table 14: Public expenditure per student in US dollars (PPP)

Country	Public expenditure per Student in US dollars (PPP)								
	Primary		Percentage Change	Secondary		Percentage Change	Tertiary		Percentage Change
	2006	2012		2006	2012		2006	2012	
Angola	...	...	...	...	...	...	3,523	...	...
Botswana	...	...	...	...	...	...	...	...	...
Democratic Republic of the Congo	...	...	...	...	...	...	...	...	...
Lesotho	328	...	...	653	...	...	16,066	...	...
Madagascar	87.7	63.7	-27.3	137	81.6	-40.6	1,435	998	-30.4
Malawi	...	...	...	...	...	...	...	...	...
Mauritius	1,042	1,636	57.0	1,724	2,976	72.7	2,241	1,376	-38.6
Mozambique	106	...	...	608	...	...	...	...	...
Namibia	984	...	...	1,012	...	...	6,314	...	...
Seychelles	...	...	...	...	...	...	...	...	...
South Africa	1,324	...	...	1,434	...	...	...	...	...
Swaziland	708	...	...	1,787	...	...	14,540	...	...
United Republic of Tanzania	105	...	...	...	...	...	...	...	...
Zambia	...	...	...	...	...	...	...	...	...
Zimbabwe	...	...	...	...	...	...	...	...	...
Regional Weighted Average	**...**	**...**	**...**	**...**	**...**	**...**	**...**	**...**	**...**
Continental Weighted Average	**...**	**...**	**...**	**...**	**...**	**...**	**...**	**...**	**...**

Source: AU Outlook on Education database (2014),   ... No data available

Expenditure is dependent on many variables such as the size of the public budget and the resources required at each level. Spending will also be influenced by the goals in each level. In 2009, Mozambique allocated 58 per cent of education resources to primary education as at the time the country was still some way from achieving universal primary education. In contrast, Botswana was spending only 18 per cent, as it had already reached that goal. Because of the shrinking resource bases in many SADC countries, governments need to make smart decisions about how to allocate funding so as to ensure the best possible results. The potential outcomes include better quality mass primary education with fewer dropouts and a higher transition rate into the secondary level and better quality education in key subjects.[32]

Governments can make use of performance-based budgeting. This system uses performance information to improve the efficiency and effectiveness of public expenditure by linking the funding of public-sector organizations to the results that they deliver. Where, for example, certain government programmes are not achieving set goals or are doing so at an unreasonably high cost, those responsible for planning can use this information to make decisions about whether to continue   the   programme   or   not.[33]

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[32] http://www.unesco.org/new/en/media-services/single-view/news/education_investment_jump_in_sub_saharan_africa_pays_dividends_with_more_children_in_school_than_ever_says_unesco_report/#.Ux7WevmSxrw Accessed 11 March 2014
[33] A Basic Model of Performance-Based Budgeting Marc Robinson and Duncan Last *Fiscal Affairs Department* international monetary fund 2009

Figure 5: Public education expenditure by level as a percentage of total education expenditure 2009 or most recent year
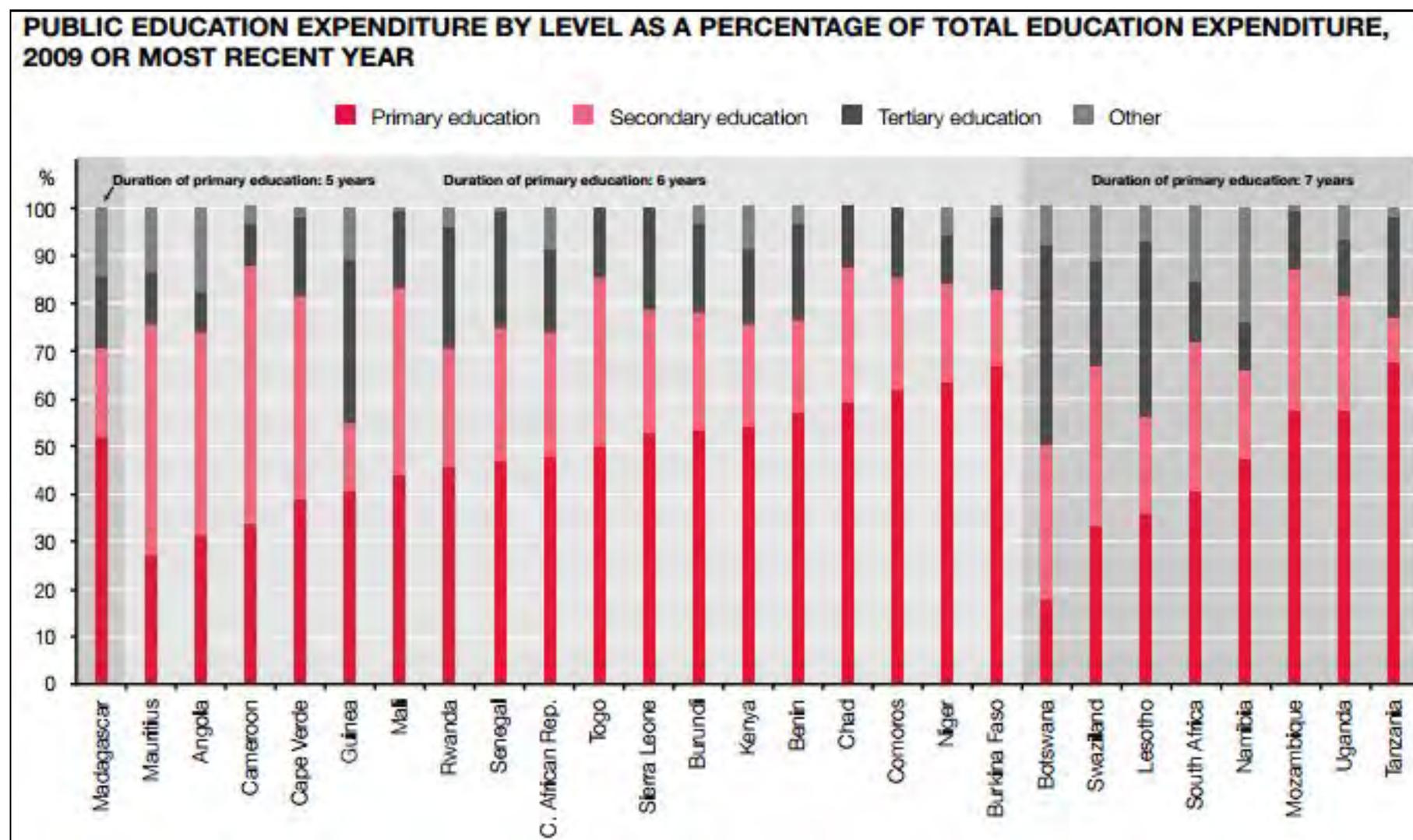
Source: UIS, Financing education in Sub-Saharan Africa-Meeting the challenge of expansion, equity and quality, (2011), Pg 35

Financing educational development

Reporting patterns on education financing in the SADC region are poor, continuing a trend that was observed in the last two COMEDAF reports. The data that exist show that there was a wide variation in the proportion of expenditure across the SADC region ranging from 4 per cent in Angola to 28 per cent in Lesotho. The relevance of this information is limited, however, as it was only reported for 2006. Only two countries, Madagascar and Mauritius, had 2012 data.

The critical question that remains is how to come up with innovative ways to finance education, particularly in the face of resource constraints. As it is, the bulk of public educational financing is channelled to traditional sectors in formal education. Resource allocation in TVET, for example, is not sufficient to produce the skills that young people need to enter the world of work.[34] Currently, the financing options that exist can cater for 10 per cent of young people, at most. Private financing options for TVET include companies, professional organizations, bilateral and multilateral donors.

Children out of school

In 2006, the baseline year, 18 per cent of primary school-aged children in SADC were not in school. This translated to almost 8 million children, the majority of whom were female. Since then, a number of countries have made significant progress. Between 2006 and 2012, five countries, namely Lesotho, Mauritius, Mozambique, Namibia and Zambia, reported declining out-of-school rates. Lesotho and Mozambique, in particular, were able to halve these figures. South Africa, on the other hand, reported a worsening situation – in 2012, there were 338,416 more children out of school than in 2006, bringing the overall number of out of school children to 656,487. This is despite recent efforts by the Department of Basic Education to lower the numbers, such as the no-fee school policy, the National School Nutrition Programme and the scholar transport policy.

Figure 6: Out-of-school children
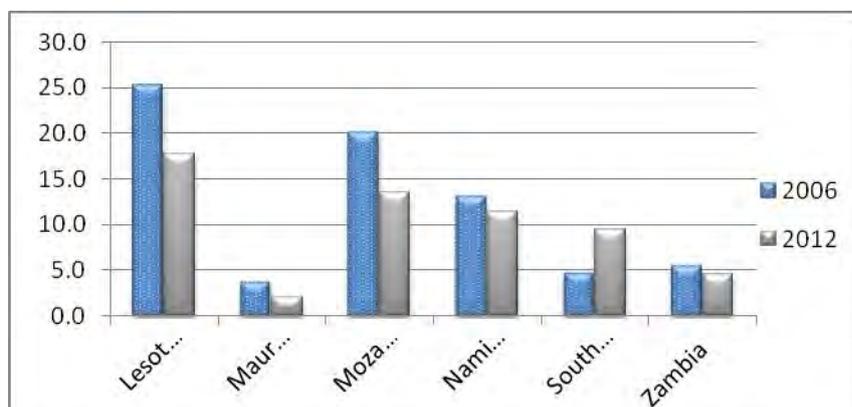
Source: AU Outlook on Education database (2014), ... No data available

Survival rate to the last grade of primary education

Given that very few countries in SADC reported on this indicator in 2011, it cannot be determined whether the situation has improved since 2006 when survival rates in the region were lower than the continental average. Focusing on individual data, Lesotho and Malawi reported significant gains in the number of children surviving primary education. Such progress is particularly welcome in Malawi, where only around one third of enrolled pupils were reaching the final grade of primary

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[34] ADEA, Richard Walther, Shanghai, 3rd TVET Congress 2012

education in 2006, a figure that jumped to nearly 50 per cent in 2011. Conversely, Mozambique dropped to a 31 per cent survival rate and at that rate of decline, the figure could be as low as 16 per cent in another five years. Ensuring retention is, thus, likely to become a priority for Mozambique.

Table 15: Survival rate to the last grade of primary

Country	Survival rate to last grade of primary								
	Female		Difference	Male		Difference	Total		Difference
	2006	2011		2006	2011		2006	2011	
Angola	...	...	...	...	...	...	...	...	...
Botswana	...	...	...	...	...	...	...	...	...
Democratic Republic of the Congo	...	65.8	...	...	74.9	...	...	70.7	...
Lesotho	55.9	74.8	18.9	37.8	52.8	15.0	46.4	63.2	16.8
Madagascar	43.2	41.9	-1.3	41.8	39.4	-2.4	42.5	40.7	-1.8
Malawi	34.9	47.7	12.8	37.0	50.6	13.6	35.9	49.1	13.2
Mauritius	97.3	97.5	0.2	97.6	97.1	-0.5	97.5	97.3	-0.1
Mozambique	41.4	29.4	-12.1	48.1	31.7	-16.5	45.0	30.6	-14.4
Namibia	...	...	...	...	...	...	...	...	...
Seychelles	...	...	...	...	...	...	...	...	...
South Africa	...	...	...	...	...	...	...	...	...
Swaziland	73.6	...	...	69.6	...	...	71.7	...	...
United Republic of Tanzania	84.6	...	...	80.5	...	...	82.5	...	...
Zambia	66.2	...	...	82.8	...	...	74.2	...	...
Zimbabwe	...	...	...	...	...	...	...	...	...
Regional Weighted Average	**55.4**	**...**	**...**	**57.6**	**...**	**...**	**56.5**	**...**	**...**
Continental Weighted Average	**60.2**	**...**	**...**	**60.8**	**...**	**...**	**60.5**	**...**	**...**

Source: AU Outlook on Education database (2014), ... No data available

Conclusion

One of the biggest challenges facing the SADC region with regard to achieving education quality is the need for a regional and functioning quality management mechanism which will ensure coherence across Southern Africa. Such a system would ensure that existing finances are channelled efficiently and effectively throughout the education system. It is somewhat ironic that the establishment of a quality management system requires financial investment if it is to be able to perform adequately, but these resources are already under pressure from a number of competing demands. Quality is one of the African Union's priorities and must be achieved despite the challenges ahead.

Priority area 8: Early childhood development

Early childhood is the most rapid period of development in a human's life and is therefore the critical stage for intervention in order to improve a young child's capacity for growth and learning. Investing in the survival, physical health, mental alertness, emotional security, social competence and learning of 0–8 year-old children is now widely recognized as critical to achieving the United Nations Millennium Development Goals and universal school enrolment. This prompted African countries and interest groups to lobby successfully for the inclusion of early childhood development (ECD) as the eighth priority area of the Plan of Action for the Second Decade of Education for Africa (2006-2015) in 2009.

ECD activities and initiatives at the regional level

While the SADC region has endorsed (ECD) as a priority area, not much by way of regional initiatives have been under taken in recognition of this endorsement. Outside of policy statements and conferences, the regional position on ECD is not very clear. The SADC Protocol on Education and Training illustrates this shortcoming perfectly. The document is silent on matters related to ECD and focuses on primary, secondary and tertiary education. The Open Society Initiative for Southern Africa (OSISA), working together with SADC countries, has organized a number of conferences on early childhood development and education (ECDE) with the aim of creating "a platform for delegates of countries in the SADC region to share experiences of success and challenges, and strategize policies on how to move forward in effecting quality delivery of ECDE services."[35]

National level ECD programmes and activities

Individual countries and sub regions within SADC have reported some successes as far as developing early childhood education is concerned. In the United Republic of Tanzania, the Zanzibari authorities have introduced the use of radio and information communications technology which are partly paid for by communities to cut costs. In Mauritius, the government has ensured the widespread distribution of ECD with both private and public schools. An implementation framework has also been developed. Botswana has a monitoring system in place which monitors all pre-schools. A quality assurance department with standards has also been established. The challenge lies in increasing access as private pre-schools are more often than not quite costly. Botswana and Zanzibar (United Republic of Tanzania) also seem to be grappling with a shortage of trained ECD teachers.[36]

For development, education and health are inseparable

The first 1,000 days of a child's life present an important foundation in early development. Adequate healthcare and good nutrition for young children can go a long way in developing children's immune systems. The cognitive abilities of children which they will need for future learning also stand to benefit.

On a positive note, infant and under-five mortality rates per 1,000 live births are on the decline in all 14 SADC countries. These are still far too high in countries such as the Democratic Republic of the Congo, where more than 10 per cent of infants die. Similarly, more than 10 per cent of under–fives do not live to see their fifth birthday in Angola, the Democratic Republic of the Congo, Malawi,

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[35] http://allafrica.com/stories/201307190254.html Accessed 12 March 2014
[36] http://www.unesco.org/new/fileadmin/MULTIMEDIA/FIELD/Dakar/pdf/EFAStatusSADC.pdf Accessed 12 March 2014

Mozambique and Zambia. This is in contrast to the Seychelles, where only 10 in every 1,000 live births in the under-five category are lost.

Table 16: Mortality rates

Country	Infant mortality rate (infant deaths per 1,000 live births)			Under-five mortality (deaths under age five per 1,000 live births)		
	Total	Total	Percentage Change	Total	Total	Percentage Change
	2005-2010	2010-2015		2005-2010	2010-2015	
Angola	104.35	96.22	-7.8	170.52	155.68	-8.7
Botswana	38.90	31.75	-18.4	50.53	40.70	-19.5
Democratic Republic of the Congo	115.90	108.62	-6.3	193.93	180.03	-7.2
Lesotho	75.69	60.14	-20.5	104.91	82.02	-21.8
Madagascar	45.50	36.78	-19.2	67.42	54.51	-19.2
Malawi	95.24	86.07	-9.6	135.74	118.51	-12.7
Mauritius	13.21	11.46	-13.3	15.24	13.08	-14.2
Mozambique	87.12	74.34	-14.7	136.40	115.58	-15.3
Namibia	43.20	33.53	-22.4	55.75	42.00	-24.7
Seychelles	10.18	8.15	-20.0	12.72	10.24	-19.5
Swaziland	75.89	64.65	-14.8	113.50	92.01	-18.9
Tanzania	60.56	48.71	-19.6	91.62	71.97	-21.4
Zambia	78.00	65.53	-16.0	121.58	101.83	-16.2
Zimbabwe	52.66	37.22	-29.3	75.87	52.75	-30.5

Source: AU Outlook on Education database (2014)

On the whole, fewer than one fourth of infants in the SADC region were underweight or affected by wasting. Only in Madagascar, where the proportion of under-fives who were underweight was 36 per cent, did this represent a challenge. Stunting, on the other hand, which is a relatively accurate indicator of long term malnutrition, was widespread across the region. Six countries, namely the Democratic Republic of the Congo, Madagascar, Malawi, Mozambique, the United Republic of Tanzania and Zambia reported over 40 per cent of young children affected.

Improving the focus on ECD

Government endorsement of early childhood development in real terms is necessary if the current situation is to improve. As it is, public resources are inadequate to cover the needs of all students going from basic education upwards. Innovative solutions are therefore required. Teacher numbers in the sector will need to be increased with the focus on trained teachers. Low-cost solutions involving community development, play groups and day-care facilities represent a private means of preparing young children for the future. A large section of this priority area has no data. In fact, only 41 per cent of indicators were reported on. This raises the question of how the region intends to effect improvements without the necessary data.

Pupil enrolments in pre-primary education indicated just about as many girls as boys are in the system. At this stage, though, the absence of conclusive data may in a way show the need for

greater involvement in early childhood education. The region has shown its commitment to making childhood education a priority but this can only be realized if the required data for planning are made available.

Table 17: Health indicators

| Country | % of under–fives (2008–2012) suffering from: | | |
| | underweight (WHO) | wasting (WHO) | stunting (WHO) |
	moderate & severe	moderate & severe	moderate & severe
Angola	16	8	29
Botswana	11	7	31
Democratic Republic of the Congo	24	9	43
Lesotho	13	4	39
Madagascar	36	15	50
Malawi	13	4	47
Mauritius	…	…	…
Mozambique	15	6	43
Namibia	17	8	29
Seychelles	…	…	…
Swaziland	6	1	31
Tanzania	16	5	42
Zambia	15	5	45
Zimbabwe	10	3	32

Source: AU Outlook on Education database (2014),   … data not available

Table 18: Percentage of female enrolment in pre-primary

| Country | Percentage of female enrolment in pre-primary, | | |
	2006	2012	Difference
Angola	…	…	…
Botswana	50.6	…	…
Democratic Republic of the Congo	…	51.2	…
Lesotho	…	…	…
Madagascar	50.9	…	…
Malawi	…	…	…
Mauritius	49.6	49.4	-0.1
Mozambique	…	…	…
Namibia	49.9	…	…
Seychelles	…	…	…
South Africa	49.9	49.7	-0.2
Swaziland	…	…	…
United Republic of Tanzania	50.5	48.7	-1.7
Zambia	…	…	…
Zimbabwe	…	…	…
Regional Weighted Average	**51.3**	**…**	**…**
Continental Weighted Average	**49.4**	**…**	**…**

Source: AU Outlook on Education database (2014),   … data not available

Conclusion

The lack of a regional plan on ECD, the absence of data on many indicators and the very low enrolment ratios that were reported in 2006 show that SADC countries are not positioned to achieve education goals in the early years. The absence of a matrix of activities in the African Union's Plan of Action for this priority area shows that even continental commitment is still somewhat lacking. Looking ahead, the region would do well to agree on policy issues related to ECD.

CROSS-CUTTING AGENDAS

HIV and AIDS

Approximately 34 per cent of the total numbers of people infected with HIV in the world are found in just ten SADC countries.[37] The impact of the epidemic on education has been to keep a large and vulnerable group out of school. Extreme poverty and illiteracy are just some of the factors that have contributed to the spread of HIV. Teachers are at great risk, as they often have to live away from families for employment and because of the expectations of "sexual bonuses".[38] The SADC region has established an HIV and AIDS Strategic Framework in an effort to mitigate the impact, by providing schooling and developing and implementing work-place policies that will sustain human resources in the education sector.[39] In education, a Monitoring Framework for measuring the education response to HIV and AIDS has been developed. The indicators were field tested in four (4) Member States in 2012. In addition, a regional report on the status of HIV and AIDS, sexuality education and sexual reproductive health services for young people in East and Southern Africa has been developed in collaboration with UNESCO.

Open and distance learning

The SADC region has established an open and distance learning capacity-building project, entitled "Capacity-building in open and distance learning", the implementation of which started in 2008 with financial support from the African Development Bank.[40] As of 2012, an Open and Distance Learning Policy Framework has been developed in support of the project. An ODL Strategic Plan and a number of short-term training have been undertaken at the Open University of Tanzania and Malawi College of Distance Education. In addition, ODL practioners have been trained in long term training in certificate, diploma and Masters at the Botswana College of Distance Education (BOCODOL) for certificate and Open University of Tanzania for Diploma and Masters in ODL.

Qualifications frameworks

SADC approved the establishment of its Regional Qualifications Framework (RQF) in 2011. This RQF will be a reference framework including quality assurance guidelines which set minimum standards for quality assurance in the SADC region and a SADC qualifications portal which will incorporate full- and part-time qualifications that are formally recognized in SADC member States.

Information and communications technology

The SADC Declaration on Information and Technology has been in existence since 2001. This notwithstanding, there has been very little documented emphasis on information and communications technology in education from the SADC secretariat. The Protocol on Education and Training makes no mention of information and communication technology. Outside of the secretariat, information and communications technology is being used to provide distance education in the Distance Education Association of Southern Africa (DEASA).

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[37] UNAIDS Global report 2010
[38] http://www.sadc.int/issues/hiv-aids/ Accessed 26 March 2014
[39] SADC HIV and AIDS Strategic Framework
[40] http://www.sadc.int/themes/social-human-development/education-skills-development/open-and-distance-learning-capacity-building-project/ Accessed 5 March 2014

Conclusions

Reporting on progress

The SADC region has made limited but steady progress towards achieving the goals of the Plan of Action for the Second Decade of Education in Africa and the Millennium Development Goals. Gross enrolments in primary education have increased for both males and females. Teacher numbers are also on the rise as member States take steps to supply adequate numbers of competent educators. Two peer reviews of the SADC EMIS norms and standards have so far taken place in Botswana and Swaziland with the participation of counterparts from Mozambique, Namibia, South Africa and Zambia and the findings of these reviews have been published.

In higher education, efforts to expand have moved into the private sector with private providers establishing institutions of higher learning. Three countries, the Democratic Republic of the Congo, Lesotho and Mauritius, have more than doubled enrolments at this level. At the regional level, the SADC Protocol on Education and Training has outlined the need for a higher education harmonization strategy. Similar harmonization initiatives are underway in TVET through the Regional Education and Training Implementation Plan which spans the period 2007–2015. In recognition of the potential that TVET has to boost the economic growth of a country, some member States, including Zambia, have widened the pool of possible TVET courses from which students in upper secondary can choose. As of 2012, the percentage of TVET programmes at this level in Zambia stood at 50 per cent. The region has also successfully managed to reduce infant and under-five mortality rates by 30 percentage points and significantly reduced the number of children who are underweight and affected by wasting.

The quality of education for female students has come into question in recent years. Conflict and violence directed against female students is a scantily documented and discussed challenge which the region is currently facing. While laws exist to protect students, not enough enforcement is taking place. The rise in sexually active young people has also seen an increased incidence of pregnancy among school girls. Botswana, Namibia and Zimbabwe are examples of three countries that have enshrined the right of young mothers to be re-integrated into the school system after giving birth.

Several SADC countries are unlikely to achieve gender parity in secondary and higher education by the close of the Second Decade of Education for Africa (2006–2015). The Democratic Republic of the Congo, Mozambique, the United Republic of Tanzania and Zambia were some way from achieving gender parity for females, particularly at higher levels of education. Conversely, Lesotho and Mauritius witness far more girls in school than boys at the same level. The human resource profile faces similar challenges. The tendency in SADC is for educators to be either predominantly male or predominantly female. The two extremes were the Democratic Republic of the Congo, where fewer than 30 per cent of teachers in primary school were female, and South Africa, which reported 80 per cent of teachers as female.

While teacher numbers are on the increase, some countries are still very far from reaching the recommended pupil-teacher ratio. Malawi and Mozambique, in particular, have very high ratios and will have to significantly increase the numbers of teachers. Higher education enrolments in technical subjects also need boosting with a particular emphasis on increasing female enrolments. This is to take place against a backdrop of increasing costs in education, and higher education in particular. Many SADC countries are exploring cost-sharing mechanisms such as loans and grants. These tend

not to be well managed, however, and repayment rates are lower than they should be, compromising the sustainability of such programmes.

Challenges to implementation

One of the greatest challenges to implementation at this point is the lack of data on key indicators in the SADC region. Calculations on data availability in 2012 showed that SADC countries are at the very most submitting just over 50 per cent of required information to the UNESCO Institute for Statistics. This has made it very difficult to track progress since the baseline year. The SADC norms and standards have been validated and adopted by ministers of education of the SADC countries. Member States are encouraged to use these to build up their education management and information systems to a point where they are able to provide reliable information in a timely fashion.

Lower infant and under-five mortality rates are likely to lead to higher numbers of children expecting to have access to school facilities in the near future. In the post-2015 period, the SADC region will probably have to expand the education system even further and identify innovative ways to fund these large costs.

Coordination and communication

The SADC secretariat continues to work as the coordinating body for the entire region. Sub-committees for particular thematic areas such as the SADC EMIS restricted technical committee, ensure the realization of specific goals under the overall stewardship of the secretariat. Securing funding poses an obstacle with which the SADC region continues to grapple. One example is the Higher Education Quality Management Initiative for Southern Africa (HEQMISA) which was formed in 2003 but is now defunct because of the lack of funding. The SADC regional Information, Education and Communication (IEC) Strategy was developed and approved in 2010. Through the involvement of seven member States, it is being implemented through national advocacy workshops and awareness-creation activities.

At the policy level, the SADC secretariat has spearheaded the development of policy documents that cover education and skills development, information and communications technologies and HIV and AIDS. Non-governmental partners such as the Working Group on Education Management and Policy Support and the Open Society Initiative for Southern Africa (OSISA), among others, continue to assist the SADC secretariat and member States in their efforts to achieve the goals of the Second Decade of Education for Africa (2006–2015). The Southern African Regional Universities Association (SARUA) has also taken a lead on matters related to tertiary education. This body produces research, tracks the progress of the tertiary education sector in individual countries and makes this information available. It is also concerned with sharing best practices in this sector.

Resource mobilization

To date, resources for the implementation of the execution of the Plan of Action tend to be mobilized on a project-by-project basis. Thus, individual countries will provide budget lines on goals at their discretion and according to their priorities. This may explain in part why the rate of progress is so varied across the region. Looking ahead, and perhaps as a consideration for 2015, the SADC region may decide to allocate a ring-fenced budget specifically for the purposes of achieving the goals of the Second Decade of Education for Africa and the post-2015 agenda.

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A. GENDER AND CULTURE	
A.1	Gross enrolment ratio.
A.2	Gender parity index.
A.3	Percentage of primary aged children out of school.
A.4	Percentage of female teachers.
A.5	Existence of African language policy.
A.6	Percentage of pupils being taught using an African language as a medium of instruction.
A.7	Percentage of learners learning an African language as a subject.
B. EMIS	
B.1	School Census Return Rate
B.2	Existence of Functional EMIS Systems by Sub Sectors
B.3	Reporting Rate of International Data Coverage
C. TEACHER DEVELOPMENT	
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C.2	Percentage of Teachers Qualified to Teach According to National Standards
C.3	Number of Foreign Teachers Teaching in the Country (Inbound Mobility)
C.4	Percentage of Female Head Teachers
C.5	Percentage of Teachers by Age Range
C.6	Teacher Mobility
D. HIGHER AND TERTIARY EDUCATION	
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D.2	Percentage of Female Students in Scientific Fields of Study at Tertiary Level of Education
D.3	Percentage of Female Students in Engineering, Manufacturing and Construction fields of Study at Tertiary Level of Education
D.4	Inbound Mobility Ratio
D.5	Outbound Mobility Ratio
D.6	Net Entry Rate into Higher and Tertiary Education
D.7	Percentage of Secondary Education Graduates who Qualify for Tertiary Education
D.8	Amount of Research Expenditure in Higher and Tertiary Education for Science Fields
D.9	Amount of Research Expenditure in Higher and Tertiary Education in Engineering, Manufacturing and Construction Fields
D.10	Percentage Distribution of Tertiary Graduates in Science
D.11	Percentage Distribution of Tertiary Graduates in Agriculture , Engineering, Manufacturing and Construction
D.12	Distribution of Tertiary Education Enrolment by Key Fields of Study

E. TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING
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E.2 Existence of Life Skills Programmes
E.3 Percentage of TVET Graduates
E.4. Adult Literacy Rate
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F. CURRICULUM AND TEACHING AND LEARNING MATERIALS
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F.2 Primary Pupil- Textbook Ratio in Reading
G.QUALITY MANAGEMENT
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G.2 Primary Gross Graduation Ratio (replaced with Gross Intake Ratio to the Last Grade of Primary Education)
G.3 Tertiary Gross Completion Rate, First Degree (replaced by Gross graduation ratio , ISCED 5A , first degree)
G.4 Net Enrolment Ratio
G.7 Public Expenditure on Education as a Percentage of Total Government Expenditure
G.8 Public Current Expenditure on Education as a percentage of Total Education Expenditure
G.9 Public Expenditure on Education per Learner
H. EARLY CHILDHOOD DEVELOPMENT
H.1 Annual Population Growth Rate of 0-4 Years
H.13 Fertility Rate
H.4 Infant Mortality Rate
H.11 Under 5 Mortality Rate
H.9 Percentage of Under Five suffering from Stunting
H.3 Gross Enrolment Ratio in Pre Primary Education by Gender
H.5 Net Enrolment Ratio in Pre Primary
H.12 Grade One Repetition Rate
H.2 Gender Parity Index for Gross Enrolment Ratio
H.6 Percentage of Female Pupils in Pre-Primary Education
H.7 Percentage of Female Teachers in Pre -Primary Education
H.8 Percentage of Teachers Qualified to teach in Pre -Primary Education
H.10 Pupil Teacher Ratio in Pre Primary Education

Appendix 2: Continental Perspective for Primary Education

Country	Academic Year	Primary aged population	Education System				Enrolment in Primary Education	Primary Gross Enrolment Ratio				Gross Intake Ratio to the last grade of primary	Percentage of trained teachers	Number of primary out of school children	Rate of out of school	Pupil teacher ratios – Primary
			Entrance Age of Pre-Primary	Duration in Pre-Primary	Entrance Age of Primary	Duration of Primary		Total	FEMALE	MALE	GPI					
Algeria	2006	3,937,480	5	1	6	6	4,196,580	106.6	102.4	110.6	0.93	83.3	99.3	226,401	5.7	24.5
	2012	2,939,830	5	1	6	5	3,451,588	117.4	114.0	120.7	0.94	100.2	...	25,337	0.9	23.2
Angola	2006	2,069,878	3	3	6	4	...	...	...	...	...	...	...	...	...	...
	2012	0	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Benin	2006	1,373,389	4	2	6	6	1,356,818	98.8	87.8	109.8	0.80	...	...	210,515	15.3	43.6
	2012	1,618,673	4	2	6	6	1,987,182	122.8	115.9	129.5	0.89	70.5	...	83,149	5.1	44.1
Botswana	2006	313,535	3	3	6	7	330,417	105.4	104.2	106.5	0.98	96.5	94.3	50,265	16.0	25.4
	2012	310,475	3	3	6	7	...	...	...	...	...	...	...	...	...	...
Burkina Faso	2006	2,240,499	4	3	7	6	1,390,571	62.1	55.8	68.2	0.82	32.8	86.9	1,128,686	50.4	45.8
	2012	2,758,821	3	3	6	6	2,344,031	85.0	82.6	87.3	0.95	57.6	94.8	917,044	33.2	48.2
Burundi	2006	1,301,720	4	3	7	6	1,324,937	101.8	96.1	107.5	0.89	0.0	...	342,265	26.3	54.2
	2012	1,441,506	5	2	7	6	1,980,846	137.4	136.9	138.0	0.99	62.2	95.0	...	...	47.1
Cameroon	2006	3,020,646	4	2	6	6	2,998,135	99.3	90.4	108.0	0.84	49.5	61.8	...	...	44.7
	2012	3,479,284	4	2	6	6	3,848,611	110.6	103.2	117.9	0.88	72.8	78.8	294,813	8.5	45.6
Cape Verde	2006	71,727	3	6	6	6	81,434	113.5	110.6	116.5	0.95	98.3	81.5	3,581	5.0	25.4
	2012	60,654	3	3	6	6	67,903	112.0	107.0	116.9	0.91	99.0	94.6	1,623	2.7	23.0
Central African Republic	2006	632,235	3	3	6	6	418,825	66.2	54.0	78.6	0.69	27.1	...	316,475	50.1	0.0
	2012	695,697	3	3	6	6	662,317	95.2	81.3	109.3	0.74	45.3	57.9	193,652	27.8	80.1
Chad	2006	1,813,990	3	3	6	6	1,296,486	71.5	57.9	84.9	0.68	29.8	...	...	...	62.7
	2012	2,191,871	3	3	6	6	2,090,758	95.4	82.4	108.2	0.76	35.3	...	...	...	61.3
Comoros	2006	91,975	3	3	6	6	...	...	...	...	...	...	...	...	...	...
	2012	113,330	3	3	6	6	133,023	117.4	111.7	122.9	0.91	0.0	...	...	...	...
Congo	2006	559,271	3	3	6	6	617,010	110.3	104.8	115.8	0.91	77.8	89.0	245,608	43.9	54.8
	2012	671,286	3	3	6	6	734,493	109.4	113.4	105.5	1.07	73.0	80.3	56,264	8.4	44.4
Côte d'Ivoire	2006	2,838,243	3	3	6	6	2,111,975	74.4	66.0	82.8	0.80	47.8	...	...	...	46.1
	2012	3,100,028	3	3	6	6	2,920,791	94.2	86.6	101.8	0.85	61.2	99.4	...	...	41.7
Democratic Republic of the Congo	2006	9,247,834	3	3	6	6	...	...	...	...	...	...	...	...	...	...
	2012	10,825,001	3	3	6	6	12,004,804	110.9	103.6	118.2	0.88	72.8	93.5	...	...	34.7
Djibouti	2006	113,401	4	2	6	6	53,745	47.4	42.6	52.0	0.82	36.8	79.1	66,770	58.9	33.6
	2012	91,477	4	2	6	5	63,612	69.5	65.9	73.1	0.90	64.9	0.0	35,104	38.4	34.9
Egypt	2006	9,138,691	4	2	6	6	9,794,591	107.2	103.9	110.3	0.94	96.3	...	198,740	2.2	26.0
	2012	9,539,388	4	2	6	6	10,819,639	...	...	...	0.96	...	...	...	...	...
Equatorial Guinea	2006	76,430	3	4	7	5	...	...	...	...	...	...	...	...	...	...
	2012	101,432	4	3	7	6	92,029	90.7	89.6	91.8	0.98	54.8	...	38,352	37.8	26.2
Eritrea	2006	635,224	5	2	7	5	364,263	57.3	51.8	62.7	0.83	44.2	87.5	357,434	56.3	47.2
	2012	787,256	5	2	7	5	334,245	42.5	38.8	46.0	0.84	31.2	89.6	517,937	65.8	40.9
Ethiopia	2006	0	4	3	7	6	10,971,581	83.6	77.8	89.3	...	47.2	...	4,451,317	33.9	...
	2012	0	4	3	7	6	14,532,477	95.4	91.8	98.9	...	50.7	56.8	3,010,737	19.8	53.7
Gabon	2006	175,712	3	3	6	5	...	...	...	...	...	...	...	...	...	...
	2012	197,311	3	3	6	5	...	...	...	...	...	...	...	...	...	...
Gambia	2006	233,642	3	4	7	6	207,474	88.8	90.8	86.8	1.05	69.6	0.0	52,811	22.6	38.5
	2012	286,388	3	4	7	6	244,033	85.2	87.0	83.4	1.04	70.3	63.5	75,180	26.3	33.9
Ghana	2006	3,283,353	4	2	6	6	3,130,575	95.3	94.5	96.2	0.98	71.2	56.3	1,082,925	33.0	35.4
	2012	3,695,531	4	2	6	6	4,062,026	109.9	106.3	113.4	0.94	98.2	52.3	652,518	17.7	33.0
Guinea	2006	1,532,624	4	3	7	6	1,258,038	82.1	74.2	89.8	0.83	59.3	67.7	496,789	32.4	44.5
	2012	1,761,313	4	3	7	6	1,599,839	90.8	82.7	98.8	0.84	61.5	74.5	431,051	24.5	43.6
Guinea-Bissau	2006	224,558	4	3	7	6	269,287	119.9	...	...	...	...	...	...	...	62.2
	2012	256,569	3	3	6	6	...	...	...	...	...	...	...	...	...	...
Kenya	2006	5,825,560	3	3	6	6	6,101,390	104.7	103.3	106.2	0.97	...	99.4	1,433,002	24.6	44.3
	2012	7,042,148	3	3	6	6	...	...	...	...	...	...	...	...	...	...
Lesotho	2006	361,859	3	3	6	7	424,855	117.4	117.7	117.2	1.00	80.4	66.7	91,857	25.4	40.8
	2012	343,863	3	3	6	7	381,690	111.0	109.6	112.4	0.97	72.5	67.5	61,289	17.8	34.1
Liberia	2006	527,901	3	3	6	6	488,438	92.5	88.8	96.1	0.92	...	39.6	342,559	64.9	28.0
	2012	680,708	3	3	6	6	...	...	...	...	...	...	...	...	...	...

Country	Academic Year	Primary aged population	Education System				Enrolment in Primary Education	Primary Gross Enrolment Ratio				Gross Intake Ratio to the last grade of primary	Percentage of trained teachers	Number of primary out of school children	Rate of out of school	Pupil teacher ratios - Primary
			Entrance Age of Pre-Primary	Duration in Pre-Primary	Entrance Age of Primary	Duration of Primary		Total	FEMALE	MALE	GPI					
Libya	2006	660,243	4	2	6	6	755,338	114.4	112.0	116.6	0.96	...	...	...	...	...
	2012	702,460	4	2	6	6	...	...	...	...	...	...	...	...	...	...
Madagascar	2006	2,678,199	3	3	6	5	3,698,906	138.1	135.4	140.8	0.96	56.7	...	...	...	48.1
	2012	3,032,470	3	3	6	5	4,402,722	145.2	144.2	146.1	0.99	69.5	...	...	...	43.1
Malawi	2006	2,314,870	3	3	6	6	2,933,557	126.7	129.0	124.5	1.04	57.6	89.9	66,605	2.9	75.9
	2012	2,609,940	3	3	6	6	3,687,625	141.3	143.9	138.7	1.04	74.2	78.2	...	...	74.1
Mali	2006	1,938,721	3	4	7	6	1,609,979	83.0	74.6	91.2	0.82	51.4	...	722,904	37.3	52.8
	2012	2,389,100	3	4	7	6	2,113,857	88.5	82.9	93.8	0.88	58.7	...	637,251	26.7	...
Mauritania	2006	496,672	3	3	6	6	465,970	93.8	94.9	92.7	1.02	43.6	100.0	130,814	26.3	41.4
	2012	572,608	3	3	6	6	553,584	96.7	99.2	94.2	1.05	68.7	100.0	169,318	29.6	40.1
Mauritius	2006	113,860	3	2	5	6	121,387	106.6	106.2	107.0	0.99	98.1	100.0	4,245	3.7	21.7
	2012	105,052	3	2	5	6	113,634	108.2	107.4	108.9	0.99	99.3	100.0	2,167	2.1	20.9
Morocco	2006	3,772,284	4	2	6	6	3,943,831	104.5	99.3	109.6	0.91	81.6	...	481,342	12.8	27.0
	2012	3,461,270	4	2	6	6	4,016,934	116.1	113.1	118.8	0.95	99.3	100.0	87,247	2.5	25.8
Mozambique	2006	4,040,601	3	3	6	7	4,165,580	103.1	95.3	110.9	0.86	41.0	64.6	816,872	20.2	67.3
	2012	5,099,793	3	3	6	7	5,359,019	105.1	99.9	110.3	0.91	52.2	83.6	691,512	13.6	54.8
Namibia	2006	372,166	5	2	7	7	402,529	108.2	107.9	108.4	1.00	82.4	92.9	48,921	13.1	31.4
	2012	379,540	5	2	7	7	415,454	109.5	107.7	111.2	0.97	85.4	97.6	43,474	11.5	40.7
Niger	2006	2,224,224	4	3	7	6	1,126,073	50.6	42.6	58.3	0.73	33.3	91.9	1,243,999	55.9	40.0
	2012	2,882,819	4	3	7	6	2,050,656	71.1	64.9	77.1	0.84	49.3	97.1	1,048,707	36.4	38.8
Nigeria	2006	22,486,958	3	3	6	6	22,861,884	101.7	94.2	108.8	0.87	90.6	51.2	7,408,899	32.9	40.4
	2012	27,049,663	3	3	6	6	...	...	...	...	...	...	...	...	...	...
Rwanda	2006	1,707,496	4	3	7	6	2,019,991	118.3	120.0	116.6	1.03	...	98.3	...	...	65.9
	2012	1,790,808	4	3	7	6	2,394,674	133.7	135.1	132.3	1.02	57.7	95.6	23,118	1.3	59.3
Sao Tome and Principe	2006	24,057	3	3	6	6	...	...	...	...	...	...	...	...	...	...
	2012	28,660	3	3	6	6	33,893	118.3	116.3	120.1	0.97	...	...	...	...	28.7
Senegal	2006	1,827,353	4	3	7	6	1,473,464	80.6	80.0	81.3	0.98	49.4	49.7	494,564	27.1	38.5
	2012	2,128,198	4	3	7	6	1,783,178	83.8	87.0	80.6	1.08	60.5	64.7	438,556	20.6	31.7
Seychelles	2006	8,181	4	2	6	6	...	...	...	...	...	...	...	...	...	...
	2012	8,081	4	2	6	6	...	...	...	...	...	...	...	...	...	...
Sierra Leone	2006	813,006	3	3	6	6	...	...	...	...	...	...	...	...	...	...
	2012	952,392	3	3	6	6	1,252,343	131.5	130.8	132.2	0.99	72.4	54.6	...	...	33.0
Somalia	2006	1,510,964	3	3	6	6	...	...	...	...	...	...	...	...	...	...
	2012	1,747,150	3	3	6	6	...	...	...	...	...	...	...	...	...	...
South Africa	2006	6,763,402	6	1	7	7	7,256,518	107.3	104.2	110.4	0.94	...	...	318,071	4.7	31.0
	2012	6,895,128	6	1	7	7	7,004,482	101.6	98.9	104.3	0.95	...	...	656,487	9.5	29.5
South Sudan	2006	0	0	0	0	0	...	...	...	...	...	...	...	...	...	...
	2012	1,757,131	3	3	6	6	...	...	...	...	...	...	...	...	...	...
Sudan	2006	5,172,276	4	2	6	6	3,472,215	67.1	62.2	71.9	0.87	...	...	...	...	...
	2012	0	4	2	6	6	...	...	...	...	...	...	...	...	...	...
Swaziland	2006	212,341	3	3	6	7	229,686	108.2	104.5	111.8	0.93	66.3	92.2	37,745	17.8	33.3
	2012	209,352	3	3	6	7	...	...	...	...	...	...	...	...	...	...
Togo	2006	894,737	3	3	6	6	1,051,872	117.6	108.7	126.4	0.86	73.4	...	59,924	6.7	37.6
	2012	1,030,139	3	3	6	6	1,368,074	132.8	127.4	138.2	0.92	...	83.4	...	...	41.7
Tunisia	2006	1,033,760	3	3	6	6	1,134,414	109.7	107.5	111.8	0.96	...	...	14,516	1.4	19.1
	2012	954,077	3	3	6	6	1,046,671	109.7	108.4	110.9	0.98	...	100.0	510	0.1	17.1
Uganda	2006	6,227,589	3	3	6	7	7,363,721	118.2	118.4	118.1	1.00	...	...	...	...	49.0
	2012	7,628,402	3	3	6	7	...	...	...	...	...	...	...	...	...	...
United Republic of Tanzania	2006	7,356,212	5	2	7	7	7,959,884	108.2	106.8	109.6	0.97	72.4	100.0	282,148	3.8	52.4
	2012	8,867,154	5	2	7	7	8,247,172	93.0	94.5	91.5	1.03	80.8	96.6	...	...	45.6
Zambia	2006	2,270,189	3	4	7	7	2,678,610	118.0	116.1	119.9	0.97	88.3	...	127,261	5.6	57.0
	2012	2,760,142	3	4	7	7	3,135,442	113.6	113.3	113.9	0.99	91.3	...	124,814	4.5	49.2
Zimbabwe	2006	2,393,433	3	3	6	7	...	...	...	...	...	...	...	...	...	...
	2012	2,441,159	3	3	6	7	...	...	...	...	...	...	...	...	...	...

Appendix 3: Continental Perspective for Secondary Education

Country	Academic Year	Secondary Aged Population	Education System — Entrance Age	Education System — Duration	Education System — Enrolment	Gross Enrolment Ratio — Total	Gross Enrolment Ratio — Male	Gross Enrolment Ratio — Female	Gross Enrolment Ratio — GPI	Percentage of Trained Teachers	TVET enrolment in total secondary	Pupil /teacher ratio	Percentage of TVET Programmes — Lower secondary	Percentage of TVET Programmes — Upper secondary	Percentage of TVET Programmes — Total secondary	Percentage of trained TVET teachers — Lower secondary	Percentage of trained TVET teachers — Upper secondary	Percentage of trained TVET teachers — Total Secondary
Algeria	2006	4,690,234	12	6	3,664,852	78.1	74.9	81.5	1.09	...	349,151	...	8.4	11.8	9.5	...	...	...
Algeria	2012	4,517,137	11	7	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Angola	2006	2,922,251	10	7	...	...	...	...	...	...	...	...	...	79.0	...	...	...	...
Angola	2012	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Benin	2006	1,302,133	12	7	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Benin	2012	1,560,531	12	7	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Botswana	2006	222,871	13	5	174,843	78.5	76.3	80.6	1.06	98.8	10,642	14.0	...	19.1	6.1	...	100.0	100.0
Botswana	2012	222,537	13	5	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Burkina Faso	2006	2,125,885	13	7	319,749	15.0	17.4	12.6	0.72	...	23,002	29.6	2.7	25.8	7.2	...	...	...
Burkina Faso	2012	2,609,032	12	7	676,337	25.9	28.6	23.2	0.81	47.5	27,381	26.3	1.3	17.4	4.0	...	...	41.1
Burundi	2006	1,375,470	13	7	192,296	14.0	16.3	11.7	0.72	...	11,912	28.4	2.8	19.0	6.2	...	...	...
Burundi	2012	1,474,198	13	7	420,117	28.5	33.0	24.2	0.73	74.9	17,384	29.7	0.5	17.4	4.1	81.3	85.3	84.7
Cameroon	2006	3,016,223	12	7	698,444	23.2	25.8	20.4	0.79	...	118,042	16.2	16.9	16.9	16.9	...	...	...
Cameroon	2012	3,401,200	12	7	1,713,452	50.4	54.3	46.4	0.86	...	359,513	21.4	19.9	23.5	21.0	...	...	...
Cape Verde	2006	72,839	12	6	61,465	84.4	78.0	90.9	1.17	...	2,085	26.0	...	8.9	3.4	...	...	...
Cape Verde	2012	66,807	12	6	61,956	92.7	84.7	100.9	1.19	83.9	1,664	16.8	...	6.7	2.7	...	100.0	100.0
Central African Republic	2006	636,240	12	7	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Central African Republic	2012	707,665	12	7	125,907	17.8	23.6	12.1	0.51	...	3,850	68.1	1.4	9.2	3.1	...	...	...
Chad	2006	1,628,903	12	7	262,714	16.1	23.7	8.5	0.36	...	3,751	33.0	0.3	4.6	1.4	...	...	...
Chad	2012	2,009,441	12	7	458,034	22.8	31.2	14.3	0.46	16.7	6,855	29.8	0.3	4.4	1.5	1.6	34.4	28.6
Comoros	2006	89,773	12	7	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Comoros	2012	102,275	12	7	75,158	73.5	75.0	71.9	0.96	...	387	...	...	1.4	0.5	...	...	...
Congo	2006	536,794	12	7	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Congo	2012	632,184	12	7	339,250	53.7	57.5	49.8	0.87	55.5	34,336	18.7	5.3	22.4	10.1	100.0	100.0	100.0
Côte d'Ivoire	2006	2,706,729	12	7	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Côte d'Ivoire	2012	3,110,928	12	7	...	...	...	...	...	...	...	...	...	15.1	...	...	100.0	...
Democratic Republic of the Congo	2006	7,539,731	12	6	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Democratic Republic of the Congo	2012	8,984,870	12	6	3,894,024	43.3	54.5	32.2	0.59	...	732,683	15.3	4.0	30.7	18.8	...	...	...
Djibouti	2006	137,431	12	7	30,265	22.0	26.2	17.7	0.68	...	1,731	31.3	0.5	18.0	5.7	...	...	...
Djibouti	2012	125,680	11	7	55,082	43.8	49.4	38.1	0.77	...	2,289	26.6	...	11.7	4.2	...	...	...
Egypt	2006	9,374,949	12	6	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Egypt	2012	9,095,829	12	6	7,849,734	...	...	...	0.98	...	1,560,440	...	...	...	...	...	...	...
Equatorial Guinea	2006	93,690	12	7	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Equatorial Guinea	2012	90,032	13	6	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Eritrea	2006	839,566	12	7	227,786	27.1	33.6	20.6	0.61	47.1	2,060	54.4	...	2.6	0.9	...	44.1	44.1
Eritrea	2012	891,378	12	7	265,600	29.8	33.0	26.4	0.80	...	2,520	37.9	...	2.6	0.9	...	...	...
Ethiopia	2006	0	13	6	2,992,589	29.0	35.5	22.5	0.00	...	123,557	...	...	50.0	4.1	...	...	...
Ethiopia	2012	0	13	6	4,849,280	37.2	38.9	35.4	0.00	78.6	314,159	39.7	...	49.2	6.5	...	79.4	79.4
Gabon	2006	220,040	11	7	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Gabon	2012	243,168	11	7	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Gambia	2006	190,328	13	6	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Gambia	2012	231,956	13	6	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Ghana	2006	2,964,055	12	6	1,454,097	49.1	53.1	44.9	0.84	...	31,466	19.7	...	8.5	2.2	...	...	...
Ghana	2012	3,807,549	12	7	2,215,529	58.2	61.3	54.9	0.90	...	79,986	17.8	...	9.4	3.6	...	51.0	51.0
Guinea	2006	1,471,036	13	7	482,825	32.8	43.0	22.5	0.52	...	4,461	35.8	...	3.5	0.9	...	...	...
Guinea	2012	1,723,842	13	7	657,383	38.8	47.4	30.0	...	...	21,691	31.1	...	15.5	5.0	...	...	...
Guinea-Bissau	2006	160,129	13	5	55,176	34.5	...	...	...	...	977	37.3	...	...	1.8	...	...	...
Guinea-Bissau	2012	186,036	12	5	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Kenya	2006	5,165,682	12	6	2,583,755	50.0	51.7	48.3	0.93	98.7	22,952	25.8	...	2.2	0.9	...	52.8	52.8
Kenya	2012	5,721,229	12	6	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Lesotho	2006	241,154	13	5	96,073	39.8	34.6	45.2	1.31	84.6	1,528	25.8	1.0	3.4	1.6	...	...	53.5
Lesotho	2012	252,456	13	5	134,543	51.7	43.4	60.2	1.40	...	6,691	24.9	...	...	...	...	...	...
Liberia	2006	433,197	12	6	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Liberia	2012	547,923	12	6	...	...	...	...	...	...	...	...	...	...	...	...	...	...

Country	Academic Year	Secondary Aged Population	Education System			Gross Enrolment Ratio				Percentage of Trained Teachers	TVET enrolment in total secondary	Pupil/teacher ratio	Percentage of TVET Programmes			Percentage of trained TVET teachers		
			Entrance Age	Duration	Enrolment	Total	Male	Female	GPI				Lower secondary	Upper secondary	Total secondary	Lower secondary	Upper secondary	Total Secondary
Libya	2006	702,403	12	6	732,614	104.3	96.0	113.0	1.18	...	...	...	...	...	...	...	...	...
	2012	651,740	12	6	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Madagascar	2006	3,042,886	11	7	726,998	23.9	24.5	23.3	0.95	...	28,589	23.7	1.1	16.1	3.9	...	...	...
	2012	3,694,849	11	7	1,405,063	38.0	38.9	37.1	0.95	...	27,883	27.6	0.4	8.1	2.0	...	...	...
Malawi	2006	1,931,377	12	6	565,467	29.3	31.8	26.8	0.84	...	...	37.9	...	...	...	...	...	...
	2012	2,223,377	12	6	761,366	34.2	36.1	32.4	0.90	...	...	41.5	...	...	...	...	...	...
Mali	2006	1,600,756	13	6	474,976	29.7	36.3	22.8	0.63	...	45,422	...	...	...	37.2	9.6	...	...
	2012	1,902,102	13	6	963,128	50.6	58.3	42.6	0.73	...	192,805	...	...	...	53.0	20.0	...	...
Mauritania	2006	427,353	12	6	98,946	23.2	25.1	21.2	0.84	100.0	3,174	26.2	1.6	5.4	3.2	100.0	100.0	100.0
	2012	567,471	12	7	152,011	26.8	29.0	24.5	0.85	...	...	...	...	...	...	...	...	...
Mauritius	2006	143,091	11	7	128,925	90.1	89.0	91.3	1.03	...	...	16.6	15.8	...	...	...	...	...
	2012	132,625	11	7	127,123	95.9	93.9	97.8	1.04	...	11,446	14.7	12.3	6.2	9.0	...	...	...
Morocco	2006	3,935,888	12	6	2,061,046	52.4	56.0	48.6	0.87	...	118,515	...	2.5	12.0	5.8	...	...	...
	2012	3,708,134	12	6	2,554,050	68.9	74.1	63.4	0.86	...	155,414	...	2.4	11.6	6.1	...	...	...
Mozambique	2006	2,383,764	13	5	367,962	15.4	18.0	12.9	0.71	62.7	26,269	35.8	7.2	6.6	7.1	58.2	50.4	56.5
	2012	2,809,108	13	5	727,895	25.9	27.4	24.4	0.89	83.4	32,331	33.1	3.9	6.9	4.4	...	...	62.4
Namibia	2006	238,317	14	5	151,805	63.7	59.3	68.1	1.15	...	...	25.2	...	...	...	...	...	...
	2012	263,104	14	5	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Niger	2006	1,878,904	13	7	216,961	11.5	14.2	8.9	0.63	21.0	6,335	29.5	0.7	14.2	2.9	24.7	60.5	40.6
	2012	2,440,483	13	7	388,641	15.9	19.1	12.8	0.67	...	22,755	...	0.7	32.7	5.9	...	...	...
Nigeria	2006	18,826,596	12	6	6,436,449	34.2	37.3	30.9	0.83	65.7	...	31.9	...	...	...	...	...	...
	2012	21,844,201	12	6	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Rwanda	2006	1,268,596	13	6	239,629	18.9	20.3	17.6	0.87	...	41,958	30.7	...	50.4	17.5	...	...	...
	2012	1,679,788	13	6	534,712	31.8	30.8	32.8	1.07	67.0	58,431	22.9	...	32.1	10.9	...	...	...
Sao Tome and Principe	2006	18,990	12	5	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	2012	19,670	12	5	14,061	71.5	67.0	76.1	1.14	...	461	...	...	23.5	3.3	...	...	...
Senegal	2006	1,839,708	13	7	447,425	24.3	27.6	21.0	0.76	...	...	...	...	...	...	...	...	...
	2012	2,074,073	13	7	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Seychelles	2006	7,152	12	5	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	2012	6,917	12	5	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Sierra Leone	2006	688,504	12	6	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	2012	792,969	12	6	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Somalia	2006	1,144,406	12	6	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	2012	1,425,982	12	6	...	...	...	...	...	...	...	...	...	...	...	...	...	...
South Africa	2006	5,120,502	14	5	4,790,382	93.6	91.3	95.8	1.05	...	246,177	30.2	...	8.8	5.1	...	...	...
	2012	4,753,757	14	5	4,843,800	101.9	100.3	103.5	1.03	...	246,515	...	...	8.9	5.1	...	...	...
South Sudan	2006	0	0	0	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	2012	1,528,021	12	6	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Sudan	2006	3,643,409	12	5	1,318,122	36.2	37.0	35.4	0.96	...	...	...	...	...	...	...	...	...
	2012	0	12	5	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Swaziland	2006	152,926	13	5	76,979	50.3	49.7	50.9	1.02	99.3	...	19.3	...	...	...	...	...	...
	2012	149,643	13	5	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Togo	2006	915,777	12	7	430,064	47.0	60.8	33.2	0.55	...	27,840	38.9	1.1	24.9	6.5	...	...	70.7
	2012	1,011,339	12	7	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Tunisia	2006	1,430,525	12	7	1,247,046	87.2	83.3	91.3	1.10	...	112,869	16.9	10.1	7.9	9.1	...	...	...
	2012	1,221,601	12	7	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Uganda	2006	4,160,789	13	6	857,776	20.6	22.7	18.5	0.81	...	43,689	18.8	...	21.9	5.1	...	...	...
	2012	5,113,389	13	6	...	...	...	...	...	...	...	...	...	...	...	...	...	...
United Republic of Tanzania	2006	5,273,466	14	6	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	2012	6,056,111	14	6	2,118,067	35.0	37.3	32.6	0.88	...	233,795	26.4	6.3	58.0	11.0	...	...	...
Zambia	2006	1,297,242	14	5	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	2012	1,580,052	14	5	1,592,366	100.8	107.5	94.1	0.87	...	848,371	...	55.0	50.2	53.3	...	...	...
Zimbabwe	2006	1,981,636	13	6	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	2012	1,984,432	13	6	...	...	...	...	...	...	...	...	...	...	...	...	...	...