Quality education and training is essential for the continent’s socio-economic development and for realizing the collective vision of a peaceful, integrated and prosperous Africa supported by its own citizens. Acknowledging this, in January 2006, the Summit of Heads of State and Government of the African Union declared the Second Decade of Education for Africa, 2006 – 2015. In response, the African Union Commission, in consultation with all Member States, developed the AU Plan of Action for Education in the Second Decade. This Plan has eight priority areas, with targeted goals ranging from early childhood, teacher development, technical vocational education through to higher education. It focuses on key thematic areas of EMIS, gender and culture, quality management, curriculum and teaching materials. The ultimate goals are to significantly raise educational achievement – in terms of access, quality, efficiency and relevance; improved teacher development, relevant higher education systems; attainment of full gender equality in primary and secondary education; a significantly bridged gender gap in participation in mathematics, science and technology at the tertiary education level; institutionalized exchange of experiences; and functional mechanisms for regional integration through education and training. Comprehensive and relevant national education management information systems (EMIS) are at the center of evaluating the performances of countries and regions in implementing the Decade’s Plan of Action in the eight priority areas.

As the Second Decade nears its end, it is prudent to review progress in achieving the goals of the Plan in order to inform a post-2015 agenda. It is nevertheless, important to note that education continues to occupy a centre stage in the African Union’s new 50-year “Agenda 2063” strategy, which places a strong emphasis on human capacity development and youth empowerment. Although the heterogeneity of African countries in terms of their socio-economic development places them on different developmental trajectories, their adoption of the Plan has ensured that consistent actions at various levels are harmonising and strengthening Africa’s ability to tackle its human resource challenges.

### Key Continental Trends

Despite the limitations on analysis, it can be said that access to education and training has improved universally across Africa since the inception of Plan in 2006. Challenges persist, however, in providing quality learning and teaching for all, in ensuring gender equality, particularly the girl child in accessing post basic education, in the supply of qualified teachers for all, in the availability of quality education statistics and in effective management of resources. An area of great concern is that numbers of out of school children remain unacceptably high in some countries and measures are needed to ensure children remain in school and access post-basic education. Recommendations to tackle some of these challenges are made with a focus on coordination, governance and improved reporting.

The African continent is undergoing rapid economic growth, with economic growth estimates for Sub Saharan Africa projected to be 5.8 per cent in 2014. This presents enormous potential for the continent’s population, particularly the youth. A skilled and economically active population can have a significant impact on the fight against corruption, illiteracy, poverty and disease. Despite this progress, the analysis below signals the unlikelihood of the continent achieving the majority of the Second Decade of Education for Africa’s goals by 2015.
Gender and Culture

Ensuring equitable access to quality education at all levels is an integral goal of the AU’s Plan of Action. Education needs to be rooted in African culture if it is going to transform and sustain development. Culture, an intangible concept, can be a double edged sword in that it can act as a barrier to the participation of girls but it can also accelerate literacy and ownership of knowledge and innovation. Quantitatively, this concept is difficult to measure without further research and consequently little is reported on its impact.

In pursuit of the goal of gender equity, the AU formed a specialized agency, the International Centre for Girls’ and Women’s Education in Africa (CIEFFA). Their aim is to promote the gender parity principle, strengthen institutional frameworks for the promotion and protection of all human rights for women and girls and actively promote the implementation of legislation to guarantee women’s rights in education and other sectors. With the assistance of ADEA, CIEFFA trained all Member States gender focal points on key indicators to assess gender issues. However, resource constraints and a vacuum in leadership, has limited the effectiveness of CIEFFA in becoming an observatory monitoring gender issues in education.

Although, the majority of African countries have gender policies, few of these have been comprehensively implemented due to varied reasons. Chief among these reasons is resource constraints, cultural gender norms and limited mainstreaming. Far too many women on the continent remain illiterate, with 2 out of 3 illiterate adults being female. Further, adult literacy rates have risen very slowly by 4 percentage points over the past six years. The youth literacy rate at 72 per cent has remained relatively static with girls on par with boys.

Overall, the trend remains that girls from rural areas are far less likely to go to school than either rural boys or urban boys and girls. Despite this, there have been significant improvements in girls’ participation in schools. Access to pre-primary has been improved by mainstreaming pre-primary grades into the formal system. Despite this growth, access to pre-primary education remains proportionally low continentally. Boys and girls have gained equally from this improved access to pre-primary.

In some countries, boys are marginally losing access to primary schooling with more girls enrolled than boys in Congo, Mauritania, Senegal and Tanzania. Overall, however, primary school enrolment trends still favour boys over girls. Data on survival to the last grade of primary was available from 22 countries in 2012. It is noteworthy that in half of these countries girls had a higher survival rate than boys, while their chances of reaching the last grade of primary was marginally lower in the remaining countries. Although data is scarce, this seems to be a continental trend.

In subsequent education cycles, girls increasingly drop out of school more rapidly than boys resulting in skewed gender disparity in favour of males at secondary and tertiary level. While Africa has seen a marked increase in female secondary school enrolments, albeit from a low base, one out of two of the reporting countries with data are close to or have achieved gender parity at this level (GPI of 0.88 and higher). Parity achievements are overshadowed by the low participation (GPI less than 0.68) of girls in Niger, Chad and the Democratic Republic of Congo. At the tertiary level, Central African Republic, Guinea, Mali, Mauritania and Togo reported a GPI of 0.4 or less. Algeria, Lesotho, Seychelles and Uganda are, however, an exception, with female tertiary students outnumbering males by huge numbers, a GPI higher than 1.5.
Countries in the sub-Saharan Africa account for more than half of all out of school children in the world. More than 20 per cent of African children have never attended primary school or have left school without completing primary school. In 2012, there were 33 million African primary school-aged children out of school, a drop of 3 million since 2006. Some 23 countries recorded declines in their out of school population. Other countries such as Nigeria continue to report increases with an estimated 10 million children not in primary school. Some two thirds of out of school primary aged children are girls in Arab states and Sub-Saharan Africa.

School drop outs have not significant improved over the past decade and averages at approximately 25 per cent for the continent. Most drop outs, predominantly female, leave school ill prepared for sustainable work. Increasingly, access to technical vocational education (TVET) becomes a second chance avenue. However, as fifteen African states reported, girls are less than 2 out of 5 students enrolled in TVET programmes. Further, eight countries female students’ participation in TVET programmes are declining; 15 per cent in Burundi and the 12 in Ghana. In contrast, Niger and Ethiopia indicate more than 50 per cent of their TVET enrolment is female.

Significant achievements have been made to empower girls and women in gaining access to education and training in some African countries. Improvements have been uneven in other countries and these need to devote more attention and resources to this priority area. Policies aimed at overcoming gender disparities are most likely to succeed when they are part of an integrated strategy.

**Education Management Information Systems (EMIS)**

The goal of the Plan of Action on EMIS is to reverse the phenomenon of ‘data blanks’ and facilitate planning based on sound information, and rigorous monitoring and evaluation of the performance of education systems. The AU created two mechanisms to promote the goals of this priority area. The first, the Education Observatory, IPED, based in Kinshasa, has largely failed because of a lack of resources and a vacuum in leadership. The second, the AU’s EMIS Restricted Technical Committee (RTC) consisting of representatives of countries, regions and development partners, supported by ADEA’s Working Group on Education Management and Policy support, has spear headed the creation of the AU’s education monitoring framework, the prototype of the continental AU Outlook on Education database and training for Member States on reporting statistically on their progress on implementing the Plan of Action. The intention is to get countries to upload national data directly on a web enabled continental databases. It has also played a significant role in supporting ADEA in the production of statistically based regional and continental reports on progress on targets of the AU Plan of Action to the Committee of Ministers of Education of Africa, which hold their meetings biannually.

An important and relatively successful initiative led by this AU committee, driven by ADEA, has been the roll-out of a continent wide initiative on setting best practice in EMIS policies, levels of resourcing, and statistical processes. Four regional economic communities, SADC, ECCAS, ECOWAS and EAC, have adopted the strategy and have developed and are in the process of implementing regional EMIS capacity building strategies to enhance policy, resource allocation, statistical processes and staff development. These regional codes of practice of EMIS have been endorsed by their respective ministers of education. Using peer reviews by member states, these EMIS norms and standards are being assessed on a country by country basis.

Many African countries face challenges with reporting on progress statistically, despite sustained interventions by the African Union and its partners in this regard. On reporting on the AU indicators, the majority of countries provide less than 30 per cent of the internationally required data in 2012. Of concern is that some countries are providing less data in 2012 than they did in 2006. Most data is available for the basic education sector and is less available for indicators measuring higher education, quality management and TVET. This has limited the continent’s ability to monitor and evaluate progress or make policy revisions that are evidence driven. The evaluation for the current period 2006 to 2012 is not comprehensive as it could be. This is particularly worrying as 2015 is around the corner.

**Teacher Development**

Teachers are recognised as making the essential difference between poor and quality education. In Africa, they are faced by numerous challenges of insufficient numbers, inadequate qualifications, poor working conditions and absenteeism among others. A recent response to these challenges is the creation of the Pan-African Conference on Teacher Development (PACTED) which has become a multi-stakeholders platform to support teacher development in Africa. In 2012 using this platform, AU education ministers adopted a roadmap of six key intervention areas aimed at improving teacher quality and supply. PACTED carries the potential to offer a high profile dialogue space where countries can share the knowledge and lessons learned on promising policies and practices to overcome challenges and constraints.

Over the six year period, significant numbers of additional teachers have been employed and measures adopted to ensure that teachers are properly qualified and possess the relevant knowledge, skills and attitudes to teach effectively. Between 2006 and 2012, teacher supply has significantly improved in many African countries with 20 countries reporting an increase in primary teacher numbers of more than 40 per cent. In Niger numbers increased by 88 per cent and in Burundi a 72 per cent over the six years. However, primary teacher numbers in Algeria, Cape Verde and Namibia are on the decline. The growth in teacher supply at secondary level is accelerating an even faster pace than primary. Countries such as Burkina Faso, Burundi, Mozambique and Rwanda recorded increases in secondary teacher numbers ranging from 109 per cent to 199 per cent. Male teachers continue to outnumber females at secondary level.

Aggregates of pupil teacher ratios are misleading as an indicator of supply as they hide variation. However, given that they are averages of ranges they give a proxy of demand for teachers. Wide national and regional variations exist, with 20 countries reporting primary pupil teacher ratios larger...
than 40:1. At secondary level, some 14 countries report severe teacher shortages with the challenge being most acute in Central African Republic. High ratios imply poorer quality of teaching and learning.

Overall African teacher qualification profiles are improving with many countries reporting that all teachers are trained. However, many teachers are often not adequately qualified for the grade or subject which they are teaching. Challenges also remain in harmonizing qualification frameworks across regions, building the teacher training capacity of countries, dealing with teacher migration and brain drain and the dire lack of mathematics, science, engineering and technology teachers whose supply is about half the needed demand.

Teacher policies are seldom comprehensive and where they exist, are not fully implemented. Although there are signs of progress, the culture of social dialogue on teacher welfare issues remains largely confrontational in most countries, despite the fact that several reforms are being designed and implemented.

**Higher and Tertiary Education**

Although higher education in Africa has undergone a major transformation in the past decade, it still lags behind its global counterparts on a number of levels. Most countries have not fully integrated the four strategic objectives into their own sector plans. The objectives are promotion of research and original knowledge production in Higher Education, the development of quality assurance mechanisms, increased involvement of universities in the continent’s development efforts and to ensure appropriate levels of funding for the higher education sector.

Continental mechanisms for harmonising qualifications and establishing the quality rating of higher education in Africa are far advanced. The Pan African University programme has been launched, and the first three campuses in Kenya, Nigeria and Cameroon have begun admitting students. Quality mechanisms at the continental level, such as the African Quality Rating Mechanism and the African Quality Assurance Network (AFRIQAN), are making steady progress towards improving quality in higher education. The flagship programme of the Association of African Universities, the AFRIQAN, covers a relatively wide spectrum of African higher education institutions and continues to gather strength. These improvements are achieved through vehicles such as the Revised Arusha Convention on the harmonization of degrees, grades, diplomas and other qualifications in the Africa region.

The tertiary research environment remains replete with challenges, as universities are predominantly teaching institutions rather than research institutions. Africa produces less than 1 per cent of the total quantity of research produced worldwide, putting the continent at the very bottom of all the global regions.

In most countries, government funds the bulk of higher education costs, including students’ direct costs such as tuition and fees as well as stipends and bursaries. However, many African governments have been unable to allocate adequate resources to the sub-sector. Africa allocated only 0.78 per cent of its gross domestic product (GDP) to higher education in 2012, with an average of 6 per cent being allocated to the entire education sector. National budget allocation to higher education in Africa varies between 1 and 25 per cent. Given its strategic importance for the continent’s development, this subsector requires additional financial support and new funding models need to be explored.

Generally, higher education in Africa has gone through major expansion since 2006 with increased learner access. Despite this growth, access remains very limited in comparison to other continents. Expansion has been particularly rapid in Cape Verde, Central African Republic, Ghana and Lesotho with increases in total tertiary students per 100 000 inhabitants ranging between 132 per cent and 184 per cent. The highest tertiary student enrolment is in Algeria, Mauritius and Tunisia with more than 33 learners per 1000 inhabitants. Access to tertiary education is limited in Seychelles and Niger with one tertiary learner per 1000 inhabitants.

Inequity in higher education is a challenge with fewer women and students from rural areas gaining access. With a few exceptions such as Tunisia, South Africa, Lesotho and Mauritius, where there is equity, higher education enrolments show a marked imbalance in favour of male students. Furthermore, even when the gender parity is not heavily skewed, the distribution profile shows disproportionate figures in favour of “soft” sciences. Enrolments in the sciences, technology and business subjects are low and action has to be taken to ensure the enrolments are reflective of the sectors that are driving Africa’s economic growth.

The expansion of private providers on the continent has played an important role in ensuring access to a wide spectrum of society. As access to higher education is expected to grow even more, the role of private institutions will continue to expand.
Skill development programmes are particularly important in African countries which all face rapidly increasing youthful populations. Given that school drop-out rates are alarmingly high, 27 countries report the transition rate from primary to lower secondary of less than 70 per cent, with seven countries reporting 50 per cent; the majority of young people leave school ill qualified. Vocational education and training is a viable response to creating second chance opportunities and addressing the challenge of creating appropriate skills for the labour market. Since 2009 many of the regional economic communities, ECOWAS, EAC and SADC in particular, have invested in research and policy dialogue on Technical Vocational Education and Training (TVET).

The 2012 ADEA Triennale on Education and Training in Africa initiated widespread adoption of a paradigm shift in understanding that formal TVET is never going to sufficiently address the demands for skills development. A more inclusive approach that is flexible and responsive to labour-market demands is preferable to the traditional supply-driven system. A new approach recognizes the diverse needs of learners and provides flexible modalities of delivery in a life-long learning context.

Facilitated by ADEA, and under the leadership of Cote D’Ivoire, countries interested in reforming their TVET systems, have come together under the Inter Country Quality Node on TVSD, a platform to discuss best practices. High on the agenda, the discourse is about relevance and quality of training, quality of instructors, appropriate and inclusive governance structures, labour information systems and involvement of the private sector. There is an increased emphasis placed on the role of the private sector not only in financing skills-development but also participating in shaping its character. New partnerships, networks and alliances are implied.

Currently, statistics on TVET, are confined to measuring performance of the formal system largely provided in the public school sector. TVET information systems are woefully inadequate in most countries. The indicators clearly reflect that these systems are not expanding fast enough to absorb youth in skills programmes. TVET upper secondary enrolment rates on the continent vary from about 1 per cent of the school going age cohort in countries like Ghana, Niger, Ethiopia, Chad, Kenya, and Senegal to about 36 per cent in Rwanda. Female enrolment rates in formal TVET are generally very low, where data is available for 2011, it does not exceed 54 per cent. Yet evidence suggests that women face more obstacles in finding employment due to lower achievements in the acquisition of foundational skills. Few countries have provision for targeted skills development opportunities for women.

Quality TVET teachers require both pedagogic and technical qualifications in their area of specialisation. Often they lack one or the other. In Uganda, about 90 per cent of the teachers in the private TVET sector have not had any pedagogical training. TVET teacher qualifications appear to be a challenge in the ECOWAS and EAC regions at the school level with up to 80 per cent being unqualified.

The supply of TVET teachers is a challenge as the most skilled can earn more in the private sector. Sizeable increases in the number of TVET teachers employed were reported in Ghana, Ethiopia and Mozambique. This increase is in line with these countries recent targeted efforts to expand their formal TVET systems.

Quality and relevance of TVET programmes are often not nationally recognized, partly because of inadequate efforts at developing credible and enforceable national qualification systems. Many countries, have begun the process and in the SADC region are led by South Africa, Botswana and Mauritius, while countries such as Mali, Rwanda, and Ghana have taken a sectoral approach and have initiated the design of a TVET qualifications framework. Progress in French-speaking Africa has been much slower. The informal and non-formal skills acquisition systems are beginning to be given some consideration in the construction of national qualification frameworks.

The AU’s TVET strategy (2007) adopted by countries has recently been elaborated into a multi-sectoral strategy under the AU’s Youth Division. However, given that TVET is the responsibility of multiple ministries, predominantly provided by the private sector, largely informally, requiring a high level of investment for the more technical skills, the challenge of reform is complex and likely to be slow.

Curriculum Development, Teaching and Learning Materials

It has been difficult to monitor activities in curriculum, teaching and learning materials at national, regional and continental levels as they do not lend themselves to quantitative indicators. Efforts to analyse the status of curricula, literacy and the publishing sector in order to come up with a continental book policy framework, with guidelines for developing national and regional policies are ongoing but progress has been slow. Policy on medium of instruction and the use of mother tongue languages in schools varies from country to country.
With increasing numbers of learners entering primary school, many African countries are unable to meet the demand for adequate teaching and learning materials for all. This negatively impacts on the quality of education and equitable access to learning. Among 22 countries that reported data on the availability of primary mathematics textbooks in schools only six were able to provide a textbook for each learner. Seventeen countries indicated the average was one textbook for three learners. The availability of text books ranges from Mauritius which had a pupil textbook ratio of 1:1 to Cameroon where up to 14 learners shared a single textbook in 2012. The availability of primary reading textbooks is much better with 14 countries having less than two learners sharing a single textbook.

Given the importance of science and technology as core knowledge for innovation based economies, it is critical that the teaching and learning of these subjects is of a high quality. This brief was unable to access international data on the availability of science text books or revisions of science and technology curricula, or availability of science laboratories. Promising developments include the expansion of the Network of African Science Academies, established in 2001, which advise their governments on science, technology and innovation policy. Since 2006 three new African science academies were established in Mozambique, Mauritius and the United Republic of Tanzania.

The dynamic demands of Africa’s labour market, the perennial conflicts on the continent, the impact of HIV and AIDS and the importance of knowledge technology, are tangible reasons for governments to invest highly in curricula reviews and the provision of high quality new teaching and learning materials.

### Quality Management

Partly because of the cross-cutting nature of this priority area as well as the lack of any one organization championing the cause of quality management, progress in achieving any of the associated activities in the plan of action has been mixed.

Less than one third of African countries have quality assurance bodies of any kind, which illustrates the importance of increased focus on this goal. Nevertheless, since 2006 there has been progress in establishing continental and regional quality assurance mechanisms and frameworks in higher education, through the revised Arusha Convention. The SADC region has made huge inroads in this area with eight of the 21 African countries that have established higher education accreditation bodies found in the region. Efforts are ongoing to implement the Africa Quality Rating in EMIS with regions adopting EMIS norms and standards frameworks and the introduction of measures to standardize non-formal education provision in countries.

It is critical to look at the costs of sustainable development when there is poor quality management of education and training systems. The automatic promotion of children from one grade to the next is practised widely in Africa and has had mixed results, leading to hidden and unreported repetition as well as higher numbers of illiterate primary school graduates. Reported repetition in Sub-Saharan Africa averages 15 per cent, which is the highest in the world.

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Some regional economic communities, such as East African Community, have established commissions to promote the use of local languages, Kiswahili for example, for the political, economic, social, cultural, educational, scientific and technological development of East Africa. The African Academy of Languages (ACALAN) - A key resource of the African Union in the promotion of African languages- has proposed the use of Fulfulde, Hausa and Madenkan as the working languages of the ECOWAS region.

At a national level, in the past six years, numerous countries have undertaken major curriculum reviews or are considering a review to shift the focus to skills based learning using learner centred approaches. Many countries face challenges in employing properly qualified curriculum research and development personnel and finding the sustainable and innovative mechanisms for undertaking regular reviews. This can be attributed to the underfunding of education, lack of properly constituted programmes for enhancing the qualifications or expanding research opportunities for curriculum developers, material writers and those that compile learning and materials for teachers. The need to provide university and other courses run by educational institutions to build the capacity and the knowledge and skills of curriculum staff is imperative.

Competitiveness in the world economy rests increasingly on knowledge and application of modern technologies. Computer literacy, like the ability to communicate in a global business language, is an essential skill in the 21st century and yet many African countries have yet to integrate it into their primary curricula. The known exceptions are Kenya, Mauritius, Nigeria, Rwanda, Sierra Leone, South Africa, Tunisia and Uganda. Most, however, have introduced life skill subjects incorporating HIV/AIDS education into their basic education curricula and others have added peace education. The SADC region has institutionalised the use of information and communication technologies for distance learning for schools through the Distance Education Association of Southern Africa (DEASA). Plans are in the pipeline to ask countries to report on the availability of computers in schools.
A key measure of effectiveness of education systems is the
ability to produce graduates within the appropriate age
group. The proportion of these learners is on the rise across
the continent, with notable increases in ECOWAS and AMU
regions. From the reporting countries, Eritrea has a huge
challenge with 67 per cent of primary learners being either
over or under aged. Net enrolment rate at secondary level
is significantly lower than primary level with all regional eco-

nomic communities except CENSAD reporting net enrolment
rates lower than 30 per cent.

There were some seven African countries in 2012 where few-
er than half of their learners survived to the last grade of the
primary cycle. Burkina Faso, Burundi, Ethiopia, Guinea, Mad-
agascar and Mozambique reported declines in the propor-
tion of learners completing primary level. Some countries, in-
cluding Cameroon, Togo and Senegal have, however, realized
significant inter-cycle transition and have increased the ac-

cess to secondary school in a very short time period. Senegal
recently reported a 29 per cent increase in transition.

Data on education expenditure available from eight countries
shows that 11 to 31 per cent of total government spending
was on education. Overall, African countries invest a relative-
ly large portion of their budget in the education sector, de-

spite their relatively low GDPs per capita. During the period
under review, the limited data signals an increase on public
expenditure on education, reflecting increasing government
commitment. The spending increases as one moves up the
levels of education with public expenditure per pupil at pri-
mary level being some 11 per cent of what is spent on a ter-

tiary student. Further, recent research indicates that in many
African countries learner achievements are not keeping abreast
with increasing investment in unit costs. This implies that
considerable effort needs to be invested in improving
quality management of education and training systems.

Early Childhood Development

African governments have improved efforts to provide ear-
ly childhood development (ECD), having recognized its im-
portance in preparing children for primary education. Min-
nistries of education are integrating pre-primary grades into
the formal education system and countries are increasingly
adopting early childhood policies. More than one of every
two Member States have included ECD in their sectoral or
development plans and 11 countries have included ECD in
their Global Partnership for Education Action Plans. Progress
on implementation has, however, been slow as a result of
limited prioritization at political, policy and budgeting levels.

The under six year old population, some 130 million children
in Sub-Saharan Africa, 20 per cent of its total population, face
significant challenges of deprivation amongst them; poverty,
food insecurity, stunting, malnutrition, health risks, violence,
conflict including war and as a result are often seriously at-
risk and ill-prepared physically and mentally for school.

Education and health are inseparable development param-
eters. Although the past six years have seen significant im-
provements, the health profile of the continent’s children
remains an issue of concern. The continental average annual
population growth rate is on the decline but remains high
in some regions, particularly ECOWAS, where the regional
average is seven children borne per woman. Despite contin-
ental declines, infant mortality remains stubbornly high in
some SADC and ECOWAS countries which report in excess of
90 deaths per 1,000 live births. In the Arab Magreb Union,
population growth rates and infant mortality are declining.

Malnutrition among under-five years is a major challenge in
most of the Member States. The prevalence of children who
are wasting and underweight is recorded as high in South
Sudan, Niger, Benin, Chad, Sudan, Madagascar and Eritrea.
In 15 countries, the incidence of stunting, which severely af-
fected cognitive development, is higher than 40 per cent and
in Burundi, 58 per cent of children under the age of five are
stunted.

On an education level, given the advocacy by groups such as
UNICEF, UNESCO and ADEA, there is a growing awareness
and commitment to provide public pre-primary education.
In SADC, early childhood participation rates average around
45 per cent. Similarly in the EAC member countries average
participation rates of the appropriate age group are around
30 per cent. Eight ECCAS Member States report pre-primary
enrolment has more than doubled during the six year period.
Among ECOWAS (with the exception of Cape Verde and Gha-
na) and IGAD countries, progress has been more timid and
rates (19 per cent on average) were well below the continen-
tal average of 28 per cent in 2012.

Despite the provision of pre-service training for ECD
teachers and the development of national ECD train-
ing programmes, the challenge of un- and under-qualified
teachers working in ECD centres remain. Low salaries and
inadequate incentives contribute to the increasing employ-
ment of unqualified staff at these centres. This is in addition
to inadequate teaching and learning materials and minimal
supervision and monitoring of ECD services.
Way Forward

**African Union Commission**

a) Actively seek new partnerships and mobilise more resources, a more coherent communication strategy can play an integral role in realising this goal. In addition facilitate an annual gathering of partner organizations and lead implementing agencies to ensure coordination and synergy.

b) Ensure that the matrix of activities and performance indicators are developed for ECD goals and relevant measurable indicators are created for the culture element in the gender and culture priority area. There is a need to identify lead agencies to partner in the priority areas of curriculum, TVET and Quality Management.

c) Consider the establishment of an AUC administered African Education Development Fund to assist regional economic communities and partner organizations to secure funds for specific initiatives that will advance the Second Decade and post 2015 goals.

**Regional Economic Communities**

d) Establish functional education desks which are provided with the requisite resources. Review and align all current regional initiatives with the AU Plan of Action, ensuring explicit linkage between regional and continental efforts.

e) Coordinate the collection of regular, up-to-date information from countries in the REC pertaining to the Plan of Action indicators.

f) Actively seek new partnerships and mobilise more resources, a more coherent communication strategy can play an integral role in realising this goal. In addition facilitate an annual gathering of partner organizations and lead implementing agencies to ensure coordination and synergy.

**Partners**

g) Explicitly align programmes with the AU's goals, play proactive role in negotiating and keeping up to date memorandum of agreement with the AUC.

**Member States**

a) Integrate AU priorities into national goals and raise national awareness of the AU priorities as a common national strategy.

b) Ensure communication and reports by the ministries of education and training make specific reference to any connections between national activities and those of the AU.

c) Incorporate key AU performance indicators into the national EMIS systems and ensure this data are collected and analysed so as to be able to provide this information to the AU Observatory for it to produce an African database.