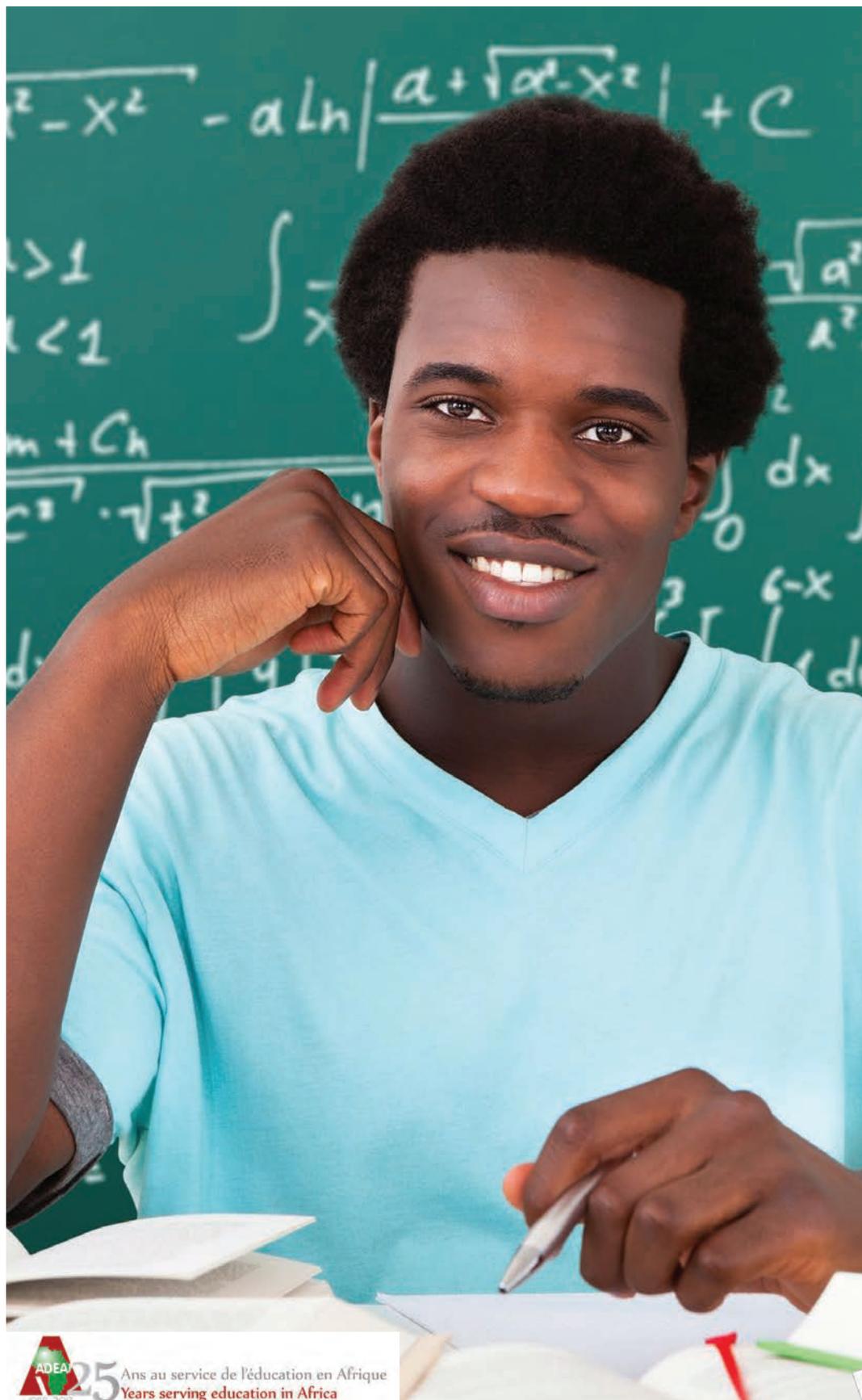


AU Outlook on Education Report



AFRICAN UNION
2014



East African Community



AU Outlook on Education Report

East African Community (EAC)

Acknowledgements

This Outlook on Education report for the EAC region was produced on behalf of the African Union (AU) - Department of Human Resources, Science and Technology (HRST) - for the 2014 Conference of Ministers of Education of the African Union (COMEDAF) meeting by a team from the ADEA Working Group on Education Management and Policy Support (WGEMPS) together with the EAC Secretariat. Under the direction of Angela Arnott, the report has been developed with contributions from the following:

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Deep appreciation is expressed for the support and assistance provided by Alison Kennedy and Wendy Xiaodan Weng of the UNESCO Institute for Statistics in responding to countless requests for data and value-added statistics.

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This document is produced for the COMEDAF VI meeting, Yaoundé, Cameroun 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



25 Ans au service de l'éducation en Afrique
Years serving education in Africa

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 partner states to facilitate in monitoring the partner 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

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Acronyms

| | | |
|---------|---|---|
| ADEA | - | Association for the Development of Education in Africa |
| AU | - | African Union |
| COMEDAF | - | Conference of Ministers of Education of the African Union |
| EAC | - | East African Community |
| EFA | - | Education for All |
| ECCAS | - | Economic Community of Central African States |
| ECOWAS | - | Economic Community of West African States |
| EMIS | - | Education Management Information Systems |
| GED | - | Global Education Digest |
| GER | - | Gross Enrolment Ratio |
| GPI | - | Gender Parity Index |
| IGAD | - | Inter Governmental Authority for Development |
| ISCED | - | International Standard Classification of Education |
| MDGs | - | Millennium Development Goals |
| NER | - | Net Enrolment Ratio |
| PTR | - | Pupil Teacher Ratio |
| REC | - | Regional Economic Community |
| SADC | - | Southern African Development Community |
| TVET | - | Technical and Vocational Education and Training |
| UIS | - | UNESCO Institute for Statistics |
| UNICEF | - | United Nations Children’s Fund |
| UNPD | - | United Nations Population Division |

Key highlights

Gender and culture

- The East Africa Community has made some progress towards promoting gender equity and equality through the formulation of appropriate policy frameworks at the regional level. At the country level, the implementation of the Plan of Action in relation to gender equity is moving at a slow pace, with women and girls generally still lagging behind in educational advancement.
- Generally, access to primary education is much higher compared to secondary education with primary gross enrolment ratios almost double those for secondary education, signifying partner states' concentration on achieving Millennium Development Goal number two of achieving Universal Primary Education (UPE) through the introduction of free primary education.
- Significant progress has been made in ensuring that every child goes to school. Between 2006 and 2012, all EAC countries reported large reductions in the number of out of school children ranging from 50 to 75 per cent.
- The region needs to fully exploit the potential of cultural industries. Not only will this reaffirm the region's commitment towards realising the goals of the Plan of Action, but it will also help the partner states to realise greater economic gains.

Education Management Information Systems

- Numerous challenges related to institutional, organizational, human, material and technical deficits as well as weak data coordination and reporting mechanisms are faced in producing quality education statistics. The coverage of data in the region, for half of the priority areas has declined, except for improvements realised in EMIS, higher education, teacher development and curriculum, teaching and learning materials priority areas, in 2012.
- Partner states like Rwanda and Tanzania have drastically improved the data availability on AU priority areas with reporting rates above 60 percent. The provision of data in Kenya has deteriorated to a mere 9 per cent in 2012, a 29 percentage point reduction compared to 2006 levels.

Teacher development

- The EAC region has realised improvements in the supply of teachers with all countries reporting increments of between 19 and 70 per cent for 2012. In relation to the provision of trained teachers, there has been an increase in the percentages of trained teachers over the six year period, but no country has a 100 per cent rate.

Higher education

- There have been significant investment and achievements in this priority area. There have also been several initiatives in the form of strategies and policies at the regional level, such as the Harmonized Quality Assurance Strategy which was adopted in 2006. Growth in this sector has also been realised by an increase of students as well as the growth of private institutions which provide the majority of educational services in the region. Due to the unavailability of adequate funds and incoherent policies regarding private university education in this sub sector, the provision of quality education is compromised.

- Inequities in gender appear to be common in this sub sector. While considerable efforts are being made to address them through affirmative action, a lot more still remains to be done to bring them to an acceptable level.

Technical vocational education and training

- Technical vocational education and training (TVET) has evolved into a different approach known as Technical and vocational skills development (TVSD) which recognises the need to have multiple training pathways which allow learners an opportunity to acquire skills from different learning and work situations. An enabling environment has been created by the partner states where some countries are using TVET, as a means of ending poverty as well as including the relevant TVSD courses into qualification frameworks. In spite of all the developments at national level, there is need for the region to develop an integrated policy framework covering all partner states for the further growth of TVET, in line with its regional integration and harmonization strategy.
- On average, less than 11 per cent of the secondary curriculum courses are focused on technical subjects. The proportion of TVET programmes in upper secondary increased significantly in previous years, when compared to the overall secondary sub-sector. Tanzania has a significantly huge component of TVET in its upper secondary curricula, with a 58 per cent representation. Gender parity has not been achieved in this priority area, with all countries reporting parity levels below 48 per cent, which is a reduction in the representation of females, compared to 2006 levels. Overall, EAC is performing better than the rest of the continent, since literacy rates are predicted to be higher by 6 percent by the end of 2014.

Curriculum development and teaching and learning materials

- The region is leading in education and training curricula reform, through the harmonization of the national curricula of respective partner countries. In terms of local languages, EAC has enthusiastically embraced African languages by the establishment of the Kiswahili Commission which promotes the development of the language for regional and international interaction for the political, economic, social, cultural, educational, scientific and technological development of East Africa.
- Considerable progress has been made in some partner states like Kenya and Uganda because they have aligned their curriculum to the trends of the 21st century by integrating ICT in teaching and learning as well as incorporating HIV/AIDS education in their education system.

Quality management

- Primary enrolments for school going age groups have improved in all partner states by at least 15 percentage points, as they target achieving universal access to Primary Education by 2015. The situation at higher levels of education is the direct opposite with all countries reporting net enrolment ratios for secondary education below 30 per cent in 2012. Partner states have demonstrated their commitment towards achieving holistic education systems by establishing post-secondary non- tertiary programmes on a small scale. These programmes need to be up scaled to further reduce the number of out of school youth.

- It is worth mentioning that all governments in the region are spending at least a third of their financial resources towards the education sector, with the larger proportions going to primary education.

Early childhood development

- The environment for early childhood education has not been conducive throughout the region and the continent, judging by low gross enrolment ratios. On average, the GERs for the EAC and the continent were 30 per cent and 20 per cent for 2012 respectively. Enrolment rates for pre-primary education were slightly above half of the rates in primary education. This sector is still largely dominated by female teachers, with more than three quarters of the teaching force in the EAC region being female by 2012, an increase from 2006 where only a fifth of the teaching population at the same education level were male.
- In terms of the health and nutritional status of children, the death of children is expected to reduce drastically by rates of between 11 and 22 infants per 1000. Generally, the wellbeing of children in most countries, particularly in Rwanda, is improving.

Overview

The African Union, together with its Member States and Regional Economic Communities, agreed to adopt a plan of action on achieving a number of objectives aimed at transforming education and training on the continent within the decade ending in 2015. Ministers of education meet biannually to take stock of the status of implementation of this plan of action and make decisions on how to address short falls and agree on strategic responses. This year's review falls a year before the second decade ends and hence it is an important exercise in determining appropriate responses for achieving the Plan's goals for the decade.

This regional report on the status of implementation of the Plan of Action for the Second Decade of Education, aims to provide a picture of the actions taken at regional and national levels to execute the Plan. The report is based on desk-top research, compiled by the Working Group on Education Management and Policy Support, and composed of country reports and other reports from development partners involved in education on the continent.

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 Partner 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 Partner 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 the implementation

The following chapters review progress achieved regionally and nationally on 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 mobilising Partner States, partners and regional economic communities, partly as Human Resource Science and Technology Commission was in the throes of establishing itself in 2006. In addition, the AU 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 legitimating the process of creating a monitoring and evaluation system of the Plan of Action, it remains severely under-capacitated. Despite these challenges, the impact of the Second Decade on Education is progressively changing education and training developments on the region. 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 primary goal of the priority area is to reduce gender disparities and ensure gender equality, girls' and women's empowerment throughout the education system while enriching the system with the positive aspects of our cultures, from early childhood development to higher education, and through non-formal to lifelong learning.¹

In order to monitor the progress made so far in the priority area, the Plan of Action focuses the following key thematic areas:

1. Continued promotion of the right environment to apply and enforce human rights,
2. Increasing universal access to basic and secondary education while significantly reducing out-of-school children and youth,²
3. Promoting cultural industries and functional literacy for the economic empowerment of men and women,
4. Increasing synergies between culture and education.

The situation in the East African Community (EAC) shows general trends of improved access to education and participation of women and girls, even though males' dominance is much higher at all levels.

Mainstreaming human rights instruments into policies and plans (education and other social services)

The goal of mainstreaming a human rights-based approach to education is to ensure that every child has access to quality education that respects and promotes her or his right to dignity and optimum development. It is imperative to monitor how human rights instruments have been used in promoting education within the EAC Partner States by examining how relevant national legislations and policies are created and enforced to ensure equal opportunities in access to education and other social services.

Like other regional economic communities, EAC and its Partner States have developed gender policies and adopted gender declarations, action plans and frameworks, strategic plans, gender audits and gender analysis tools which guide gender mainstreaming, programming and budgeting.³ The region has, for example, laid the foundation for mainstreaming human rights in its education programmes through the adoption of a strategic plan embracing gender, youth, children and persons with disabilities.⁴ The plan demonstrates a deliberate commitment to develop policies and programs that facilitate the participation of a cross range of citizens in the advancement of the EAC integration agenda. As a first step, this initiative has been translated into country policies, which can be noticed by the slight increases in girls' enrolment in both primary and secondary education. Education has been entrenched into the constitutions of countries, such as Kenya, as a basic human right. It is a challenge, however, to fully execute these regional and national policies and plans due to funding constraints and low investments on the part of member states. This is coupled with the perennial tensions between governments and other civil society bodies regarding human rights issues. Thus, despite the encouraging progress made so far, this thematic area will continue to be a work in progress.

¹ AU Plan of Action 2006-2015 page 2

² With a special focus on persons with disabilities, situations of conflict and marginalized groups.

³ AU Outlook Continental Report 2012

⁴ EAC Strategic Plan on Gender, Youth, Children, Persons with Disabilities, Social Protection and Community Development (2012-2016)

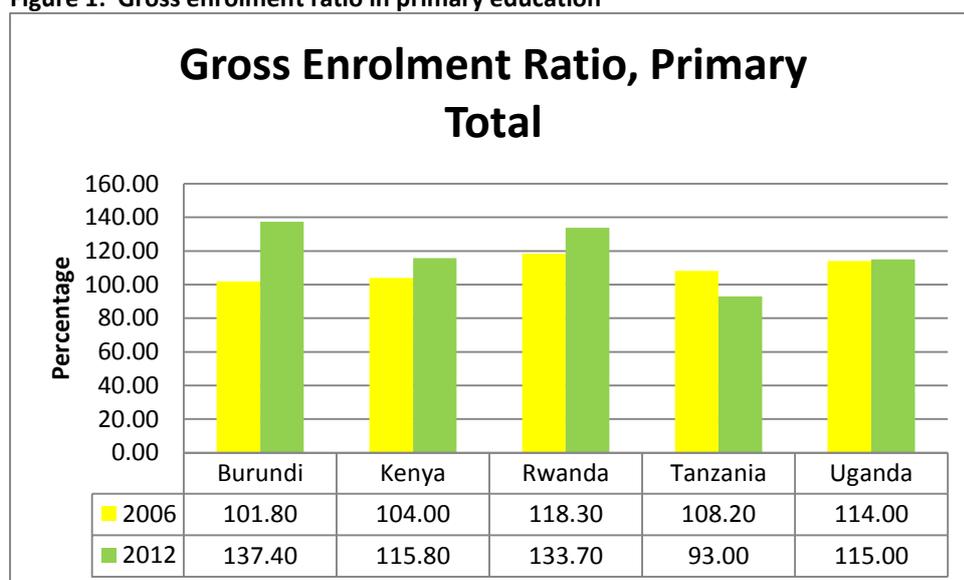
Ensuring universal access to basic and secondary education leading to a significant reduction in the number of children and youth who are out of school

The EAC region has pledged its commitment towards improving access to basic education and reducing the number of children out of school. In 2011, the region adopted a regional strategy which seeks to revitalize all sectors, including education, by increasing enrolment levels in schools.⁵ This development has translated into great improvements in primary enrolment levels in all EAC countries, with Burundi, Kenya and Rwanda recording increments of between 10 and 36 percentage points in 2012.

According to the national data made available by Kenya and Uganda, access to primary education is much higher compared to secondary education because the total GERs for the former are above 110 per cent and the latter below 50 per cent in both countries. This indicates the two governments' concentration on achieving MDG 2 of achieving universal primary education by introducing free primary education.

The situation in Tanzania is the direct opposite compared to Burundi and Rwanda where a 15 percentage point reduction, signals challenges in fulfilling the objectives set out in the AU's Plan of Action in relation to universal access to primary education. The introduction of the Universal Primary Education policies in two countries (in 2003 for Kenya and in 1996 for Uganda) has resulted in huge leaps in enrolment figures over the years.

Figure 1: Gross enrolment ratio in primary education



Source: AU Outlook on Education Database, 2014 and Ministry of Education (Kenya and Uganda).

Gender equity in primary education has been achieved in four of the five EAC countries, with Burundi recording a GER for females of 136 per cent in 2012, an increase of 40 percentage points from the 96 per cent recorded in 2006. Tanzania, however, lags behind in ensuring gender equity, with female enrolment reducing by more than 15 percentage points. In EAC member states like Rwanda and Uganda, the transition from primary to secondary education for both males and females remains low as secondary GERs average 30 per cent. Kenya's secondary female GER was higher than that for males in 2012 by 6 percentage points, also recording a total GER of 49% at this level.

⁵ EAC Development Strategy Document 2011-2015 page 16

In tertiary education, the situation in 2012 is bleak, with the region experiencing data blanks and Rwanda reporting figures below 8 per cent for both males and females. The region needs to implement policies that ensure inclusion of more students in secondary and tertiary education. Also, to ensure gender empowerment in the region, affirmative action needs to be promoted for greater female participation.

Gender parity in enrolments

In 2012, all reporting EAC partner states achieved gender parity at the primary level. The situation, however, seems to decline in favour of boys as the level of education rises. In secondary education, gender parity in the same year marginally increased for Burundi but dropped for Kenya. This calls for intensifying training of girls and women at this level by providing them with opportunities for knowledge acquisition to undertake initiatives that contribute to the improvement of their economic and social wellbeing.

Table 1: Gender Parity Index Primary and Secondary

| Country | GPI Primary | | GPI Secondary | |
|-----------------------------|-------------|------|---------------|------|
| | 2006 | 2012 | 2006 | 2012 |
| Burundi | 0.89 | 0.99 | 0.72 | 0.73 |
| Kenya | 0.97 | 0.99 | 0.93 | 0.88 |
| Rwanda | 1.03 | 1.02 | 0.87 | 1.07 |
| Uganda | 0.99 | ... | 0.80 | ... |
| United Republic of Tanzania | 0.97 | 1.03 | ... | 0.88 |

Source: AU Outlook on Education Database, 2014, Ministry of Education (Kenya, 2012) and MDGs Database (Kenya, Uganda) ...No data available.

Primary education gender parity attainment in 2012 for Burundi, Rwanda and Tanzania is as a result of collaborative initiatives with donors. An example is DfID which has allocated over £1 billion of bilateral aid to education in Rwanda and Tanzania during the 2005-2015 decade, with the aim of improving access to basic education.⁶ More initiatives should be promoted in the other EAC countries in order to produce comprehensive data on progress in achieving the Second Decade's objectives on gender equity.

Children out of school

In terms of monitoring the Plan of Action for Africa, most East African Countries seem to be making significant progress in ensuring that every child goes to school. Between 2006 and 2012, all EAC countries reported huge reductions in the number of out of school children by ranges of between 50 and 75 per cent, with Burundi reporting the highest reduction. Generally the region has a better rate compared to the rest of the continent by 12 percentage points, showing some level of commitment towards the enrolment of children in primary education.

Survival rate to the last grade of primary education

Survival rate implies the probability that a pupil will reach higher levels of education, beyond primary school, and transform into an educated and economically active citizen

In all member states reporting on this indicator, except for Kenya, the chances of a child surviving to the last grade in primary is falling, with Burundi recording the highest reduction of 21 percentage points in 2011. The situation in Uganda needs to be reviewed, as survival rates are below 35 per cent. In relation

⁶ DFID's Education programmes in three East African Countries, 2012

to the girl child, the situation is not improving with all reporting states indicating an increase of drop outs by percentage points ranging between 3 and 6. There is need to promote more initiatives on girls education to ensure females survive to higher levels of education.

Enhancing literacy competencies and developing cultural industries

The AU plan of action aims to increase the economic and social empowerment of men and women through functional literacy. It is anticipated that empowerment will be increased through functional literacy and link cultural industries with vocational and technical training as well as non-formal education to development needs.

Cultural industries are becoming important components of today's economy, propelling innovation and development. Evidence suggests that cultural industries contribute to gross domestic product and employment, and can improve a country's foreign trade position and competitiveness.⁷ Most developing nations are slowly discovering the economic value of the sector. East African Community countries like Kenya have initiated an International Cultural Diversity Programme (ICDP). This is a cultural project with the intention of mapping the significance of cultural industries in the nation. Due to funding constraints, the project has failed to reach its potential.⁸ There is need for countries to exploit cultural industries by including them in literacy programmes, since literacy rates are improving.

The AU plan of action identified some bench marks for cultural industries which include; a) significantly increased level of funding for non-formal education and local crafts skills development b) fully mobilized facilities across sectors for non-formal skills training of women and other vulnerable groups. At this phase it is difficult to map the achievements made in the region due to lack of adequate data.

Increasing synergy between culture and education

Continental bodies like the AU are pushing for the integration of culture into education systems in the continent, as a means of promoting and reinforcing cultural identities and values for the preservation of the African cultural heritage. Language can be considered as a conduit for the transmission of cultural knowledge and values. Moreover, language is a vital means for the creation of the world around us and the creation of personal and social identity. Furthermore, language plays a central role in education as the communication between students and teachers is done through the use of language. The African cultural renaissance charter notes that *African* states should prepare and implement reforms for the introduction of African languages into the education curriculum. To this end, each State should extend the use of African languages taking into consideration the requirements of social cohesion and technological progress, as well as regional and African integration.

The Government of Uganda, with support from Oxfam Novib and Education International, has developed an implementation strategy⁹ to promote local language education in the country, in line with the local language education policy. It provides some background on the evolution of local language education in Uganda and the advocacy planning process, outlining roles of the school, community and players at the national level, in the advocacy process.

7 Measuring the economic contribution of cultural industries: A review and assessment of current methodological approaches 2009

8 <http://www.acriwebsite.org/projects/international-fund-for-cultural-diversity/>

9 Republic of Uganda. (undated). Implementation Strategy for Advocacy of Local Languages in Uganda. Kampala.

Conclusion

The East Africa Community has made some progress towards promoting gender equity and equality through the formulation of appropriate policy frameworks at REC level, but the implementation at country level is slow, with women and girls lagging behind in educational advancement. The region would need to show more commitment in addressing inequalities for the socio-economic development of partner states by operationalizing various concepts adopted. The aspect of cultural industries needs to be further explored and exploited so that more economic gains are realised. In sum, the EAC needs to upscale its plan of action for gender and culture in order to meet the goals of the Second Decade for Education in Africa by 2015.

Priority Area 2: Education Management Information Systems

The goal of this priority area is to reverse the persisting phenomenon of 'data blanks' through the provision of quality statistics for measuring the continent's performance and enhancing evidence-based policy, planning, monitoring and evaluation, and results-based management. This is in recognition of the challenges facing partner states in producing regular quality statistical data and the need for Africa to develop its own data repositories that meet comparability benchmarks across countries. Ideally, an effective EMIS should cover all levels of education from pre-primary to tertiary and non-formal education by examining international coverage of country data. Some of the activities proposed in the Plan of Action that apply at the level of regional economic communities include developing and implementing a shared and validated assessment framework to estimate the status of EMIS on the region and introducing harmonized regional EMIS standards.

EMIS development initiatives for EAC

According to its 4th Development Strategy (2011-2016)¹⁰, the EAC region's human resource development initiative is facing a number of challenges. Some of these include incomplete reform and harmonization of East African Education systems and a lack of an institutional framework for reforming examinations, certification and accreditation, among other things. The Strategy expresses in its M&E section that "while there will be various sources of data, the responsibility of ensuring that relevant data and information is collected, analyzed and disseminated will be of both the EAC Secretariat and Partner States." This underscores the need for a strong and integrated regional EMIS for the monitoring and evaluation process.

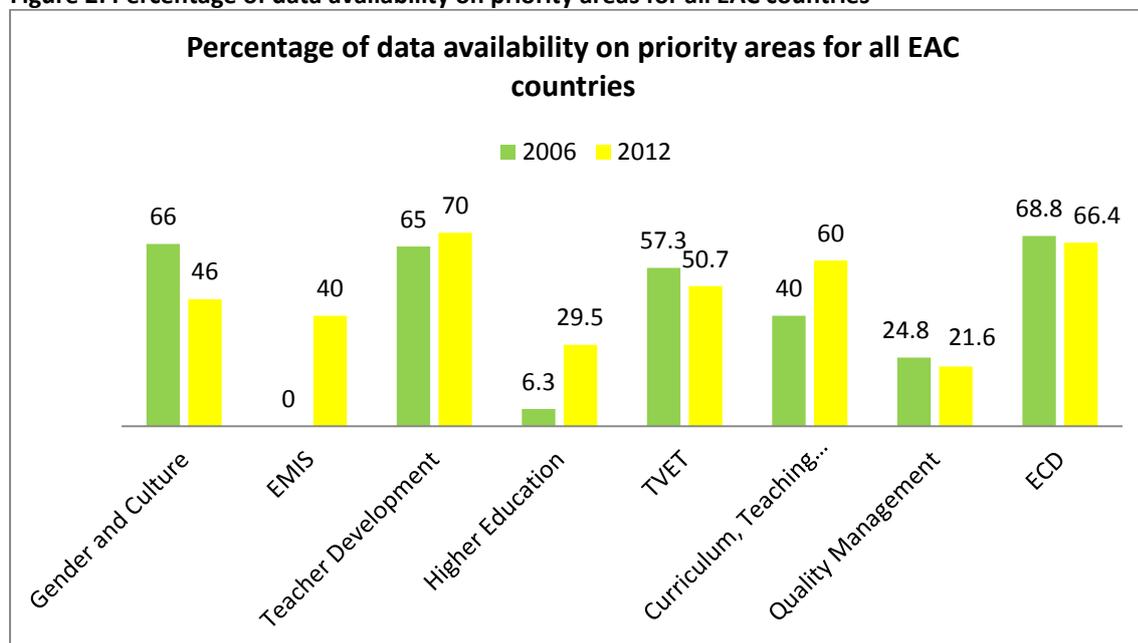
Most EAC partner states, however, still face several challenges in producing quality education statistics. These challenges are related to institutional, organizational, human, material and technical deficits as well as weak data coordination and reporting mechanisms in the context of fragmented education and training sectors involving several ministries. In light of these shortcomings, ADEA commenced a process of assessing the EMIS capacities of EAC partner states in 2012, within the framework of the African Union's EMIS initiative which was launched for the region in Kampala in December 2011, aimed at strengthening EMIS to effectively monitor the AU Plan of Action. A follow up meeting of EMIS experts in Nairobi in 2012 validated the EAC EMIS assessment report and, guided by the EAC Secretariat, ADEA and the EAC EMIS technical committee subsequently finalized the EMIS regional capacity building strategy in 2013 and a draft Norms and Standards Assessment Framework has been developed in 2014, in readiness for the peer review process for the region.

10 EAC DEVELOPMENT STRATEGY (2011/12 – 2015/16): DEEPENING AND ACCELERATING INTEGRATION. August 2011. EAC Secretariat

Availability of International Data

A key indicator of EMIS statistical coverage is the degree to which countries provide UIS with raw data for the production of internationally comparable data. The figure below shows the percentage of data availability on priority areas for all EAC countries.

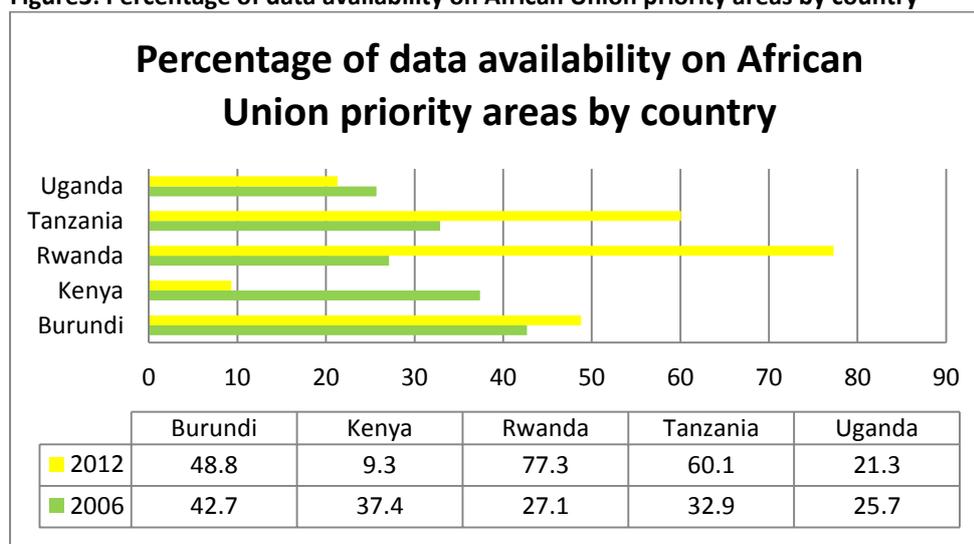
Figure 2: Percentage of data availability on priority areas for all EAC countries



Calculated by ADEA WGEMPS

The regional coverage for half of the priority areas has declined, except for improvements realised in EMIS, higher education, teacher development and curriculum, teaching and learning materials priority areas, in 2012. Even though, significant improvements have been noted in higher education with a 23 percentage point rise in 2012, there is need to increase the coverage of data as a measure of promoting evidence based decision making for the sub sector. Reporting mechanisms at national level have to be up scaled so that more data on indicators related to quality management can be disseminated internationally.

Figure3: Percentage of data availability on African Union priority areas by country



Calculated by ADEA WGEMPS

Data availability for international reporting in two countries has declined with Kenya reporting figures below 10 per cent in 2012. In Uganda there is also no improvement, with 21 per cent coverage in 2012. Both countries have adequate national data, but the root cause for the information not being published internationally by UIS needs to be established and addressed. Credit should be given to countries like Rwanda and Tanzania which have managed to establish self-sustaining EMIS with reporting rates that have risen to levels above 60 per cent in six years.

Conclusion

Generally, the coverage of international data was inconsistent for the region, showing average performance in some priority areas and poor performance in others such as EMIS and Quality management in 2012. Some countries like Rwanda and Tanzania have drastically improved the data availability on AU priority areas and lessons may be learnt from these nations. Efforts must be made to strengthen national EMIS for all the five countries by implementing a norms and standards assessment framework.

Priority Area 3: Teacher development

Africa has been hit hard by the chronic shortage of teachers. This is partly due to the rising school age population as well as less-than-optimal public financing for teacher development and deployment. The situation is further worsened by inadequate training facilities and the inability of countries to afford to pay teachers with substantial post-school qualifications. The African union has made a commitment to focus on the teaching profession by including it as one of the main priority areas in monitoring the plan of action.

Since it remains the continent's Achilles' heel, the goal of this focus area is "to ensure the provision of sufficient teachers to meet the demands of education systems and to ensure that all teachers are properly qualified and possess the relevant knowledge, skills and attitudes to teach effectively.

Teachers should also be properly supported and adequately remunerated, to ensure high levels of motivation".¹¹ Some specific activities the Plan of Action identified for achieving this goal include addressing teacher shortages, improving teacher competence, status, morale and welfare, and enhancing the quality and relevance of pedagogical research.¹²

Teacher supply

Tremendous progress has been reported in three of the reporting countries for 2012 in closing the gap in teacher provision, especially in secondary education, as indicated below. Both Burundi and Rwanda have more than doubled the number of secondary level trained teachers in the six years between 2006 and 2012, while Kenya and Uganda have significantly dropped their trained teacher numbers, with Kenya's reducing by over 40 per cent.

Gender dynamics show that the proportion of secondary female teachers is far less in four of the five EAC countries. In Burundi for example, only a seventh of teachers in secondary education are women.

¹¹ AU Plan of Action P.7

¹² AU Plan of Action P. 21-25

Table 2: Total Number of teachers in secondary

| Country | Total Number of teachers in secondary | | | | | | | | |
|-----------------------------|---------------------------------------|--------|-------------------|-----------|--------|-------------------|-------------|--------|-------------------|
| | Female | | Percentage Change | Male | | Percentage Change | Total | | Percentage Change |
| | 2006 | 2012 | | 2006 | 2012 | | 2006 | 2012 | |
| Burundi | 1,559 | 2,945 | 88.9 | 5,211 | 11,196 | 114.9 | 6,770 | 14,141 | 108.9 |
| Kenya | 40,541 | 22,267 | -45.1 | 59,749 | 37,006 | -38.1 | 100,290 | 59,273 | -40.1 |
| Rwanda | 1,808 | 6,399 | 253.9 | 6,010 | 16,936 | 181.8 | 7,818 | 23,335 | 198.5 |
| Uganda | 9,960 | 9,508 | -4.5 | 35,582 | 30,025 | -15.6 | 45,542 | 39,533 | -13.2 |
| United Republic of Tanzania | ... | 22,622 | ... | ... | 57,628 | ... | ... | 80,250 | ... |
| EAC | 68,554 | ... | ... | 145,297 | ... | ... | 213,850.95 | ... | ... |
| Africa | 796,855 | ... | ... | 1,477,656 | ... | ... | 2,274,510.8 | ... | ... |

Source: AU Outlook on Education Database, 2014 and Ministry of Education (Kenya and Uganda) ... No data available

In relation to primary education, progress has been made in improving the supply of teachers, with all the reporting nations indicating overall increments of between 19 and 73 per cent for 2012, as indicated below. Burundi has made remarkable progress in the supply of both male and female teachers with changes above 60 per cent. This may be attributed to a multi-donor fund for education which aims to improve enrolment and teaching quality.¹³

Table 3: Total Number of teachers in primary

| Country | Total Number of teachers in primary | | | | | | | | |
|-----------------------------|-------------------------------------|--------|-------------------|-----------|--------|-------------------|-----------|---------|-------------------|
| | Female | | Percentage Change | Male | | Percentage Change | Total | | Percentage Change |
| | 2006 | 2012 | | 2006 | 2012 | | 2006 | 2012 | |
| Burundi | 13,526 | 22,040 | 62.9 | 10,926 | 20,012 | 83.2 | 24,452 | 42,052 | 72.0 |
| Kenya | 61,505 | 84,591 | 37.5 | 76,291 | 91,652 | 20.1 | 137,796 | 176,243 | 27.9 |
| Rwanda | 16,235 | 21,331 | 31.4 | 14,402 | 19,066 | 32.4 | 30,637 | 40,397 | 31.9 |
| Uganda | 58,066 | 67,327 | 15.9 | 92,069 | 96,239 | 45.2 | 150,135 | 163,566 | 8.9 |
| United Republic of Tanzania | 73,335 | 93,386 | 27.3 | 78,547 | 87,601 | 11.5 | 151,882 | 180,987 | 19.2 |
| EAC/EAC | 222,667 | ... | ... | 272,235 | ... | ... | 494,902 | ... | ... |
| Africa | 1,646,010 | ... | ... | 1,875,906 | ... | ... | 3,521,916 | ... | ... |

Source: AU Outlook on Education Database, 2014 and Ministry of Education (Kenya) ... No data available

Gender balance

The East African Community has made some strides towards ensuring gender equality and equity, through the ratification of the EAC Protocol on Gender Equality in 2011, which calls for the inclusion of women in all socio-economic-political spheres of life. In relation to gender equity in the teaching profession, progress seems slow, as teaching in secondary education is significantly dominated by males. The number of male teachers in Rwanda, for example, is about four times more than that of females. According to national data, Uganda is also dogged by gender inequalities in the teaching profession at both levels, but the situation is worse in secondary where 2012 data show women only constituting about a quarter of the more than 39 000 teaching staff. For gender equity and equality to be realized, governments have to reaffirm their efforts towards affirmative action in favour for women, so that they can have access to teacher training institutions.

¹³ <http://www.norad.no/en/countries/africa/burundi--405943>

In relation to primary education, women are the main dispensers of education in the sub sector, with all the reporting countries in 2012 having figures above 51 per cent, indicating the efforts some countries are making in encouraging women to train and work as teachers.

Measuring the demand for teachers

It is imperative to measure the demand for teachers by looking at the regional and national perspectives with regards to pupil-teacher ratios. In primary education, the international benchmark is 40 pupils per teacher; for secondary education, it is 30 students per teacher. Even though the ratios in the EAC region have decreased, they exceed the international benchmark, which implies that the REC is struggling to meet the plan of action goal for teacher development of the demand for teachers, so that international benchmarks can be reached.

However, most of the reporting countries have indicated fewer numbers of pupils for the available teachers by 2011, except for Kenya, where there was an increase of 10 pupils for one teacher. It can be assumed that Kenya is negatively affected by an increase in the enrolment of pupils. In Rwanda, the supply of teachers seems to be improving because the number of pupils per teacher has drastically reduced from 71 in 2006 to 58 in 2011.

Table 4: Pupil-Teacher Ratio

| Level of Education | Partner State\Years | 2006 | 2010 | 2011 |
|--------------------|---------------------|------|------|------|
| Primary | Burundi | 56 | 51 | 53 |
| | Tanzania | 52 | 51 | 51 |
| | Uganda | 48 | ... | ... |
| | Kenya | 47 | 45 | 57 |
| | Rwanda | 71 | 63 | 58 |
| | EAST AFRICA | 55 | ... | ... |
| Secondary | Burundi | 28 | 34 | 27 |
| | Tanzania | 29 | 40 | ... |
| | Uganda | 19 | ... | ... |
| | Kenya | 24 | 31 | 31 |
| | Rwanda | 31 | 29 | 37 |
| | EAST AFRICA | ... | ... | ... |

Source: EAC Data portal 2014 ... no data available

The state of affairs in secondary education is similar to primary education because the number of students per teacher is also on the rise in all reporting partner states by 2011, surpassing the international bench mark of 30:1. There is need for the partner states to promote the training of secondary school teachers so that the supply of teachers meets international standards.

Teacher qualification

It is necessary to have an understanding of what is meant by the term 'trained teacher'. Given the diversity of training programs, content and length, not all 'trained' teachers in the region possess the necessary knowledge and professional skills to be seen as qualified. Indeed, a common pattern in most countries is that a trained teacher may not be qualified for the grade or level at which he/she is teaching. The analysis hereunder refers to data on teachers that are nationally recognized as trained¹⁴.

Most countries that have reported on trained teachers in the EAC region are resorting to less qualified teachers to address the increased demand to access at all levels. In both levels of education, no country has achieved a 100 per cent rate of trained teachers according to national and international standards.

¹⁴ AU Continental Report 2012

All EAC countries have reported percentages ranging from 60 to 95 per cent with Rwanda reporting the lowest figure. The situation in Kenya is better off compared to other countries, with levels close to 95 per cent which amounts to over 310 000 teachers for approximately 13.1 million pupils. Uganda needs to increase the supply of trained and competent teachers as there are 170 000 trained teachers for a school age population of 13.2 million. At such levels, it is reasonable to believe that the quality of education is compromised. Overall, there is an urgent need to operationalize in-service teacher training so that the quality of teachers improves in all Partner States.

Challenges to the supply of qualified and competent teachers

Despite improvements in the supply of adequate numbers of qualified and competent teachers, some challenges persist.

Countries' training capacity

Throughout Sub-Saharan Africa, there are concerns that the quality of instruction is suffering as a result of teachers who have inadequate preparation for their task. Teaching can be impeded by inadequate pedagogical skills. One of the obvious responses to this problem is to improve the quality of teacher preparation, either through increased training or through selection of better-educated candidates into teacher training.¹⁵ There is, however, need to expand the capacity as far as pedagogical supervision is concerned; a potential avenue for enhancing the competence of serving teachers is via school based on the job training.

Teacher Migration

Teacher migration is an ongoing phenomenon in many African states, where teachers often move to regions or neighbouring countries in search of better standards of living. Due to the EAC's integration strategy, there is free movement of manpower within the region, resulting in brain drain in one country, whilst the other gains human resources. There is need for partner states to reach a consensus on salaries and conditions of service, so that the issue of brain drain in a specific EAC country is resolved. In EAC, data from Burundi shows that teacher attrition rates have risen, with a 3.5 percentage point rise of male teachers leaving the profession.

However, some studies also reveal that teachers are not treated well in destination countries, due to the difficulty associated with recognizing their qualifications and a lack of understanding of the rights and obligations of teachers.¹⁶ The Commonwealth Protocol on Teacher Recruitment is recognized as a good instrument which could facilitate the movement of teachers from surplus to underserved countries, while supporting professional registration systems both within and across countries for long term career development and skill use¹⁷. The African Union has been trying to develop similar protocols targeted at African stakeholders¹⁸. This initiative should be extended to the regional economic communities.

Teacher working conditions

Due to the fact that Africa is the least developed continent in the world, there are challenges encountered when dealing with issue of teacher conditions of service. Generally, the profession is lowly valued as many governments are failing to offer attractive salaries as well as benefits such as further training and housing for teachers in rural areas. As a consequence of poor remuneration, learning outcomes are not fully achieved with significant numbers of teachers at times not reporting for duty for

15 World bank 2010, Teachers in Anglo Phone Countries: Issues in Teacher Supply, Training and Management

16 AU Outlook Report 2012

17 Hawthorne, L. (2008). Final Summary of Expert Group Meeting Migration and Education, 22-23 Sept. 2008

18 Teacher Migration. IICBA Newsletter. Vol 12. No.2. December 2010

unknown reasons – unexplained absenteeism, and others having to divide their attention between classes and making an extra income. This practice is found across the continent, and EAC is not spared either.

Countries have developed strategies to cope with the rise in education demand, leading to a variety of teacher statuses (civil servants, contract, community, qualified and non-qualified) some of which push teachers into vulnerable employment situations. The issue of contract teachers is a thorny one, especially with teacher unions.

Conclusion

The East African Community has made considerable progress in increasing the supply of trained teachers, but the numbers do not yet adequately satisfy learner needs, as evidenced by high pupil teacher ratios. As a result, many countries resort to employing inadequately trained, or contract, teachers to fill the void. The teaching profession may be enhanced if teacher working conditions are addressed and in-service teacher training programmes are promoted. Additionally, EAC needs to develop holistic policies that increase the quantity and quality of teachers as an action plan after 2015.

Priority Area 4: Higher and tertiary education

Higher education is critical to the economic success and long-term development of Africa, a continent facing several challenges of growth and development. It provides economic and social benefits, both to the individual and the public, produces qualified human capital, adapts and generates knowledge, promotes international cooperation and improves competitiveness in the global knowledge based economy.¹⁹ Under the Second Decade's action plan, the higher education priority area's goal encompasses four thematic domains:

- Promotion of research and original knowledge production in higher education;
- Promotion, development and assurance of quality in African higher education in all its dimensions, including the development and ratification of regional and continental qualification frameworks (such as the Arusha Convention) to facilitate mobility of students and staff;
- Increased involvement of universities in the continent's development efforts, including the development of the lower levels of education; and
- Ensuring appropriate levels of funding for the Higher Education sector.²⁰

Growing recognition and revitalization of higher education

Several African countries have undertaken reforms to improve the management and relevance of education and also to strengthen the capacity of universities to engage in partnerships with local authorities and businesses in order to develop communities and the society as a whole. A number of activities are carried out on the continent in this direction through the Inter-University Council for East Africa, continental initiatives on quality assurance, as well as ADEA and African Union programmes.²¹

Although the higher education system has developed considerably, in terms of quantity, since the 1990s in the EAC region, studying conditions are not keeping track with the increasing number of students, with higher education enrolments for 2012 doubling in Rwanda, for example, to about 70 000 in six

19 Challenges of Higher Education in Africa and Lessons of Experience for the Africa - U.S. Higher Education Collaboration Initiative 2008

20 AU Plan of Action for the Second Decade of Education in Africa Document 2006

21 www.unesco.org/new/en/dakar/education/higher-education/

years. As a result, lecture halls are overcrowded, while laboratories and library facilities are insufficient and the living conditions precarious for students. In fact, because of the shortcoming observed at the basic and general and technical secondary levels, students are not sufficiently prepared for higher education.²²

On a positive note, continental funding institutions such as the African Development Bank are making collaborative efforts in improving the status quo through the development of a Higher Education, Science and Technology Strategy launched in 2008. The strategy seeks to (i) strengthen national and regional centres of excellence in the following selected priority areas: agriculture and livestock, health sciences and health delivery support services, engineering, business enterprise, training of teachers and educational managers; energy (ii) build and/or rehabilitate the existing science and technology infrastructure, including tertiary education institutions; and (iii) link higher education, science and technology (HEST) to the productive sector.²³ This progress is, however, stunted due to funding constraints.

Promotion and development of African Quality Assurance in Higher Education

In relation to the promotion and development of a quality assurance mechanism in the region, considerable progress has been made through the leadership role offered by the Inter-University Council for East Africa (IUCEA). A Regional Quality Assurance Initiative led by IUCEA and supported by German Academic Exchange Service (DAAD) was launched in 2006. This collaboration set the parameters for quality assurance in higher education, after which university staff were trained on the use of the quality assurance instruments that have been developed and published in a handbook in 2011. This handbook is based on national systems and international practices for carrying out internal and external evaluation.²⁴ The success of the programme is based on the partner states willingness to embrace the quality assurance methods proposed.

Funding higher education

Financing higher education is an expensive enterprise – knowledge creation, dissemination and innovation do not come cheap. High-end expertise, expensive equipment, extensive infrastructure, accompanying requisite logistics such as information technology and a complex academic culture are contributory factors. Problems surrounding the financing of higher education institutions are worldwide, but are much more significant in Sub-Saharan Africa.²⁵ This is attributed to the high and increasing unit cost of higher education arising from a historically entrenched tertiary education that is both capital and labour intensive and has proven throughout the world to be especially resistant to labor-saving technology²⁶, such as open and distance learning and e-learning.

A key feature of higher education financing in Kenya, which is also true in Tanzania and Uganda, is the development of a dual-track funding mechanism, with state funding for some students in public institutions and a private, fee-paying track for other students in the same public institutions. Kenya's seven public universities receive direct state funding, though most have been able to launch the private entry schemes by which they have raised substantial revenue.²⁷ However, the majority of students struggle as they fail to access financing due to low funding challenges.

22 United Nations University, Revitalizing Higher Education in Sub-Saharan Africa 2008

23 African Development Bank, Strategy for Higher Education, Science and Technology 2008

24 Mayunga H.H. Nkunya (Ph.D.), & Cosam C. Joseph (Ph.D.) (2012), Developing a Regional Quality Assurance System for Higher Education in East Africa: Progress and Experiences

25 Damtew Teferra 2010 Financing Higher Education

26 Johnstone, D. B. and Teferra, D. (2004). Introduction. Journal of Higher Education in Africa, 2(2), 1–10

27 GLOBAL PERSPECTIVES ON HIGHER EDUCATION Financing Access and Equity in Higher Education Jane Knight (Ed.)

Improving access to higher education

Due to the unavailability of comprehensive data, it is not possible to have a complete picture of how EAC member states are improving access. In Rwanda access has improved in 2012 because enrolments have increased from 3.6 to 6.9 per cent. Even though there is an improvement, access to higher education remains low, with nations like Tanzania reporting figures of 363 students per 100 000 people. There is need to increase finance towards higher education and to increase the distribution of institutions.

Equity dimension

Inequalities in higher education appear to be common. Inequities in gender, geographical settings and disabilities are commonplace. While considerable efforts are made to address them, a lot more still remains to be done to bring them to an acceptable level. The pre-enrolment affirmative actions that attract female students must be complemented by meaningful post-enrolment policies. With regards to EAC partner states, Tanzania, for instance, has a greater gross enrolment ratio for men, almost double in 2012. While efforts are underway to rectify these imbalances, more still remains to be done across the system.

Private sector players a growing force

Public universities had a near monopoly in providing higher education in countries of Africa until recently. The market-friendly reforms initiated under the structural adjustment programmes; the deregulation of policies and the financial crisis of state-created institutions have had an encouraging environment for the emergence of the private higher education sector in Africa.²⁸ The legislative measures initiated to establish private institutions of higher education also helped the entry of cross-border education, which is offered mainly through private providers.

The growth and participation of private universities has rapidly grown within the East African Community (EAC). According to the 2010 World Bank report, the participation of private higher education institutions in Burundi was a success story, accounting for 53 per cent of the higher education enrolment in 2008. The growth in Kenya has been exacerbated by the huge demand for university and fiscal challenges of state institutions. As a result, private institutions constitute 56 per cent of universities in Kenya. Uganda has witnessed the biggest growth spurt within the region with over 75 per cent of institutions of higher learning being private in that country. Moreover, this signifies the habitants of the partner states' increased zeal for higher education

The programmes offered in private institutions predominantly cater to market needs. Information technology, secretarial science, banking, accounting, management, healthcare, entertainment and hospitality dominate the private higher education landscape across the region. With a few exceptions, virtually all these home-grown providers offer undergraduate programmes. A key challenge facing the higher education sector is that many countries lack a clear, consistent and comprehensive policy governing the role of the private higher education subsector.

In some instances, the development of private institutions is hampered due to the fact that some institutions, even up to university level, are providing questionable certificates, diplomas and degrees. Many governments fail to effectively enforce the regulations guiding the provision of education services

by the private sector because of inappropriate follow up mechanisms and the corruption of Quality Assurance officials. There is need to accelerate the harmonization process within the region, so that it is possible to compare qualifications across Partner states.

Conclusion

Higher Education has considerably grown within the region and continent in terms of student enrolment. In addition to the policy challenge, quality and financing also continue to dog the sub-sector due to an increase in students and the need to employ competent staff. Furthermore, gender equity in the sector needs to be achieved through the enrolment of more women and by the creation of more women friendly policies as a means to meet the goals of the plan of action. There is also need to improve the provision of information as this has been a major hindrance towards monitoring the progress made by EAC in higher education.

Priority 5: Technical and vocational education and training

The goal of this priority area is to guide partner states on how best to adjust their education systems to ensure that the younger generations can access the skills and experiences necessary to be competitive in the work environment. TVET has been under-utilised in some African countries where TVET programmes exist. There is a fresh awareness among policy makers in many African countries, and the international donor community, of the critical role that TVET plays in national development. The African Union also recognizes the fact that vast numbers of young people are outside the formal school system, and consequently recommends the integration of non-formal learning methodologies and literacy programmes into national TVET programmes.²⁹ Since the launch of the Plan of Action in 2006, there has been a definite paradigm shift towards a holistic, integrated and inclusive approach to education and training, with emphasis on learning processes and outcomes that are relevant in learners' lives and in the context of sustainable development.³⁰

Paradigm shift from Technical Vocational Education and Training (TVET) to Technical Vocational Skills Development (TVSD)

Technical and vocational education and training places emphasis on delivery of subject matter delivered through formal training centres or schools whose curricula mismatch the labour market demands, unlike in the informal sector. A different approach is Technical and Vocational Skills Development (TVSD) which recognises the need to have multiple training pathways and allows learners an opportunity to acquire skills from different learning and work situations, regardless of age, status and type of learning environment.³¹ TVSD goes beyond a narrow definition of skills and competencies meeting the demands of the labour market and also recognises the contribution of non-formal and informal sectors to human development and empowerment.

To evaluate the progress made by EAC partner states in TVET, the following issues will be examined;

- Policy response to TVET
- Partner states participation in TVET
- Gender Equality and women's empowerment in TVET
- Youth and TVET

²⁹ AU HRST Strategies of revitalizing TVET 2006

³⁰ Afeti, G and Adubra, A (2012) ADEA

³¹ ADEA WGEMPS (2014) TVSD Policy brief

Policy response to TVET

Technical and vocational education and training delivery systems in developing countries operate in challenging socio-economic environments and contextual frameworks, which urgently need to be addressed if the potential for TVET to contribute to national development is to be realized. For the East African Community, all partner states have made conscious efforts in creating an enabling environment for the development and growth of TVET. Examples can be drawn from a few countries like Rwanda and Kenya. In Rwanda, TVET is an important component within the country's policy of ending poverty. A reform of the TVET sector was approved in 2008; therefore, two new bodies were within the Ministry of Education: *The Workforce Development Authority* (WDA) and the *Integrated Polytechnic Regional Centres* (IPRCs).³² The WDA organizes TVET strategy at national level while IPRCs develop centres of expertise at the provincial level. Kenya incorporated TVET into its Qualifications Framework in 2012 and enacted a TVET Act in the same year, which will conceive the Kenya TVET Authority by 2015.³³ There is, however, need for the region to develop an integrated policy framework covering all partner states for the further growth of TVET, in line with its regional integration and harmonization strategy.

Partner states' participation in TVET

In 2006, most EAC countries offered a limited number of TVET courses at the secondary level, with the percentage of programmes declining in 2012, as indicated on the table below for the three reporting countries of Burundi, Rwanda and the Republic of Tanzania. On average, less than 11 per cent of the secondary curriculum courses are focused on technical subjects. The proportion of TVET programmes in upper secondary increased significantly in previous years, when compared to the overall secondary sub-sector, even though there is a huge decline in 2012 for Rwanda – one of the only two reporting countries. Rwanda has recovered from conflict and the main emphasis is more on creating youth employment after the war. Tanzania has a significantly huge component of TVET in its upper secondary curricular, with a 58 per cent representation. This may signal the nation's desire to link its education system with labour market needs for the socio-economic transformation of the country.

Table5: Percentage of TVET programmes as a proportion of secondary school enrolment

| Country | Percentage of TVET programme in total secondary | | | Percentage of TVET programme in upper secondary | | |
|-----------------------------|---|------|-----------------------|---|------|-----------------------|
| | Total | | Percentage difference | Total | | Percentage difference |
| | 2006 | 2012 | | 2006 | 2012 | |
| Burundi | 6.2 | 4.1 | -2.1 | 19.0 | 17.4 | -1.6 |
| Kenya | 0.9 | ... | ... | 2.2 | ... | ... |
| Rwanda | 17.5 | 10.9 | -6.6 | 50.4 | 32.1 | -18.2 |
| Uganda | 5.1 | ... | ... | 21.9 | ... | ... |
| United Republic of Tanzania | ... | 11.0 | ... | ... | 58.0 | ... |
| EAC/EAC | 4.4 | ... | ... | 9.5 | ... | ... |
| Africa | 10.4 | ... | ... | 23.2 | ... | ... |

Source: AU Outlook on Education Database, 2014 ... no available data

Gender equality and women's empowerment in TVET

Vocational skills development is often considered as a strategy to empower marginalized groups in a society by increasing their livelihoods. Skills training provided by formal technical and vocational training institutions is often limited for these groups. There are various reasons for this, such as insufficient basic education qualifications, direct and indirect costs of enrolment, lack of understanding

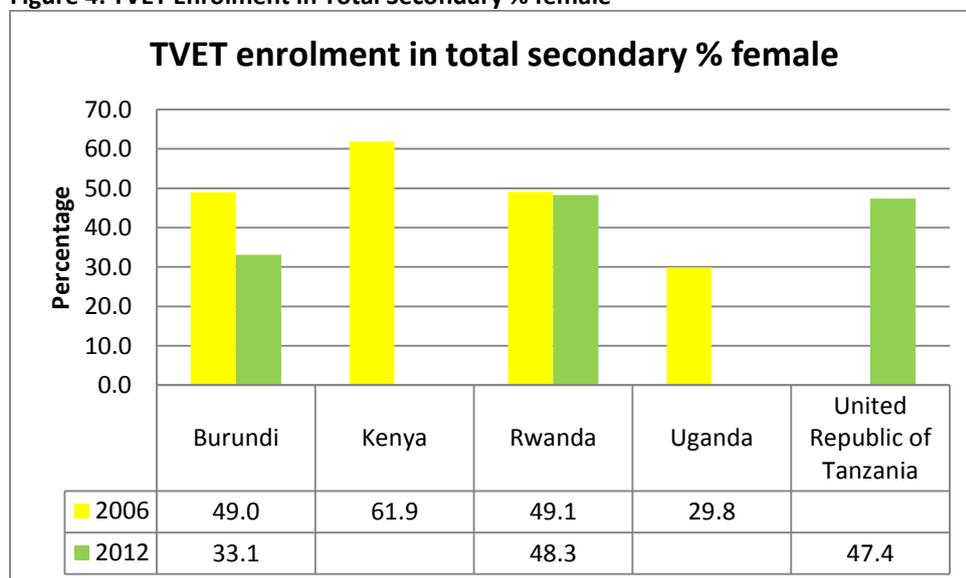
32 www.vvob.be

33 www.unevoc.unesco.org/worldtvtdatabase1.php?ct=KEN

of the usefulness of training. It is the responsibility of partner states to ensure women and other disadvantaged groups have been catered for in TVET.

In 2012, none of the reporting countries had gender parity on TVET enrolments, the highest being 48 per cent. Moreover, the proportion of women has declined, compared to 2006, with countries like Burundi reporting a 16 per cent reduction.

Figure 4: TVET Enrolment in Total Secondary % female



Source: AU Outlook on Education Database, 2014

To increase the participation of girls and women in TVET, a number of steps need to be taken, including removing the bias in curricula, training teachers and instructors in gender sensitive programming, developing strategies to recruit and train qualified female teachers, providing leadership training for women, offering financial incentives such as scholarships for female students and, finally, developing TVET management information systems to monitor progress towards achieving gender equality.³⁴

Youth and TVET

The role of skills development programmes is particularly important in African countries with rapidly increasing populations that include a high proportion of young people, or a 'youth bulge'.³⁵ Technical and vocational education and training is widely recognized as having an important role in tackling youth unemployment. TVET's orientation towards the world of work and the acquisition of employability skills means that it is well placed to address issues such as the skills mismatch that have impeded smooth school-to-work transitions for many young people. As a result, there is need to closely examine literacy rates for the EAC region.

Table 6: Youth Literacy Rates

| Country | Youth (aged 15 to 24) Literacy Rates | | | | | |
|---------|---------------------------------------|-----------|-----------|-----------|-----------|-----------|
| | Female | | Male | | Total | |
| | 1995-2004 | 2005-2014 | 1995-2004 | 2005-2014 | 1995-2004 | 2005-2014 |
| Burundi | 70.4 | 88.1 | 76.8 | 89.6 | 73.3 | 88.9 |
| Kenya | 91.9 | 81.6 | 93.3 | 83.2 | 92.5 | 82.4 |
| Rwanda | 76.9 | 78.0 | 78.5 | 76.7 | 77.6 | 77.3 |

³⁴ CIDA/ACDI (2011) Skills for Employment. Canada.

³⁵ AU Outlook Report 2012 page 90

| | | | | | | |
|-----------------------------------|------|------|------|------|------|------|
| Tanzania | 76.2 | 72.8 | 80.9 | 76.5 | 78.4 | 74.6 |
| Uganda | 76.2 | 85.5 | 86.0 | 89.6 | 80.8 | 87.4 |
| EAC | 80.7 | 79.9 | 85.5 | 82.5 | 82.9 | 81.1 |
| Continental Simple Average | 67.6 | 71.7 | 77.8 | 79.5 | 72.4 | 75.5 |

Source: AU Outlook on Education Database, 2014

Youth literacy rates in EAC have been predicted to decline slightly, due to the fact that female literacy rates in partner states like Kenya and Tanzania are lower than the previous period. This implies that there is reduced access to universal primary education for women. Overall, EAC is performing better than the rest of the continent, since the literacy rates are higher by 6 percent.

Strategies for youth who have dropped out of school, require additional attention if they are to gain access to literacy and numeracy skills. They need to be enrolled in short duration courses with flexible timing, since many will be helping to support their families at the same time. These youth need support in gaining access to the formal education system, when appropriate, as well as certification of non-formal training.

Conclusion

Technical and vocational skills development is seen as the panacea for the socio-economic development of the region and the continent as a whole. This is due to its holistic nature of addressing formal, non-formal and informal sectors and, in the process, bringing hope to the large majority of youth who are outside the formal system. East African Community Partner states are encouraged to embrace this paradigm shift from TVET to TVSD, and develop programmes that facilitate the matching of skills development with the constantly changing labour needs. And for this goal to be met, national TVET policies should be adjusted accordingly. There is also a need for governments in the region to increase skills development programmes in their curricula as well as the proportion of women undertaking TVSD courses as a means of meeting the AU plan of action's goals by 2015.

Priority Area 6: Curriculum development, teaching and learning materials

The overall goal of the priority area is to ensure the development and provision of balanced, relevant, responsive and culturally sensitive curricula adequately supported by appropriate teaching and learning materials, in all forms and levels of education in Partner States. According to the Plan of Action, curriculum development is a continuous process of translating educational goals into practical guidelines for content, materials, and methods for school and classroom-engineered activities to bring about desired learning outcomes.

To appreciate how the East African Community and its partner states are progressing in this area, focus is on the reforms made so far in the level of availability of learning materials in education and training institutions, use and learning of African languages and national initiatives made with regards to curricula development.

Curriculum Reform in East Africa

The region is spearheading education and training curricula reform, in line with the wider integration process, through the harmonization of the national curricula of respective partner countries.

Considerable progress has been made at the tertiary level through the establishment of the East African National Examination Council which ensures standardisation and quality assurance of education in East Africa. Concrete plans are in place for reforms at the lower levels of education and training, through the implementation of a four phased harmonization process:

1. Undertaking a regional study to harmonise the goals and philosophies of education, curriculum content, education structures, policies and legal frameworks.
2. Examining the curricula and approaches of delivering teacher training and adult learning programs as well as vocational and technical education in the partner states with a view to identify gaps/overlaps and areas to be harmonised.
3. Developing a relevant curriculum based on the recommendations of the regional study.
4. Focusing on the necessary reforms to be initiated by the partner states in order to implement the harmonised curricula.

Learning materials and teachers

Learning materials play a pivotal role in enhancing the quality of education provided by an instructor, especially in the foundational areas of literacy and numeracy. Cognisant of this, the AU's plan of action aims to improve the availability of reading and mathematics text books for pupils. The pupil textbook ratio for mathematics books in Tanzania is considerably high with 4 pupils sharing a book whilst in Rwanda the ratio is 1:1 for both reading and mathematics books.

The quality and availability of teaching and learning materials strongly affect what teachers can do. The application of active learning should not be the sole responsibility of the individual teacher. Changes in teaching and learning methods are likely to mean that the institutions' resources facility will become more important to the quality of teaching.³⁶

African languages

Since the attainment of independence, many African states have incorporated African languages in education systems, either as media of instruction or as course subjects. At the regional level, EAC has shown its commitment in embracing African languages by the establishment of the Kiswahili Commission. Swahili is one of the common African languages spoken in all the EAC partner states. The Kiswahili Commission seeks to ensure the development of Kiswahili for regional and international interaction for political, economic, social, cultural, educational, scientific and technological development of East Africa.

One of the key objectives is to promote curriculum reform to equip citizens with the Kiswahili literary and linguistic skills and knowledge which meet the needs of the East African society and conform to the development plans for the region.³⁷ The commission has been successful in Partner states like Tanzania, where Swahili is used as a medium of instruction in schools. In Kenya, Kiswahili is the national language and is a compulsory and examinable subject at the basic education level.

National initiatives in curricula

As mentioned earlier, due to the integration process in the East African Community, partner states are reviewing and improving their education and training systems. Kenya and Uganda, for example, have aligned its curricula to the trends of the 21st century by integrating ICT in teaching and learning as well as incorporating HIV AIDS education in the education system. Similar actions are reflected in the remaining partner states.

³⁶ AU Outlook Continental Report 2012

³⁷ <http://www.eac.int/education/index.php>

Between 2009 and 2011, a series of meetings have taken place at regional level, on the modalities of implementing the curriculum harmonization initiatives. Overall, it was recommended that a proposed regional body/committee sees into the harmonization of both the curriculum and the examination systems in the partner states. The proposed harmonization of the curriculum will as a consequence, require the examination and grading systems to be re-aligned so as to achieve comparability and some commonness.³⁸

Conclusion

The East African Community partner states have made progress in aligning its curricular to the political, economic, social, cultural and educational needs of the region with the support of the secretariat. There is need to increase the mobilization of resources towards the harmonization of curricular so that the initial stages of implementation are realised by the end of the second decade.

Priority Area 7: Quality management

The AU Plan of Action for the Second Decade for Education in Africa (2006-2015) identified quality management as one of the main priority areas with the aim of improving access, relevance, equity and efficiency of education in Africa through the development of sound quality management systems. Quality is defined in terms of meeting the needs of the user.³⁹ In order to ascertain the progress made in improving the quality of education in the EAC Partner states, there is need to examine how education is financed in the region, how resources are effectively managed and the formal and non-formal education initiatives undertaken on quality assurance mechanisms.

Formal and non-formal education initiatives

A close examination of partner states' net enrolment ratios is necessary to get an appreciation of the provisions made in ensuring quality education in the region's formal education systems. Primary enrolments for school going age groups have improved in all Partner states, as they target achieving universal access to primary education by 2015. Net enrolment ratios (NERs) in all countries have improved by at least 15 percentage points, within a space of six years, reaching levels above 90 per cent. Coordinated initiatives have to be promoted so that Partner states have lower rates of out of school children as this will ensure NERs closer to the 100 per cent mark.

The region has challenges in assisting pupils to complete the education "life cycle". This is clearly shown by a significantly low regional secondary school NER (below 30 per cent) in 2012. Burundi has made the least progress in promoting secondary school enrolments with NERs below 15 per cent in 2011. Even though the NERs in Kenya, Rwanda, Tanzania and Uganda are better compared to Burundi, they point towards exclusive education systems, with the 2012 NERs in these countries ranging between 25 and 35 per cent. There is need to design and implement out of school youth programmes, for those not enrolled in secondary education, through non formal education and to operationalize pro-poor policies as this will help students to increase their chances of reaching higher education.

However, some countries have initiated post-secondary non-tertiary programmes to cater for students outside primary and secondary education with countries like Kenya reporting an increase of 14 000 students in 2012. In Tanzania, such programmes have also accelerated enrolments to above 270 000, signalling individual partner states commitment towards achieving holistic education systems.

³⁸ http://www.eac.int/education/index.php?option=com_content&id=73&Itemid=145

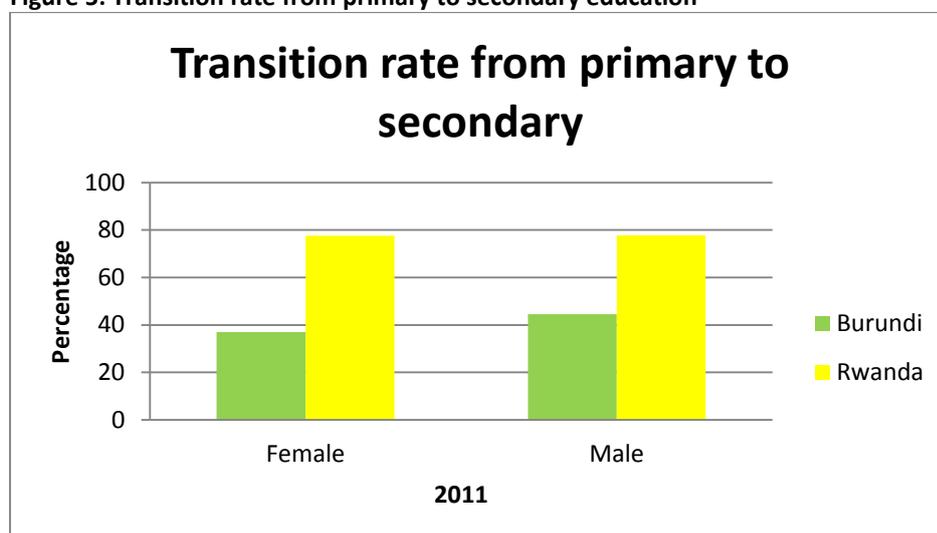
³⁹ Includes, in the broadest sense, communities and society as a whole

Effective resource management for quality

Focusing on quality has its costs. Putting in place quality councils, policy and quality measurement systems require resources. Cost-benefit analysis often focuses on how much an organization is spending on quality products.⁴⁰ In the case of education services, it is also critical to look at the costs to sustainable development when there is poor quality management of education and training systems.

Due to the unavailability of data, it is difficult to track the progress made in effective resource management. Based on the limited data available, Burundi has challenges in managing resources as this is made evident by the low transition rate from primary to secondary education with rates below 35 per cent as indicated below. This implies that pupils are either dropping out of school early or they are failing to meet the academic requirements for admission into secondary school. In contrast, Rwanda has made some strides with rates close to 75 per cent, indicating a high survival rate of pupils to the last grade and progression to secondary school.

Figure 5: Transition rate from primary to secondary education



Source: AU Outlook on Education Database, 2014

With regards to Gross intake ratios to the last grade in primary school, the region seems to be performing at par with the rest of the continental, as the rates are 70 and 68 per cent respectively. It is worth mentioning Tanzania's progress in ensuring that children reach the last grade because its rate improved from 72 to 80 per cent in 2012.

Financing educational development

Many governments, particularly in poorer countries, have increased their commitment to education. Globally, the amount devoted to education rose from 4.6% of gross national product (GNP) in 1999 to 5.1% in 2011.⁴¹

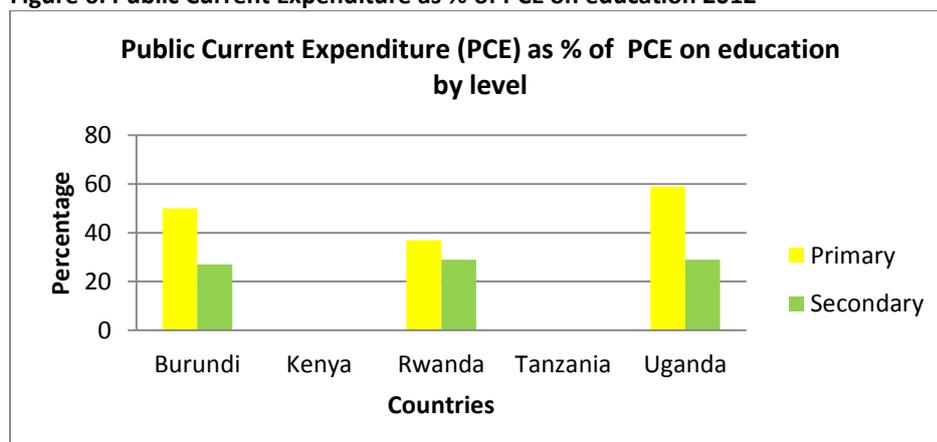
In EAC Partner states, education is provided largely by the public sector, especially at the lower levels. Governments need to make difficult decisions on how to allocate resources and who should be the beneficiaries of those resources and for which purposes, always with the aim in mind of achieving the most impact using the minimum inputs. For the reporting countries, Burundi, Uganda and Rwanda

40 AU Outlook Continental Report 2012

41 EFA Global Monitoring Report 2013-2014

spend at least a third of their funds towards education, justifying the significantly higher primary and secondary school enrolments as a result of increased government funding.

Figure 6: Public Current Expenditure as % of PCE on education 2012



Source: AU Outlook on Education Database, 2014

The above figures indicate that governments spend more on primary education as there is increased political will for countries to meet EFA, MDGs and the AU Plan of Action of improving access to primary education. The same cannot be mentioned about higher and tertiary education as there is little information available on higher education finance.

Table 7: Expenditure on education as percentage of GDP, percent

| Expenditure on education as percentage of GDP, percent | | | | |
|--|---------|---------|---------|---------|
| Partner State | 2006/07 | 2008/09 | 2009/10 | 2010/11 |
| Burundi | 6.4 | 10.1 | 11.1 | 6.1 |
| Tanzania | 1.4 | 1.4 | 1.4 | 1.4 |
| Uganda | 1.4 | 3.1 | 3.1 | 2.9 |
| Kenya | 6.8 | 6.9 | 6.7 | 7.3 |
| Rwanda | 6 | 3.6 | - | - |
| East Africa | - | - | - | - |

Source EAC data portal 2014

Over the five year period, the majority of countries except for Rwanda and Tanzania have been increasing their expenditure towards education, based on the total monetary value of goods and services in the individual countries'. In Tanzania, the expenditure on education has been stagnant and in Rwanda it has reduced, whilst in Burundi the expenditure has been fluctuating. This basically implies that the region appears not to have a unified approach on setting education financing targets which Partner states must adhere to, for the fulfilment of the EFA goals, MDGs and AU Plan of Action.

Conclusion

The EAC Partner states need to increase investment in quality management to ensure that the gains in access at primary education are expanded to the higher levels, as most learners fail to gain access to subsequent education levels. At the primary level, it is also crucial to keep insisting on more than just access because there are high dropout rates as made evident by poor intake ratios to the last grade. Public expenditure on education has been increasing but, more funds need to be allocated for higher levels of education as a means of improving Partner states skills base.

Priority Area 8: Early childhood development

Early Childhood Development (ECD) is an umbrella term for a variety of interventions centred on young children, their care givers and families, including health and nutrition, childcare, education and parental support. Since 2010, the focus on ECD has been accelerated through the decision by the Conference of African Ministers of Education of the African Union (COMEDAF) to add it as the eighth priority area for monitoring the Second Decade's Plan of Action. A variety of education and health related indicators have been selected to monitor progress in this area.

Trends in Early Childhood Development

The East African Community and its partner states are committed towards promoting the Education for All (EFA) agenda, evidenced by their joining of the Big Push Initiative to boost early childhood care and education (ECCE). To get an appreciation of how this is being implemented at country level, there is need to look at enrolment ratios, gender parity and repetition rates.

It appears as if the environment for early childhood education throughout the region and the continent is not enabling enough given low gross enrolment ratios. On average, the GERs for the EAC and the continent were 30 percent and 20 per cent for 2012 respectively. According to national data presented by Kenya, the situation in that country is better off compared to other countries, as the GER for pre-primary is above 65 per cent in 2012. In comparison with primary education, children in Kenya also face challenges in accessing ECD, since the GER is slightly more than half of primary level's GER. Even though the situation has shown slight improvement in countries like Burundi whose GER at this level moved from one per cent in 2006 to 5 per cent in 2012, enrolment rates still need to be accelerated through policies that ensure free and compulsory pre-primary education.

In terms of gender equity and equality, the region has succeeded in ensuring gender parity, with all countries reporting indices above 0.97. In relation to percentage of female pupils, the region has close to half of the pupils in pre-primary education between 2006 and 2012 being girls, a slightly higher figure than the continental proportion for the same years. Burundi and Tanzania reported that girls constitute more than half of the pre-primary school learner population, suggesting that the two countries had a larger proportion of girls in pre-primary compared to boys in 2006 and 2012, even though the figures decreased slightly by one percentage point in later years. Kenya reported having fewer girls in pre-primary education compared to all the other countries, although the proportion increased marginally.

The ECD sector is largely dominated by female teachers, with more than three quarters of the teaching force in the EAC region being female by 2012, a decline from 2006 where only a fifth of the teaching population at the same education level were male. This trend calls for a reversal, considering the important position female teachers occupy at the lower levels of education, not least as role models for the girl child. More worrying is Burundi which, despite having nine out of every ten teachers in its primary schools as female in 2006, drastically dropped its female teaching force by 10 percentage points in 2012. Generally, the percentage of female teachers in the region reduced during the six year period, suggesting the possibility of teacher attrition affecting the entire pre-primary education teaching force.

The challenging provision of quality early childhood education is further seen in the pupil teacher ratios, which are increasing in all partner states, except for Kenya. Tanzania reported the highest ratio in 2011, of 57 pupils to a pre-primary school teacher, a difference of 11 from the baseline year.

Table 8: Pupil Teacher Ratio, Pre-primary

| Country | Pupil Teacher Ratio, Pre-primary | | |
|-----------------------------|----------------------------------|------|------------|
| | Total | | Difference |
| | 2006 | 2012 | |
| Burundi | 29 | 33 | 4 |
| Kenya | 22 | 21* | -1 |
| Rwanda | ... | 40.2 | ... |
| Uganda | 27 | 31* | 4 |
| United Republic of Tanzania | 46 | 57* | 11 |
| EAC/EAC | 26.6 | ... | ... |
| Africa | 27.9 | ... | ... |

Source: AU Outlook on Education Database, 2014 ... No data available. * 2012 Uganda national data

Comparatively, Burundi has the highest number of children who are underweight and who suffer from stunting as highlighted below. The other reporting EAC countries like Rwanda the other countries, repetition rates declined by at least 3 percentage points in 2012, with a corresponding better health status of children under 5 years, compared to Burundi and Tanzania.

Table 9: % of Under 5 suffering from underweight, wasting and stunting

| Country | % of under-fives (2008–2012) suffering from: | | |
|----------|--|-------------------|-------------------|
| | underweight (WHO) | wasting (WHO) | stunting (WHO) |
| | moderate & severe | moderate & severe | moderate & severe |
| Burundi | 29 | 6 | 58 |
| Kenya | 16 | 7 | 35 |
| Rwanda | 11 | 3 | 44 |
| Tanzania | 16 | 5 | 42 |
| Uganda | 14 | 5 | 33 |

Source: AU Outlook on Education Database, 2014

For development, education and health are inseparable

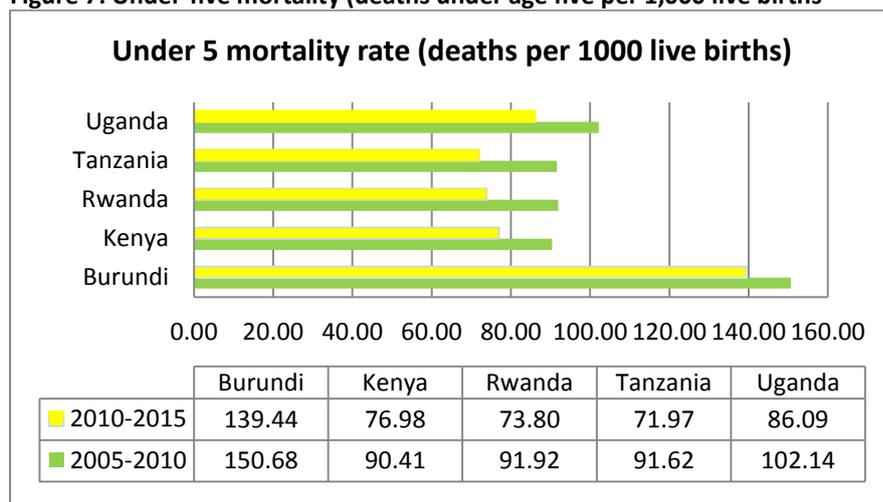
Education and health have a symbiotic relationship. Improved child health services invariably impact positively on early childhood education.⁴² Good nutrition and good health are very closely linked throughout the lifespan, but the connection is even more striking during infancy. Children raised in poor families are most at risk for infant death, low birth weight, stunted growth, may result in poor adjustment to school, increased repetition and drop-out rates.⁴³ The long-term consequences of events in early childhood for human capital and productivity are difficult to assess directly, but associations have been shown with proxy measures such as physical growth.

Higher population growth rates and low infant mortality rates symbolize higher enrolment ratios as there are more children who are available for early childhood education which enables individual countries to project future human capital for forward planning.

42 AU Outlook Report page 130

43 World Vision South Africa (2001). Education White Paper 5 on ECD. A conceptual framework.

Figure 7: Under-five mortality (deaths under age five per 1,000 live births)



Source: AU Outlook on Education Database, 2014

In all countries, the death of children is expected to reduce drastically by rates of between 11 and 22 infants per 1000. Burundi had, and is projected to have, the highest under-five infant mortality rates and Tanzania the lowest.

Conclusion

In early childhood development, enrolment levels are significantly lower compared to primary education and mortality rates are expected to decline by 2015. The representation of women is high with more female teachers in pre-primary education than at any other level. In most of the East African Community (EAC) countries, pupil-teacher ratios are lower compared to the international benchmarks, indicating an adequate supply of teaching staff. Lower repetition rates indicate better health and nutritional status, enabling children to grasp concepts in school. The EAC partner states have to include ECD as an important component towards meeting the plan of action by 2015.

Cross cutting agendas

It is imperative to consider other variables related to education in evaluating the region’s efforts in monitoring progress made in implementing the plan of action. There is need to assess the HIV and AIDS pandemic, quality in education and ICTs in education.

HIV and AIDS

EAC member states face significant challenges when it comes to HIV and AIDS and accordingly, requires multi-Sectoral responses to the pandemic at the national and regional levels to mitigate the pervasive impacts on the fabric of life in the region. To address issues of the pandemic in the EAC Partner States, the HIV and AIDS Strategic Plan (2008-2012) was adopted to guide implementation of the regional and national goals and objectives of the EAC Treaty signed in 1999.

In 2006, the Education Ministers of the East African Community (EAC) Partner States recommended that activities to accelerate their education sector responses to HIV be supported. In response, a situation analysis (SITAN) of education sector responses to HIV in the EAC was identified as the first step in initiating the implementation of the education sector’s component of the five-year HIV&AIDS Strategic Plan: 2008-2012 for the EAC region.⁴⁴ Some of the recommendations affirmed the need for member states to integrate and sustain HIV- AIDS activities into their Education systems, formulate a specific HIV-AIDS policy within the Education System and to scale up Life Skills Education.

⁴⁴ http://www.eac.int/education/index.php?option=com_content&view=article&id=74&Itemid=146

Quality assurance and qualifications frameworks

The region has made considerable progress in ensuring high standards in education, a quality assurance system for higher education is in the process of being established in East Africa by the Inter-University Council for East Africa (IUCEA) in collaboration with the national commissions and councils for higher education in the East African Community (EAC) Partner States and the German Academic Exchange Service (DAAD) and the German Rectors' Conference (HRK). The initiative is being implemented through training of universities staff on the use of the quality assurance instruments that have been developed and published in a handbook in 2011, which is based on the national systems and international practices for carrying out internal and external evaluation.⁴⁵ Plans are at an advanced stage for ensuring quality at the lower levels of education by harmonizing education systems amongst member states.

Information and Communication Technology

ICT has become a potent force in transforming social, economic and political life globally. To adapt and prosper in such a knowledge based society, it is essential for students to acquire knowledge and skills to effectively use ICT. The EAC through its member states have made efforts in creating an enabling environment for the inclusion of ICTs in education as a measure of improving pupil learning outcomes. Since 2006, most EAC members except Burundi have ICT policies in the education sector which seek to promote the development of an integrated e-learning curriculum to support ICT in education; as well as to promote distance education and virtual institutions, particularly in higher education and training. Burundi has a national ICT policy but it is not specific to education as it offers limited mechanisms for implementation in pedagogical processes in the learning environment. The shortages of resources in terms of finance and man power make it difficult for member states to fully implement ICT policies.

Open and distance learning

Open and distance learning was first known as "Distance Learning" before it became "Open and Distance Learning"; indeed, the concept "Distance Learning" emerged from the idea of "Distance Education" which came from "Correspondence Education" which itself arose from "Non-formal Education".⁴⁶ Even though the development of this sector is prominent throughout the region, there are no national policies clearly delineating a path for ODL to run on. This negatively affects the 'social acceptance' of graduates as they are deemed inferior to the ones that have attended conventional institutions of higher learning.

Conclusions

Reporting on Progress

Partner states in the East African Community have made remarkable progress towards the implementation of the AU's Second Decade of Education for Africa plan of action. Overall, the picture shows relative success in achieving improvements in the priority areas of EMIS, higher education and curriculum, teaching and learning materials. A number of initiatives at regional level have been spearheaded towards the harmonization of curricular and the establishment of regional higher education quality assurance mechanisms. The coverage of international data has improved in some priority areas such as EMIS, Higher Education and Curriculum since awareness on EMIS Norms and Standards has been raised.

There is recognition that most partner states are making progress with the goal of teacher development. Although there are significant shortages in teacher provision in most countries due to

45 Mayunga H.H. Nkunya (Ph.D.), & Cosam C. Joseph (Ph.D.) (2012), Developing a Regional Quality Assurance System for Higher Education in East Africa: Progress and Experiences

46 Idowu Biao (2010), Open and Distance Learning: Achievements and Challenges in a Developing Sub-Educational Sector in Africa

rising enrolment rates, absolute teacher numbers have risen, out of school children numbers have dropped and the profile of the numbers of qualified teachers has improved.

The priority area of technical and vocational education and training has been given prominence in the region with all member states weaving TVET into policy frameworks, as strategies for promoting socio-economic development. In order for tangible results to be realised, member states are encouraged to develop programmes that address labour needs and national TVET policies should be integrated at the REC level. The progress made towards addressing the priority area of gender and culture has been slow, indicating that despite improvements in females gaining access to education, significant work lies ahead for many EAC Partner states to achieve gender equity at all levels. It has been noted that the trends made in culture are hardly measured and assessed.

In relation to quality management, EAC partner states need to increase investment in quality management to ensure that the gains in access at primary education are expanded to the higher levels, as most learners fail to gain access to subsequent education levels. Substantial work is needed to be done in promoting effective education management, as this is made evident by poor intake ratios to the last grade. Public expenditure on education has been increasing but, more funds need to be allocated for higher levels of education as a means of improving member states skills base. Despite the late inclusion of early childhood development into the Plan of Action in 2009, some progress in terms of GERs, NERs and the health status of children in the region has been realised. There is need for the EAC to promote more pro-poor policies in ECD, so that enrolment rates rise to acceptable levels.

Challenges to implementation

The region faces many challenges in operationalizing the Second Decade's Plan of Action because there are inadequate co-ordination strategies between partner states, the EAC secretariat as well as the AU Commission. An effective communication strategy that keeps information flows on progress at various levels will improve national, regional and continental synergy and accountability. A further critical area of development is integrating all national education plans in the region's harmonization strategy. Finally, resource mobilisation is essential in accelerating the fulfilment of the plan of action.

Coordination

A major stumbling block in the coordination of activities associated with the Plan of Action is the minimal support from regional economic communities, who in many cases do not have enough manpower to run the education department. It is imperative for partner states to nominate focal persons at country level who will help the secretariat at REC level to implement the plan.

Communication

The RECs communication strategy on advocating the Plan of Action and updating players on current activities in implementing the Second Decade's goals appears to be invisible with little or no engagement with the networks of education journalists on the region. Many ministry officials are unaware of these goals and there is often no explicit mention of the Plan's objectives in national and regional education and training plans. Partner states need to accept responsibility of ensuring effective communication around the Plan of Action, and make a greater effort to ensure its uptake.

Resource mobilization

Due to the global economic crisis, it has not been easy for AU, EAC and partner states to fully fund the execution of the Plan of Action. Partner states have also not integrated the PoA activities into their national budgets because there is an assumption that RECs and AU will provide financial resources. It may be necessary for the region to re-evaluate its roles and success rate in implementing the Second Decade, as a method of charting the way forward for post 2015 in terms of funding for educational development.

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Appendices

Appendix I: Indicators for measuring progress in the 8 priority areas of the AU Plan of Action (2014)

| 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 | |
| C.1 | Pupil Teacher Ratio |
| 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 | |
| D.1 | Enrolment of Students in Higher and Tertiary Education per 100,000 Inhabitants |
| 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 |
|--|
| E.1 Percentage of Total Enrolment in Technical and Vocational Education and Training |
| E.2 Existence of Life Skills Programmes |
| E.3 Percentage of TVET Graduates |
| E.4. Adult Literacy Rate |
| E.5. Youth Literacy Rate |
| F. CURRICULUM AND TEACHING AND LEARNING MATERIALS |
| F.1 Primary Pupil-Textbook Ratio in Mathematics |
| F.2 Primary Pupil- Textbook Ratio in Reading |
| G.QUALITY MANAGEMENT |
| G.1 Primary Survival Rate |
| 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 of Pre-Primary | Entrance Age of Primary | Duration of Primary | | Total | FEMALE | M/AFE | 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 | 3 | 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 | | | 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 |
| 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 | ... | ... | ... |
| | 2012 | 4,517,137 | 11 | 7 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Angola | 2006 | 2,922,251 | 10 | 7 | ... | ... | ... | ... | ... | ... | ... | ... | ... | 79.0 | ... | ... | ... | ... |
| | 2012 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Benin | 2006 | 1,302,133 | 12 | 7 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | 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 |
| | 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 | ... | ... | ... |
| | 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 | ... | ... | ... |
| | 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 | ... | ... | ... |
| | 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 | ... | ... | ... |
| | 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 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | 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 | ... | ... | ... |
| | 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 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | 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 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | 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 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | 2012 | 3,110,928 | 12 | 7 | ... | ... | ... | ... | ... | ... | ... | ... | ... | 15.1 | ... | ... | 100.0 | ... |
| Democratic Republic of the Congo | 2006 | 7,539,731 | 12 | 6 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | 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 | ... | ... | ... |
| | 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 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | 2012 | 9,095,829 | 12 | 6 | 7,849,734 | ... | ... | ... | 0.98 | ... | 1,560,440 | ... | ... | ... | ... | ... | ... | ... |
| Equatorial Guinea | 2006 | 93,690 | 12 | 7 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | 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 |
| | 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 | ... | ... | ... |
| | 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 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | 2012 | 243,168 | 11 | 7 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Gambia | 2006 | 190,328 | 13 | 6 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | 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 | ... | ... | ... |
| | 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 | ... | ... | ... |
| | 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 | ... | ... | ... |
| | 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 |
| | 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 |
| | 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 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | 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 | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| Libya | 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 | ... | ... | ... | |
| Madagascar | 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 | ... | ... | ... | ... | ... | ... | |
| Malawi | 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 | ... | ... | ... | |
| Mali | 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 | |
| Mauritania | 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 | ... | ... | ... | ... | ... | |
| Mauritius | 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 | ... | ... | ... | |
| Morocco | 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 | |
| Mozambique | 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 | ... | ... | ... | ... | ... | ... | |
| Namibia | 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 | |
| Niger | 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 | ... | ... | ... | ... | ... | ... | |
| Nigeria | 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 | ... | ... | ... | |
| Rwanda | 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 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| Sao Tome and Principe | 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 | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| Senegal | 2012 | 2,074,073 | 13 | 7 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| Seychelles | 2006 | 7,152 | 12 | 5 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| Seychelles | 2012 | 6,917 | 12 | 5 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| Sierra Leone | 2006 | 688,504 | 12 | 6 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| Sierra Leone | 2012 | 792,969 | 12 | 6 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| Somalia | 2006 | 1,144,406 | 12 | 6 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| Somalia | 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 | ... | ... | ... | |
| South Africa | 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 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| South Sudan | 2012 | 1,528,021 | 12 | 6 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| Sudan | 2006 | 3,643,409 | 12 | 5 | 1,318,122 | 36.2 | 37.0 | 35.4 | 0.96 | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| Sudan | 2012 | 0 | 12 | 5 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| Swaziland | 2006 | 152,926 | 13 | 5 | 76,979 | 50.3 | 49.7 | 50.9 | 1.02 | 99.3 | ... | 19.3 | ... | ... | ... | ... | ... | ... | |
| Swaziland | 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 | |
| Togo | 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 | ... | ... | ... | |
| Tunisia | 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 | ... | ... | ... | |
| Uganda | 2012 | 5,113,389 | 13 | 6 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| United Republic of Tanzania | 2006 | 5,273,466 | 14 | 6 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| United Republic of Tanzania | 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 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| Zambia | 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 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| Zimbabwe | 2012 | 1,984,432 | 13 | 6 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |