

Africa Regional Education Watch Report



..... *Monitoring EFA Implementation In Africa*

Acknowledgements

The preparation of this Africa Regional Education Watch report is an important landmark in the process of setting an independent citizen watch which can assess progress towards the achievement of the targets and commitments made in Dakar in 2000.

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In producing this document, the authors have consulted widely at local, national and regional level; however, the final views expressed here are those of the authors.

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Table of Contents

Acknowledgements	3
List of Acronyms and Abbreviations	
Executive Summary	6
1. Background	10
2. Research questions and Methodology	12
2.1 Methodology	12
2.2 Sampling	12
2.3 Research Questions	12
3. Key Findings and Conclusion	14
3.1 Education as a Human Right	14
3.2 Education Provisions	14
I. Pre-school	14
II. Primary school	15
III. Gender	15
IV. Disparities in access	15
V. Teacher supply	16
VI. School infrastructure	17
VII. Internal efficiency in primary education	17
VIII. Transition to secondary education	18
IX. Adult literacy and non formal education	18
3.3 Education Resources Management/Community Empowerment and Participation in School Management	18
I. Management of Human Resources	18
II. Management of Financial Resources	18
3.4 Community Empowerment and Participation	19
3.5. Educations Resources in Schools	21
3.6 Teaching/Learning Environment	23
3.7 Quality Assurance/Learning Achievements	23
3.8 Conclusion and Key Action Priorities for Improved Quality Primary Education	24
4. Challenges	26
5. Recommendations	28
6. Annex: Synopsis of Country Experiences with EFA Attainment	29

List Of Acronyms And Abbreviations

ANCEFA	-Africa Network Campaign On Education For All
CEDAW	-Convention on Elimination of All Forms of Discrimination Against Women
CRC	-Conventions on the Rights of The Child
CSO	-Civil Society Organizations
DED	-United Nations Decade of Education and Sustainable Development
ECCE	-Early Childhood Care and Education
ECD	-Early Child Development
Ed Watch	-Education Watch
EFA	-Education For All
FPE	-Free Primary Education
FTI	-Fast Track Initiative
GDP	-Gross Domestic Product
GER	-Gross Enrolment Ratio
GNP	-Gross National Product
HIPC	-Heavily Indebted Poor Countries Initiative
MDGs	-Millennium Development Goals
MIS	-Management Information Systems
MLA	-Monitoring of Learning Achievements
MTEFs	-Medium term Expenditure Frameworks
NAG	-National Advisory Group
NER	-Net Enrolment Ratio
NGOs	-Non Governmental Organizations
PASEC	- Programme d'Appui des Systèmes Educatifs des pays de la CONFEMEN
PETS	-Public Expenditure Tracking Surveys
PRSP	-Poverty Reduction Strategy papers
PSLE	-Primary School Leaving Certificate
PTAs	-Parents teachers Association(s)
PTR	-Pupil Teacher Ratio
SACMEQ	-Southern and Eastern Africa Consortium for Monitoring Education Quality
SIPs	-Sector Investment Programmes
SMC	-School Management Committee
SWAp	-Sector Wide Approach
UNDAF	-United Nations Development Assistance Framework
UN	-United Nations
UPE	-Universal Primary Education

Executive Summary

This report is an attempt to synthesize reports from twelve countries on a survey commissioned by Africa Network Campaign on Education For All (ANCEFA) to assess the implementation and achievements in each country of the Education For All goals adopted at the World Education Conference held in Jomtien in 1990 and World Education Forum held in Dakar in 2000. Against the background of various international declarations and conventions on education as a human right and an invaluable input for poverty reduction, nation states and development agencies committed themselves to the principle that no nation will be thwarted in its efforts to attaining Education For All. ANCEFA as a civil society organisation therefore picks its mandate from this clarion call with the objective of bringing to the fore some comparative indicators, challenges and constraints facing sub Saharan nations in this daunting task.

A questionnaire, focusing on two key aspects of the education delivery system i.e. *Policy and Practice*, was sent to National Education Coalitions in the twelve pilot countries (Burkina Faso, Burundi, Cameroon, Gambia The, Ghana, Kenya, Niger, Nigeria, Tanzania, Togo, Uganda and Zambia,) for the pilot phase of what is dubbed "Education Watch". The research involved desk and field work, plus semi-structured interviews and focus group discussions with stakeholders.

With the exception of Zambia whose constitution are silent on education as a human right, or does not provide a straight forward guarantee of the right to basic education to every child, all the other countries have acclaimed education as a constitutional and fundamental human right. Various declarations and conventions have been signed and or ratified into law. Indeed several countries like Kenya, Tanzania, Togo, Uganda and Zambia have promulgated free and compulsory primary education while others like The Gambia have introduced free

tuition at the primary level as a means of overcoming the cost burden to households that normally hinders access to education.

Given the colonial inheritance of formal education that started from primary education, sub Saharan African states have continued to attach minimal priority to the provision of early childhood education. Access to pre-school education is still low with private sector led service delivery and a heavy dependence on teachers without formal professional training.

Access to primary education has significantly increased across sub-Saharan Africa since Jomtien. Notwithstanding the increase, a lot more has to be done to capture the remaining hard-to-reach out of school children. What is indisputable is that abolishing tuition fees overcomes some of the obstacles to attending school, as can be observed from the increases in gross and net enrolment rate experienced in all the countries over the period.

Although the disparity in access by gender has narrowed over the period, gender parity has not been attained and a few more strides would be needed to reach the target. Meanwhile, disparities in access to education between rural and urban settlements by gender remain quite distinct amongst the countries.

The surge in enrolment has not been matched with a corresponding increase in teacher sock particularly of professionally trained teachers. The inadequacy of teachers has resulted in large class sizes or the use of double shift teaching as an internal efficiency measure. The prevalence of untrained teachers in the education systems in these countries leaves much to be desired.

The growth in enrolment and increased number of schools has imposed a huge demand for classroom space to avoid

congestion and overcrowding in classrooms. However, the prohibitive cost of infrastructural development impedes the attainment of this felt need resulting in the deterioration of student classroom ratios.

Educational reform efforts are aimed at making education an effective vehicle for national development. Developing countries are faced with a trade-off between universalizing access to education while maintaining efficiency. Issues such as completion rates, pupil teacher ratio, and utilisation of teaching and learning contact hours are the pillars of efficiency in education. However, repetition and dropout rates remain largely unimpressive in most countries in the survey.

Educational quality in the sub region has been both elusive and difficult to achieve with anything like the rapidity that physical educational expansion can more rapidly achieve. The challenge has been to create sufficiently quickly the increases in human resources, management practices and attitude that can reinforce, complement and build on the increased physical resources that have been provided, be they classrooms, textbooks, or teachers.

The secondary education sub-sector has been put under immense pressure to expand access as its demand increased arising from the massive upsurge of primary school enrolment. The momentum for rapid and urgent expansion of secondary education has become critical as countries progress towards attaining EFA.

Adult literacy levels are equally low in most countries with little visible efforts by countries towards attainment of EFA targets.

The sustenance of the gains achieved over the period will largely depend on the quality and wisdom of those who administer, manage

and guide the system at all levels. Virtually most shortfalls in education systems are attributed, to a large extent, to weak management capacity.

There are numerous efforts towards decentralisation of educational service delivery but not much has been achieved at the school level especially in terms of financial decentralisation. Finances are largely centralised and controlled by accounting staff at ministry headquarters. The only finances maintained at school level are school funds levied through community involvement, NGO Contributions and North-South partnerships. Local decentralised structures are mostly involved in daily routine administrative tasks with little community participation.

Education expenditure as a percent of GDP has increased in both absolute and real terms over the period with some countries devoting more than the sub-Saharan Africa average of 4.91% of GDP to education. The percentage share of education from national budgets fluctuated over the period; ranging from 9% to 29%. The distribution by level of education shows a high commitment to the goals of EFA as the bulk of their limited share of resources went into primary and basic education.

Community participation in school management is manifest through the existence of Parent Teacher Associations (PTA). In some countries, guidelines have been developed for the operation of these committees outlining their roles and responsibilities in a bid to enhancing transparency and accountability while avoiding friction between teachers and committees. Although the PTAs are involved in the management of resources in some instances, they have weak authority for the accountability mechanisms to effectively control the utilization of resources. The efficiency of these committees varies across

nations and between schools.

There is evidence of efforts by various governments to ensure and maintain a conducive teaching and learning environment. Large investments have been made in physical infrastructure – classrooms, pit latrines, classroom furniture, and teachers' quarters. The development budgets of the countries in the study are largely donor financed through grants and loans. However, there is an apparent lack of a maintenance culture for the school infrastructure. There are three areas of concern for improving the teaching and learning environment namely: the inadequacy of relevant instructional materials; inadequate instructional materials to support curriculum requirements; and the lack of physical and school environments which are conducive to learning given the appropriate pedagogy.

The provision of relevant quality education remains the greatest challenge for the countries in their drive to attain education for all. The commitment to increased access has not been matched with the requisite resources in terms of both the inputs and process to deliver the target outputs and outcomes.

The capacity to manage mass education and engendering sufficient community participation to ensure that education is responsive to local needs, that some of its management is appropriately devolved, and that communities can continue to make their important contributions to education, even if no longer in the form of tuition fees remains a critical challenge.

The drive for quantitative expansion of educational opportunities for all has arguably inevitably been at the expense of the quality and efficiency targets originally seen as equally important aspects in the implementation of national educational goals.



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Chapter 1

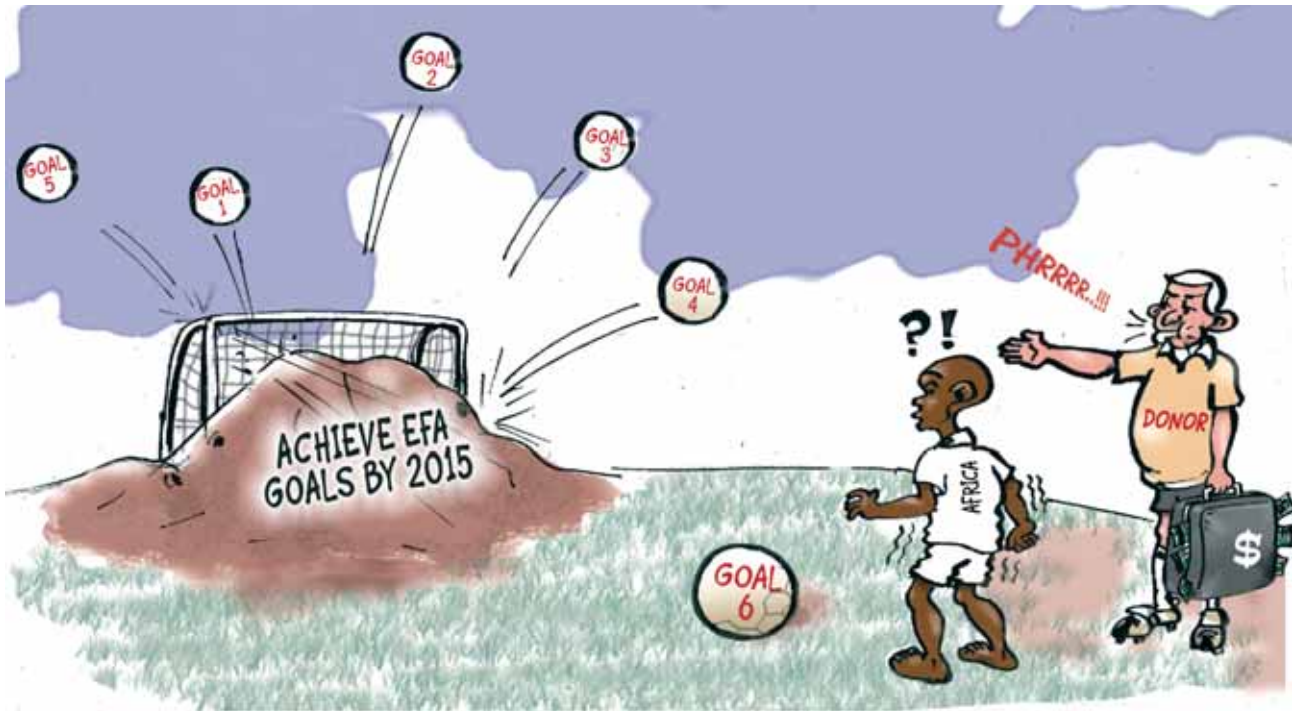
1 - Background

The World Education Conference held in Jomtien in 1990 was a landmark watershed in educational development particularly for developing countries. The significance of the conference was that the commitment to the attainment of basic education for all children, young people and adults captured the imagination of all nations. A decade later, the World Education Forum held in Dakar in 2000 specified six goals for Education For All (EFA), two of which were later adopted as Millennium Development Goals. The provision of basic education thus became recognized as a key ingredient for poverty reduction. The Dakar Forum adopted the "Dakar Framework for Action, Education For All: Meeting our Collective Commitments" reaffirming the Jomtien vision.

Welcoming the call made by the international community during the 1990s, and particularly the adoption of the rights-based approach to education supported by the Universal Declaration on Human Rights, they collectively committed the world community to achieving education for 'every citizen in every society'. The Dakar Framework for Action was based on the most extensive evaluation of education ever undertaken, the Education For All (EFA) 2000 Assessments. The assessment produced a detailed analysis of the status of basic education around the world as each country assessed its progress towards the Jomtien goals. In recognition of this, the Dakar Framework for Action states that 'the heart of EFA lies at country level'. It also affirmed that 'no countries seriously committed to education for all will be thwarted in their achievement of this goal by a lack of resources'¹. To complement the efforts of national governments, UNESCO, as lead agency in education, was charged to coordinate and mobilize all partners at national, regional and international levels, multilateral and bilateral funding agencies, non-governmental organizations and the private sector as well as the broad-based civil society organisations.

It is against this background that the Africa Network Campaign on Education For All (ANCEFA) derives its mandate. The role of non-governmental organisations and civil society organisations in this endeavour cannot be overemphasised given their vantage of being closer to the grassroots citizenry. It is in view of this that ANCEFA, as a regional non-governmental organisation, initiated this assessment through its membership networks at the country level. In February 2007, ANCEFA commissioned the 'Africa Education Watch Research'. This is part of a Global project to monitor EFA implementation at country and continental level. The assessment is designed to help member National Coalitions in Francophone and Anglophone countries to track basic education expenditures made by their Governments and other partners with a view to establishing the commitment to the implementation of the EFA Goals.

¹The Dakar Frame for Action, UNESCO 2000



PROVIDE ADEQUATE FUNDING TO IMPLEMENT EFA IN AFRICA

Chapter 2

2 - Research Questions and Methodology

This survey has been conducted in a sample of twelve (12) African countries, each producing a country report which is compiled into this regional report to highlight the major trends on the status of EFA implementation in sub-Saharan Africa. A questionnaire was sent to National Education Coalitions in the twelve pilot countries (Burkina Faso, Burundi, Cameroon, Ghana, Kenya, Niger, Nigeria, Tanzania, The Gambia, Togo, Uganda and Zambia,) for the pilot phase of the Education Watch (Ed Watch). A Lead Consultant for the Ed Watch was identified in each country by the National Advisory Group (NAG) that was mandated by ANCEFA to oversee the whole research. The validated research reports from these countries are a product of analysis of research data derived from the filled-in questionnaires and the school learning assessment reports.

2.1 Methodology

All the participating countries in the study used the same methodologies. These include the review of existing documents. Some of the documents reviewed include education statistical abstracts, mid-term review and sector review (including Public Expenditure Reviews - PER) reports, progress reports, annual budget reports and the legislation on education. Many countries used Management Information Systems (MIS), Monitoring Learning Achievements (MLA), The Francophone Learning Assessment Programme (PASEC) and The Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ) data.

Semi-structured interviews and focus group discussions were held in all countries. The stakeholders interviewed include, head teachers, teachers, students, government officers and CSOs amongst others. Field visits to selected schools were also conducted.

2.2 Sampling

A multi stage sampling technique was used. The schools were randomly selected based on the decentralized structure of each, i.e region, province, division or district. The stratification also took into account the rural – urban differences as well as equity issues including poverty considerations. The number of schools sampled differs from country to

country due to the size of the country and the level of decentralization. For example Nigeria had to approach the study at the state level due to its size and the networks that exist at state level.

2.3 Research Questions

The purpose of the Ed Watch questionnaires sent out to the National Coalitions was to be administered through desk and field research in a bid to tease out the main issues on:

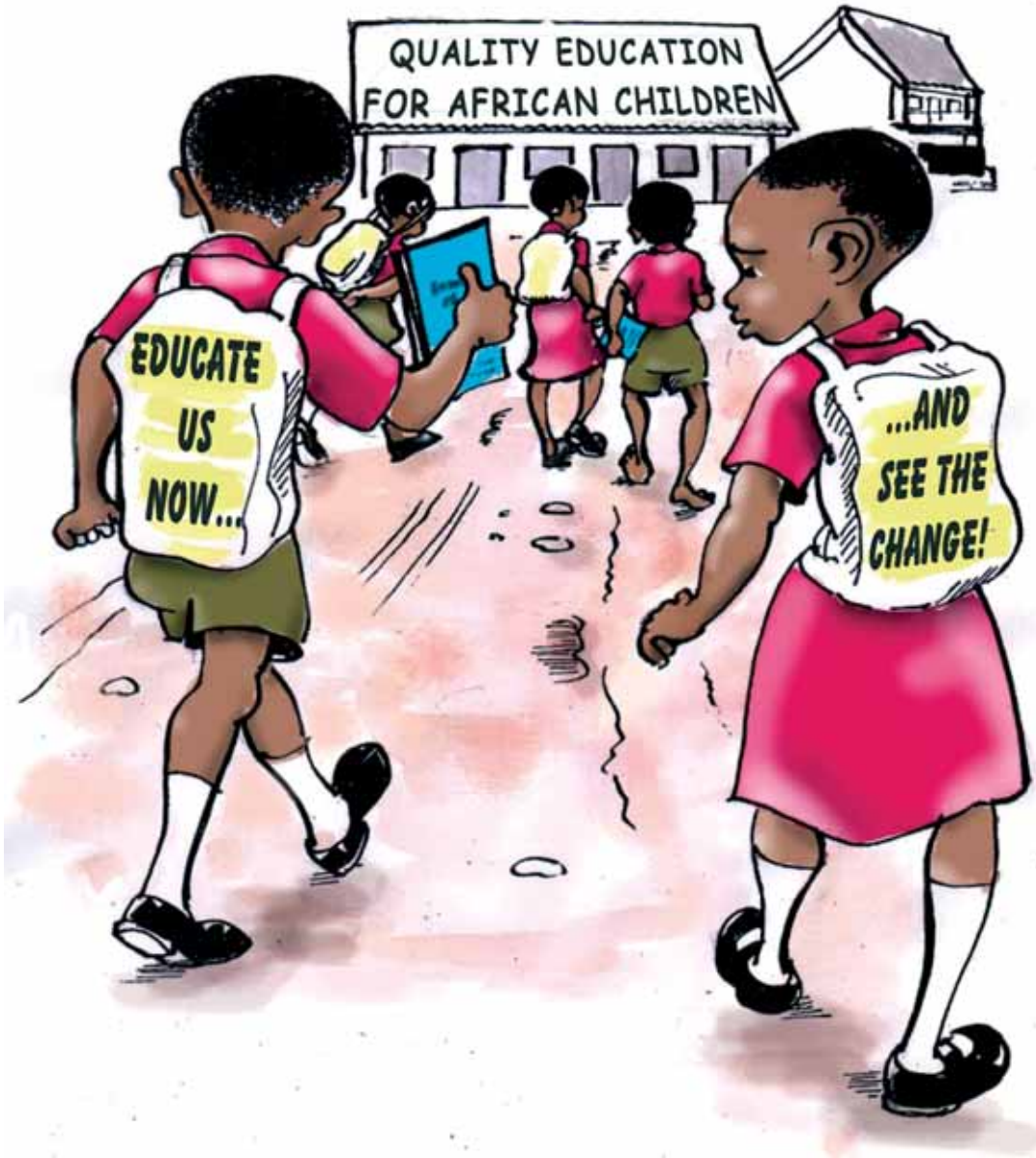
- The Primary Education Access-at different levels
- The Quality and Relevance of the education being provided
- Financing Education (by government and donors),
- Gender Parity, pupil teacher ratio, etc.

The respective country studies sought to answer a set of questions focusing on two key aspects of the education delivery system: **policy and practice**. The aim was to examine the extent to which education policies, especially in relation to the Dakar Declaration are achieved, and the challenges faced in attaining them.

Specifically, the questionnaires focussed on the following areas of the national education systems:

- Ratification of International Instruments and Legislation on Education
- Existence of an EFA Plan
- Aid Modalities and Development Frameworks
- Assessing Education Quality
- Learning outcomes/achievement for Rural and Suburban areas
- Gender and Girls Retention in Schools
- Education Financing
- Public Expenditure Tracking mechanisms
- School Governance
- Challenges

Based on the questionnaire provided, the country team engaged education authorities at central and regional levels and the school administrators, to gather information through de-briefing meetings, interviews and focused group discussions, field visits as well as case studies. Desk research for secondary data and literature review was also conducted.



Chapter 3

3 - Key Findings and Conclusion

3.1 Education as a Human Right

There is no doubt the right to Education For All is a universally established human right. This was reiterated by world leaders at both the Jomtien (1990) and Dakar (2000) summits. The issue of translating policy pronouncements and commitments into laws aligned to the international conventions is a clear manifestation of a country's determination in achieving the objectives of Education For All. The focus of this section is to take stock of developments in the implementation of Education as a human right in various countries.

Many Governments have ratified various international conventions and laws that make education the right of every child. Various laws that recognise human rights and the convention on the rights of the child have been promulgated in support of Education For All. These laws are also enshrined in the constitutions of the surveyed countries. Some countries e.g. Burundi, The Gambia and Uganda, have specifically provided for 'free and compulsory primary education for all' in their constitutions. Recently the Kenyan government pledged to provide free tuition for secondary education as a means of responding to the impact of free and compulsory primary education. In the Federal Republic of Nigeria, a few of the states² are yet to enact the declaration as law.

Countries such as Zambia are a signatory to a number of international conventions such as the universal declaration on Human Rights; the conventional on Rights of the Child etc but are yet to enact them into law or mainstream them in the existing laws. Notwithstanding, though, free primary education has been introduced in Zambia since 2002. However, there is no legal provision in Zambia covering the right of

every one to free basic education in alignment with the Dakar 2000 commitment, but the government is currently engaged in the process of undertaking major constitutional reforms geared towards addressing such weaknesses. In a similar vein, Tanzania is a signatory to various international declarations³. Thus it cannot be said that education is a constitutional right that is guaranteed in Tanzania's fundamental law. However the Government of Tanzania has over the years adopted policies aimed at attaining the six EFA goals which were addressed in their EFA plans.

3.2 Education Provisions

I. Pre-school

Given the colonial inheritance of formal education that started from primary education, sub Saharan African states have attached minimal priority to the provision of early childhood education. In this synthesised report, few country reports provided information on the provision of education at the pre-school level. Burundi, for instance, less than 1.5% of children aged between 3 and 6 years are enrolled in pre schools with enormous regional disparities at the expense of rural areas. Access and participation in pre-primary education is considerably low in Tanzania with a GER of about only 30%. In addition, a substantial number of teachers at this level have no formal teaching qualifications (25% in Tanzania and 56% in Kenya).

In all the countries in the survey, early childhood education is largely delivered through private provision with huge disparities between rural and urban participations accounted for mainly by cost factors. Private provision requires household payment of fees and other costs which impede access to education at this level.

² 68.3% of respondents affirmed that the child rights Act had been domesticated as against 28.3 which had not at the state level

³ UN Declaration of Human Rights, the UN General Assembly's 1959 Resolution on the Rights of the Child, the UN General Assembly's Convention on the Rights of the Child (CRC) of 1989, and, lately, the UN general Assembly's Millennium Declaration on the Millennium Development Goals



Table 1: GER trends in selected countries

	2000	2001	2002	2003	2004	2005
Ghana	x	x	x	x	87,5	92
Cameroon	x	x	85,04	100,014	x	x
Burundi	68	73,2	77,2	81	81,6	100,3
Kenya	x	x	88,2	x	x	107,2
Niger	x	x	x	50	52	54

NB: x* data not provided in country reports

Source: Compiled from individual country reports

II. Primary school

Access to primary education has significantly increased across sub-Saharan Africa since Jomtien. Whereas countries like Niger and Burkina have made modest increases in gross enrolment rate from 55% and 52.2% in 2003 to 59% and 60.7% in 2005 respectively, other countries in the region have attained universal gross enrolment rates of above 100% over the same period (101.3% in 2005 from 81% in 2003 for

Burundi, and from 88.2% in 2002 to 107.2% in 2005 for Kenya; Cameroon reached the 100% mark in 2003) as reflected in table 1. With a GER of only 54% by 2005, Niger has a lot more ground to cover in attaining the EFA target on access.

III. Gender

The trend in both gross enrolment rates (GER) show positive signs over the period from 2000 to 2006, which suggests that

parity in access to education, is attainable in most countries in the survey. For instance, in Kenya, GER for boys and girls increased from 88.9% and 87.5% in 2002 to 109.9% and 104.4% in 2005 respectively, whereas Net Enrolment Ratio (NER) increased from 76.4% in 2002 (76.5% boys, 76.3% girls) to 83.2% (83.8% boys and 82.6% girls). This is an indication that Kenya has almost achieved gender parity in enrolment for children who should be in primary school.

Comparison of gender parity index in enrolment by province would reveal achievement in terms of reducing gender imbalance in participation in primary education from 2004 to 2007 in Cameroon. For example, only 1 province attained parity in 2003/04 compared to 4 in 2006/07.

IV. Disparities in access

Disparities in access to education between rural and urban settlements and by gender remain quite distinct amongst the countries. The study shows huge disparities by province in all major indicators of access such as GER, NER, GAR and NAR in primary school. For instance, the GER reveals disparities against girls in six out of the ten provinces in Cameroon while net admission rate (NAR) fluctuated between 33.1% and 70.8% in Burundi and six provinces of the 18 provinces were still below the 53.5% national average. This generally low net admission rates across provinces and subsequently at national level outlines the tasks Burundi would have to

overcome in order to attain universal coverage for official school age population. The net enrolment rate also show similar trends in disparities across provinces with NER ranging from 54.6% to 89.4%. There are seven provinces below the national average of 72.4%. This huge gap between provinces with relative high and low net participation rate denotes the different approaches the country would have to take in order to attain universal primary education. The average GER in primary education is 101.8% in Cameroon; varying from 118.3% to 82% among the ten provinces of the country, with fifty percent of the provinces still below the national average (101.8%).

V. Teacher supply

The data on teacher supply and deployment shows large disparities by provinces, communities, and by rural and urban settlement across the sub Saharan region. It was found out that most teachers are concentrated in urban and semi-urban centres at the expense of rural areas. The surge in enrolment requires a corresponding increase in teacher supply. In Zambia, teacher stock increased by about 37% between 2000 and 2005. However, against the background of resource constraints, enrolment in most of these countries have outstripped teacher recruitment and supply thereby further deteriorating the student teacher ratio e.g. from about 55.9 to 65.5 students per teacher from 1999-2000 to

Table 2: Teacher pupil ratio in selected countries

	2000	2001	2002	2003	2004	2005
Uganda	x	54,1	53,1	52,1	50,1	x
Zambia	x	x	46,1	52,1	55,1	x
Kenya	35,1	34,1	35,1	41,1	43,1	x
Tanzania	x	x	53,1	59,1	56,1	56,1

NB: x* data not provided in country reports

Source: Compiled from individual country reports

2006-2007 in Burundi. Table 2 below shows that teacher pupil ratio vary from 34:1 to 59:1. The situation is aggravated by high level of attrition due to illness, teachers being assigned with non-teaching jobs, retirements and resignations. In Kenya, teacher stock declined by 5% between 2001 and 2005. Thwarted by lack of resources under such circumstances, governments are obliged to use internal efficiency measures such as double shift system to mitigate the teacher shortage.

Virtually everyone, students, teachers, and the concerned public would, without a doubt, prefer smaller class sizes compared to larger class sizes.

Even though the majority of teachers in the region have received professional teacher training e.g. 68.5% of Kenyan teachers hold primary teacher certificate, there remains a significant number of untrained primary school teaches across Sub Saharan Africa.

VI. School infrastructure

The drastic surge in enrolment and increased number of schools has imposed a huge demand for classroom space to avoid congestion and overcrowding. However, the prohibitive cost of infrastructural development impedes the attainment of this felt need. The government of Burundi increased in the number of classrooms by about 76% between the periods 2000 to 2007 but like in the case of teacher supply, the superior increase in student enrolment overshadowed the progress made in expanding school infrastructure at the level. Thus the student/classroom ratio deteriorated from 72.6 per classroom to 88.8 students per classroom.

VII. Internal efficiency in primary education

Educational reforms efforts are aimed at making education an effective vehicle for national development. Developing countries are faced with a trade-off between universalizing access to education while maintaining efficiency. Issues such as completion rates, pupil teacher ratio, and

utilisation of teaching and learning contact hours are the pillars of efficiency in education.

The inputs (textbooks, teachers, money and physical resources), processes (education policy, school administration, classroom dynamics, pupil-teacher ratio, contact hours) and output indicators (completion, repetition and dropout rates) provide measures of the degree of efficiency of the system. Internal efficiency in education is revealed by the promotion, repetition and drop-out rates.

The indicators on internal efficiency in primary education such as repetition, drop-out and promotion rates are largely unimpressive in countries like Burundi with 30% repetition rate. In Uganda, dropout rate was on average 32% and 28% for primary 1 and 6 respectively for the period from 1997 to 2006 implying that only 68% and 72% of pupils did progress to the next grade. Survival rate for primary school pupil improved to 40.0% while repetition rate stands at 14% in Kenya. Meanwhile, the national dropout rates dropped from 5.0% in 1999 to 2.0% in 2003.

VIII. Transition to secondary education

The secondary education sub-sector has been put under pressure to expand access as demand for secondary education increased arising from the massive upsurge of primary school enrolment. The momentum for rapid and urgent expansion of secondary education has become critical as countries progress towards attaining EFA. Kenya has unfolded plans to abolish fees at the secondary level to meet a transition rate of 70% by 2008 whereas the target for The Gambia remains at 52%.

The number of secondary schools and indeed the gross enrolment rates at this level has increased modestly over the period in all these countries; from 29.8% to 30.2% between 2004 and 2005 in Kenya. In The Gambia, gross enrolment rates more than doubled between 2000 and 2005, increasing from 17% to 36%.



IX. Adult literacy and non formal education

Kenya recorded a national adult literacy level of 79.0% in 2005 while Burundi is at 49% in 2006. In contrast, other countries such as The Gambia are still below 40%. The ability of most countries to half their illiteracy levels by 2015 is blurred by lack of accurate data on literacy levels as many of these countries rely on old census data.

3.3 Education Resources Management / Community Empowerment and Participation in School Management

There are compelling demands for resources needed for continued improvement of the education system. The sustenance of the gains achieved over the period will largely depend on quality and wisdom of those who administer, manage and guide the system at all levels. Virtually most shortfalls in education systems are attributed to, to a large extent on weak management capacity.

I - Management of Human Resources

This study shows that the mandate for staff recruitment is mostly centralised in Kenya, The Gambia and Burundi, whereas in Nigeria, the Federal government allocates funds to the State governments and the Local government which operate schools.

Statutorily the jurisdiction for primary schools in devolved on local governments in Nigeria.

In Burkina Faso new teachers are recruited as civil servants on a contractual basis following an examination among holders of a National Diploma for primary education teachers. The process is organized by region and the candidates apply according to their area of specialization. Currently the communities have no role in the recruitment, appointment and payment of teacher salaries. However, the Burkina government is in the process of decentralisation that would lead to transfer of competences and resources to local governments. The local administration is involved in the administrative management of the teaching staff e.g. the authorizations for a leave of absence are managed at a local level.

Private participation in the provision of education at all levels is common in the survey countries. Given the profit motive behind private participation, private schools are mostly concentrated in urban and semi urban communities. The general trend in sub Saharan Africa is that private schools perform better than public schools and the principal factor behind this is the management. The disparity is associated with school management style and the quality of

monitoring and supervision provided which are generally better in private schools than public schools.

II - Management of Financial Resources

Governments have expressed its commitment towards the attainment of universal primary education and have been making efforts meeting the resource requirements for such policy pronouncements. Education expenditure as a percent of GDP has increased in both absolute and real terms over the period in

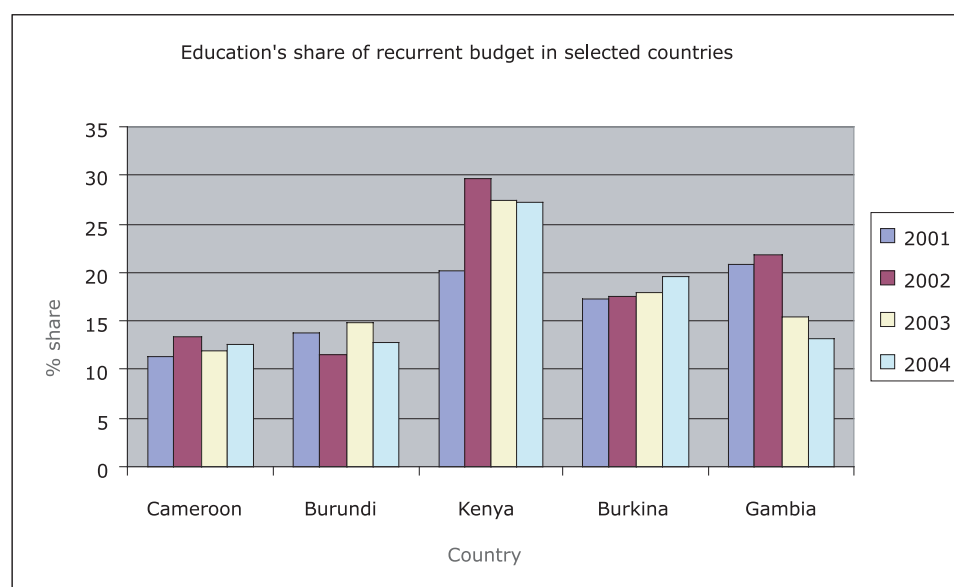
these countries. For example, in Kenya, the education spending as a percentage of GDP rose from 3.1% in 2000 to about 3.9% in 2006, while in Burundi it rose from 3.68% in 2001 to 8.2% in 2006. This, however, is not the trend in the other countries.

The percentage share of education from national budget allocations fluctuated over the period ranging from 9% in Cameroon in 2000 to a high of 29% in 2002 for Kenya over the period. Table 3 below reveals that most countries in the survey are allocating below 20% of national budget for education which

Table 3: Educations share of Government recurrent budget in selected countries

	2000	2001	2002	2003	2004	2005
Ghana	x	x	x	x	x	23,1
Cameroon	9,92	11,23	13,33	11,87	12,55	14,76
Burundi	11,53	13,7	11,59	14,74	12,82	11,5
Kenya	16,5	20,1	29,6	27,4	27,1	25,8
Niger	x	x	x	x	x	12,4
Gambia	x	20,78	21,82	15,43	13,24	21,05

NB: x* data not provided in country reports
Source: Compiled from individual country reports



NB: x* data not provided in country reports
Source: Compiled from individual country reports



Ensure Quality through Adequate Supply of Teaching and Learning Materials.

contradicts the 20% budget allocation initiative. Therefore the attainment of EFA can hardly be realistic amidst such low prioritisation of the sector.

Notwithstanding the low percentage of education share of the national budgets, the distribution by level of education shows that the education sector in some governments are committed to the goals of EFA as the bulk of their limited share of resources went into primary and basic education. Burundi has made impressive strides to increase its allocation to basic education even though education's share remains comparatively lower within the sub region. Government expenditure on primary education continued to increase in a bid to cope with increased enrolments and expansion at this level, while teacher remuneration accounted for over 70% of expenditure at the primary level.

The challenge of maintaining a balance between the provision of increased access and quality education is depicted by the proportionate spending on personnel emoluments versus expenditures on other quality inputs. Whereas the bulk of government local resources are spent on recurrent expenditures with a bias towards personnel remunerations, development expenditures are largely financed through donor funds either as grants or soft loans. Inadequate supply of teaching learning materials is a spinoff of low government expenditures on 'other charges'.

Various development frameworks have been initiated by the survey countries outlining their strategic direction and activities thereof and the resource requirements. These include the Poverty Reduction Strategy

Papers (PRSP), Public Expenditure Reviews (PER), and Medium Term Expenditure Frameworks (MTEF). In terms of approach, the Sector Wide Approach (SWAp) or Sector Investment Programmes (SIPs) has been utilised by these countries.

The huge resource gap for the financing of these plans remains the greatest impediment towards the attainment of quality basic education for all in the region.

3.4 Community Empowerment and Participation

All the countries in the survey acknowledge the existence of a Parent Teachers Association (PTA) albeit varying degrees of involvement in school management. Within the PTA structures, some countries have sub-committees for development and finance. Through these structures, funds are mobilised and guidelines for the utilisation of these funds are developed in close consultation with the school teachers.

In Burundi, the community has role in teacher recruitment and placement, while the role of the school manager is to report vacancies. The Education ministry, through a select committee, is entrusted with the monitoring, recruitment and the placement of teachers. However, for some stakeholders like the unions, the recruitment is marked by a lack of transparency, favouritism and even corruption in most of the provinces.

Unions therefore propose an active provincial committee to conduct recruitments with transparency. In Tanzania by comparison, the education programme has been implemented in close consultation with the local actors and

communities. As a result, the local social capital contribution to the process of capital formation has been high especially in the area of classrooms, toilets and teacher houses construction. The system of capitations development (investment) and capacity building grants allocation by formula has also promoted a degree of community empowerment in resource ownership and control.

The involvement of communities in the management of schools requires defined legal operational frameworks and legislations. In some countries, there have been efforts to promote financial transparency and accountability across all levels of the system. Yet, not all education stakeholders, particularly local communities are fully informed about the available funds and the nature and value of expenditures so as to increase system efficiency through their informed participation in financial management and other related matters. Civil society participation through budget advocacy, e.g. in Uganda, Ghana and The Gambia, can be instrumental in creating awareness and building local capacity for public expenditure tracking (PETs).

3.5. Educations Resources in Schools

There are numerous efforts towards decentralisation of educational service delivery but not much has been achieved at the school level especially in terms of financial decentralisation. Finances are largely centralised and controlled by accounting staff at ministry headquarters. The only finances maintained at school level are school funds levied through community involvement, NGO contribution and North-South Partnerships. Regional education administrators and PTAs are involved in the management of these funds as signatories to school accounts as a monitoring mechanism for judicious disbursement of these limited funds. The participation of parents in the funding of schools is not mandatory.

Nevertheless, schools often solicit parents and communities to help maintain facilities and equipments and to other expenditures or needs of the schools. Indeed with the abolition of fees at the primary level and the centralisation of the payment of personnel emoluments, schools are in control of minimal financial resources generated through levies. Schools are mainly depended on central government subsidies.

In terms of other physical resources such as infrastructure, teachers and teaching learning materials, there exists a huge disparity between urban and rural schools.

Schools across all levels have constituted Parents Teachers Associations with finance sub committees to oversee the utilization of school funds. In some countries, guidelines have been developed for the operation of these committees outlining their roles and responsibilities in a bid to enhance transparency and accountability while avoiding friction between the teachers and committees. The efficiency of these committees varies across countries and between schools. There is limited trust between the teachers, the political authority of elected officials and the government bureaucrats of the councils. The three are often not working for optimal productivity at school level. These actors do not have sufficient quality training and information to affect positive and sustainable transformation in the schools. Although the PTAs are involved in the management of resources, they have weak authority for the accountability mechanisms to effectively control the utilization of resources. For effective education decentralization to be realized, it would be necessary to separate roles and clarify functions to enable partnerships and cordial working relationships that would enhance participation at the community level. This could improve transparency and both vertical and horizontal accountability at the various

⁴ Schooling Quality in a Cross Section of Countries, John-Wha Lee et al (May 2000)

⁵ Kenya Education Sector Report 2006

levels. In order to ensure accountability and transparency in the management of resources at school levels, Kenya has institutionalized Public Expenditure Tracking Surveys (PETS) since its launching of Free Primary Education in 2003. Not many states have adopted the PETS as yet.

There are challenges to effective institutional educational resources management. Whereas the school principals or head teachers are responsible for the overall management of the school, most of these school heads are appointed before being trained in management and some serve for several years before undergoing any induction or management training.

3.6 Teaching/Learning Environment

In order to ensure the attainment of the EFA objectives the teaching and learning environment should be given the utmost priority it requires. Research shows that school resources are positively related to student performance and that inputs from schools, families and communities are important in improving school quality⁴. Evidence suggests that better qualified teachers may make a difference for student learning at the classroom, school and district level.

There is evidence of efforts by various governments to ensure and maintain a conducive teaching and learning environment to accommodate a growing number of school children. Large investments have been made in physical infrastructure – classrooms, pit latrines, classroom furniture, and teachers' quarters. Nevertheless, there is still a high pupil to classroom ratio with big disparities between urban and rural. The development budgets of these countries are largely donor financed through grants and loans. However, there is an apparent lack of a maintenance culture for school infrastructure. Cases of dilapidated building are still common in

schools across the countries.

There are three areas of concern for improving the teaching and learning environment namely: the provision of sufficient and relevant instructional materials; the provision of sufficient instructional materials to support curriculum requirements; and the creation of physical and school environments which are conducive to learning given the appropriate pedagogy. However, there are different standards observed in the countries for example whereas Tanzania maintains a pupil to book ratio of 3:1 as of 2002, The Gambia has 1:1 pupil textbook ratio. In Nigeria, the learning environment is not yet ideal with cases of pupils being crammed into classrooms being a common phenomenon which also makes class control difficult. The average sizes of classes are still large and schools lack basic resources like chalk.

The increase in access has had its toll on teacher requirements and has resulted in double shifting and multi-grade teaching in most countries. Overcrowded classes are becoming a familiar phenomenon in the sub region. Kenya has an average of 100 pupils per class since the adoption of Universal Primary Education and Education for All resulting in a pupil teacher ratio of 45:1 against the policy target of 40:1. Notwithstanding the opportunities of free education for all, Kenya, like all the other countries in the survey still grapples with a substantial number of children of school age, approximately 1 million children⁵, who are out of school. Reasons for not attending school vary from country to country but the cross cutting similarities include poverty, incidental costs of schooling, illness, child labour, distance to school and insecurity in some areas, religious preference or Islamic schools cultural believes including fear of teenage pregnancy, and early marriages.

The various countries observe national curricula that are followed by all educational providers, public, private and/or missionary

⁶ Evaluation of the Commitment in the Implementation of EFA in Burundi: Education Watch Report 2007

at all levels. Whereas teachers at the lower and senior secondary schools are generally subject specialists, teachers at the pre-school and primary school are polyvalent in that they specialize by grade and cover the curriculum for those particular grades. Contact hours vary across countries and, in some countries, by region based on the observed academic calendar. There is, however, increasing pressure on schools and the education system to observe greater flexibility in the academic calendar to particularly cater for community needs.

3.7 Quality Assurance/Learning Achievements

The provision of relevant quality education remains the greatest challenge for nations in their drive to attain education for all. The commitment to increased access has not been matched with the requisite resources in terms of both the inputs and process to deliver the target outputs and outcomes. With increased class sizes and overcrowding, inadequate numbers of qualified trained teachers, inadequate teaching learning materials and ill prepared school managers, the general school atmosphere in many states and especially in rural communities and public schools, student performance leaves much to be desired.

The various assessment methods both internally and externally through tests and examinations, are geared more towards selection to the next level/grade rather than a test of student ability. Put bluntly by Burundi:

"We practice the pedagogy of failure and not of educability (where the majority should succeed). The assessment is for the time being an assessment to record failure, to move forward and to exclude. There is no constructive assessment to remedy or of

structured assessment to ascertain the mastery of competences. We talk about it but we do not act" 6.

The results of the MLA survey in Burundi revealed an overall average of 58.34% performance level, with a very high standard deviation of 12.08. At a national level, 68% of the respondents reach the minimum Mastery level whereas only 4.5% of students reach the desired Mastery level. Disaggregated by subject, students scored very good results in Kirundi (mother tongue), good results in Life Skills, poor results in Maths and very bad results in French. The distribution of scores and mastery levels show significant differences by gender in favour of boys. This trend is similar in other countries.

Zambia has conducted two National Assessment Surveys of Learning Achievement in the fifth Grade between 1999 and 2001. Although the results between the two surveys indicated a marginal positive change in both English Reading and Mathematics, the proportion of pupils getting the minimum level of performance in Mathematics rose from 26.5% to 28.7% while those getting the desirable level of performance increased from 3.8% to 6.1%. Similar efforts towards improving quality in The Gambia did not translate into the equivalent results in the learning performance as the majority of students continue to under-perform. In the Monitoring of Learning Achievement (MLA) survey (2000) only about 10% of the sample performed at the mastery level.

Some countries like Tanzania have attempted to use the pass rates at Primary School Leaving Examination (PSLE) examination to gauge student performance. However, these examinations are nationally conducted and minimum pass mark is usually determined by the number of places at the next transiting level. Meanwhile, in Nigeria, the report

indicates an assessment but it is not clear whether the assessment was MLA or an internal/national examination. There is, however, acknowledgement of the fact that better learning achievement is associated with measures taken to ensure quality school management and effective school functioning.

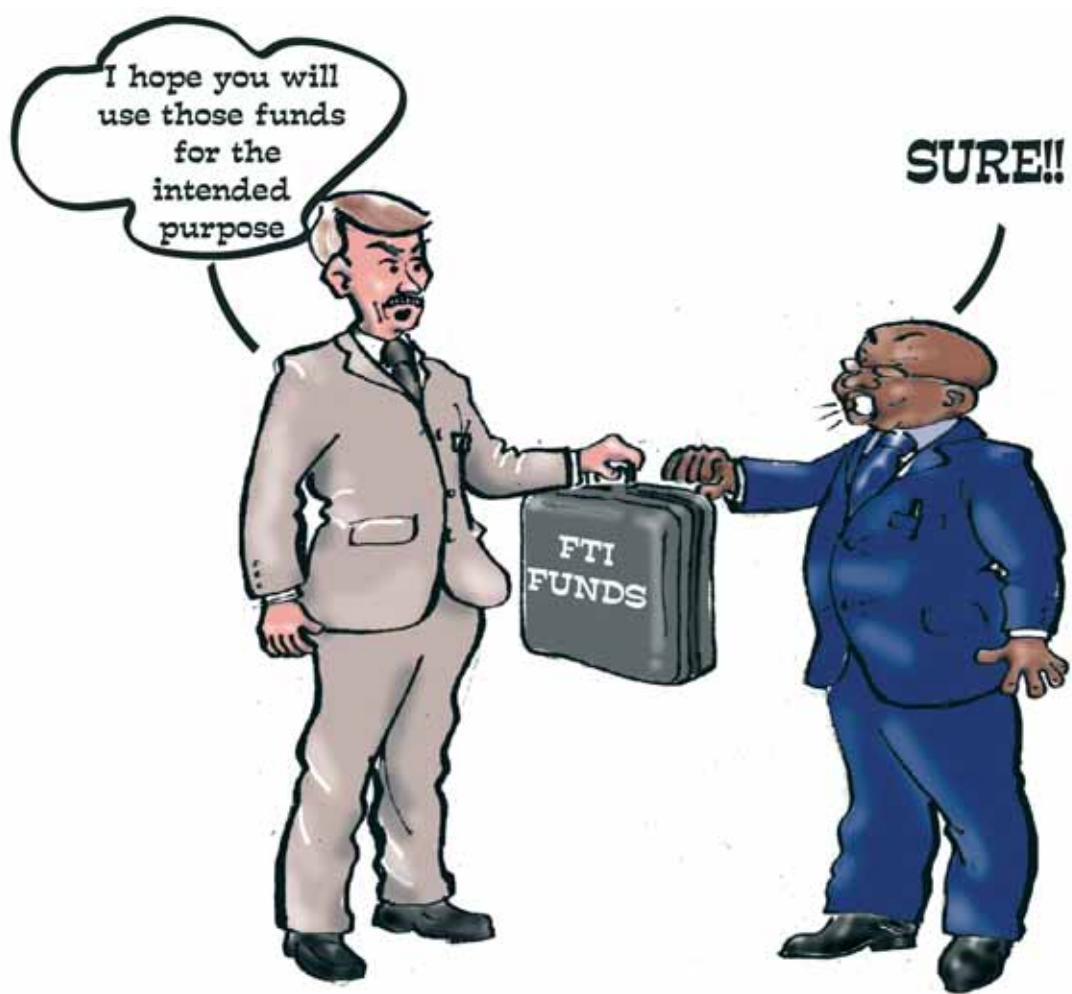
3.8 Conclusion and Key Action Priorities for Improved Quality Primary Education

There is clearly a lot of similarity across the different countries' experiences in their efforts to meet the EFA goals. Of particular significance to reach the access target is the introduction of free primary education Kenya, Tanzania, Uganda and Zambia while others like The Gambia introduce tuition free primary education. What is indisputable is that abolishing tuition fees overcomes some of the obstacles to attending school, as can be observed from the increases in gross and net enrolment rate experienced in all the countries over the period.

If we consider the circumstances surrounding the policy decision to introduce universal access to primary education in each of the most of countries under study, there are many similarities. First, there is the political dimension of gaining greater popularity in bringing education closer to the door steps of the vulnerable groups. Secondly, primary education has been acclaimed by development partners and therefore a key element for accessing resources for poverty reduction, so introducing free primary education would likely attract the necessary external finance. Thirdly, the education sectors had suffered similar fluctuations or even declines in budgetary allocations due to a variety of factors, not least from indebtedness and poor economic prospects. Hence these countries had ratified international treaties and conventions on education on various accounts.

Access to education is highly valued, and can be achieved rapidly by various combinations of policies - building more schools, lowering the costs to parents, supplying instructional

materials, etc. A mix of these policy options have been adopted in the survey countries over the period. However, access to quality education is what keeps pupils in those schools to which they've gained access. Unless quality is attended to from the beginning, high enrolment rates will not necessarily lead to an educated population as a desired outcome of EFA. Yet, educational quality in the sub region has been both elusive and difficult to achieve with anything like the rapidity that physical educational expansion can more rapidly achieve. The countries have all realised the importance of educational quality; the challenge has been to create sufficiently quickly the increases in human resources, management practices and attitude that can reinforce, complement and build on the increased physical resources that have been provided, be they classrooms, textbooks, or teachers.



Chapter 4

4 - Challenges

An action plan at the international level will only have meaning insofar as it enables faster, more solid sustainable progress towards the EFA goals at the national level. Indeed the World Bank acknowledges that its assistance should be tailored to a country's vision and geared towards maximising the chances of realising such a vision.

There is a general trend or conscientiousness on the key challenges in meeting the EFA goals include the following, although the degree of intensity may differ between countries:

- Giving children the best early start;
- Accelerating access to formal school;
- Alleviating financial burden on the poorest;
- Giving adequate attention to adult literacy;
- Addressing gender issues throughout education;
- Improving quality education; and
- Raising resources for EFA.

The following points remain critical:

- The capacity to manage mass education and engendering sufficient community participation to ensure that education is responsive to local needs,
- That some of its management is appropriately devolved, and
- Communities can continue to make their important contributions to education, even if no longer in the form of tuition fees.

Reaching the remaining out-of-school children in some of the countries would require flexibility and additional funding to accommodate the cultural and or religious milieu of local communities.

Access to early childhood education proves even more daunting given the low priority it is accorded by governments and the private nature of its delivery in many countries.

Investment in UPE has overshadowed investment and interest in all other sub-sectors. Domestic political, bureaucratic and

technical forces and external conditionalities have converged around the over-riding and necessary objective of increasing primary school enrolments. This drive on the quantitative expansion of educational opportunities to all, has arguably inevitably been at the expense of the quality and efficiency targets originally seen as equally important aspects in the implementation of national educational goals.

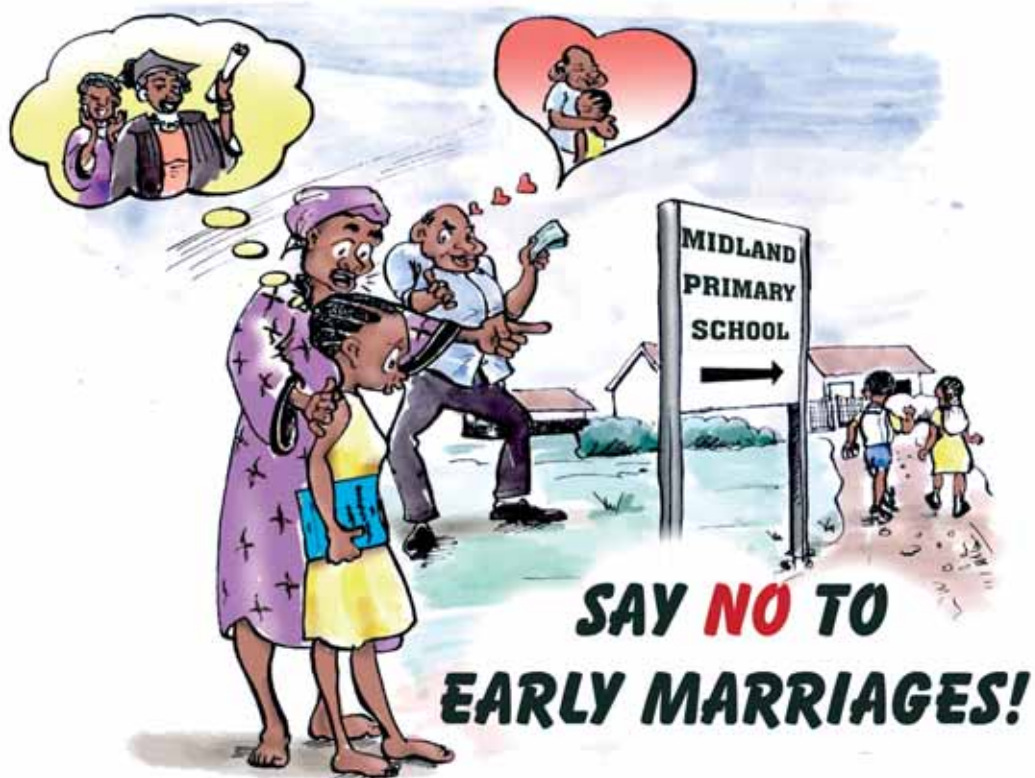
The challenge in bringing about free primary education for all that encompasses the quality dimension is that the necessary support systems are not sufficiently developed, so that the access that is afforded on the one hand is often negated by poor quality on the other. It is a policy requirement for adequate qualified teachers equitably distributed across regions and in schools with minimum support facilities. While expecting teachers to serve as role-models in society, their living conditions and salary packages are often a demotivating factor. Quality concerns have also emerged such as: raising the efficiency of primary education, improving retention: education achievement and lowering drop-out and repetition.

Establishing viable decentralised structures, in practice, is a long haul, involving extensive capacity building in financial management in order to assure regular financial flows from central government to the decentralised levels. Uganda has succeeded in bringing this about, and the development community has been coordinated effectively. There is an urgent need for such capacity building at the decentralised level.

In all these countries, the Governments are dependent on external finance for funding EFA goals and targets, and this looks likely to be the case for the mid- to long-term. Increasingly, sector-wide approaches (SWAps) including direct budget support have overtaken discrete projects as the dominant aid modality. Uganda has often

been treated as an exceptional case amongst sub-Saharan countries because its policies have been so successful. Indeed, UPE has been achieved there, and it has managed to attract sufficient funding from the development agencies in direct budget support to ensure overall costs are fully covered.

It is, indeed, the macro benefits of FPE which are the focus of donor and recipient countries alike, but it is the micro challenges which loom large and require differential treatment. These micro challenges cover all aspects of educational development, from the vision of the educational system as a whole, to the relevance of the curriculum, the appropriateness of the examination system for recognising achievement and enabling selection for post-primary education, to teacher education, textbook production and distribution, school health and nutrition, to reaching the marginalised and most disadvantaged, to language policy, monitoring and evaluation, community participation, financial management, supervision, among others.



Chapter 5

5 - Recommendations

Access to basic education lies at the heart of development. Lack of educational access, to acquire knowledge and skills, is both a part of the definition of poverty, and a means for its diminution. Sustained access is critical to long term improvements in productivity, the reduction of inter-generational cycles of poverty, demographic transition, preventive health, the empowerment of women, and reductions in inequality. Thus the urge to Governments, NGOs and development partners to devote greater commitment to EFA cannot be overemphasised.

Whilst implementing free primary education is seen as a sound macro policy, it needs to be integrated within a poverty reduction (and economic growth) strategy that anticipates and provides for the forward and backward linkages of the expanded system as well as of those children afforded education. This has implications for textbook production and distribution, school construction and maintenance, teachers' conditions of service, the relevance of the curriculum, the role that examinations play, the provision of early childhood education as an important route into primary education, the transition rates to post-primary education, etc. Thus, a focus solely on primary education is but a starting point and not sufficient in itself.

Community participation should not be abused and used merely as a means of legitimizing policies, as a 'quick fix' for neither school construction nor as a less than transparent and "least-cost" form of cost-sharing of educational financing. Village-level concerns do need to be heard, participation needs to be engendered, two-way communication needs to be developed, and the language of educational development should not be alienating. Satisfying the external financiers of free primary education should not have to mean that in effect, the system is fashioned to their designs rather than national ones, even though all parties'

intentions may be genuine. Development agencies, therefore, should not be blinded by the political agreements that enable them to invest heavily in free primary education unless the efforts to involve those thousands of teachers and students and their families in the regeneration of their national education systems are deeply rooted in the achievement not merely of "free education" but a form of education which maximises the human resource capacity of the country and the individuals who are educated.

Annex: Synopsis of Country Experiences with EFA Attainment

Country	Legal Provisions	Selected indicators	Financing of Education
Burkina Faso	<ul style="list-style-type: none"> - Constitution (June 1991) recognises education as a right ; - the law considers it a national priority; - ratified the Convention on the Rights of the Child 	<ul style="list-style-type: none"> - GER of 66.55% in 2006-2007 - PTR of 54:1 in 2006/2007 - literacy rate to 40% by 2010 - 52% completion rate for basic education by 2010 	<ul style="list-style-type: none"> - 19.66% share of government budget in 2004
Burundi	<ul style="list-style-type: none"> - Constitution (march 2005) recognises education as a human right; - Ratified (1990) the Convention on the Rights of the Child 	<ul style="list-style-type: none"> - GER of 103.3% in 2005/2006 (male 105.9% and female 96.7%) - Repetition at primary 30.3% in 2005/2006 - Dropout of 6.8% - Promotion rate of 62.2% - Literacy rate of 49% in 2006 (male 55.4%, female 43.2%) 	<ul style="list-style-type: none"> - 8.2% of GDP in 2006 - 11.5% share of government budget - 41.9% of education budget on primary education in 2005
Cameroon	<ul style="list-style-type: none"> - Constitution recognises education as a fundamental right 	<ul style="list-style-type: none"> - GER of 100.14% in 2003 (male 108.14%, female 92.05%) - PTR of 43:1 in 2005 	<ul style="list-style-type: none"> - 14.76% share of budget
Gambia The	<ul style="list-style-type: none"> - Constitutions provides for free and compulsory basic education - Ratified the Convention on the Rights of the Child - Free tuition at primary level 	<ul style="list-style-type: none"> - GER of 77% in 2005 - PTR of 46:1 in 2004/2005 	<ul style="list-style-type: none"> - 21.05% share of budget in 2005 - 72.8% of education budget on basic education in 2005
Ghana	<ul style="list-style-type: none"> - Education a constitutional (1992) right and guarantees free and compulsory Basic Education - Ratified the Convention on the Rights of the Child 	<ul style="list-style-type: none"> - GER of 92.10% in 2005 	<ul style="list-style-type: none"> - 5.6% of GDP on education in 2005 - 23.1% share of budget in 2005 - 48.2% of education budget on basic education in 2005
Kenya	<ul style="list-style-type: none"> - Education a constitutional right - Ratified the Convention on the Rights of the Child on July 1990, and CEDAW. - free tuition and no school levies 	<ul style="list-style-type: none"> - ECD had a GER of 57.9% in 2005 - Primary GER was 107.2% in 2005 (male 109.9%, female 104.4%) - Primary completion rates of 79.9% in 2005 (i.e. 83.3% boys and 76.5% girls) - 57% transition rate from primary in 2006 - Dropout rates of 2.0% in 2003 - Adult literacy level at 	<ul style="list-style-type: none"> - 6% of GDP on education - 25.8% share of budget - 55% of education budget on primary education

Country	Legal Provisions	Selected indicators	Financing of Education
Niger	Data not provided	<ul style="list-style-type: none"> - GER of 54% in 2005 (63% male, 44% female) - Completion rate of 39.8% in 2006 - PTR of 40:1 in 2005/2006 - Repetition rate of 8.9% in 2006 - Dropout rate of 5.1% in 2006 - Primary completion rate of 40% (male 49%, female 31%) 	<ul style="list-style-type: none"> - 2.94 % of GDP in 2005 - 12.4% share of budget - 65.4% of education budget on basic education
Nigeria	<ul style="list-style-type: none"> - Constitution (1999) provides for the provision of free education - the child rights Act had been domesticated 	<ul style="list-style-type: none"> - literacy rate of 57% - performance rates <ul style="list-style-type: none"> o maths (49.3%) good; o Science 50% (good); o reading 59.6% good; o writing 52.2% good 	Data not provided
Tanzania	<ul style="list-style-type: none"> - Education is a constitutional (1997) right - Convention on the Rights of the Child ratified - Free tuition for primary education 	<ul style="list-style-type: none"> - GER at pre-primary was 30% in 2006 - GER of 114.2% for boys, 111.1% girls in 2006 - PTR of 52 :1 IN 2006 	<ul style="list-style-type: none"> - 3.9% of GDP in 2006 - Education: 25% of govt budget; - 62% of education budget on primary education
Togo	<ul style="list-style-type: none"> - Constitutional (1992) right to education - Free and compulsory basic education 	<ul style="list-style-type: none"> - 84% GER in 2003/2004 - GER of 110% for boys, 96% girls in 2003 - Primary completion rate of 58% in 2003 	<ul style="list-style-type: none"> - 4.5% of GDP - 24.3% share of budget
Uganda	<ul style="list-style-type: none"> - Constitutional right to education - Primary education universal and compulsory (2007 Bill) for children aged 6 and above 	<ul style="list-style-type: none"> - PTR of 50:1 in 2004 - Primary repetition rate of 35% in 2005 	<ul style="list-style-type: none"> - 31% share of budget - 68.4% of education budget to primary education in 2004
Zambia	<ul style="list-style-type: none"> - Constitution is silent on education as a right - Signed convention on Universal Declaration on Human Rights and Convention on Rights of the Child - Free and compulsory primary education (2002) 	<ul style="list-style-type: none"> - PTR of 55:1 in 2004 - 2.5% primary dropout rate 	<ul style="list-style-type: none"> - 2.8% of GDP in 2005 - 9% share of budget to education - A little over 50% of education budget for primary education

Ensuring Inclusive Education



Differently-abled Children Marching During The High Level Group Meeting in Dakar

Gender Parity Goal Still Elusive



School Children Demanding for Gender Parity In Schools

Don't forget the children!



The President of Senegal Abdoulaye Wade with UNESCO Director General Koichiro Matsuura Posing for a Picture With Children During the High Level Group Meeting in Dakar Senegal (December 2007)

ANCEFA Vision

A united, strong, dynamic, motivated and effective African Civil Society committed to the promotion of "free universal access to quality education."

ANCEFA Mission Statement

- To promote, enable and build capacity of African civil society to advocate and campaign for access to free quality education for all.
- To promote the engagement of the civil society in national and international dialogue in the issues of poverty, the HIV/AIDS pandemic, gender equity, resource mobilization both within and outside the African continent.

Strategic objectives

By the end of 2009 we expect the following 3 strategic objectives to be met:

- **Objective 1:** Work towards ensuring that African governments elaborate and implement concrete, time bound and costed EFA action plans with support and participation of civil society.
- **Objective 2:** Mobilise support towards achieving Gender parity in Primary and Secondary education by 2009.
- **Objective 3:** Have concrete strategies and actions from Africa regional bodies (AU, ECOWAS, SADC, CEMAC and NEPAD) to address education, HIV/AIDs, Conflict and Poverty in Africa.

ANCEFA Overall Goal

- To promote civil society participation in the universal access to free quality education for all.

ANCEFA Strategies

- To encourage and facilitate the emergence of strong national networks, alliances and coalitions to address Education For All (EFA) issues at the national, regional and international levels.
- To develop a communications process (two way) that facilitates information sharing and best practices to enable members make informed choices.
- To develop mechanisms and processes for reaching consensus on EFA identified priorities for Africa and use these for joint advocacy and lobbying at the sub-regional, regional and international level.
- To develop a strong and independent capacity to engage with other stakeholders at the international level.
- To build capacity of its members to create awareness, engage in policy dialogue, budget tracking and other EFA related activities.
- To provide mechanisms and processes for monitoring and evaluating the achievement of the EFA goals.

Membership

Membership is open to National Education Campaign Coalitions with diverse constituencies including NGOs, Academia, Teachers Unions, Media and Human Rights Activists. The Network now boasts of 32 member coalitions and growing with an average of 3 coalitions joining yearly.

ANCEFA Governance Structure

- The General Assembly is constituted by all the member coalitions.
- ANCEFA has a 9 Member Board.
Members are elected by the sub-regions (coalitions): each sub-region nominates or elects a Board member, the five elected members constitute the Steering Committee.
- Secretariat; Regional Secretariat based in Dakar and Sub-regional Offices in Nairobi and Lome.

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