

# Good quality post basic education in Africa: challenges and prospects

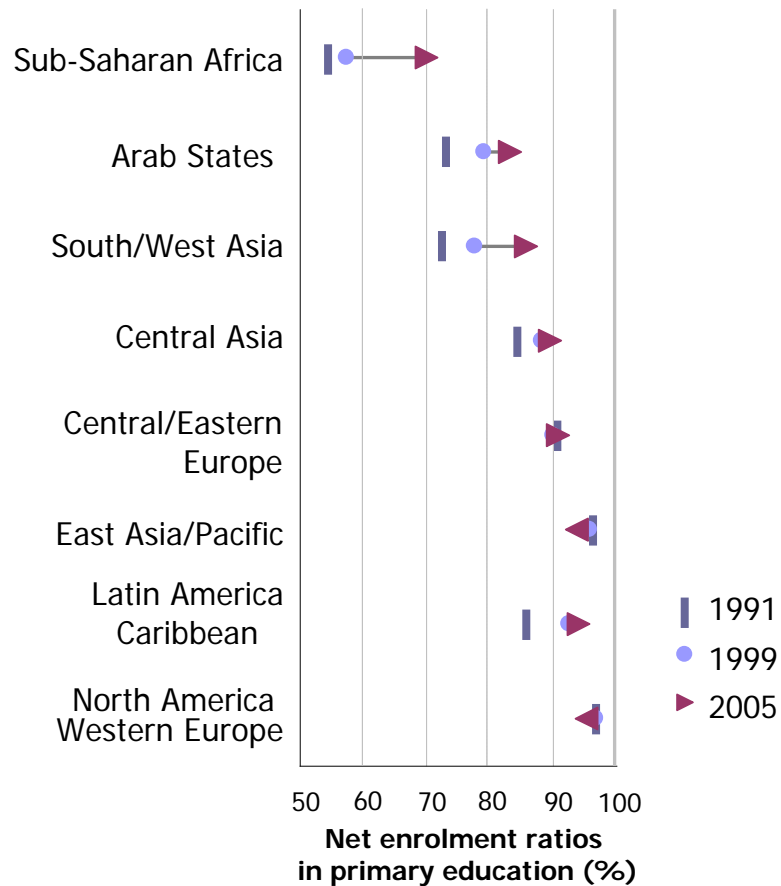
**Cambridge Assessment seminar:  
“Education policy around the world;  
Innovations in 14-19 Reform”**

**Lancaster House, 7th May 2008**

# Global context

- Sustained economic growth
- Increasing inequalities
- Rapid urbanization
- Health concerns
- Knowledge economies

# Increasing primary enrolment



**Primary school** enrolment up:

**36%** in sub-Saharan Africa

**22%** in South and West Asia

**11%** in Arab States

# Increasing primary enrolment 2

- ✓ In Uganda, the number of primary school leavers is set to increase from 400,000 (2001) to over 1 million (2008). In Tanzania, where no new fully funded government post basic schools have been built since 1980, primary school leavers will increase from 450,000 (2003) to 1.2 million (2008). The SEDP agreed in 2004/5 is supporting a substantial building programme so this is now changing dramatically
- ✓ In Rwanda, transition rates from primary to post basic have increased from 38% in 1998/99 to 45% in 2002/03

# Capacity development and skills needs

- Good quality post basic education provides teachers, doctors, health professionals and other skilled people
- ✓ Ghana would have to triple its output of primary teachers to reach universal primary completion.
- ✓ Teachers are also needed in contexts where enrolment has increased dramatically and suddenly as is the case with the announcement of free primary schools in Malawi and Kenya.
- Economic growth depends on investing in post basic investment
- Evidence suggest that export led growth for example is more closely associated with post basic then primary education

# Human development

Key to a vibrant democratic society

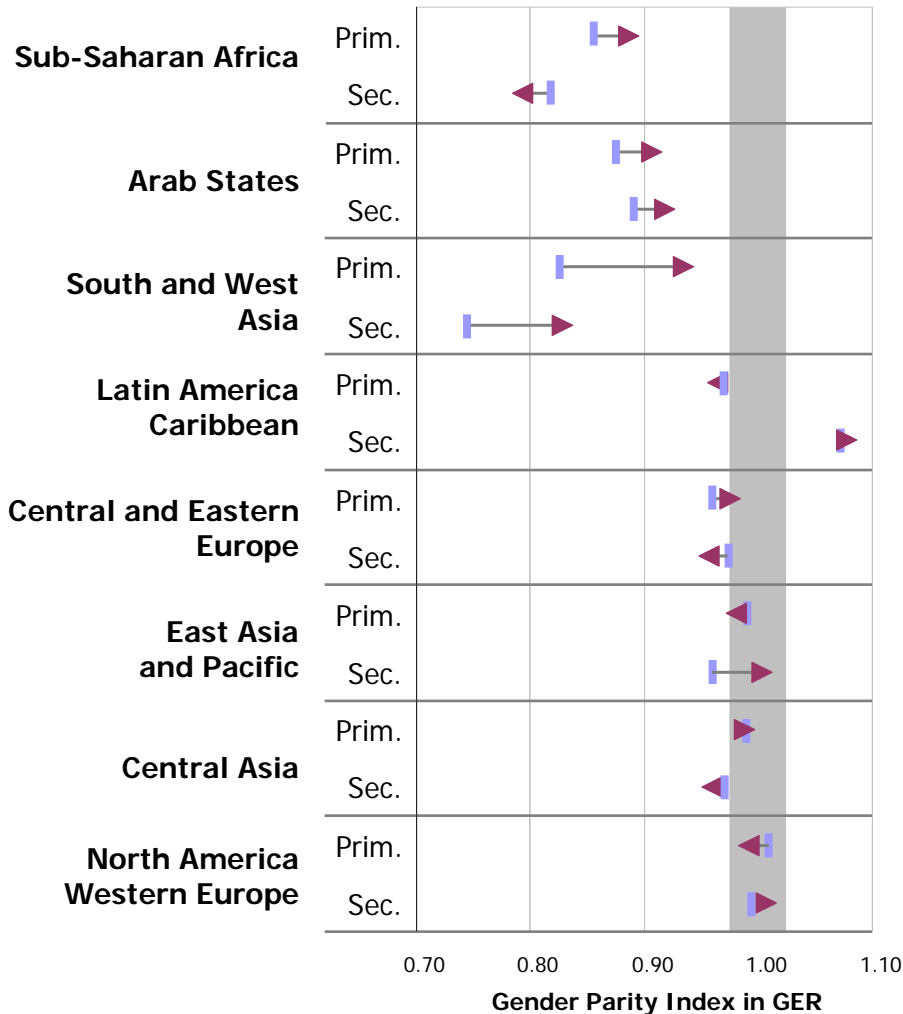
- Promotes mutual understanding, tolerance and active participation crucial to the attainment of democratic and prosperous societies.
- Enables citizens to understand difficult issues, make informed decision, and hold officials to account are



# HIV and AIDS

- Critical to the achievement of all the MDGS
- ✓ Infant mortality, for example, is lowest in households where mothers have some post basic schooling or higher education
- ✓ Evidence suggests that young people in Africa who complete basic education are at reduced risk of HIV/AIDS. This effect is even stronger for those who complete post basic education.
- ✓ A longitudinal study in Uganda found a marked decline in HIV prevalence rates in males and females age 18–29 with post basic to higher-level education but a much smaller decrease among those with lower educational levels.

# Promoting equity



- 63% of countries have achieved gender parity in primary education; 37% in post basic education
- 59 countries have achieved gender parity at both primary and post basic levels
- Gender disparities in post basic education are greater than in primary; they favour girls as often as boys





# Promoting equity 2

- Availability of has a crucial effect on the demand for, and completion of primary education, especially for girls.
- ✓ In SSA gender parity is seldom reached until gross enrolment rates at post basic are greater than 50%).
- ✓ In South Asia, the higher the gross enrolment rate, the higher the percentage of girls in post-basic education. Gender parity at post basic level is only achieved where gross enrolment rates are over 45%
- Analysis of 23 SSA countries shows that those excluded are disproportionately poor, rural and female. For the 15-19 year old populations, over 93% of males from the richest 20% of households completed grade 1 but only 50% of girls from the poorest 40% of households did so.
- Analysis of educational attainment in 35 developing countries show that the difference between the richest and the poorest households in median grade attained by students age 15–19 is as high as 10 years of schooling in India and between 3 and 5 years in many of the developing countries surveyed

# Promoting equity 3

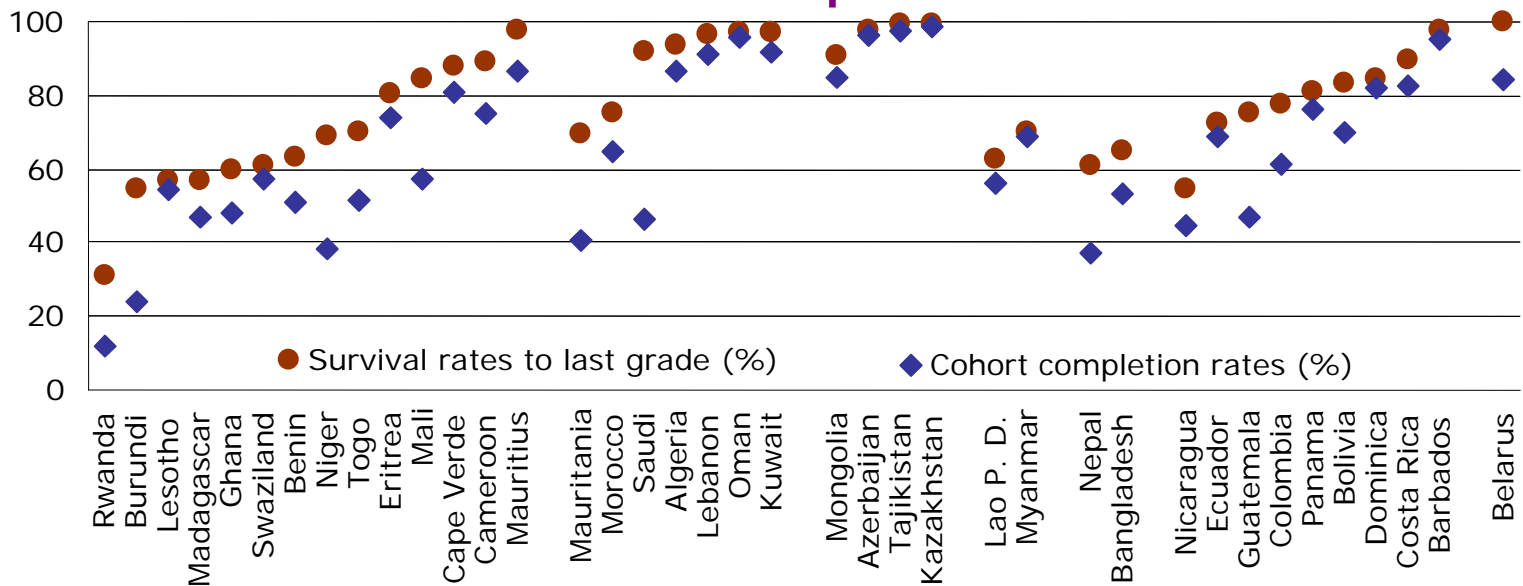
To offset the cost of schooling for poor households countries are:

- ✓ Targeting poorer regions and population groups as in Burkina Faso
- ✓ Setting up education cash-transfer programmes as in Kenya
- ✓ Providing scholarships for girls



# Quality

Less than two-thirds of a cohort of pupils who had access reached the last grade in the majority of countries with data; even less completed it



# Quality 2

Curriculum: overload, outdated, content as opposed to skills driven, too many specialized subjects

Signs of change:

- ✓ Integration of lower post basic into primary
- ✓ Encouraging mathematics and science : Ghana science and mathematics clinics in summer schools for girls – positive results recorded
- ✓ Reducing multiple subjects in favor of learning areas
- ✓ New areas of concentration e.g. ICT
- ✓ More effectively governed and managed schools, increased transparency
- ✓ Inclusive education for the disabled
- ✓ Bilingual education

# Assessment

- Examinations are used as a selection mechanism to eliminate students from the system
- Changes in assessment
  - ✓ From high stake to continuous assessment
  - ✓ South Africa: final Grade 12 exam grade is based on the examination score, which comprises 75% as well as the continuous assessment score
  - ✓ Tanzania, the examination and continuous assessment score each comprise 50% of the final grade



# Vocational education

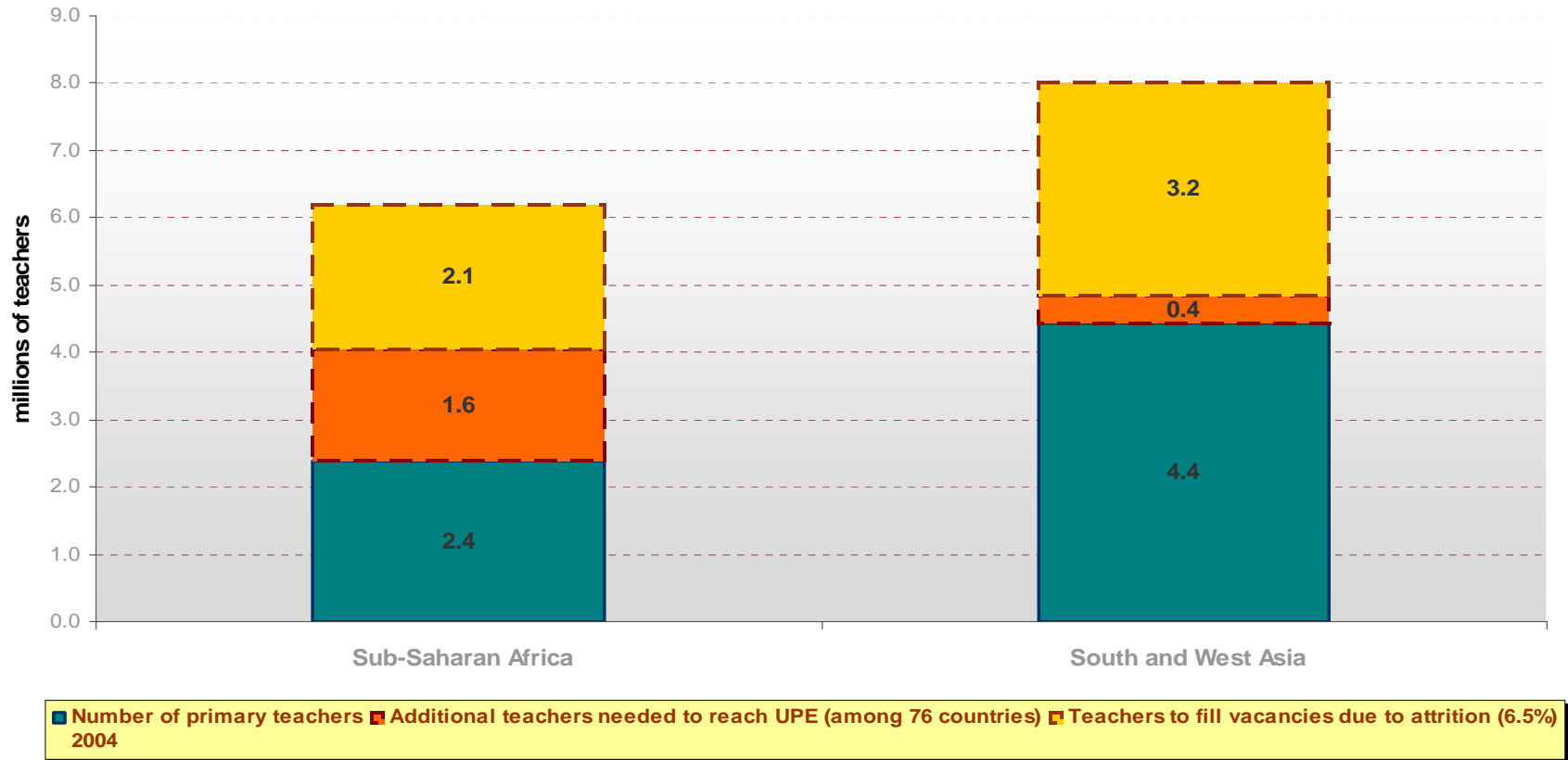
- Dispiriting results from investment: evidence points to weak alignment of skill preparation with labour market needs, limited effectiveness of training, and high costs.
- ✓ changes to vocational education include
- ✓ eliminating specialised vocational subject at lower secondary level
- ✓ deferring specialisation at higher levels
- ✓ integrating the academic and skills tracks



# Teachers

- Many secondary education teachers are unqualified or too narrowly qualified (normally secondary)
- In Uganda, for example, only 28% of the secondary teaching force possesses sufficient qualifications (graduate degree), about 57% need to upgrade their skills and 15%
- In-service training for teachers is usually insufficient and ad hoc
- Training not aligned to changes in education

# Teachers needed



Based on a yearly attrition ratio set to 6.5% (medium scenario). Projections from 2004 - 2015 (in m) (UIS 2006)





# Increasing use of contract teachers

Country	Year	National data			Sample data (PASEC)			
		Contract teachers as a percentage of all teachers			Teachers with no training or with less than 1 month training (%)		Mean experience	
		Government contract	Community contract	All contracts	Civil servants	Contract <sup>1</sup>	Civil servant	Contract <sup>1</sup>
Benin	2004	23.9	25.6	49.4				
Burkina Faso	2002	23.6	12.2	35.8				
Cambodia	2003			2.5				
Cameroon	2002	20.4	44.7	65.1				
Chad	2003		61.0	61.0	0	78.9	9.8	6.2
Congo	2003	3.9	54.2	58.1				
Côte d'Ivoire	2001		12.7	12.7				
Guinea	2004	50.3		50.3	0.8	0	11.0	4.4
India	2004							
Madagascar	2004		53.9	53.9				
Mali <sup>2</sup>	2001			33.0	0	14.0	20.0	3.7
Mauritania <sup>3</sup>	2003				5.7	66.7	9.0	7.2
Niger <sup>2</sup>	2003	50.2	3.8	55.0	3.8	37.5	11.3	2.2
Senegal	2003	41.5	15.0	56.5				
Togo	2001	30.5	34.6	65.1	31.1	82.4	15.9	6.1

1. More recent data indicate that contract teachers represented 63% of the total teacher workforce in 2005 (Malam Moussa, 2007).

2. Sample data are for 2002.

3. For Mauritania, PASEC data show that only about 6% of 369 teachers sampled are contract teachers (Bonnet, 2007).



# Financing post basic education

- Requires both additional domestic and international financing
- ✓ If a 90% NER is sought for post basic school in developing countries by 2015, then LDC would have to double total expenditure as a share of GDP
- ✓ Spending in SSA would have to reach 4.7% of GDP if primary school completion increase to 100% by 2015 and if the transition rate is also 100%.
- ✓ Achieving universal post basic education through a gradual approach between now and 2015 would require an additional \$27 billion to \$34 billion annually

# Distance education

- The Malawi College of Distance Education for many years provided a good model  
Examination pass rates were low but roughly equivalent to those of the traditional schools. funding constraints forced the college to discontinue radio broadcasts and limited its ability to provide materials

Distance Education for Secondary Equivalence in Africa			
in Africa			
<i>Country</i>	<i>Subjects offered</i>	<i>Enrollment, 1999–2000</i>	<i>Technology used</i>
Botswana	All subjects	600 junior secondary	Print, radio
Burkina Faso	French, math, physics	—	Radio, television
Ethiopia	Eight subjects	8,400	Print, radio, television
Ghana	English, math, science	—	Print, radio, television
Guinea	French, math, science	300 secondary teachers	Print, radio, audio- tapes
Malawi	—	80,000	Print, audiotapes
Namibia	All subjects	18,325	Print, radio, audio- tapes
Nigeria	All subjects	—	Print
Zambia	—	11,138 (1990)	Print, radio
Zimbabwe	Academic subjects	25,000	Print

# Looking to the future

- A more holistic approach to education development needed:
  - ✓ Quality
  - ✓ Fragile states
  - ✓ Inclusion
  - ✓ Teachers
  - ✓ Non state sector