WHY SECONDARY EDUCATION?
WHY NOW?

ADEA High-Level Annual Policy Dialogue Forum

29 July 2019
Africa’s vision documents place human capital development at the center of their transformation agenda.

Continental Education Strategy for Africa

“...commitment to move from UPE of 6 to 7 years to a **basic education of 10 to 12 years**.”

African Union Agenda 2063

“...sustained investments based on **universal early childhood development and basic education**...”

UN Sustainable Development Goals - Objective 4

“By 2030, ensure that all girls and boys complete **free, equitable and quality primary and secondary education**...”
Sub-Saharan Africa has made the fastest gains globally in improving access at the primary level.

Source: calculations based on UIS Data
46 million more young people will be enrolled in secondary education by 2030.

2015

Lower Secondary

38 million

Upper Secondary

22 million

2030

64 million

42 million

Enrollment, millions

Source: Education Commission, 2019
Secondary education will increasingly become the platform to work.

<table>
<thead>
<tr>
<th>Education Level</th>
<th>GER at Start</th>
<th>Completion Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Education</td>
<td>97.3%</td>
<td>68.8%</td>
</tr>
<tr>
<td>Lower Secondary Education</td>
<td>50.6%</td>
<td>43.2%</td>
</tr>
<tr>
<td>Upper Secondary Education</td>
<td>33.5%</td>
<td>25.0%</td>
</tr>
<tr>
<td>Tertiary Education</td>
<td>9.3%</td>
<td>3.4%</td>
</tr>
<tr>
<td>Universal 12-year Edu. Cycle</td>
<td>25.0%</td>
<td>15.7%</td>
</tr>
</tbody>
</table>

- **GER at Start** indicates the percentage of the target population that starts education.
- **Completion Rate** indicates the percentage of those who complete education.
- **Labour Force** indicates the overall percentage of the population in the labour force.

**Source:** calculations based on UIS Data
SECONDARY IS MORE THAN A STEPPING STONE TO TERTIARY. RECOGNIZING SECONDARY EDUCATION AS A PLATFORM FOR WORK WOULD BE A PARADIGM SHIFT.
SECONDARY EDUCATION IS A KEY INGREDIENT IN ECONOMIC GROWTH
Current projections show little structural change in employment by sector in key African economies.

Source: ACET 2018
The majority of young people will continue to find work in the informal sector for the foreseeable future.

Source: ACET 2018 using data from ILOSTAT, 2017
Broad-based skills development will help improve youth's productivity spurring growth, and in the long-run, economic transformation.

Source: ACET 2018 using data from ILOSTAT, 2017
The time is now to re-think secondary education and its role in workforce development.
SECONDARY EDUCATION SYSTEMS: REACHING THEIR POTENTIAL
A number of education reforms have been undertaken to improve secondary education and other levels of the education system.

- Giving greater attention to secondary education in national development strategies

- Incorporating lower secondary education in an extended basic education cycle

- Improving education governance
  - Improving the quality and timeliness of data
  - Decentralizing decision-making from central to lower levels
  - Strengthening school-based management

- Harnessing technology
Many countries are eliminating tuition fees at the lower and/or upper secondary levels.

- Of the 39 sub-Saharan African countries with data, 21 are reported to have legislation directing some form of fee-free secondary education.
Curriculum reform has been widespread in the region

• Countries across Africa are responding by implementing competency-based curricula to ensure more relevant knowledge and skills

• Yet implementation challenges remain…

Source: Fleisch et al 2019
Governments are making significant investments in education in line with global norms.

- The 2000 Dakar Education for All Framework for Action recommended that governments earmark 15% to 20% of annual budgets for education.

- In 2012, the average share of government budgets spent on education was **18.4%** in Sub-Saharan Africa (SSA), the highest of any world region.

- In SSA, government spending on education as a share of GDP has risen from 3.8% to 4.3% between the periods 2000-05 to 2012-17 compared to a global average of 4.8%.
Low quality at primary compromises transition to and learning at secondary.
Secondary education does not yet reach the most marginalized.

Classroom practice does not promote active, student-centered learning.

TEACHING USING ROTE MEMORIZATION

EXCESSIVE EMPHASIS ON HIGH-STAKES EXAMS
Young people require a changing set of skills to increase their adaptability and resilience.

**FOUNDATIONAL LITERACY, NUMERACY AND SCIENCE SKILLS**
(including fluency in language of instruction)

**21ST CENTURY SKILLS**
(Including digital literacy, soft skills and STEM skills)

**SKILLS FOR THE WORLD OF WORK**
(including entrepreneurship and school to work transition skills)
Attracting strong applicants and providing high quality initial teacher training can lead to a **virtuous cycle** with gains in efficiency and quality of education.
YOUNG PEOPLE, ESPECIALLY AT THE SECONDARY AGE OFTEN TAKE NON-LINEAR PATHWAYS THROUGH THE EDUCATION SYSTEM.
MORE FLEXIBLE PATHWAYS ARE NEEDED IN AND OUT OF FORMAL EDUCATION, AND BETWEEN TVET AND GENERAL EDUCATION, TO ACCOMMODATE DIVERSE YOUNG PEOPLE.
SSA governments are investing more in secondary, but often at the expense of primary.

MOST COUNTRIES WITH DATA ARE SHIFTING SPENDING FROM PRIMARY TO SECONDARY EDUCATION
CHANGE IN PRIMARY AND SECONDARY SPENDING AS A SHARE OF EDUCATION BUDGET, 2005-2010 AND 2012-2017

Efficiency gains can bring the benefits of secondary education to more youth.

- Expanding day schools
- Combining primary and lower secondary schools where appropriate into one basic education cycle
- Decreased repetition and drop out rates
- Better trained teachers, leading to more learning, less repetition of grades
Evidence indicates that equity-based financing can make a difference for excluded students.

REALITY
Many current systems direct resources to elite boarding schools while access remains limited for the poorest.

EQUALITY
A financing system that treats all students the same (i.e. a constant capitation grant) is not sufficient to benefit the most marginalized.

EQUITY
Education finance must account for various forms of disadvantage (region, gender, disability etc.) to improve access and outcomes for all.
REFORMING EDUCATION SYSTEMS & FOSTERING INNOVATION
Reform and innovation of secondary systems are needed given the scale of need.

- Reform is a long-term process, requiring extended investment over decades
- Though difficult, it can and has been done
- Sierra Leone and Senegal offer just two of many examples from SSA
Senegal has made rapid progress in expanding access to secondary education.

• Transitions from Primary to Lower Secondary increased from 39% in 1990 to 73% in 2016.

• Girls’ enrollment in Lower Secondary was slightly larger than boys as of 2013.

• The gross enrollment rate in Upper Secondary tripled from 15% in 1990 to 45% in 2017.
Sierra Leone has made steady progress with promoting equitable access in a post-conflict setting.

- GER in Lower Secondary more than doubled from approximately 26% in 2001 to 57% in 2017
- Completion rate in Lower Secondary doubled from 20% in 2008 to 40% in 2014
- Large improvements in gender equality
- Fee-free secondary education introduced in September 2018
### SUCCESS FACTORS IN SENEGAL

<table>
<thead>
<tr>
<th><strong>Political will &amp; strong government policies:</strong></th>
<th><strong>Quality:</strong></th>
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<tbody>
<tr>
<td>• Law on Compulsory Schooling for Ages 6 to 16 – 2004;</td>
<td>• Large class sizes</td>
</tr>
<tr>
<td>• Removed LS entrance exam</td>
<td>• Text book shortages</td>
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<table>
<thead>
<tr>
<th><strong>Investment:</strong></th>
<th><strong>Shortage of qualified teachers:</strong></th>
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<tbody>
<tr>
<td>• Major public investment in education – 6% of GDP – focus on building secondary schools</td>
<td>• Over 20% of LS teachers lack any qualification</td>
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<tr>
<th><strong>Cooperation:</strong></th>
<th><strong>Debate on approach to curriculum:</strong></th>
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<tbody>
<tr>
<td>• Strong cooperation between national government, local authorities and communities to build LS schools</td>
<td>• Should it be skills based as in primary?</td>
</tr>
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<tr>
<th><strong>TVET:</strong></th>
<th><strong>Debate on approach to curriculum:</strong></th>
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<tr>
<td>• Major expansion of TVET spurred by government target of 30% of LS enrollment and massive private investment &amp; partnerships</td>
<td>• Or continued objective based/knowledge based?</td>
</tr>
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### SUCCESS FACTORS IN SIERRA LEONE

<table>
<thead>
<tr>
<th><strong>Targeted Financing to Districts in Need:</strong></th>
<th><strong>Challenges</strong></th>
</tr>
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<tbody>
<tr>
<td>• Government Conducts Needs Assessment by District</td>
<td><strong>Quality challenges:</strong></td>
</tr>
<tr>
<td>• Resources targeted for lower secondary schools in neediest districts</td>
<td>• Low exam pass rates—resulting in extension of upper secondary from 3 to 4 years</td>
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<td></td>
<td>• Low literacy and numeracy for some students</td>
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<table>
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<tr>
<th><strong>Incentives for Girls:</strong></th>
<th><strong>Deployment of Unqualified Teachers:</strong></th>
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</thead>
<tbody>
<tr>
<td>• Girls completing primary access fee-free Lower Secondary and also free textbooks, uniforms</td>
<td>• Recruitment of teachers lacking subject &amp; pedagogical knowledge</td>
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<tr>
<th><strong>Cooperation with private &amp; faith-based actors:</strong></th>
<th><strong>Lasting impact of humanitarian crises:</strong></th>
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<tbody>
<tr>
<td>• Faith-based schools account for half of LS enrollment</td>
<td>• Post-conflict disarmament and reconstruction</td>
</tr>
<tr>
<td>• Government support for Public-Private Partnerships</td>
<td>• Ebola outbreak 2014 leads to school closures</td>
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<th><strong>Government campaign to engage chiefs</strong> in support of education; appointing former teachers as chiefs</th>
<th><strong>Service delivery in remote areas:</strong></th>
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<tbody>
<tr>
<td></td>
<td>• Low supervision and monitoring in remote/rural areas</td>
</tr>
<tr>
<td></td>
<td>• Challenges to incentivizing supervisors to travel</td>
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| **Increased and sustained government spending** on secondary education over time – up to 20% of government budget in 2008 |
THE SECONDARY EDUCATION IN AFRICA REPORT
Preparing Youth for the Future of Work
The Secondary Education in Africa Study aims to contribute to the dialogue on secondary education in Africa

- **Envision the future of work in Africa** and the types of skills and competencies necessary to drive economic growth, transformation and prosperity on the Continent

- **Profile innovative and promising policies and programs**

- **Serve as a resource for policy makers** to aid decision making on creating accessible, high quality and relevant secondary education

- Take stock of the current knowledge and set a **forward looking policy agenda**

- Report to be **launched in early 2020** in Africa
The SEA Study has been a collaborative effort.

- Strategic Advisory Group includes Honorable Ministers from Senegal & Rwanda.
- Commissioned 13 background papers and 2 System-Level Case Studies, most by African authors.
- Each background paper draws on SSA country case studies of promising policies or practices.
- 6 African Youth Ambassadors including a youth member of the Strategic Advisory Group.
- Multiple consultations with policy makers, teachers and the private sector in SSA.
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