

WHY SECONDARY EDUCATION? WHY NOW?

ADEA High-Level Annual
Policy Dialogue Forum

29 July 2019



Secondary Education in Africa:

PREPARING YOUTH
FOR THE FUTURE
OF WORK



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

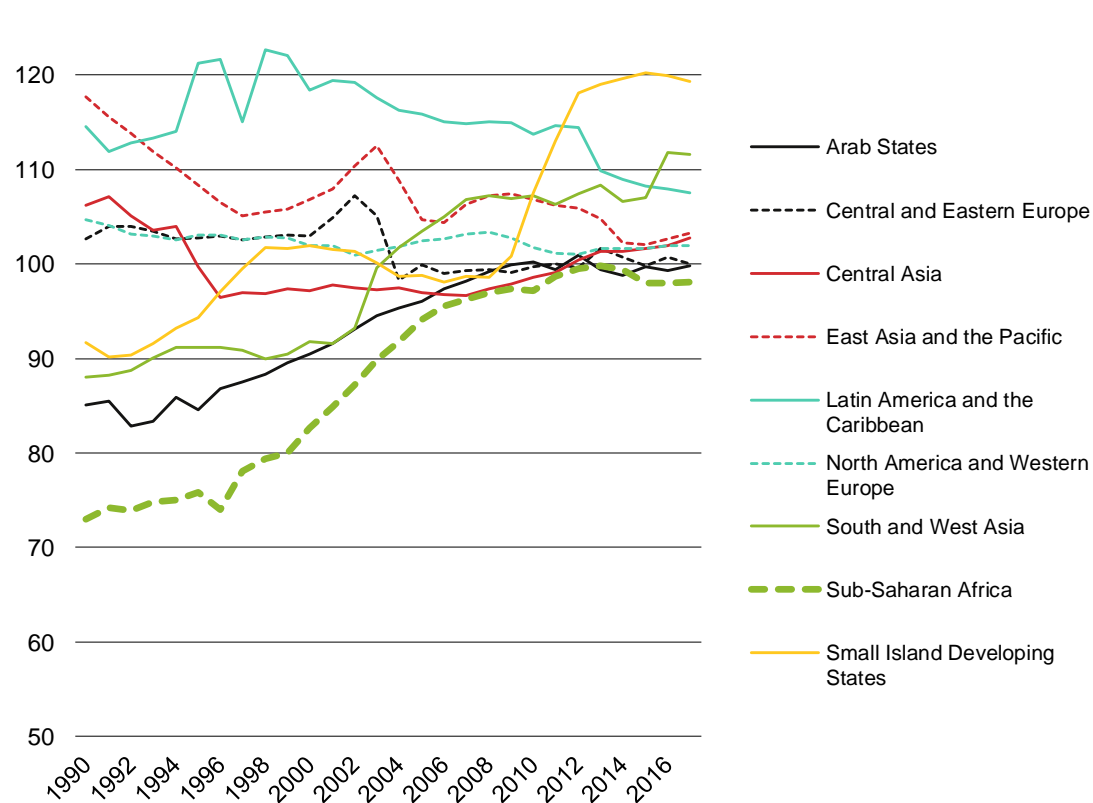
"...sustained investments based on **universal early childhood development and basic education...**"

UN Sustainable Development Goals - Objective 4

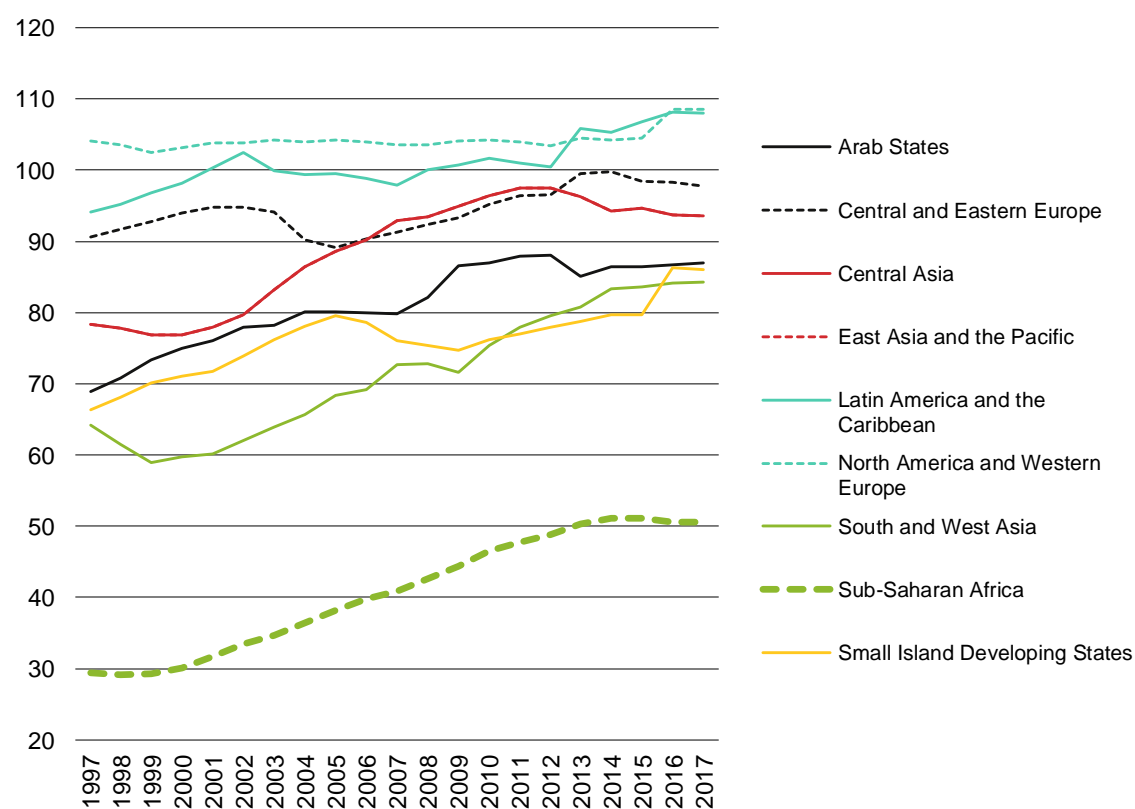
"By 2030, ensure that all girls and boys complete **free, equitable and quality primary and secondary education...**"

Sub-Saharan Africa has made the fastest gains globally in improving access at the primary level.

GROSS ENROLLMENT RATE IN PRIMARY EDUCATION

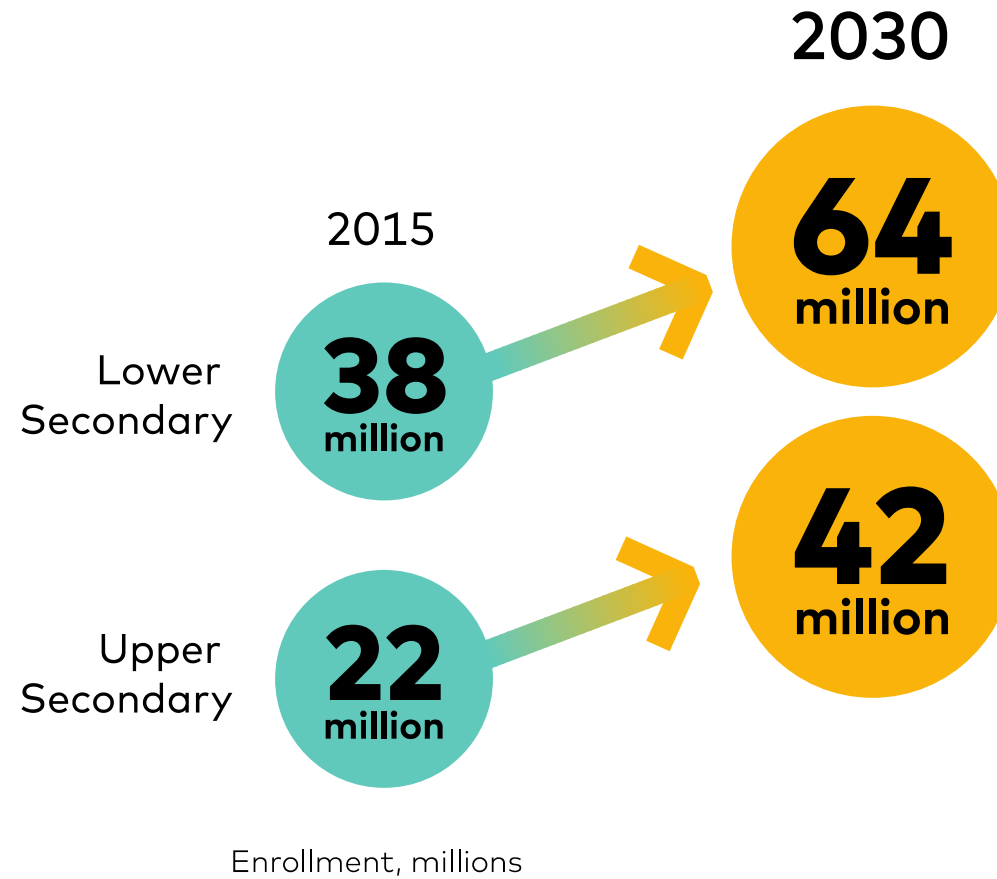


GROSS ENROLLMENT RATE LOWER SECONDARY EDUCATION



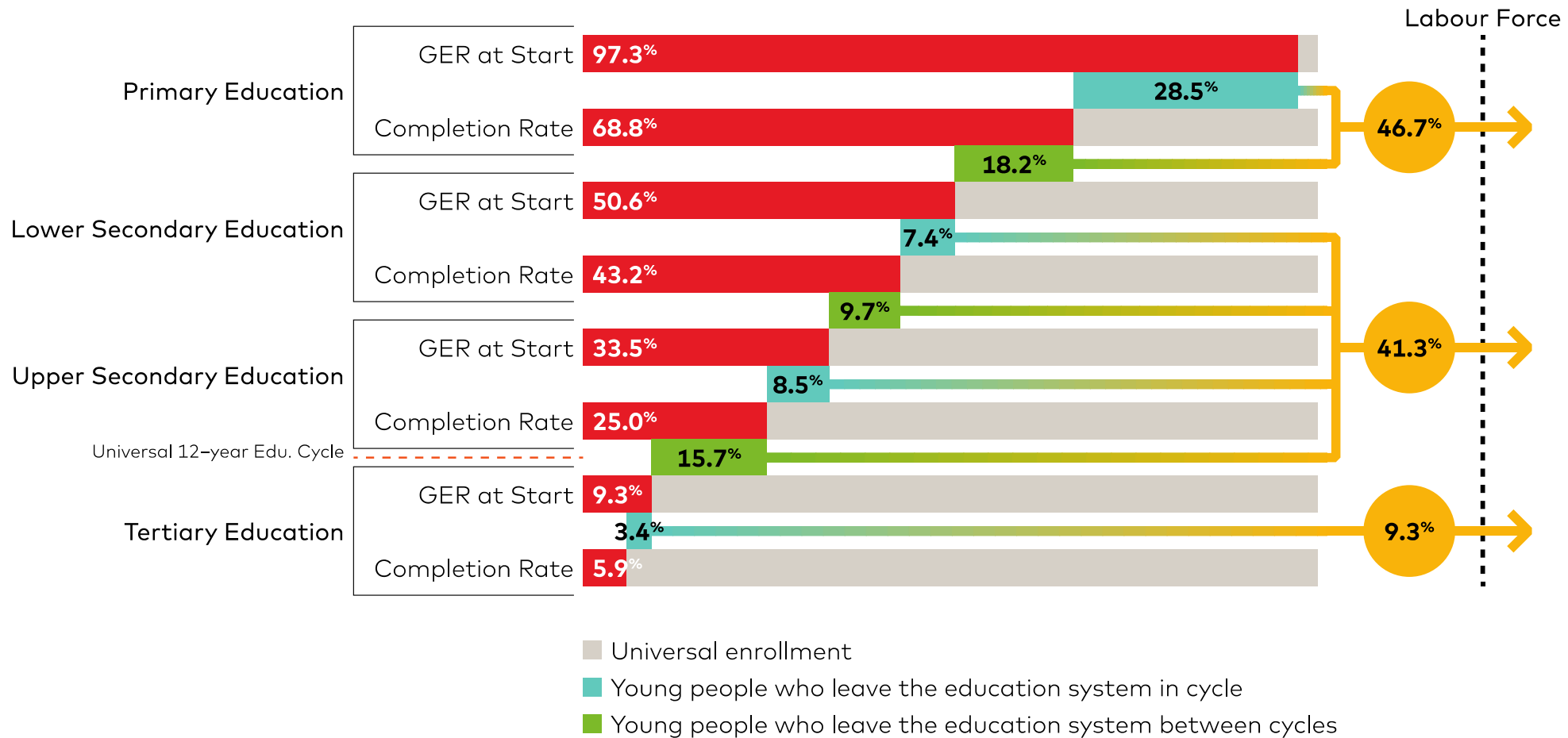
Source: calculations based on UIS Data

46 million more young people will be enrolled in secondary education by 2030.



Source: Education Commission, 2019

Secondary education will increasingly become the platform to work.



A black and white photograph of a path made of large, flat stones leading through shallow water. The stones are arranged in a line, receding into the distance. The water is calm, reflecting the light. The overall mood is serene and contemplative.

**SECONDARY IS MORE THAN A STEPPING STONE TO TERTIARY.
RECOGNIZING SECONDARY EDUCATION AS A PLATFORM FOR WORK
WOULD BE A PARADIGM SHIFT.**



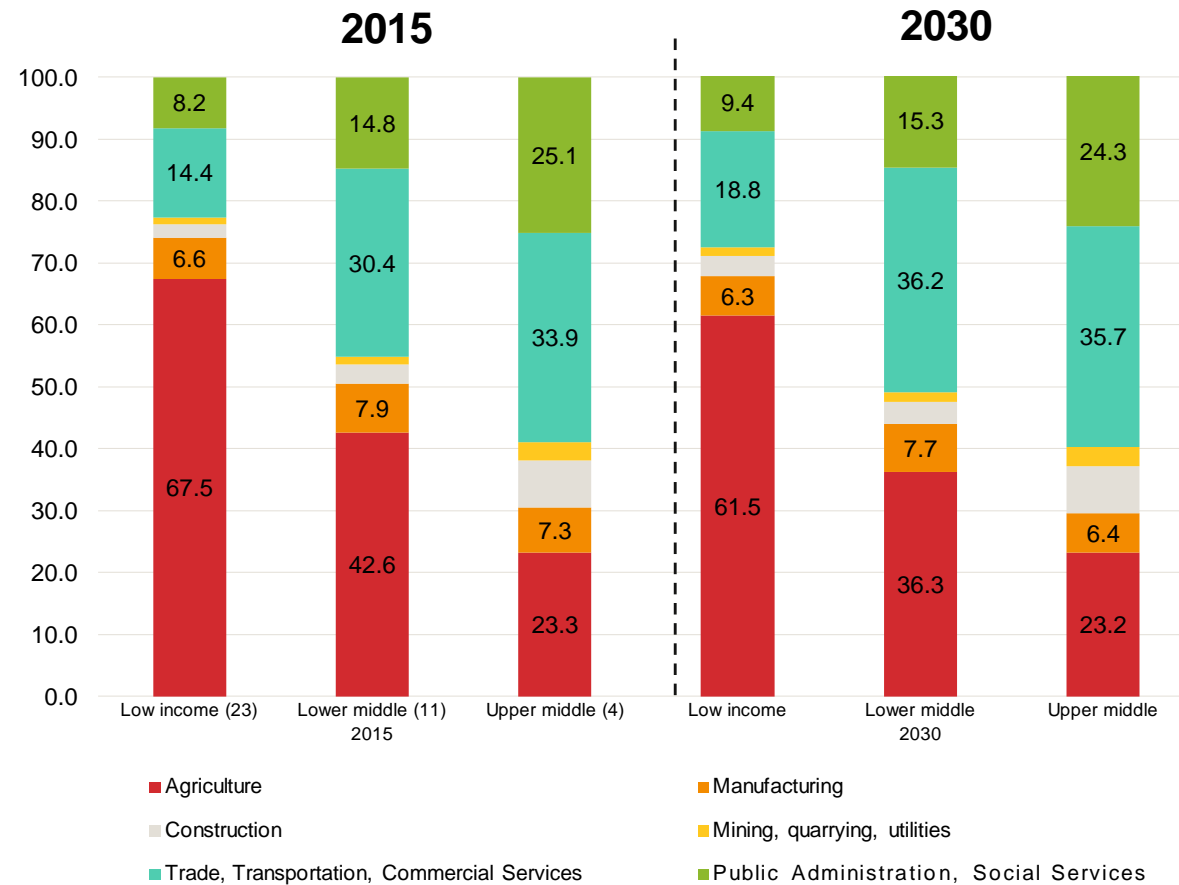
SECONDARY EDUCATION IS A KEY INGREDIENT IN ECONOMIC GROWTH



Secondary Education in Africa:
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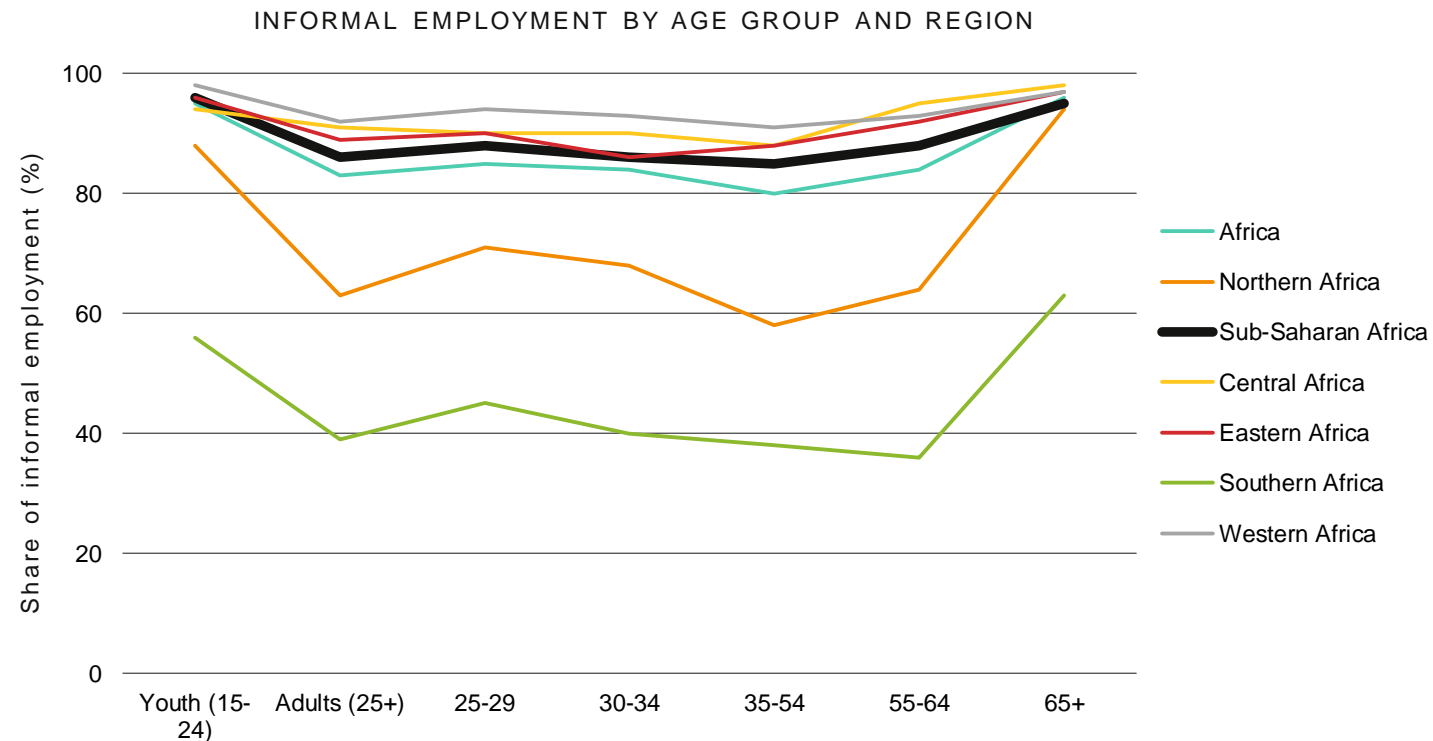


Current projections show little structural change in employment by sector in key African economies.



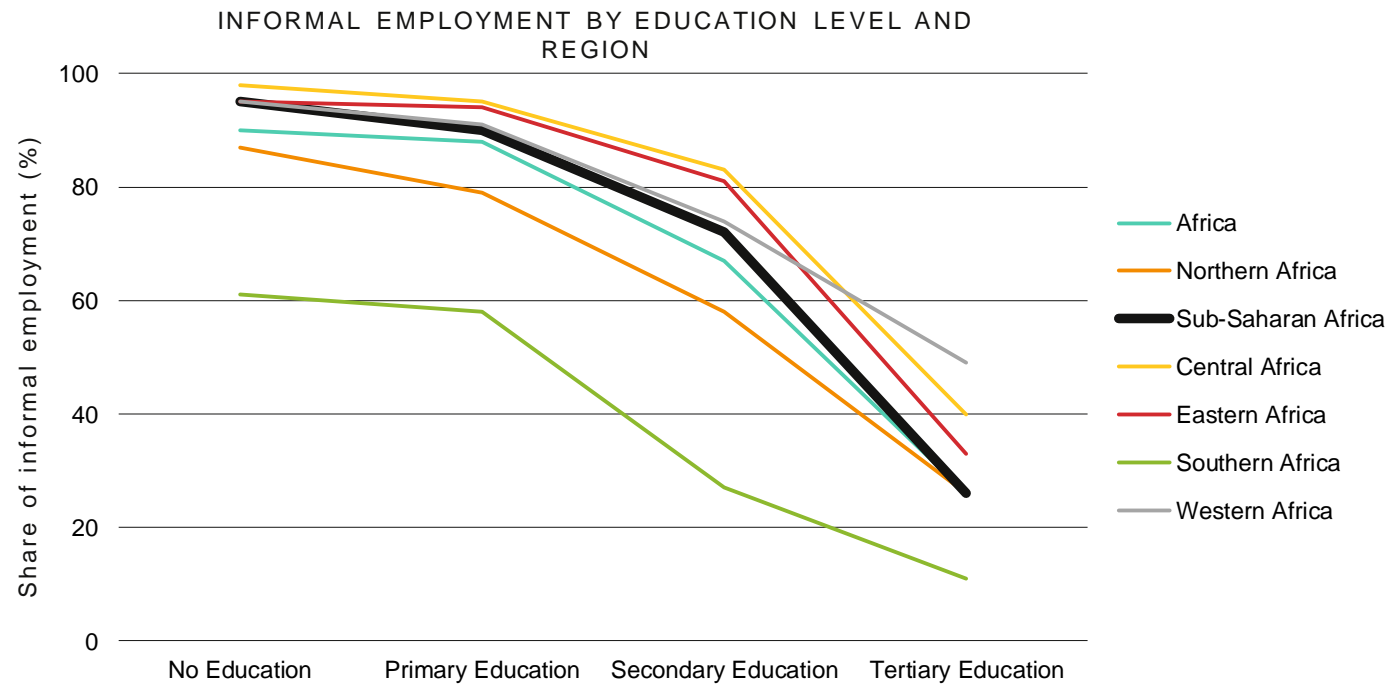
Source: ACET 2018

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.



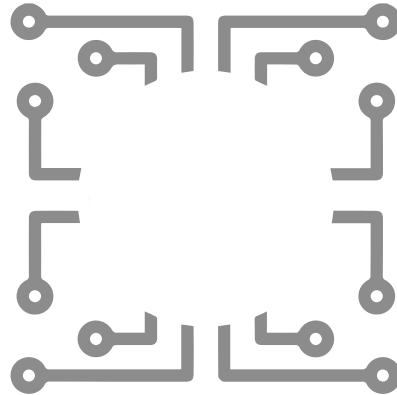
Source: ACET 2018 using data from ILOSTAT, 2017

The time is now to re-think secondary education and its role in workforce development.

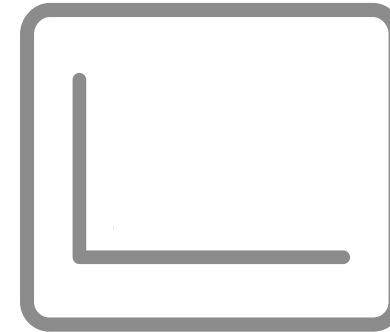
ECONOMIC HEADWINDS



DIGITIZATION & AUTOMATION



POPULATION GROWTH






SECONDARY EDUCATION SYSTEMS: REACHING THEIR POTENTIAL



Secondary Education in Africa:
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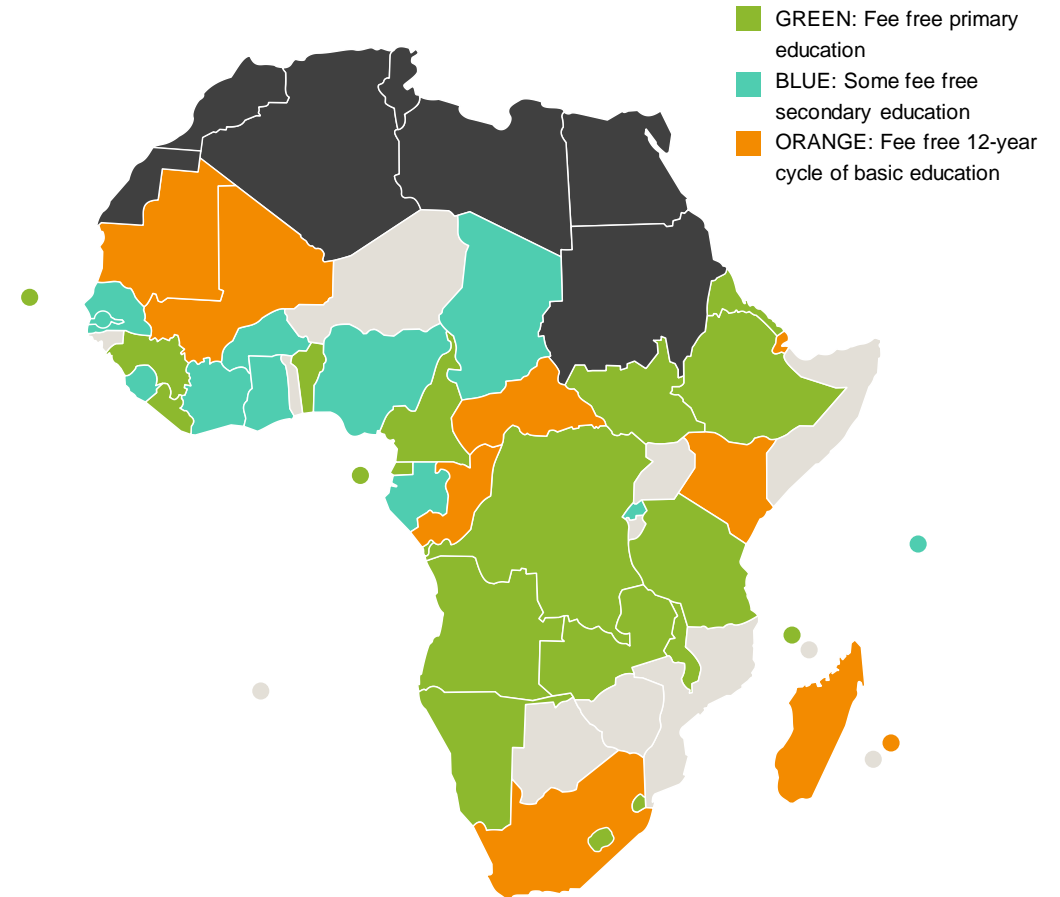


A number of education reforms have been undertaken to improve secondary education and other levels of the education system.

- 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.

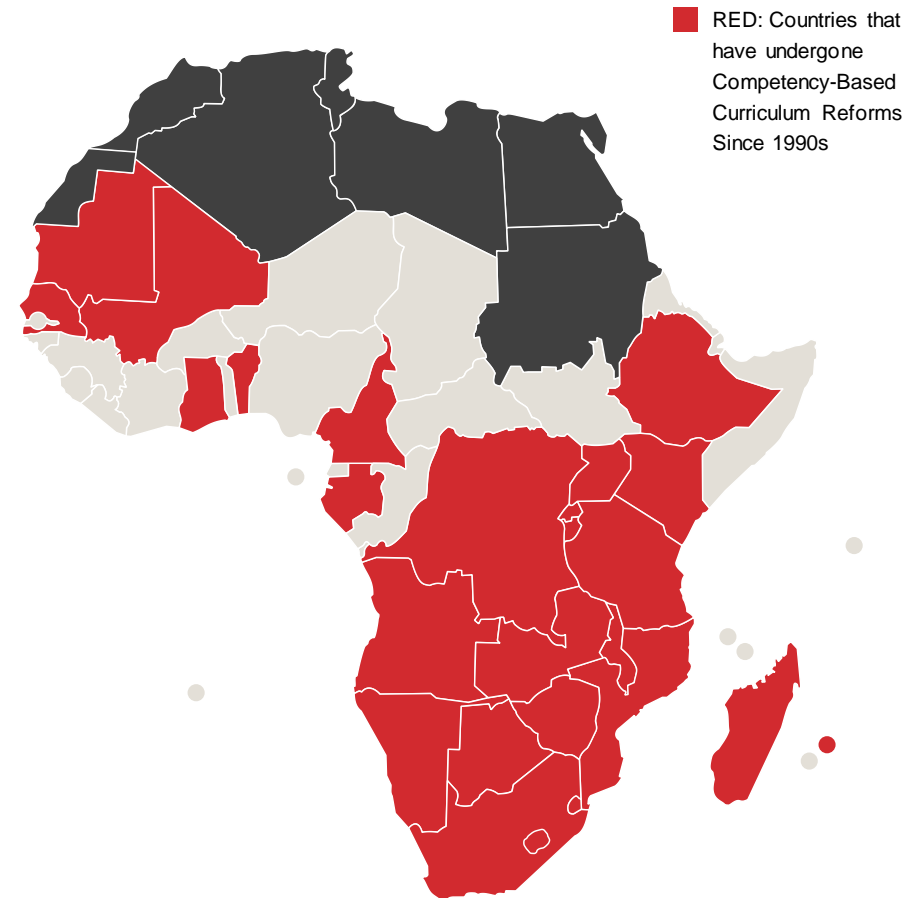
- Of the 39 sub-Saharan African countries with data, 21 are reported to have legislation directing some form of fee-free secondary education.



Source: UIS Data 2017

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...



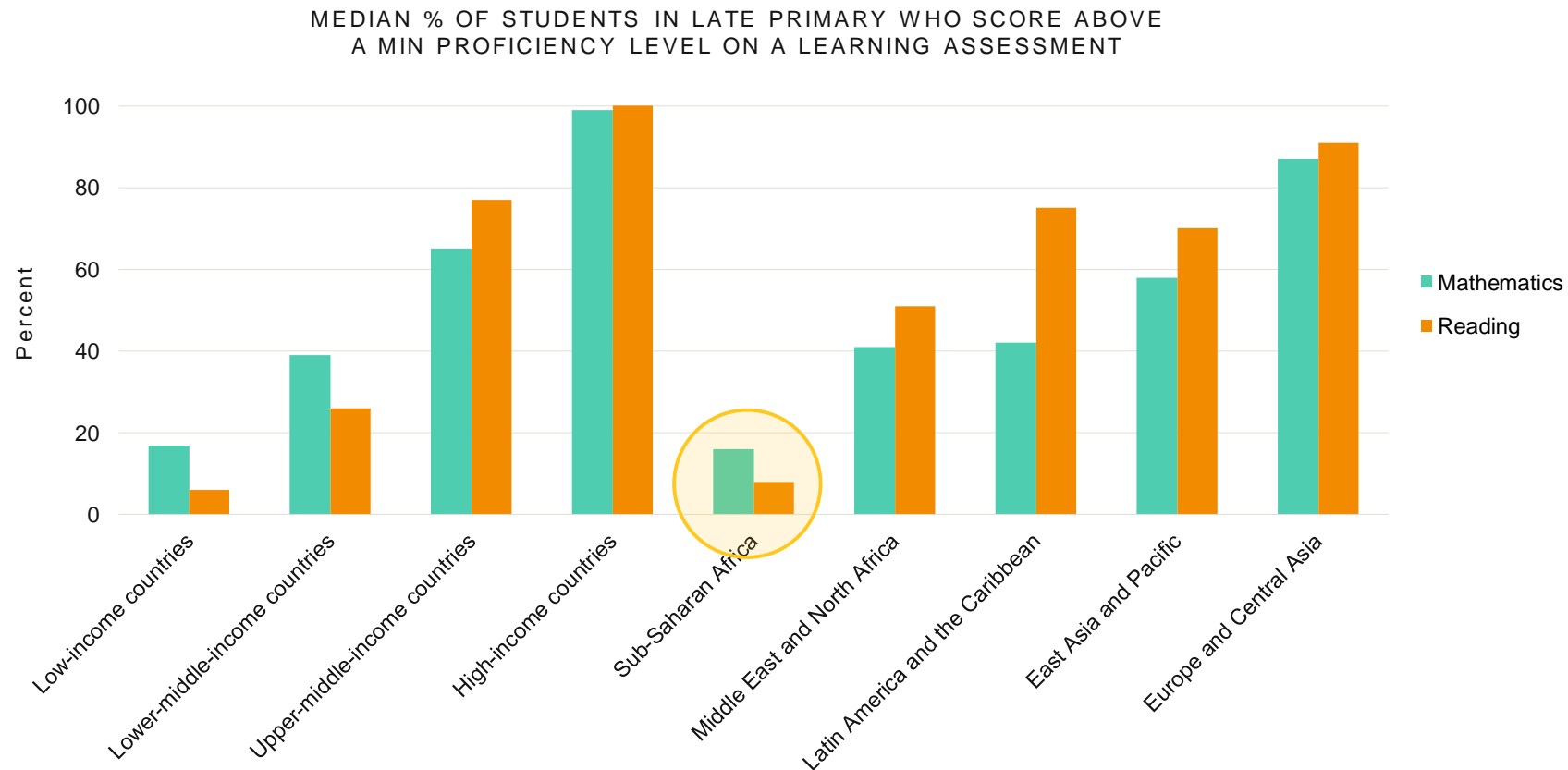
Source: Fleisch et al 2019



Governments are making significant investments in education in line with global norms.

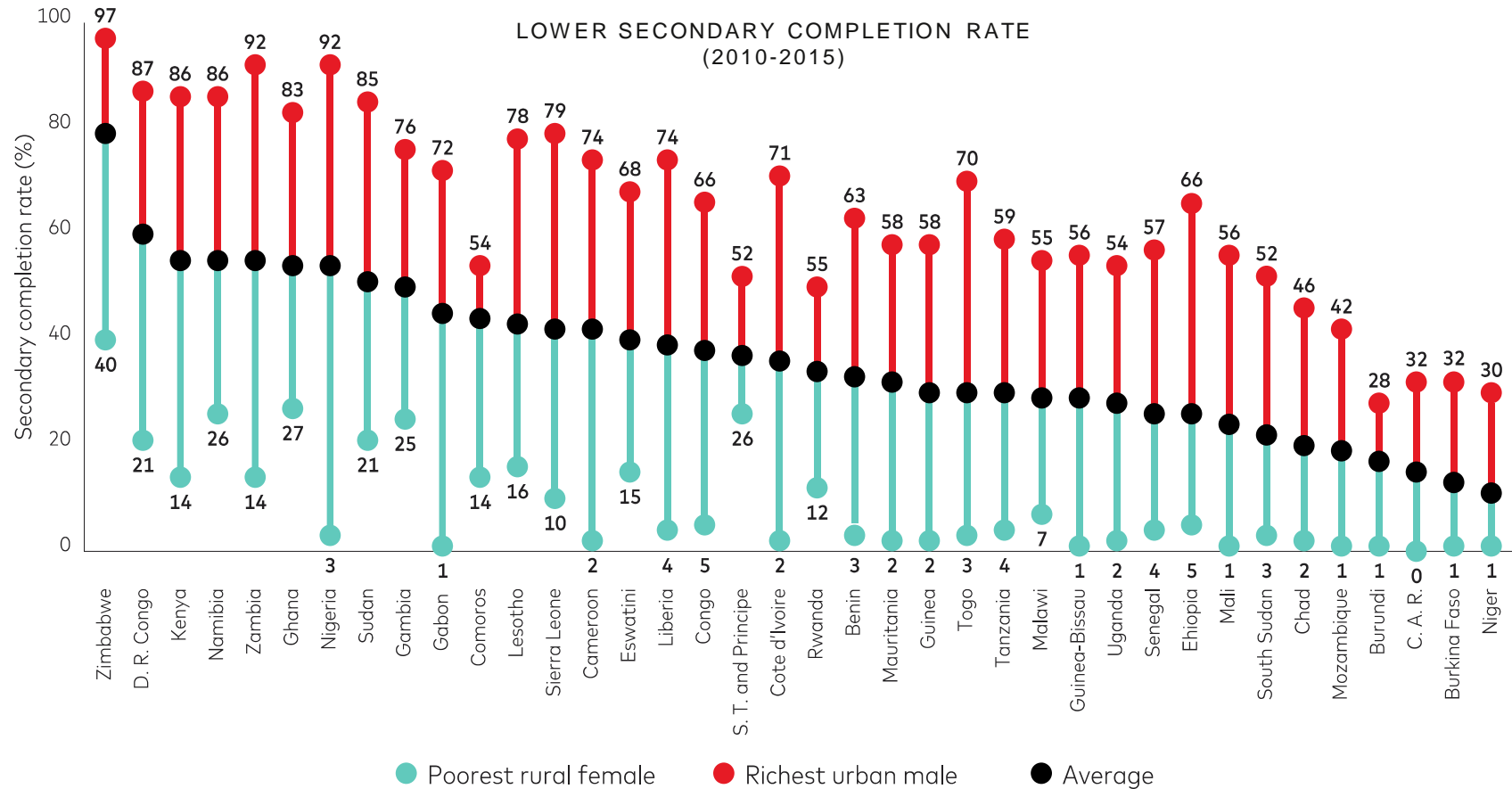
- The 2000 Dakar Education for All Framework for Action recommended that governments earmark 15% to 20% of annual budgets for education.
- In 2012, the average share of government budgets spent on education was **18.4%** in Sub-Saharan Africa (SSA), the highest of any world region.
- In SSA, government 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.



Source: WDR 2018 team, using “A Global Data Set on Education Quality” (2017), made available to the team by Nadir Altinok, Noam Angrist, and Harry Anthony Patrinos. Data at http://bit.Do/wdr2018-fig_0-5.

Secondary education does not yet reach the most marginalized.



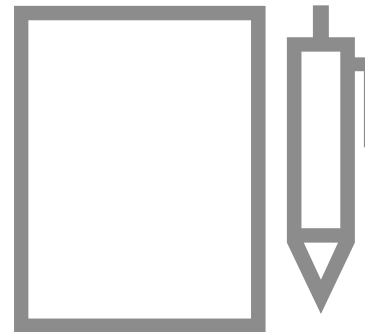
Source: Zubairi and Rose, 2018 using UNESCO-WIDE database (2017)

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

TEACHING USING ROTE
MEMORIZATION



EXCESSIVE EMPHASIS ON
HIGH-STAKES EXAMS





EMERGING FINDINGS FROM THE SEA STUDY

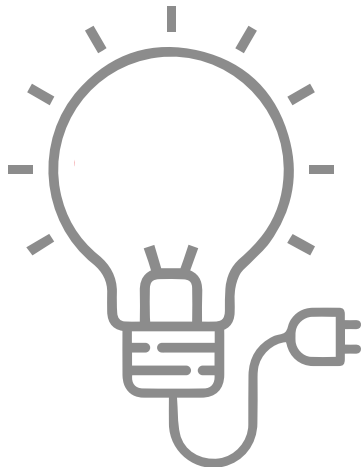


Secondary Education in Africa:
**PREPARING YOUTH
FOR THE FUTURE
OF WORK**

Young people require a changing set of skills to increase their adaptability and resilience.

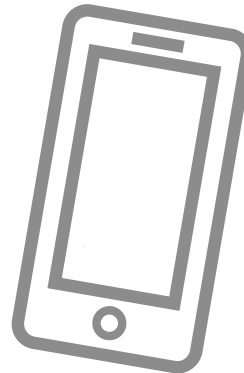
**FOUNDATIONAL LITERACY,
NUMERACY AND SCIENCE SKILLS**

(including fluency in language of instruction)



**21ST CENTURY
SKILLS**

(Including digital literacy, soft skills and STEM skills)

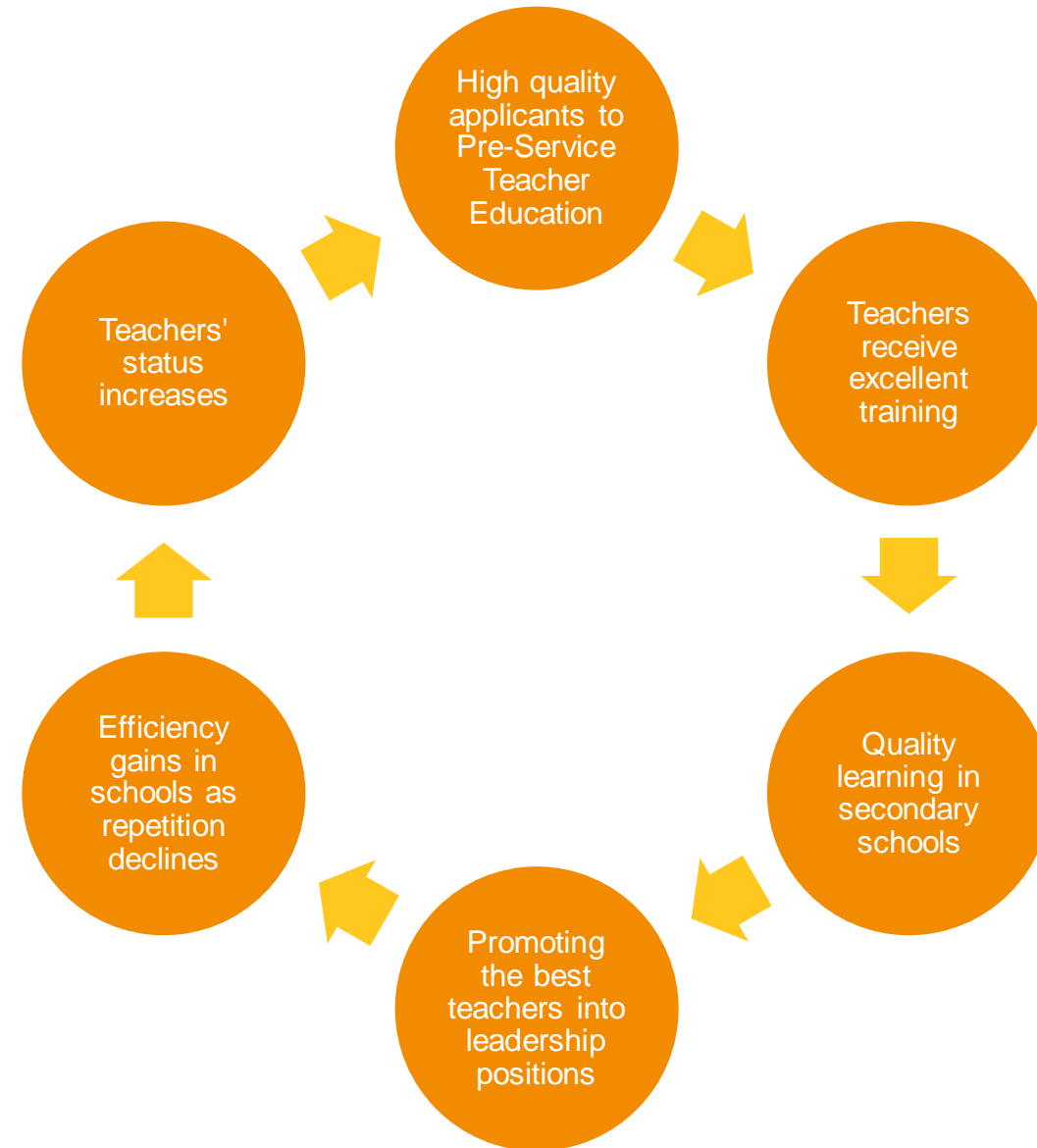


**SKILLS FOR THE WORLD
OF WORK**

(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.

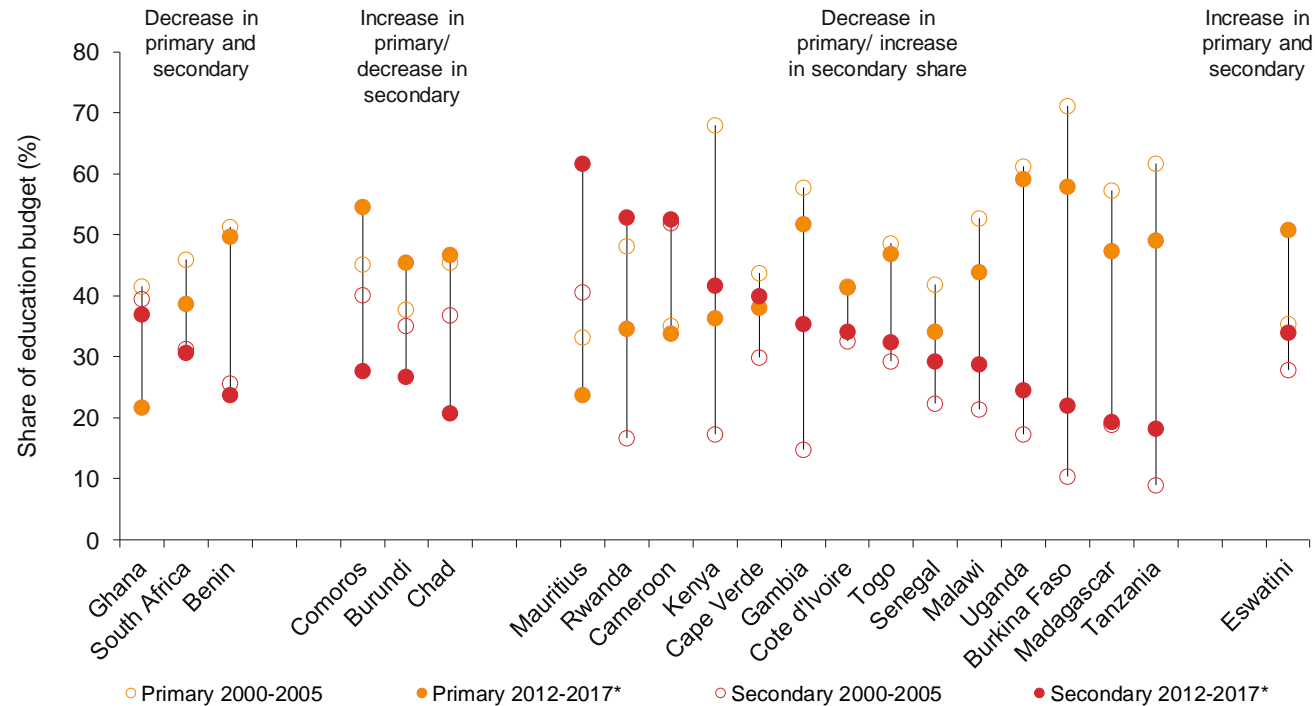


Secondary Education in Africa:

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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

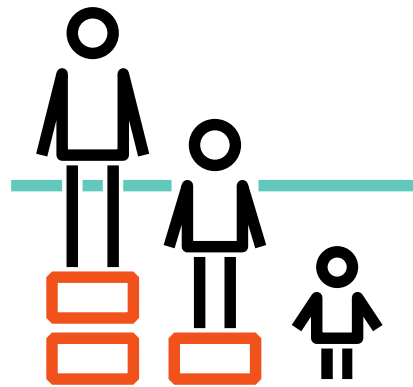


Source: UNESCO-UIS (2018). Accessed June 2018, from Zubiari and Rose, 2019

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

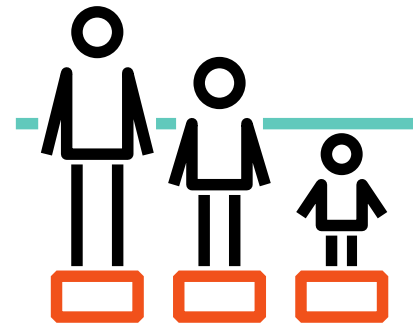
- Expanding day schools
- Combining primary and lower secondary schools where appropriate into one basic education cycle
- Decreased repetition and drop out rates
- Better trained teachers, leading to more learning, less repetition of grades

Evidence indicates that equity-based financing can make a difference for excluded students.



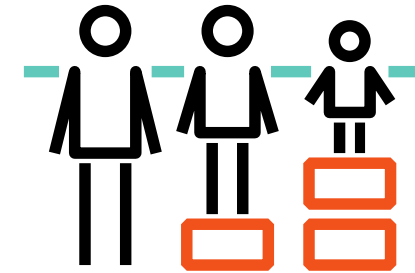
REALITY

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



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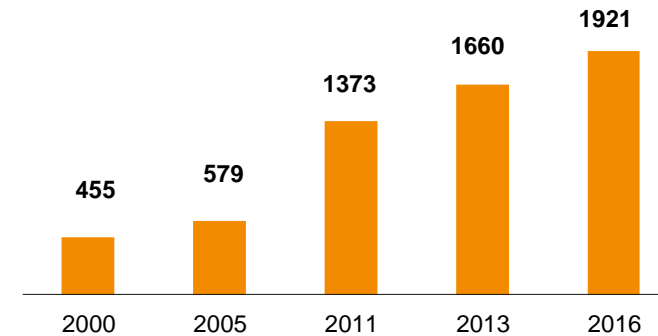
Reform and innovation of secondary systems are needed given the scale of need.

- 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

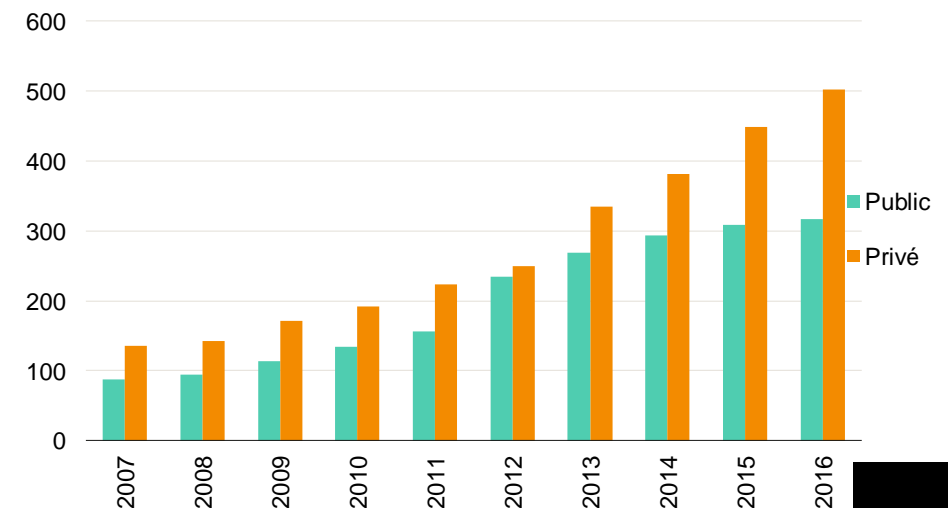
Senegal has made rapid progress in expanding access to secondary education.

- 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.

NUMBER OF SCHOOLS IN LOWER SECONDARY LEVEL



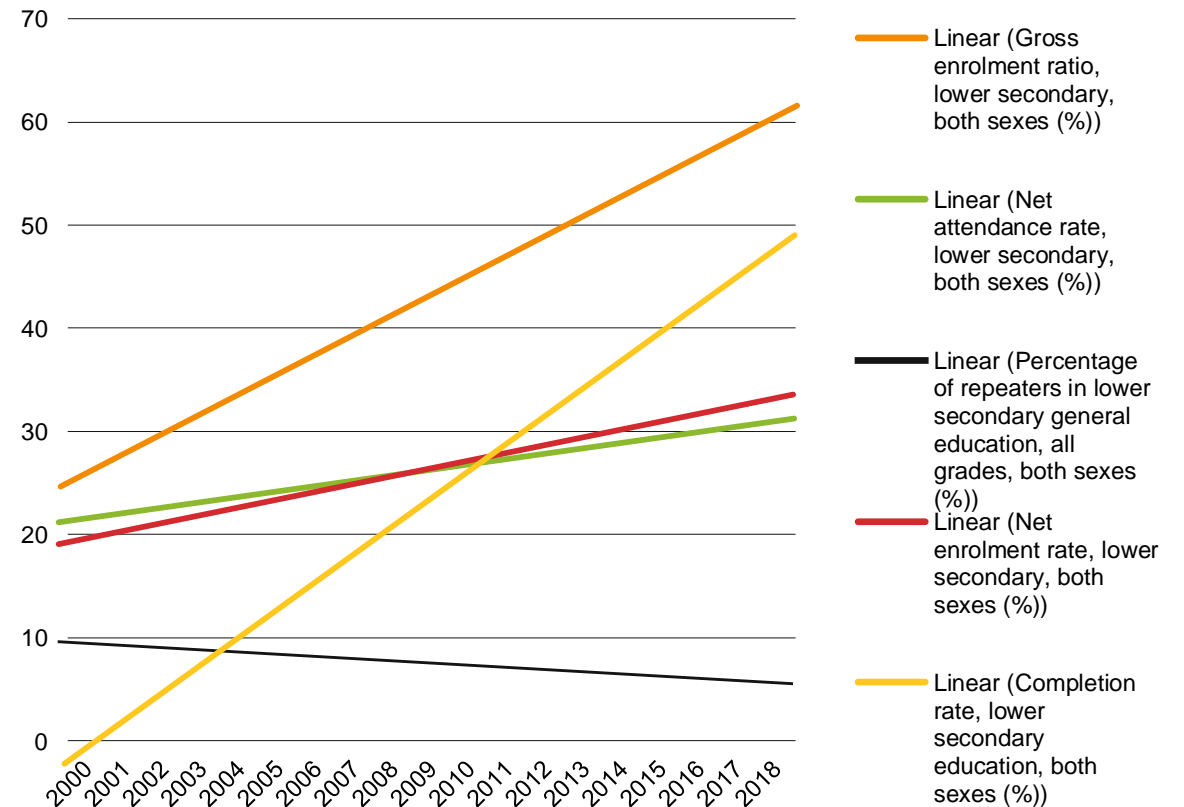
NUMBER OF SCHOOLS IN UPPER SECONDARY LEVEL



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

LOWER SECONDARY % TRENDS



SUCCESS FACTORS IN SENEGAL

Political will & strong government policies:

- Law on Compulsory Schooling for Ages 6 to 16 – 2004;
- Removed LS entrance exam

Investment:

- Major public investment in education – 6% of GDP – focus on building secondary schools

Cooperation:

- Strong cooperation between national government, local authorities and communities to build LS schools

TVET:

- Major expansion of TVET spurred by government target of 30% of LS enrollment and massive private investment & partnerships

CHALLENGES

Quality:

- Large class sizes
- Text book shortages
- Low exam pass rates

Shortage of qualified teachers:

- Over 20% of LS teachers lack any qualification
- Teacher strikes impair system

Debate on approach to curriculum:

- Should it be skills based as in primary?
- Or continued objective based/knowledge based?

SUCCESS FACTORS IN SIERRA LEONE

CHALLENGES

Targeted Financing to Districts in Need:

- Government Conducts Needs Assessment by District
- Resources targeted for lower secondary schools in neediest districts

Incentives for Girls:

- Girls completing primary access fee-free Lower Secondary and also free textbooks, uniforms

Cooperation with private & faith-based actors:

- Faith-based schools account for half of LS enrollment
- Government support for Public-Private Partnerships

Government campaign to engage chiefs in support of education; appointing former teachers as chiefs

Increased and sustained government spending on secondary education over time – up to 20% of government budget in 2008

Quality challenges:

- Low exam pass rates –resulting in extension of upper secondary from 3 to 4 years
- Low literacy and numeracy for some students

Deployment of Unqualified Teachers:

- Recruitment of teachers lacking subject & pedagogical knowledge

Lasting impact of humanitarian crises:

- Post-conflict disarmament and reconstruction
- Ebola outbreak 2014 leads to school closures

Service delivery in remote areas:

- Low supervision and monitoring in remote/rural areas
- Challenges to incentivizing supervisors to travel



THE SECONDARY EDUCATION IN AFRICA REPORT

Preparing Youth for the Future of Work



Secondary Education in Africa:

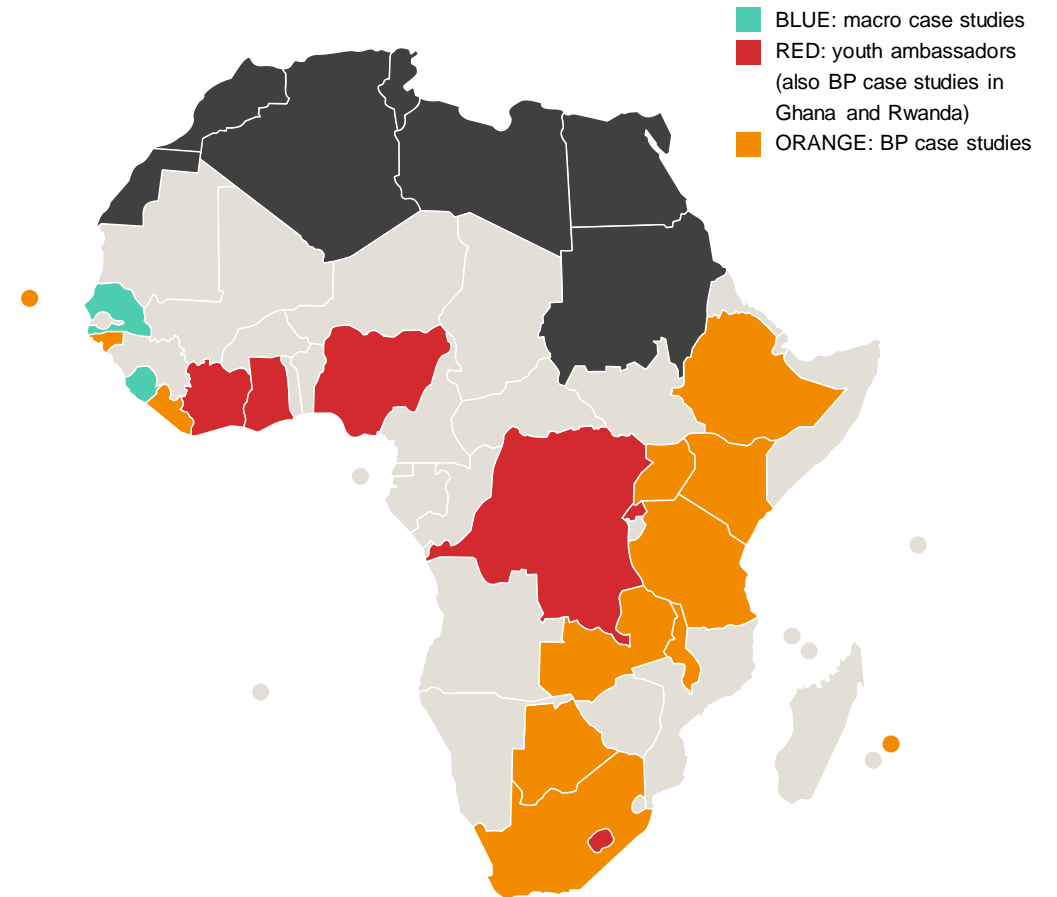
PREPARING YOUTH
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OF WORK

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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Research Organizations

