Trends in equity, retention and quality of primary education in Sub Saharan Africa

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Introduction

- The global focus of SDG 4 is to achieve an all-inclusive, equitable and quality education for all the citizens. Increases in out-of-school and dropout rates are directly linked to many poverty factors such as health issues, unemployment and have parents who are illiterate.


- In fact, UNESCO data discloses major gender inequity statistics such as 23 percent of out-of-school girls compared to 19 percent of boys in primary school.

- It also states that the exclusion rate of adolescent girls reaches 36 percent, while the one for adolescent boys is 22 percent.

- Gender equality is also a key issue to be considered in education that can be achieved through training teachers and parents to increase gender awareness in the classroom.
By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes.

The trends in education provision in Sub-Saharan Africa (SSA) reveal the highest rates of exclusion with over one-fifth of children and one third of the ages of about 6 to 11 years and 12 to 14 years are out of school respectively.

In addition, almost 60% of the youth 15 to 17 years are not in education and training. This shows that Sub-Saharan Africa road to attaining universal basic education is a key challenge.
Key trends in education indicators

Thematic Indicators

4.1.1 Proportion of children and young people (a) in Grade 2 or 3; (b) at the end of primary education; and (c) at the end of lower secondary education achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex

4.1.4 Completion rate (primary education, lower secondary education, upper secondary education)

4.1.5 Out-of-school rate (primary education, lower secondary education, upper secondary education)

4.1.6 Percentage of children over-age for grade (primary education, lower secondary education)
Out of school population

As at 2017, the global out of school children was 262 million, with majority being from Sub Saharan Africa.

Key trends in education indicators

Sub-Saharan Africa has a growing share of the global out-of-school population

*Distribution of out-of-school populations by region, 2000–2015*

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**a. Primary school-age children**

- Sub-Saharan Africa
- Central S. Asia
- Eastern/ South-east Asia
- Rest of the world
- Northern Africa/W. Asia

**b. Lower secondary school-age adolescents**

- Sub-Saharan Africa
- Central S. Asia
- Eastern/ South-east Asia
- Rest of the world
- Northern Africa/W. Asia

**c. Upper secondary school-age youth**

- Central S. Asia
- Sub-Saharan Africa
- Eastern/South-east Asia
- Rest of the world
- Northern Africa/W. Asia

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*GEAP StatLink: http://bit.ly/3hG8_h*

*Source: UIS database.*
Key trends in education indicators

Out of school population

Out-of-school rate (%) - Lower secondary
- Benin: 34
- Cameroon: 35
- Ethiopia: 47
- Ghana: 11
- Liberia: 32
- Mali: 55
- Senegal: 49
- Sierra Leone: 40
- Togo: 22
- Zimbabwe: 10
- Russian Federation: 1

Out-of-school rate (%) - Primary
- Benin: 3
- Cameroon: 5
- Ethiopia: 14
- Ghana: 15
- Liberia: 63
- Mali: 33
- Senegal: 25
- Sierra Leone: 1
- Togo: 8
- Zimbabwe: 15
- Russian Federation: 2

Out-of-school rate (%) - Upper secondary
- Benin: 59
- Cameroon: 53
- Ethiopia: 74
- Ghana: 37
- Liberia: 36
- Mali: 72
- Senegal: 63
- Sierra Leone: 62
- Togo: 56
- Zimbabwe: 53
- Russian Federation: 10

Over-age for grade (%) - Primary
- Benin: 13
- Cameroon: 21
- Ethiopia: 22
- Ghana: 33
- Liberia: 86
- Mali: 11
- Senegal: 7
- Sierra Leone: 16
- Togo: 23
- Zimbabwe: 23
- Russian Federation: N/A
The retention in education is monitored using completion rates and Gross intake ratio to last grade.

Globally, Gross intake ratio to the last grade at end of primary education increased from 78% in 2008 to 90% in 2017.
Key trends in education indicators

Equity

By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations.

GPIA in gross enrolment ratio

Pre-primary  Primary  Secondary  Tertiary

Benin  Cameroon  Ethiopia  Ghana  Liberia  Mali  Senegal  Sierra Leone  Togo  Zimbabwe  Russian Federation
Key trends in education indicators

Equity

Disparity in primary completion

- Russian Federation: 100% (M), 100% (F)
- Zimbabwe: 76% (M), 73% (F)
- Togo: 46% (M), 34% (F)
- Sierra Leone: 47% (M), 41% (F)
- Senegal: 33% (M), 28% (F)
- Mali: 23% (M), 15% (F)
- Liberia: 11% (M), 11% (F)
- Ghana: 43% (M), 28% (F)
- Ethiopia: 28% (M), 28% (F)
- Cameroon: 46% (M), 27% (F)
- Benin: 33% (M), 20% (F)

% of poorest completing
Empowering the marginalised to exercise their voice and including them in mainstream programme design are essential to ensure their inclusion in education.
Key trends in education indicators

Quality

**SDG 4 Target 4.7**: By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development.
Key trends in education indicators

Quality

- Globally 56% of children of primary school age did not reach the minimum proficiency level in reading of whom,
- 81% children are from Central, Southern Asia, and children in Sub Saharan Africa compared
- But 7% of children in Europe and Northern America.
- 1/3 of the schools in SSA countries are crowded with over 50 students per class in primary schools.

Environment is also lacking in poorer countries. Globally, 52% of primary schools and 67% of lower secondary schools had electricity in 2016.
Conclusion

- Learners get quality education by acquiring skills that enable them to participate fully in society and obtain jobs that can help lift them out of poverty.

- If every child is entitled to education, it would have major positive effects on the society and economy of Sub-Saharan Africa and around the globe.

- This scenario does allow for adequacy in contribution of education to human development for national economic growth.

- This calls for greater enforcement of policies, planning and management of education strategies for global attainment of the education 2030 targets.
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