



# Education – AII Findings

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The Africa Integrity Indicators include three questions on education. The first indicator (108) evaluates the existence of a standardized education curriculum, and corresponding qualifications systems for primary and secondary education. The second one (109) measures the access to education among gender, region and socioeconomic dimensions. Finally, one indicator (110) looks at whether educational planning takes into account the economic framework and consults stakeholders. Education is one of the components of the Social Development indicators.

## Education Findings

- Standardized academic curricula and qualification systems are very common, but not universal. The majority (83%) of the assessed countries have both a standardized educational curriculum and a qualification system for primary and secondary education at the national level.** However, some countries lack a qualification system, have one but oversight is not adequate, or the system is not fully implemented. Guinea Bissau, Equatorial Guinea and Cape Verde are examples of that. South Sudan introduced its own academic program four years ago, but the implementation has been inconsistent nationally, demonstrating the difficulties associated with standardizing requirements in the educational system.
- While most countries have effective education systems, access to primary and secondary education is unequal in more than half (63%) of the countries.** For example, in Senegal there is an educational gap between male and female citizens, differing income levels, and rural and urban populations. Low-income families who cannot afford to send their children to private schools “record the highest rate of failure.” On the other hand, Libya earned a high score (75) due to its highly equitable access to primary and secondary education, no significant gap between genders, and affordable education. However, “the war [has created] havoc with education; schools are [being] suspended, and school premises are serving as shelters for refugees,” and access has suffered across the board. The Seychelles is the only African country that seems to have fully achieved public education for all, as recognized by the United Nations Educational Scientific and Cultural Organization (UNESCO), and has increased its literacy level to 94%.
- Only five (9%) countries successfully cooperate with financial officials and stakeholders to align the educational system with the need of the national economy.** Several countries earned low scores due to the fact that consultations are considered largely insufficient, occur too sporadically to be effective, there is generally little planning. There are some good examples, though. The Ethiopian “Ministry of Education coordinates stakeholder consultation meetings with academics,

Education Indicators
108. In practice, there is a standardized education curriculum and a standardized qualification system for primary and secondary education, either at national or state level.
109. In practice, there is equitable access to primary and secondary education.
110. In practice, the planning of an educational system takes into account the economic framework.



industry officials, employers associations, trade unions and the public” to align educational priorities with economic perspectives, as well as providing technical and vocational education to students unable to continue their studies. Mauritius is an example of an effective system where consultations between the government and stakeholders have successfully introduced new courses in the educational system, such as ‘Entrepreneurship, in order to better prepare students to enter the workforce. Comoros earned an intermediate score of 50 because, although the government does often not consult with stakeholders, they are working on planning with a priority plan for 2015-2019.

It is important to note that aggregate scores mask very substantial - and very informative – country-level differences that can be found in the disaggregated data. An interested user benefits from exploring the data in detail, focusing on individual indicators and the country context described in the researcher’s comment and sources. The indicators are designed to be granular in order to provide actionable information for each country covered, so should be viewed individually for the clearest view of each country’s performance - and opportunities for improvement.

Global Integrity is dedicated not only to producing high quality data, but ensuring that it is as useful as possible for reformers (both inside and outside of government) around the world. If you’re interested in working with this data to identify such opportunities in your country, contact us at [aii@globalintegrity.org](mailto:aii@globalintegrity.org).



<b>Education Indicators</b>	<b>#108</b>	<b>#109</b>	<b>#110</b>	<b>Average</b>
CAR	50	0	0	17
Mali	50	0	0	17
Somalia	25	0	25	17
South Sudan	25	0	25	17
Equatorial Guinea	50	0	25	25
Guinea-Bissau	50	0	25	25
Tanzania	50	0	25	25
Angola	100	0	0	33
Chad	100	0	0	33
Guinea	100	0	0	33
Liberia	100	0	0	33
Madagascar	100	0	0	33
Mauritania	50	0	50	33
Senegal	100	0	0	33
Sierra Leone	100	0	0	33
Sudan	100	0	0	33
Zimbabwe	100	0	0	33
Burkina Faso	100	0	25	42
Burundi	100	0	25	42
Cameroon	100	0	25	42
Swaziland	100	0	25	42
Togo	100	0	25	42
Congo Brazzaville	100	0	50	50
Congo DRC	100	0	50	50
Egypt	100	25	25	50
Kenya	100	0	50	50
Lesotho	100	25	25	50
Morocco	100	0	50	50
Niger	100	0	50	50
Republic of Cote d'Ivoire	100	0	50	50
Zambia	100	0	50	50
Libya	100	75	0	58
Malawi	100	0	75	58
Nigeria	100	0	75	58
Sao Tome and Principe	100	75	0	58
Uganda	100	0	75	58
Algeria	100	25	75	67
Benin	100	0	100	67
Cape Verde	75	75	50	67
Comoros	100	50	50	67
Djibouti	100	50	50	67
Eritrea	100	50	50	67
Ethiopia	100	25	75	67
Mozambique	100	0	100	67
South Africa	100	50	50	67
Tunisia	100	50	50	67
Botswana	100	75	50	75
Namibia	100	50	75	75
Rwanda	100	50	75	75
The Gambia	100	50	75	75
Gabon	100	100	50	83
Ghana	100	50	100	83
Mauritius	100	100	100	100
Seychelles	100	100	100	100