



CHAPTER 3

Education and training

Article 14



"Bring a girl child to work" campaign in South Africa makes the links between girls education and economic prosperity.
Photo: Colleen Lowe Morna

KEY POINTS

- Most Grade 6 learners have only basic levels of literacy instead of the mathematical and reading skills commensurate with their level of schooling.
- More girls and boys need to attend and complete secondary school so they can enter institutions of higher learning. Thirteen SADC countries have low enrolment in secondary school - between 11% and 58%.
- Women predominate in the stereotypical "women's" careers as opposed to agriculture, science, engineering and construction. Most women study social sciences, business and law in tertiary institutions.
- Learners experience high levels of violence in school, including sexual violence, bullying and corporal punishment.
- Education needs to become more inclusive. States have failed to create enabling environments for all children, including those with disabilities.
- Access to water and sanitation at school remains low in many areas.
- Child labour is keeping young people out of school. More than 20% of children between ages seven and 14 spend their days working instead of studying in nine SADC countries.
- Ongoing teacher training and support is crucial given that many secondary school teachers do not have formal training.
- Enrolment in tertiary education remains low across SADC, for both young women and men.

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Table 3.1: Trends in Education since 2009¹

Target 2030	Baseline 2009	Progress 2018	Variance (Progress minus 2030 target)
Equal number of girls and boys enrolled in primary school in all 16 countries	5 countries (Lesotho, Namibia, Malawi, Seychelles and Tanzania)	14 countries have almost equal numbers of girls and boys enrolled in primary school - with a three or less percentage point difference (Botswana, Comoros, DRC, Lesotho, Madagascar, Malawi, Mauritius, Mozambique, Namibia, Seychelles, South Africa, eSwatini, Tanzania, Zambia and Zimbabwe)	2 countries with more than three percentage point difference in enrolment numbers for girls and boys - (Angola and Malawi)
Equal number of girls and boys enrolled in secondary school in all 16 countries	7 countries (Botswana, Lesotho, Mauritius, Namibia, Seychelles, South Africa and eSwatini)	8 countries have almost equal numbers of girls and boys enrolled in secondary school - with a three or less percentage point difference (Angola, Comoros, Madagascar, Malawi, Mauritius, Mozambique, South Africa, Zimbabwe)	8 countries with more than three percentage point difference in enrolment numbers for girls and boys (Botswana, DRC, Lesotho, Namibia, Seychelles, eSwatini, Tanzania and Zambia)
Equal number of women and men enrolled in tertiary school in all 16 countries	7 countries (Botswana, Mauritius, Namibia, Seychelles, South Africa, Zambia and eSwatini)	11 countries have almost equal numbers of women and men enrolled in tertiary education - with a three or less percentage point difference (Angola, Comoros, Lesotho, Madagascar, Malawi, Mozambique, Namibia, eSwatini, Tanzania, Zambia and Zimbabwe)	5 countries with more than three percentage point difference in enrolment (Botswana, DRC, Mauritius, Seychelles and South Africa)
Ensure that all girls and boys have access to quality early childhood development, care and pre-primary school in all 16 countries		12 countries have almost equal numbers of girls and boys in pre-primary education - with a three or less percentage point difference (Botswana, DRC, Lesotho, Madagascar, Malawi, Mauritius, Mozambique, Namibia, Seychelles, South Africa, eSwatini and Zimbabwe)	4 countries with more than three percentage point difference in enrolment (Angola, Seychelles, Tanzania and Zambia ²)

Background

“Schooling is not the same as learning. Worldwide, hundreds of millions of children reach young adulthood without even the most basic life skills. This learning crisis is a moral crisis. When delivered well, education cures a host of societal ills.”³

This quote, from the World Bank's *World Development Report 2018*, recognises the need for urgent action to change and improve education globally. It explores four main themes: education's promise; the need to shine a light on learning; how to make schools work for learners; and how to make systems work for learning.

The report confirms that, while many more students now attend school, they often do not receive rele-



Young girls in Comoros stand while doing schoolwork. Inadequate physical infrastructure in schools is a challenge across SADC.

Photo courtesy of Wikimedia commons

¹ <https://www.weforum.org/reports/the-global-gender-gap-report-2017>; <http://uis.unesco.org/country/ZA> Accessed April 2018.

² No statistics available.

³ World Bank. 2018. *World Development Report 2018: Learning to Realize Education's Promise*. Washington, DC: World Bank. doi:10.1596/978-1-4648-1096-1. License: Creative Commons Attribution CC BY 3.0 IGO.

vant learning and skills development. This will affect the quality of the available work force adversely and impact economic growth for years to come.

The 2017 *African Economic Outlook* also emphasises the need for investment in education and skills development for young people. Africa has a rapidly growing youth population that also represents a potential workforce. The amount its leaders invest in education for young people will help determine whether the continent can harness this demographic dividend rather than risk a demographic time bomb.⁴

This chapter highlights the gaps and challenges in the provision of quality education. Increasing enrolment in primary school is an encouraging sign and the region maintains high literacy levels, with some exceptions. These include women in Angola, Malawi and Mozambique, women and men in the Comoros, and women and men 65 and older across the region. However, it is time to move beyond the numbers. Most Grade 6 learners in 12 countries in the Southern African Development Community (SADC) have only basic mathematics and reading literacy.⁵ Many students enter secondary school with massive skills gaps.

Table 3.2: Access and enrolment in education

	Angola		Botswana		Comoros		DRC		Lesotho		Madagascar		Malawi		Mauritius		Mozambique		Namibia		Seychelles		South Africa		eSwatini		Tanzania		Zambia		Zimbabwe	
%	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M
Literacy	53	80	89	87	43	56	66	89	85	68	68	75	55	70	91	95	46	73	88	89	94	93	93	95	82	84	73	83	78	89	88	89
Enrolment																																
Pre-primary	71	48	17	17	14	13	5	4	25	24	13	12	82	81	96	94	0	0	21	20	82	76	78	77	18	18	31	18	0	0	26	25
Primary	73	96	92	90	78	81	85	88	82	79	71	68	95	90	97	95	87	91	91	89	96	94	97	97	79	80	81	80	88	87	87	85
Secondary	11	14	52	48	46	43	36	54	45	29	32	31	36	37	86	81	19	18	58	45	81	76	88	88	41	32	48	52	43	47	45	44
Tertiary	8	10	28	19	8	10	4	10	12	8	5	5	1	1	42	32	5	7	10	8	20	9	23	16	6	5	3	5	3	5	8	9
Vocational	0	0	0	0	0	0	47	53	32	68	35	65	30	70	0	0	0	0	59	41	57	43	25	75	47	53	0	0	0	0	0	0

Source: <https://www.weforum.org/reports/the-global-gender-gap-report-2017>; <http://uis.unesco.org/country/ZA>. Accessed April 2018.

Many learners will not progress into tertiary education or go on to higher level study in the important STEM subjects - Science, Technology, Engineering and Mathematics. These areas of study help drive growth industries in the economy.

Teenage pregnancy, violence in schools, child labour and inadequate physical infrastructure impact learning, enrolment, performance and completion rates. Teaching is also a critical challenge in the region. There are low levels of trained teachers at

secondary level - and in some countries at primary level. The United Nations Educational, Scientific and Cultural Organisation (UNESCO) states that the optimum learner teacher ratio to promote effective teaching and learning is 1:25.⁶ Only three SADC countries (Botswana, Mauritius and Seychelles) meet this criterion. This impacts on the quality of education delivered in the classroom. To achieve universal primary and secondary education, UNESCO advises that sub-Saharan Africa must see substantial growth in the number of educators.

Table 3.3: Number of teachers required to deliver universal primary and secondary education by 2030⁷

	As at 2014	By 2020	By 2025	By 2030	Total required
Primary	2 247 000	2 700 000	4 463 000	6 288 000	4 041 000
Secondary	6 046 000	8 988 000	12 934 000	17 043 000	10 997 000

⁴ African Economic Outlook 2017, Entrepreneurship and Industrialisation.

⁵ SACMEQ.

⁶ UIS Fact sheet 39, The world needs almost 69 million new teachers to reach the 2030 education goals, UNESCO, October 2016.

⁷ IBID.

Table 3.3 shows that sub-Saharan Africa will need to train an additional four million primary and 11 million secondary school teachers over the next 12

years. Government expenditure on education must increase and be optimally utilised if the region is to realise its educational goals.

Table 3.4: Government expenditure on education⁸

Country	% GDP to education	% Government spending	% Primary spending	% Secondary education	% Tertiary education
Angola ⁹	3	9	31	42	9
Botswana	10	20	18	33	42
Comoros	4	15	55	28	10
DRC	2	17	62	14	22
Lesotho	11	25	36	21	36
Madagascar	2	14	47	19	15
Malawi	6	22	44	28	24
Mauritius	5	19	21	64	7
Mozambique	6	19	49	31	14
Namibia	8	26	40	24	23
Seychelles	4	10	24	16	33
South Africa	6	19	39	31	12
eSwatini	7	17	51	34	13
Tanzania	3	17	49	18	21
Zambia	1	6	56	27	11
Zimbabwe	8	30	48	27	17

Source: World Bank Education Statistics. Updated on the 09/01/2018. Trading Economics, Angola. Accessed April 2018.

Table 3.4 illustrates the range of spending on education in the region, from a low of 6% in Zambia as a percentage of all government spending, to a high of 30% in Zimbabwe. UNESCO recommends that at least 6% of a country's Gross Domestic Product (GDP) should be allocated to education.¹⁰ Eight SADC countries (Botswana, Lesotho, Malawi, Mozambique, Namibia, South Africa, eSwatini and Zimbabwe) have met this target and allocate 6% or more of their GDP to education. Zambia, at only 1%, is the lowest in SADC.

On the surface, it is impressive that eight SADC countries have reached or exceeded the recommended level of spending for education. However, a review of their performance at different schooling levels and at tertiary level is not hugely different from those countries that spend less than 6% of their GDP on education. This raises two key points: the region needs 1) further investment in education, especially in those eight SADC countries currently

underspending and 2) a review of current spending on education to identify wastage, misappropriation and misallocated funds.

The 2017 Barometer highlighted the *SADC Policy Framework on Care and Support for Teaching and Learning* (CSTL). It assists schools to improve the quality of education and learning. Its goal (2013-18) is for SADC children and youth to realise their rights to education, safety, protection, care and support through an expanded and strengthened education sector response.

Seven SADC countries (DRC, Malawi, Mozambique, South Africa, eSwatini, Zambia and Zimbabwe) have begun implementing the policy. It is imperative that all other countries adopt and implement the CSTL. The Mozambique Ministry of Education uses the CSTL policy framework to change the teaching and learning environment, which has improved the quality of education in Mozambique.

⁸ <http://databank.worldbank.org/data/reports.aspx?source=Education%20Statistics#>

⁹ <https://tradingeconomics.com/angola/public-spending-on-education-total-percent-of-government-expenditure-wb-data.html>

¹⁰ <http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/efareport/>

New Policy Framework in Mozambique

Through its adoption of the Care and Support for Teaching and Learning programme (CSTL), the Mozambique Ministry of Education has improved the delivery of essential services and support for learners at the school level.

Psychosocial support

EPC Magoanine is one of many schools that has benefited. This large primary school educates nearly 4800 students (more than 2200 girls and 2500 boys). Before the introduction of CSTL, many of the learners were underperforming, mostly due to lack of psychosocial and other support services required to help vulnerable children overcome learning barriers.

Thanks to the multisectoral partnerships established at school level through CSTL, stakeholders created a new support structure that includes a dedicated room in which professionals provide psychosocial support to both students and teachers. When students have issues, they can see a teacher whose responsibility is to provide guidance and counselling. If necessary, this teacher can refer students to relevant external service providers for further support.

Since 2015, the school has seen a dramatic improvement in student outcomes: from a pass rate of 70.3% in 2014 to 80.8% in 2015 and 81.5% in 2016. The school director attributes this positive change to the CSTL programme.

Safety and protection



Following the abduction of two school age children in Mozambique, parents now often accompany children to and from school.

Photo courtesy of Care and Support for Teaching and Learning

In Mozambique, schools liaise with parents and communities primarily through school boards. Through the CSTL programme, school board members in CSTL laboratory schools have received training on parenting skills. One module addressed how parents can support schools in ensuring the safety and security of their children.

Following the 2014 abduction of two Grade 2 children on their way to EPC1 De Junho school, many children became scared to walk to school, which resulted in a drop in attendance. Faced with this situation, the school's management and board drew on their training and implemented the following safety and security measures:

- They arranged fencing for the school and employed a security guard to monitor the gate and schoolyard;
- Parents organised themselves into small groups to take turns to accompany children to school; and
- They created a permanent link between police and the school to ensure a quick response to any incidents reported at the school.

The school board worked quickly to execute these strategies so that students could feel safe. Police eventually located the two abducted children, and both are now back at school and doing well in Grade 4.

Source: <http://www.cstlsadc.com/stories-from-mozambique/>

Access to education



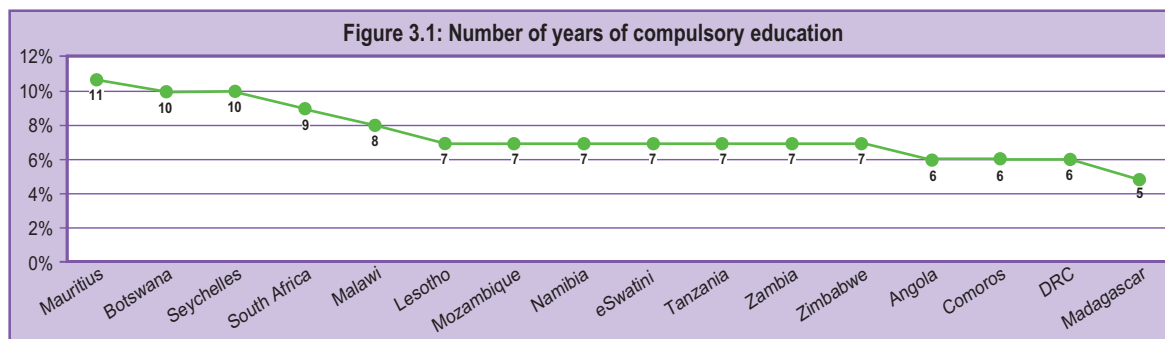
Article 14.1: State Parties shall enact laws that promote equal access to retention and completion in early childhood education, primary, secondary, tertiary, vocational and non-formal education, including adult literacy, in accordance with the Protocol on Education and Training and the Sustainable Development Goals.

11 SADC countries have 7 or less years of compul- sory schooling

Years of compulsory education in SADC

The Incheon Declaration¹¹ commits UN Member States to ensure the “provision of 12 years of free, publicly funded, equitable quality primary and secondary education,” of which at least nine years are compulsory, leading to relevant learning

outcomes. It also encourages the provision of at least one year of free and compulsory quality pre-primary education and access to quality early childhood development, care and education. All SADC countries are members of the UN and adopted the Incheon Declaration in May 2015.



Source: World Bank Database: Education Statistics - All Indicators. Last Updated: 09/01/2018. Accessed April 2018.

Figure 3.1 shows that SADC countries provide between five and 11 years of compulsory schooling. These figures have remained static for more than ten years. None of the countries have amended their compulsory schooling policies to meet the Incheon Declaration standard.

The 2017 *Africa Outlook* report states: “Education - particularly post-primary education from the age of about 12 - is a critical dimension of human capital development and fundamental to harnessing the demographic dividend. Better educated and healthier people tend to earn higher wages. Research has proven that combining broad-based secondary education with universal primary schooling provides a significant boost to skills development and knowledge in poorer countries. The evidence suggests that an extra year of education raises economic growth by 1.2 percentage points per year.”¹²

It is possible that girls and boys in Angola, Comoros, DRC and Madagascar, countries with between five and six years of compulsory schooling, leave school by the time they are 12 years old. This could severely impact their long-term ability to lead productive lives and contribute to their country's economic growth. All SADC countries should fulfil their commitments under the Incheon Declaration and amend their compulsory schooling requirement to 12 years.

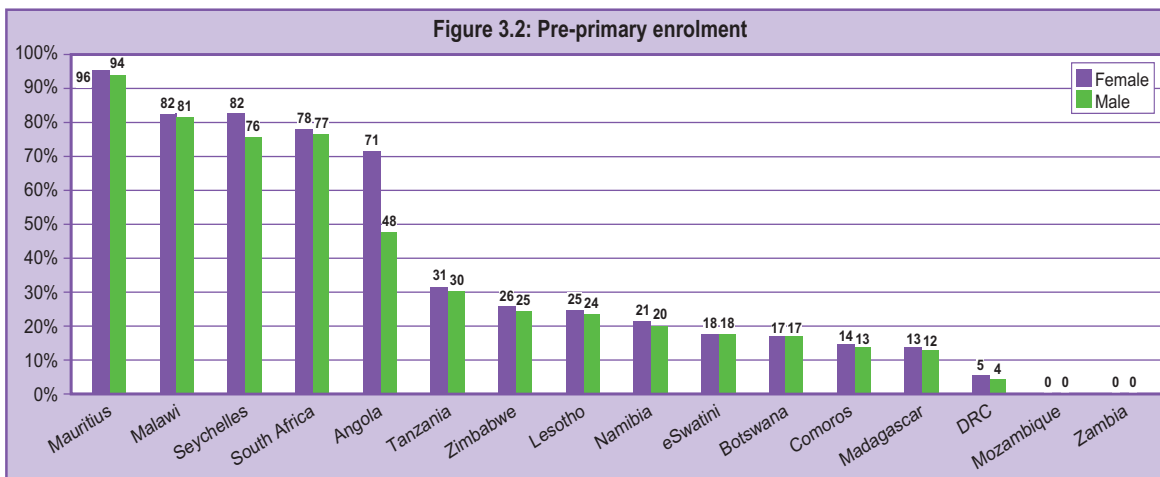
Pre-primary

Pre-primary education creates momentum for early learning. Increasingly, compelling empirical evidence in all countries, both low and high income, supports this. In most cases, students with preschool experience demonstrate higher scores on literacy, vocabulary and mathematics. Good quality pre-primary education results in higher attendance and achievement, lower repetition and drop-out rates and less remedial and special education.¹³

¹¹ http://www.unesco.org/new/en/brasil/ia/about-this-office/single-view/news/education_2030_incheon_declaration_and_and_framework_for_ac/

¹² <http://www.africaneconomicoutlook.org/en/theme/Entrepreneurship-and-industrialisation>

¹³ <https://www.globalpartnership.org/blog/can-pre-primary-education-help-solve-learning-crisis-africa>



Source: World Bank Database Education Statistics - All Indicators. Last Updated: 09/01/2018. Accessed April 2018.

Figure 3.2 shows that high proportions of girls and boys attend pre-primary schools in Malawi, Mauritius, Seychelles and South Africa. Many more girls than boys attend pre-primary in Angola. Meanwhile, few pupils attend pre-primary in eight

SADC countries (Botswana, Comoros, Lesotho, Madagascar, Namibia, eSwatini, Tanzania and Zimbabwe). The DRC has the lowest numbers of girls and boys in pre-primary schools. No data is available for Mozambique and Zambia.

Early childhood education prepares young children for school¹⁴



Pre-primary education is compulsory for children between ages three and five in Mauritius. Photo courtesy of ileauxenfants

For stakeholders to sustain early child education gains, they must integrate the content, budget and capacity of providers of preschool programmes into formal education systems. In addition, the quality of subsequent learning environments in primary school is an important determinant of the long-term effects of preschool programmes.¹⁷

Preschool programmes that target children ages three to six can foster foundational skills and boost children's ability to learn. Children who attend preschool also have higher attendance and better achievement in primary school. Moreover, they are less likely to repeat, drop out, or need remedial or special education, all of which benefit students and education systems.¹⁵

Across countries at all income levels, the most disadvantaged children benefit most from quality early child education programmes.¹⁶

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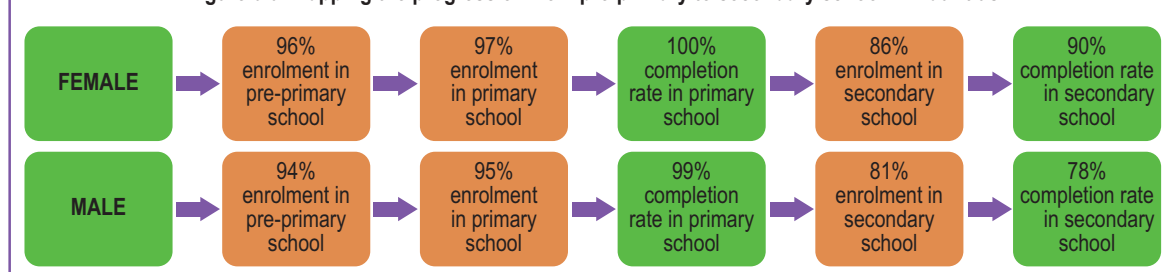
¹⁴ <http://www.worldbank.org/en/publication/wdr2018>

¹⁵ Klees, Steven J. 2017. "Will We Achieve Education for All and the Education Sustainable Development Goal?" Comparative Education Review 61 (2): 425-40.

¹⁶ Britto, Pia Rebello, Stephen J. Lye, Kerrie Proulx, Aisha K. Yousafzai, Stephen G. Matthews, Tyler Vaivada, Rafael Perez-Escamilla, et al. 2016. "Nurturing Care: Promoting Early Childhood Development." Lancet 389 (10064): 91-102.

¹⁷ Johnson, Rucker C., and C. Kirabo Jackson. 2017. "Reducing Inequality through Dynamic Complementarity: Evidence from Head Start and Public-School Spending." NBER Working Paper 23489, National Bureau of Economic Research, Cambridge, MA.

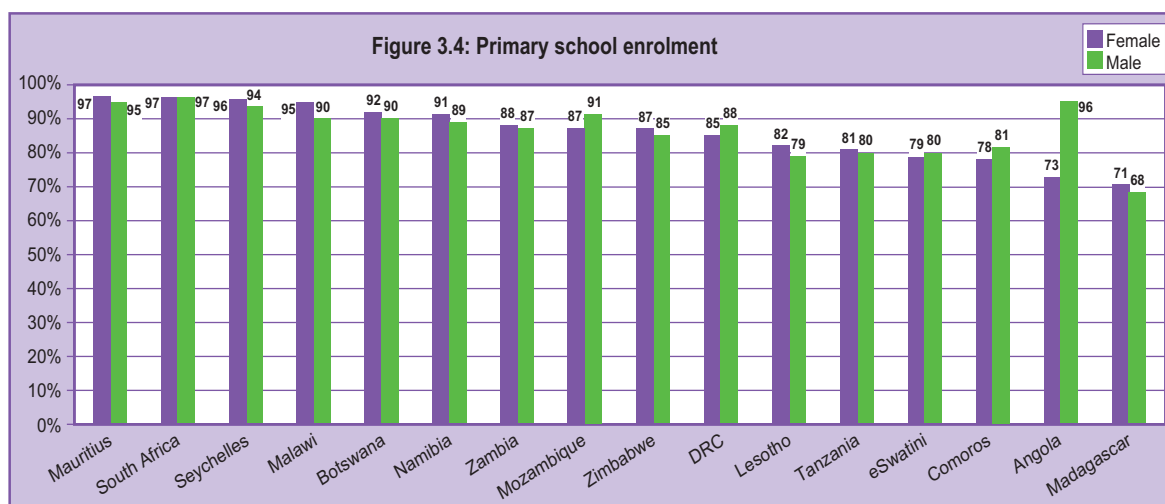
Figure 3.3: Mapping the progression from pre-primary to secondary school in Mauritius



The data in Figure 3.3 illustrates that the foundation provided by pre-primary school promotes a positive schooling experience that results in high enrolment and completion rates in primary and secondary schools.

Primary school

Figure 3.4: Primary school enrolment

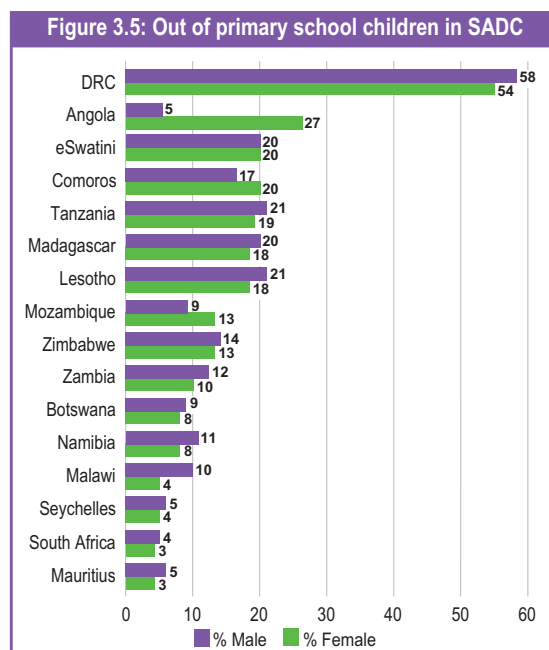


Source: World Bank Database Education Statistics - All Indicators. Last Updated: 09/01/2018. Accessed April 2018.

Most SADC countries have achieved gender parity in primary schools: There is very little difference between girls' and boys' enrolment in primary school in SADC except in Angola, where boys' enrolment is 23 percentage points higher. However, the data may hide key issues related to learning in primary schools. As mentioned previously, most children leave primary school without the requisite mathematical and reading competencies. These skills are an important foundation.

Not all children attend school: Many children in SADC remain out of school. Out of primary school children refers to those learners who ought to be in school but for various reasons do not attend primary school.

Figure 3.5: Out of primary school children in SADC



Source: World Bank Database Education Statistics - All Indicators. Last Updated: 09/01/2018. Accessed April 2018.

More
than
50%
of
girls and
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primary
school age
out of
school
in
DRC

Figure 3.5 shows that more boys than girls do not attend school in 12 SADC countries (Botswana DRC, Lesotho, Madagascar, Malawi, Mauritius, Namibia, Seychelles, South Africa, Tanzania, Zambia and Zimbabwe). In four countries (Angola, Comoros, Mozambique and eSwatini) more girls remain out of school. Angola and the DRC are of concern, given the 22-percentage point difference between girls (22%) and boys (5%) out of primary school in

Angola and the overall large number of girls and boys are out of primary school in the DRC.

The Norwegian Refugee Council says fighting in DRC continues to force hundreds of thousands of children to suspend their education, adding their names to the growing list of more than 7.4 million children who already do not attend school in the country.¹⁸

DRC tackles education challenges

While the DRC has made considerable progress in education, it remains one of the SADC countries with the largest number of out-of-school children.

Completion rates at primary level have increased, from 29% in 2002 to 70% in 2014. Yet an estimated 3.5 million (or 26.7%) of primary school age children remain out-of-school, of which 2.75 million live in rural areas.

To tackle this challenge, legislators in the DRC developed the Education Sector Plan for 2016-2025 with a focus on expanding access and equity, improving learning quality, and improving governance and management in the sector.

The objectives include:

- Promote an equitable education system for growth and employment by: providing all children with free primary education, combined with specific measures for disadvantaged populations and children with special needs; preparing the gradual extension of basic education to eight years; and adapting learning to promote social integration of young people.
- Create an environment that boosts quality education systems by developing monitoring and quality assurance mechanisms.
- Develop an education environment conducive to quality learning which is enabled by the provision of learning materials and equipment for students and training for teachers.
- Improve transparency and efficiency of governance and management of the sector by: establishing standards and transparent mechanisms for the management of resources; enhancing efficient and equitable management at all levels through improved organisation of partnerships, decentralization and de-concentration, and community and civil society involvement in the sector; and increased public financing of education, from 9% of public expenditures in 2010 to 18% in 2014.

During the process of endorsing the new sector plan, the government committed to bringing the share of its budget allocated to education to 20% by 2018 and to maintain it at that level until 2025.

Source: <https://www.globalpartnership.org/country/democratic-republic-congo>



Displaced children at the Simba Mosala Site in Kikwit, DRC, do not attend school.

Photo courtesy of Badylon Kawanda Bakiman/IPS

Severe gaps exist in Mathematics and reading skills amongst primary school students: The Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ) comprises 16 Ministries of Education in both regions. It gathers data on the achievement levels of students and their teachers in Reading and Mathematics. SACMEQ

has completed three rounds of data collection and is currently engaged in a fourth cycle. The third SACMEQ project involved data collection from around 61 000 learners, 8000 teachers and 2800 principals. The study included 12 SADC countries and three countries in East Africa. The results point to some major challenges.

¹⁸ <https://www.news24.com/Africa/News/drc-conflict-weak-education-leave-millions-out-of-school-20170911>

Table 3.5: Mathematics competence of Grade 6 learners

	Botswana	Lesotho	Malawi	Mauritius	Mozambique	Namibia	Seychelles	South Africa	eSwatini	Tanzania	Zambia	Zimbabwe
Level 1 - Pre-Numeracy %	1.5	3.5	8.6	1.1	5.1	5.4	1.9	5.5	0.2	0.7	13.7	3.6
Level 2 - Emergent Numeracy %	20.9	38.3	51.3	10.1	27.7	42.3	15.9	34.7	8.4	12.6	53.6	23.0
Level 3 - Basic Numeracy %	34.0	39.3	31.8	15.5	41.4	34.0	24.5	29.0	35.7	29.8	24.5	30.7
Level 4 - Beginning Numeracy %	27.2	13.6	6.6	17.9	20.9	12.2	26.4	15.4	37.0	25.5	6.5	22.6
Level 5 - Competent Numeracy %	9.2	3.4	1.3	12.8	3.9	3.4	14.4	7.1	12.9	19.3	1.5	9.8
Level 6 - Mathematically Skilled %	6.0	1.8	0.4	19.7	0.8	2.2	13.2	5.9	5.4	8.7	0.1	6.8
Level 7 - Concrete Problem Solving %	0.9	0.1	0.0	10.6	0.3	0.5	2.4	1.9	0.3	2.5	0.1	2.5
Level 8 - Abstract Problem Solving %	0.4	0.0	0.0	12.2	0.0	0.1	1.3	0.6	0.0	1.0	0.0	1.0

Source: SACMEQ.

While Grade 6 students should fall under Level 7 (concrete problem solving), Table 3.5 illustrates that most learners who participated the survey in 12 SADC countries measure well below this required

mathematics skill level. Most sit in the basic numeracy and emergent numeracy categories. Very low proportions of learners in all 12 SADC countries reached the required level of competence.

Table 3.6: Reading competence of Grade 6 learners

	Botswana	Lesotho	Malawi	Mauritius	Mozambique	Namibia	Seychelles	South Africa	eSwatini	Tanzania	Zambia	Zimbabwe
Level 1 - pre-reading %	2.9	4.4	9.7	3.7	6.7	2.8	4.4	9.9	0.2	1.4	15.8	6.0
Level 2 - emergent reading %	7.7	16.8	26.9	7.4	14.8	10.8	7.4	17.3	1.2	2.1	28.3	12.5
Level 3 - basic reading %	13.6	31.3	36.7	10.0	22.0	25.1	10.2	21.1	5.6	6.6	28.6	18.7
Level 4 - reading for meaning %	19.2	25.5	19.9	12.1	25.0	25.5	10.3	14.7	20.7	12.0	14.9	20.7
Level 5 - interpretive reading %	20.7	11.8	4.8	13.4	17.9	15.9	12.1	10.6	34.5	16.9	6.0	15.0
Level 6 - inferential reading %	16.5	6.3	1.4	15.7	10.7	10.5	18.0	9.6	25.7	28.0	3.7	11.0
Level 7 - analytical reading %	13.7	3.5	0.6	22.3	2.7	6.8	21.5	10.2	10.1	26.8	2.2	11.7
Level 8 - critical reading %	5.8	0.4	0.0	15.4	0.3	2.5	16.2	6.6	1.8	6.2	0.5	4.5

Source: SACMEQ.

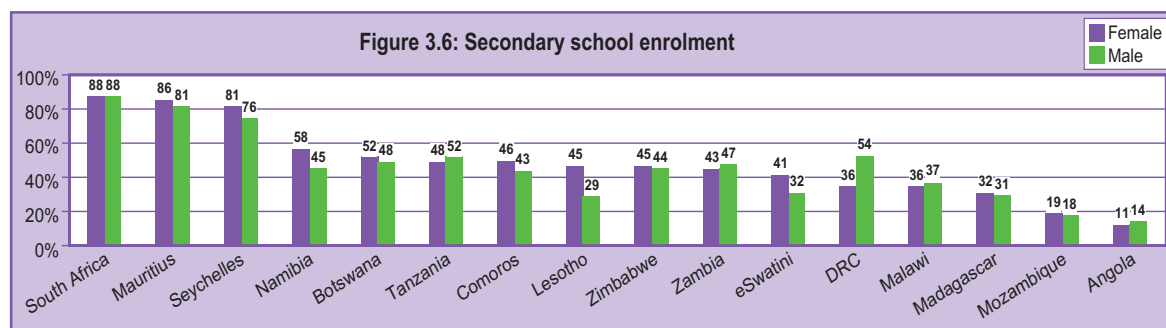
Similarly, Grade 6 learners should be at Level 7 (Analytical Reading). However, Table 3.6 illustrates that most students in the 12 SADC countries remain at the basic and emergent reading levels. As with Mathematics, the proportion of learners who meet the required level of reading is very low.

This data highlights major gaps in education quality, as well as the need to understand the underlying factors that produce them. Generally, Grade 6 is the penultimate year of primary schooling before learners move on to secondary. Thus, students will

carry these skill deficits into secondary school, which will contribute to overall poor performance, particularly in the STEM subjects.

As learners move higher up in the school system, there is little time to work on these gaps in their knowledge and skills. As Nelson Mandela once said: "Education is the most powerful weapon we can use to change the world." SADC will only achieve education's promise if its leaders acknowledge these serious gaps and make new investments to address them.

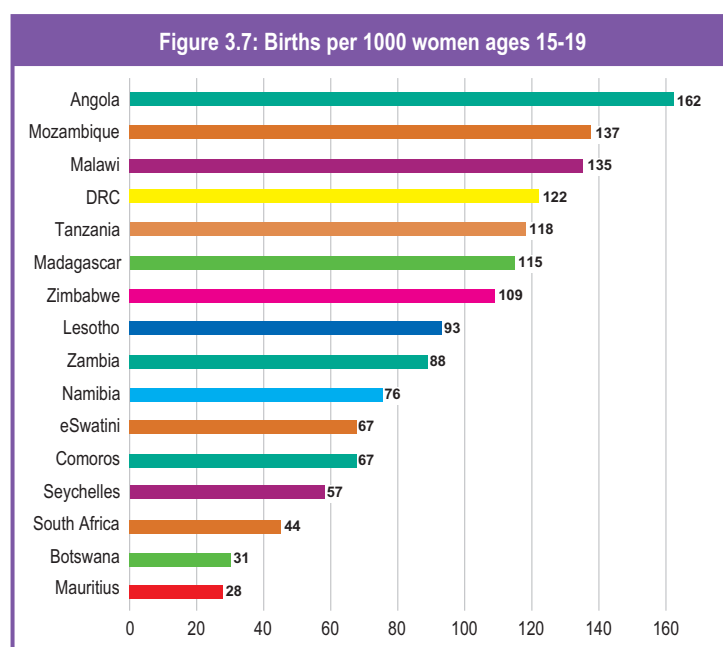
Secondary school



Source: World Bank Database Education Statistics - All Indicators. Last Updated: 09/01/2018 Accessed April 2018.

Most SADC countries have low levels of secondary school enrolment: As illustrated in Figure 3.6, many SADC countries have reached gender parity in enrolment at secondary school. However, enrolment remains low across the region, with only three countries (Mauritius, Seychelles and South Africa) able to claim that three-quarters of their youth attend secondary school. Fewer than 20% of youth in Mozambique and Angola attend secondary school.

A 2018 report from the United Nations Development Programme (UNDP), titled *Income Inequality Trends in sub-Saharan Africa: Divergence, Determinants and Consequences*, identifies challenges preventing young people from progressing to secondary and tertiary education. Angela Lusigi, one of the authors, notes that, while Africa has made significant advances in closing the gap in primary-level enrolments, both secondary and tertiary enrolments lag.¹⁹



Source: World Bank Gender Statistics. Last Updated: 09/01/2018. Accessed April 2018.

Teenage pregnancies prevent young girls from attending secondary school: As illustrated in Figure 3.7, more than 10% of girls between the ages of 15 and 19 have given birth in seven SADC countries (Angola, DRC, Madagascar, Malawi, Mozambique, Tanzania and Zimbabwe). While a little lower, the adolescent fertility rate in Lesotho, Namibia and Zambia remains high compared to global levels. Mauritius and Botswana have the lowest rates in the region.

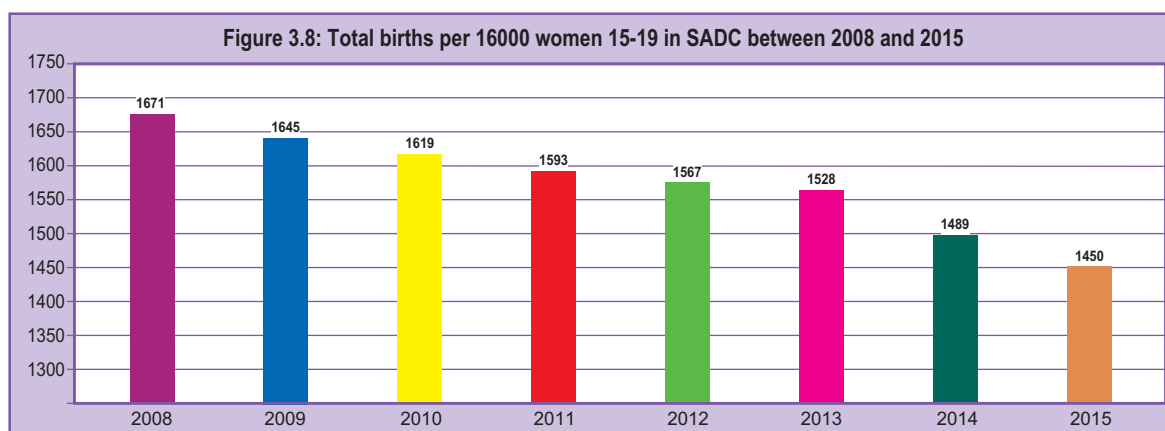


Secondary
enrolment



Tertiary
enrolment

¹⁹ <https://southerntimesafrica.com/site/news/africa-grapples-with-huge-disparities-in-education-higher-enrolment-numbers-mask-exclusion-and-inefficiencies>



Source: World Bank Gender Statistics. Last Updated: 09/01/2018. Accessed April 2018.

Figure 3.8 shows the total of number of births amongst young girls between ages 15 and 19 in 16 SADC countries (births per 1000 women multiplied by all 16 SADC countries). It illustrates a decrease from 1671 to 1450 over the last seven years. This represents an average decrease of 32 births per year: slow progress. Concerted policy interventions and actions remain vital to support teenage mothers to re-enter the education system, as well as reduce teenage pregnancies.

Tanzanian lawmakers violate teenage mothers' right to education: The Tanzanian government

has banned teenage mothers from continuing their education or returning to state-run schools following child birth. In a public address in June 2017, Tanzania's President John Magufuli reinforced the ban and added that the government should imprison men involved in teenage pregnancies. Magufuli challenged human rights groups to open schools for young parents, stating that the government provides free education for students "who have really wanted to study."



Tanzania: Teenage pregnancy shatters dream of becoming an accountant

Imani, a young woman from Tanzania who spoke with Human Rights Watch in 2017, had a dream to graduate from college and work as an accountant.

Her plans changed at age 16, when a private tutor, a secondary school teacher hired by her parents to teach her during the weekend, sexually abused her. When Imani discovered she was pregnant, she informed the tutor and he disappeared.

At first, Imani skipped school on those days when the school nurse carried out monthly pregnancy tests on all girls at her school. But school officials eventually found out during the third month of her pregnancy. "My dream was shattered then," she told Human Rights Watch. "I was expelled from school. I was expelled from home too."

Like many adolescent girls in Tanzania, Imani tried to get back into education once she had her baby: "I tried to go back to school. I went to every preparatory programme, and I went to do the Form II national examination. I paid the examination fee to the teachers, they left with the money and did not register me. This was in 2015."

When Human Rights Watch interviewed her in January 2016, Imani had just started a computer literacy programme set up by a small non-governmental organisation in Mwanza to ensure more young women like her can find a way back into education.²⁰



Teenage pregnancy is a major barrier to education for women in Tanzania.

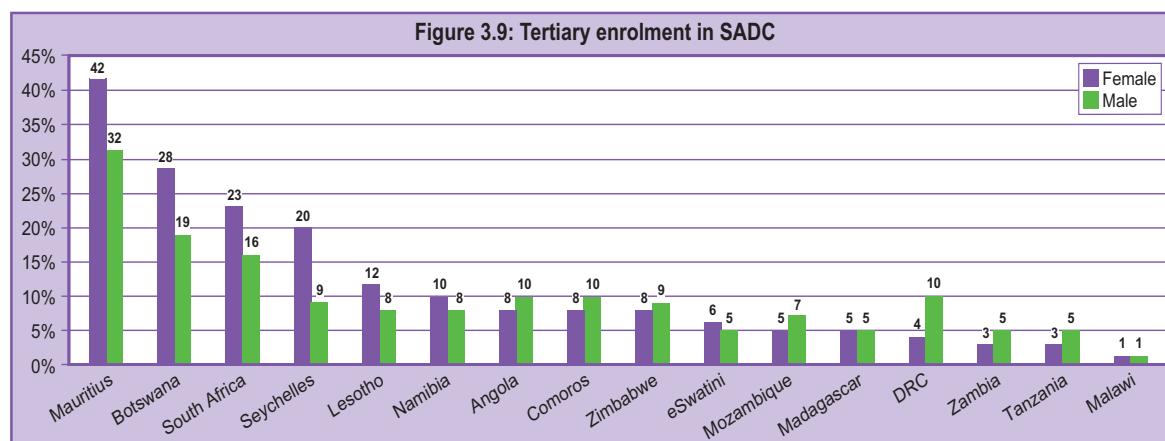
Photo courtesy of The East African

²⁰ <https://www.hrw.org/report/2017/02/14/i-had-dream-finish-school/barriers-secondary-education-tanzania>

Tertiary level

Students with poor-quality basic education often lack the preparation and foundation necessary to gain advanced skills from tertiary education or technical training.²¹ Thus, countries with limited educational advances - such as low access to second-

dary and tertiary education - may have challenges in turning the youth demographic bulge into a net positive through skill and entrepreneurship development.²²



Source: World Bank Database Education Statistics - All Indicators. Last Updated: 09/01/2018. Accessed April 2018.

Tertiary enrolment in SADC is below the global average for women and men: The global average for women's tertiary enrolment is 38% and 36% for men. While women's enrolment in tertiary institutions in Mauritius exceeds the global average, Figure 3.9 illustrates that every other SADC country falls below the global average.

SADC countries must invest more in preparing young women and men at primary and secondary levels so they have the requisite knowledge and skills needed to enter, and complete, tertiary education.

Gender gaps persist in tertiary enrolment: More women attend tertiary institutions in most countries, including the top four performers, Botswana, Mauritius, Seychelles and South Africa.

Table 3.7: Breakdown of female students by area of study

	Science	Humanities and arts	Agriculture	Education	Health and welfare	Social sciences, business and law	Engineering, manufacturing and construction
Angola	3	2	0	17	16	54	7
Botswana	12	7	1	14	8	44	6
DRC	2	6	5	11	28	43	1
Lesotho	3	2	2	6	11	37	5
Madagascar	8	12	2	2	12	59	3
Mauritius	9	8	1	8	6	59	3
Mozambique	3	8	3	23	8	54	4
Namibia	9	15	2	22	8	42	1
Seychelles	2	8	1	6	9	71	1
South Africa	9	5	2	22	7	51	4
Tanzania	3	4	0	37	2	45	2
Zimbabwe	6	13	2	28	2	42	6

Source: World Bank Education Statistics. Updated on the 09/01/2018. Accessed April 2018.

No data available for the Comoros, Malawi, eSwatini and Zambia.

²¹ <http://www.worldbank.org/en/publication/wdr2018>

²² African Economic Outlook 2017, Entrepreneurship and Industrialisation

Encourage



to

choose

for

male-

dominated

sectors



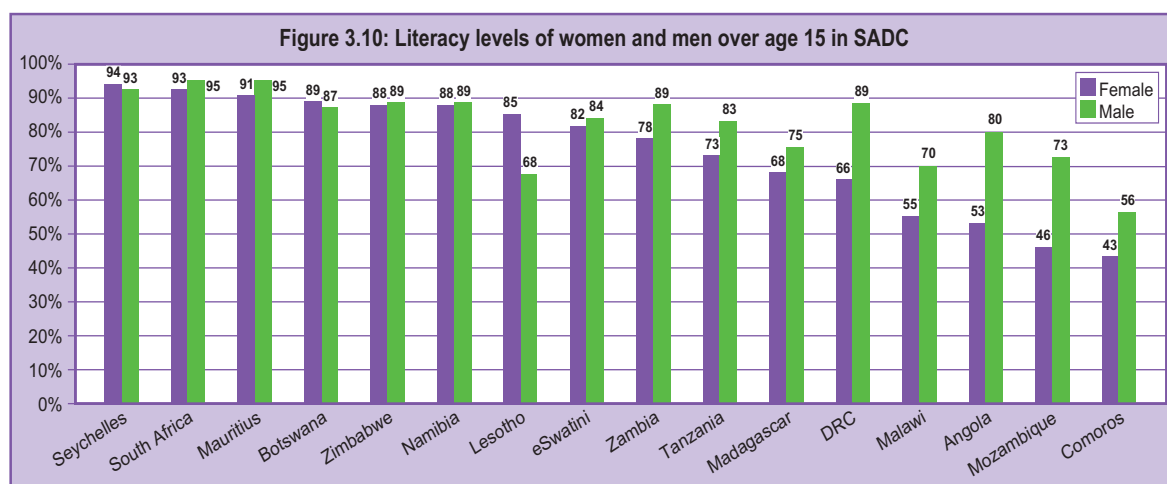
Table 3.7 shows that, of the women surveyed by the World Bank in each country, the largest proportion in tertiary education - by a substantial margin and across 12 SADC countries - study in the fields of social science, business and law. Education, and health and welfare, with fewer women, have the second and third highest proportion of female students. The lowest proportions of women study agriculture, followed by engineering, manufacturing and construction and science.

The data shows that women continue to study in those fields traditionally referred to as "women's work." Meanwhile, the fields of agriculture, engineering, manufacturing and construction and

science all represent important growth industries in the SADC region and Africa as a whole. So long as women do not take up study in these professions, they will remain marginalised from potential economic benefits and growth in these sectors.

Institutions of higher learning need to engage with secondary schools to ensure that they encourage young women to choose subjects that will give them access to these traditionally male-dominated sectors. In addition, institutions in these sectors should foster awareness amongst young people, particularly young women, about employment possibilities in these career areas.

Literacy



Source: World Bank Database Education Statistics - All Indicators. Last Updated: 09/01/2018. Accessed April 2018.

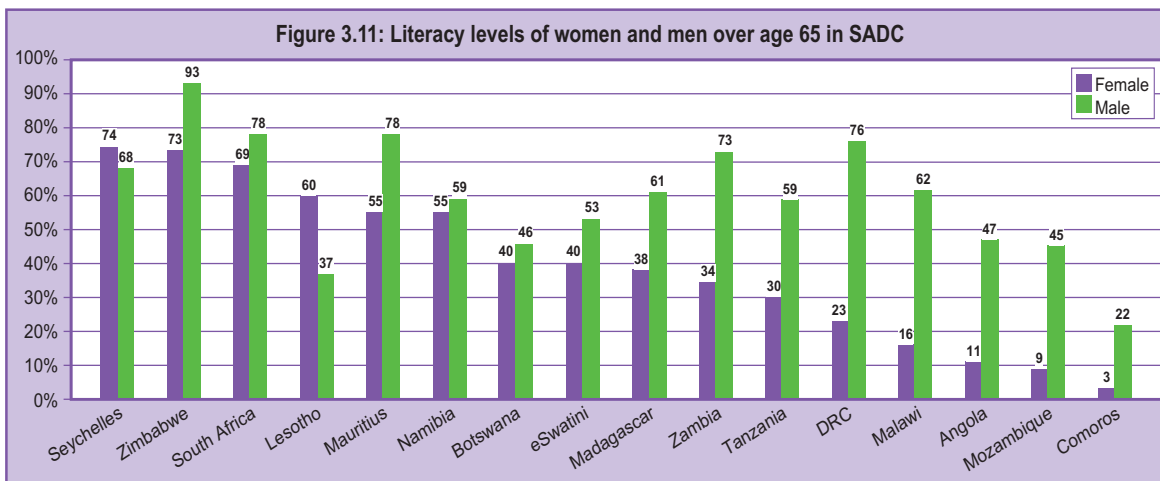


St Catherins school children, St Famille, Mahamasina, Madagascar.

Photo: Zotonantenaina Razanandrateta

Figure 3.10 illustrates that literacy is high among women and men over age 15 in several countries in the region. In Lesotho, women over age 15 have a substantially higher literacy, while more men are literate in Angola, Comoros, DRC, Madagascar, Malawi, Mozambique and Tanzania. Literacy is lowest among women in the Comoros and Mozambique.

These numbers underscore the need for some SADC countries to provide opportunities for lifelong learning alongside the formal schooling system to assist older learners and out of school youth.



Source: World Bank Database Education Statistics - All Indicators. Last Updated: 09/01/2018. Accessed April 2018.

Figure 3.11 shows that women over age 65 have lower literacy levels than men in 14 SADC countries. Seychelles and Lesotho are the exception. The levels of literacy amongst women in this category are exceptionally low in Angola, Comoros, Malawi and Mozambique. Levels of literacy amongst both sexes

in the Comoros is alarming, especially for women, at just 3%.

The Swiss non-governmental organisation *PartnerAid* is working in partnership with the Comoros Ministry of National Education to improve literacy levels.

Elderly
♀
in 14
SADC
countries
↓
literacy
than
♂

Mother tongue literacy in the Comoros

The World Bank estimates that about half the population of the Comoros, mostly women, cannot read or write. In rural areas, estimates put the illiteracy rate even higher. *PartnerAid* has been working to address this issue in collaboration with local partners, including the Ministry of National Education.

Teachers educate students in the Comoros in French, which is a legacy of the colonial era, whereas the mother tongue of the Comorians is “Shikomori” (part of the KiSwahili family). In collaboration with a team of local specialists, *PartnerAid* created a new reading manual in the local language.

PartnerAid also supports an initiative that teaches children in their mother tongue. A child who reads in his or her mother tongue and understands the content will continue reading in adulthood - and will therefore be able to continue learning and studying.

Achievements of the programme so far include:

- Literacy textbooks in the local language (level one) and in French (levels two and three);
- Training literacy teachers for all three levels;
- Training of local supervisors;
- Organisation, implementation and supervision of 26 literacy classes (in three levels) in different villages, with a total of 700 students; and
- The launch of a new literacy manual in 2015/16 in the mother tongue for infant classes in 10 classes of the public school with about 500 children.

Source: <https://partneraid.ch/en/about-us/>



Women in the Comoros age 65 and older have very low levels of literacy.
Photo courtesy of Best-Country

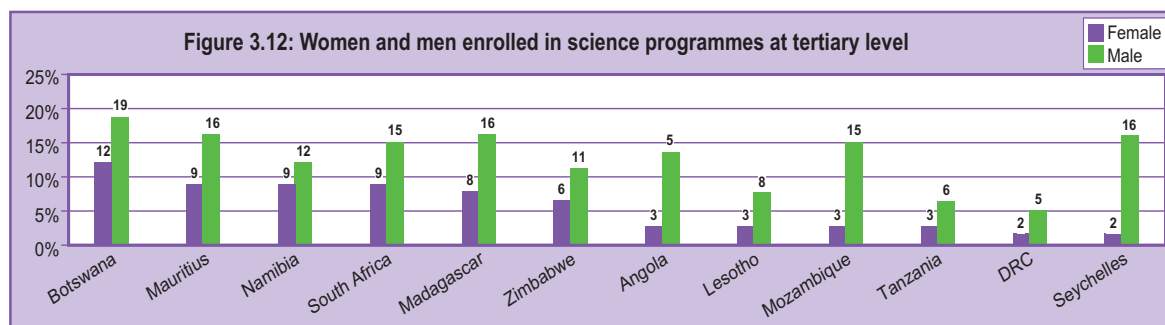
Protocol@Work



Article 14.2: State parties shall take special measures to increase the number of girls taking up Science, Technology, Engineering and Mathematics (STEM) subjects and ICT at the secondary, tertiary and higher levels.

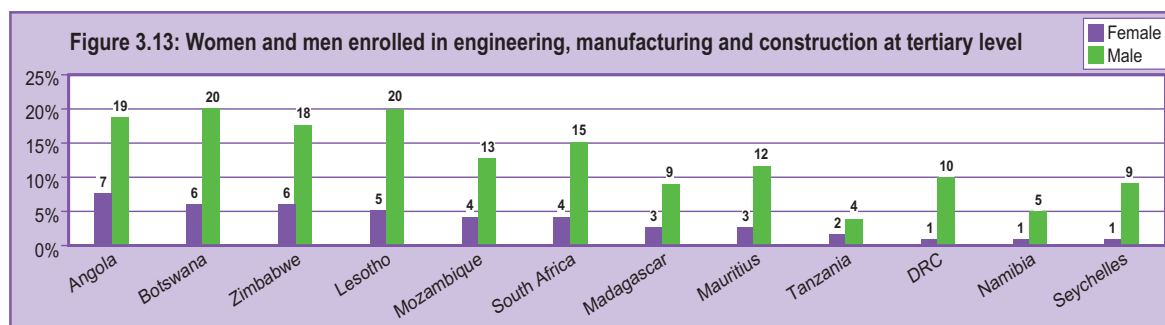
STEM subjects

The earlier section on primary school enrolment covered the low levels of mathematical literacy amongst Grade 6 learners. This deficit affects young peoples' ability to study the STEM subjects at tertiary level.



Source: World Bank Database Education Statistics - All Indicators. Last Updated: 09/01/2018. Accessed April 2018.

Enrolment of young Southern Africans in science programmes in 12 SADC countries is lower than 20%. Botswana has the highest numbers of women and men in science programmes at 12% and 19% respectively. The Seychelles and DRC have the lowest proportion of women in science programmes at 2%.



Source: World Bank Database Education Statistics - All Indicators. Last Updated: 09/01/2018. Accessed April 2018.

Figure 3.13 shows that enrolment in subjects related to engineering, manufacturing and construction is also low. The proportion of women in engineering, manufacturing and construction programmes is especially low, with only 1% of women enrolled to study these subject areas in DRC, Namibia and Seychelles.

Sidharth Oberoi, president of Zaniac, an organisation that provides STEM support in the United States, writes about the impact of inadequate STEM education on the US economy and job market. "STEM jobs alone have grown 17%, which is much faster than the nearly 10% growth rate in all other areas," he notes. "Yet the civic infrastructure is

not there to support this growth. One of the most important factors that limits the United States' ability to stay ahead of the STEM curve is the lack of introduction to these educational areas at an early age."²³

This underscores a recurring theme in this chapter: to address gaps in education, interventions must occur early as part of foundational learning. There is a need for curriculum reviews and redesigns to ensure that new entrants into the schooling system acquire the requisite mathematics knowledge and skills. Education stakeholders must implement a parallel system to address the current gaps in mathematical knowledge across the SADC region.

²³ <https://www.ced.org/blog/entry/the-economic-impact-of-early-exposure-to-stem-education>

Enrolment
in
science at
tertiary
level in 12
SADC
countries
than
20%



Young women take to STEM subjects across the region

Botswana: To promote public interest in STEM and transform Botswana from a resource-based to a knowledge-based economy, the Botswana International University of Science and Technology (BIUST) hosts an annual STEM festival. Students and teachers from various primary, secondary and tertiary institutions attend the three-day festival. The programme includes exhibitions and displays, seminars, talk shows, symposia, demonstrations, and one-on-one interactions between inventors, interested members of the public and the media. The festival provides a platform for innovators and inventors, researchers and academics from all walks of life to showcase their inventions, concepts, blueprints or final products. Businesses and venture capitalists have also been known to invest in select products from the exhibition.²⁴

Lesotho: To celebrate the International Day of the Girl Child on the 11 October 2017, the Lesotho National Commission for UNESCO hosted an intergenerational panel dialogue about women in STEM.

A group of young aspiring women leaders in the STEM sector met with established women in science to talk about difficulties girls and women face when pursuing a career in STEM or related studies. Science should become more important in schools, they stressed, noting that teachers should specifically encourage girls to consider STEM careers.

The panellists followed the dialogue with a coding training session for girls from Methodist High School. The training helped 30 girls to gain insight into the world of coding and computer science.²⁵

Malawi: In a drive to coax more girls into Engineering, the organisation Women in Engineering (WomEng) plans to talk to girls in various secondary schools across Malawi. Susan Mponda, chair of the women's chapter of the Malawi Institute of Engineers, said she hopes the initiative will tackle the negative perception girls have about engineering.

Mponda spoke recently at St. Michael's Girls Secondary School to motivate students there to join the engineering profession. She tried to demystify fears associated with engineering, including that is a profession for men. Mponda said she hoped to open young girls' minds about the sciences because the world is changing and engineering can provide solutions to the country's challenges, such as water and electricity.

Student Vanessa Makina said the motivational talk came at the right time because her cohort is still making choices about their studies.²⁶

eSwatini: The United States Embassy holds coding and robotics sessions with more than 400 young people from nearly 50 schools who have demonstrated an interest in engineering and technology. Programme leaders provide insights on how the skills learned in a coding workshop can help those who want to become chemical engineers. The workshops have produced a robust cadre of students prepared to participate in the LEGO League National Robotics Competition. In preparation for this competition, students must identify and research a problem, formulate a possible solution, and present their work to a panel of judges.



The US Embassy in eSwatini encourages young women to study the STEM subjects through workshops that include lessons on coding. Photo courtesy of US Embassy eSwatini

Earlier this year, the US Embassy partnered with one of eSwatini's budding tech companies, eSwatini Action Group Against Abuse (SWAGAA), and schools from the Shiselweni region to begin developing a mobile application for girls to learn about gender-based violence. These young women learned about building codes and their confidence. During the 21 Days of Y'ello Care, a corporate social responsibility initiative of the MTN group, the young women provided two institutions - the School for the Deaf Primary and Kalamdladla High School - with digital offline databases to enhance their access to learning tools.²⁷

²⁴ <http://www.thepatriot.co.bw/news/item/5474-stem-festival-successful.html>

²⁵ <https://www.unesco.org/ls/single-post/2017/11/13/Lesotho-National-Commission-hosts-Intergenerational-Dialogue-of-women-in-STEM-on-the-11th-October-2017>

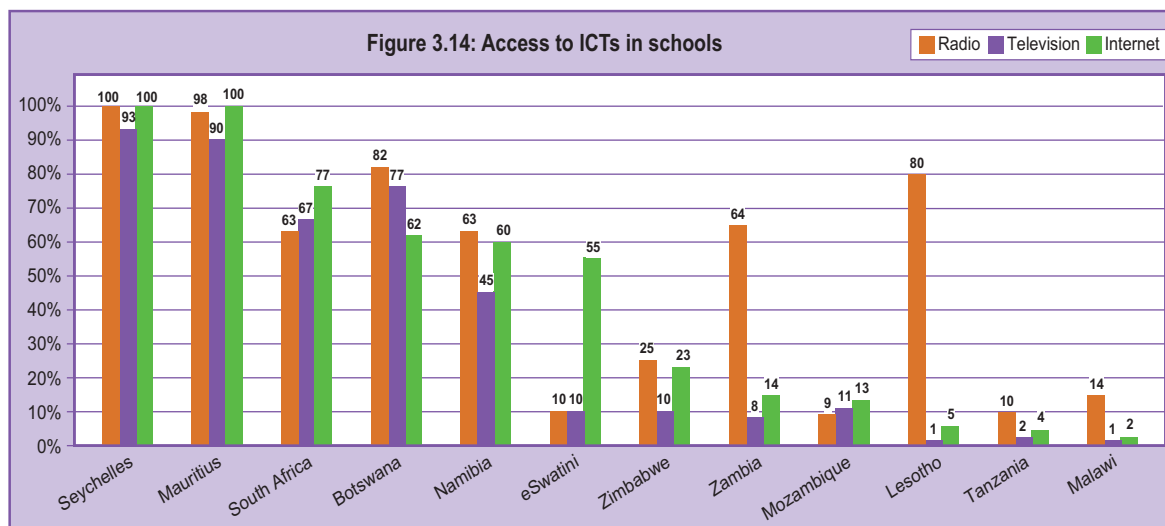
²⁶ <http://mwnation.com/female-engineers-want-girls-field/>

²⁷ <https://sz.usembassy.gov/remarks-ambassador-lisa-peterson-sadc-charter-women-science-engineering-technology-national-archives-lobamba/>

Information and communication technologies

To evaluate school resources and their impact on achievement, UNESCO collected data on radio, television and computers in primary schools. It defined the target population as all pupils at Grade

6 level in 2007 who attended registered mainstream primary schools. Its researchers used a sample of schools covering all regions.²⁸



Source: UNESCO Information and Communication Technology (ICT) in Education in Sub-Saharan Africa, A comparative analysis of basic e-readiness in school. No data for Angola, Comoros, DRC and Madagascar.

Figure 3.14 illustrates the highest access to the internet in descending order. It shows that educators in Seychelles and Mauritius have been harnessing ICTs to deliver education. The two countries use radio, television and the internet in teaching and learning. Botswana, Namibia and South Africa also utilise these tools but to a lesser degree.

eSwatini teachers use the internet much more than radio and television in classrooms, while educators in Lesotho and Zambia use radio as a key teaching tool. Malawi, Mozambique, Tanzania and Zimbabwe recorded low ICT usage in schools. Internet access remains spotty in many of these countries.

SADC countries should review ICT policies and frameworks to integrate education needs. They should also prioritise tracking implementation where policies already exist. The Seychelles, which launched an ICT Policy in 2007, has already seen increases in effective ICT usage in education.



Teachers play an integral role in improving the quality of education.
Photo courtesy of Voluntary Services Organisation (VSO) Ireland

²⁸ UNESCO Information and Communication Technology (ICT) in Education in sub-Saharan Africa, A comparative analysis of basic e-readiness in school.

Computers replace chalk and blackboards in Seychelles

Lawmakers developed an ICT policy for Seychelles after extensive consultations and discussions involving a wide range of participants from the public sector and civil society.

It sets out the national ICT policy objectives in five key focus areas:

- ICT infrastructure;
- Legal and regulatory framework;
- Human resources development;
- Industry; and
- Government.

The policy includes specific policy goals in each of these focus areas, which collectively contribute to the overall vision. There is also a commitment to monitor the implementation of the policy through the use of appropriate indicators and review when necessary.

The policy has ensured that teachers receive training from experts and engineers to upgrade their technological skills so they can maintain equipment and create lessons using the computer software.

Intel Education Service Corps teamed up with the Ministry of Education's IT technical support unit to upgrade the Intel powered classmate PCs and provide support and training to primary schools and teachers. Linda Kenworthy, the team leader, said "The Seychelles primary school teachers are very engaged and want to improve their skills to become agents of change for 21st century schools and learning - their active participation in the classroom and during our visits to their computer rooms demonstrates their commitment."

This example shows that, through its ICT policy, the government recognises that accessible, affordable, high quality and well-regulated ICT facilities and services are critical to the realisation of its vision of a modern, ICT-enabled and knowledge-based information society. ICTs are a vital tool to promote sustainable development and improve the quality of life of people.



Girls and boys use ICTs to enhance learning in Seychelles.
Photo courtesy of [eduictseychellesblog](http://eduictseychelles.blogspot.ca/)

Source: <http://eduictseychelles.blogspot.ca/>

Challenging Stereotypes



Article 14.3: State parties shall adopt and implement gender sensitive educational, curriculum, policies and programmes addressing gender stereotypes in education and gender-based violence, amongst others.

Increasing gender-sensitive teacher training and the number of female teachers helps schools effectively challenge gender stereotypes and entrenched discriminatory social norms. In a learning environment, the content, processes and context of education should be free of gender bias and encourage and support equality and respect.²⁹

Gender and education curriculum

Gender-sensitive curricula acknowledge and address issues of inclusion, promote gender equitable learning and help girls and boys challenge tradi-

tional gender stereotypes. Gender reviews of curricula have helped raise awareness and support change towards more gender-responsive content and resources.



In Tanzania, the national secondary school syllabuses, revised in 2010, contain gender-related topics. In civics, teachers devote nearly 25% of Form 2 lessons to gender, Form 4 includes gender in the study of culture, and the 2010 civics exam includes questions on gender inequality (Miske, 2013).³⁰

²⁹ <https://en.unesco.org/gem-report/report/2015/education-all-2000-2015-achievements-and-challenges>

³⁰ IBID.

Quality of education

While the Protocol is interested in retention and enrolment, it also mentions education quality. Teacher's qualifications serve as one crucial factor to ensure quality education. Many countries in the region have struggled to employ well-trained educators. Further, many teachers receive quality training in one subject but lack a solid foundation in another. This is especially true of the STEM subjects, which the education system has traditionally not encouraged as a focus for female learners, many of whom become teachers. This can perpetuate a disparity that unqualified teachers pass down to future generations.

Gender gaps in the teaching profession

Table 3.8 provides an overview of the proportion of female teachers in SADC. In 11 countries, a higher proportion of women teach at primary level. Meanwhile, in Angola, Comoros, DRC, Malawi and Mozambique women hold fewer than 50% of teaching positions across primary, secondary and tertiary levels.

At secondary level, only six countries (Botswana, Lesotho, Mauritius, Namibia, Seychelles and South Africa) have 50% or more women teachers. Nine countries have fewer than 50% women teachers at secondary level. Out of the 13 countries for

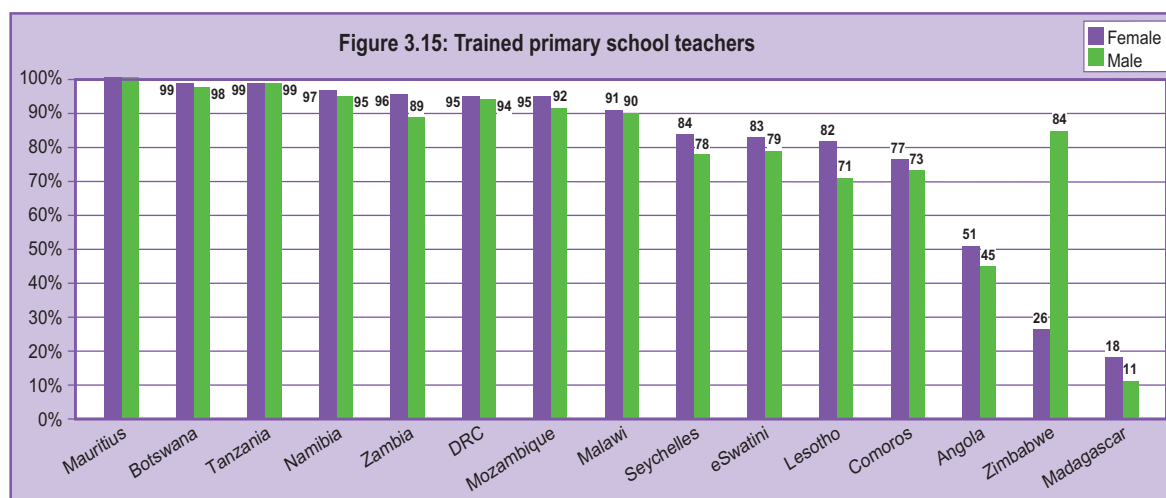
which data is available, only Lesotho has achieved gender parity for women teachers in tertiary education.

Table 3.8: Representation of women in the teaching profession

	Primary	Secondary	Tertiary
Angola	37%	48%	35%
Botswana	74%	53%	37%
Comoros	43%	10%	9%
DRC	28%	12%	8%
Lesotho	76%	56%	50%
Madagascar	56%	44%	31%
Malawi	42%	31%	26%
Mauritius	75%	62%	N/A
Mozambique	43%	21%	26%
Namibia	68%	50%	41%
Seychelles	88%	58%	49%
South Africa	79%	55%	N/A
eSwatini	70%	49%	38%
Tanzania	51%	28%	30%
Zambia	53%	N/A	N/A
Zimbabwe	56%	46%	32%

Source: World Bank Database: Education Statistics - All Indicators. Last Updated: 09/01/2018 Accessed April 2018.

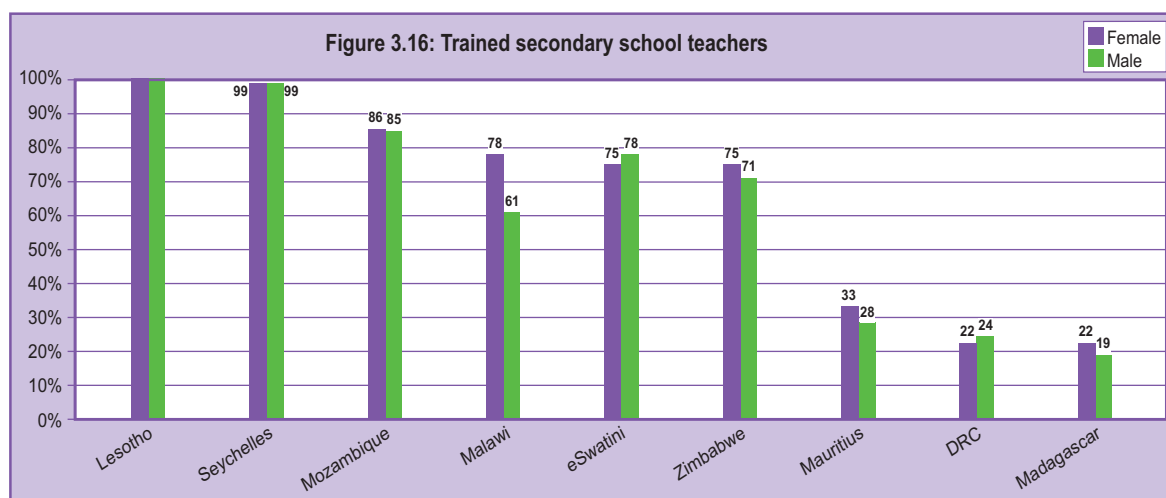
Teacher qualifications



Source: World Bank Database: Education Statistics - All Indicators. Last Updated: 09/01/2018. Accessed April 2018.

No data for South Africa.

A high proportion of female and male primary school teachers in 12 SADC countries have received training, as noted in Figure 3.15. However, this is not the case in Angola, Madagascar and Zimbabwe. Only around half of primary school teachers in Angola have received training.



Source: World Bank Database: Education Statistics - All Indicators. Last Updated: 09/01/2018. Accessed April 2018.
No data for Angola, Botswana, Comoros, Namibia, South Africa, Tanzania and Zambia.

Figure 3.16 shows that Lesotho (100%) and Seychelles (99%) have the most trained female and male secondary school teachers in the region. While Malawi, Mozambique, eSwatini and Zimbabwe have high proportions of trained teachers in secondary schools, DRC, Madagascar and Mauritius, have a worrying lack of trained educators. This points to a need for on-the-job training to recognise educators' existing knowledge and build their skills. SADC stakeholders are developing a set of regional standards for teaching and learning to guide educator capacity building.

Teacher qualifications

UNESCO recommends one teacher for every 25 learners.

As is evident from Table 3.9, only three SADC countries (Malawi, Mauritius and Seychelles) have achieved the UNESCO target, with eSwatini and the Comoros not far off. In 11 SADC countries classes have more than 30 learners per teacher, and Malawi and Mozambique have remarkably high learner teacher ratios at 70 and 55 respectively.

Effective teaching and learning suffers when teachers must manage large classrooms.

Table 3.9: Learner teacher ratio in SADC

Country	Learner to teacher ratio
Malawi	70
Mozambique	55
Zambia	48
Angola	43
Tanzania	43
Madagascar	41
Zimbabwe	36
Lesotho	34
DRC	33
Namibia	30
South Africa	30
Comoros	28
eSwatini	27
Botswana	23
Mauritius	18
Seychelles	14

Source: UNESCO Information Services, <https://tellmaps.com/uis/teachers/#/tellmap/873758989>. Accessed April 2018.

SADC task force developing regional teacher standards

Teacher Standards are one of nine key dimensions that experts consider crucial to any comprehensive teacher policy. Several SADC countries are developing professional standards for teachers. This contributes to the overall aim of improving education quality and learner outcomes.

Teacher standards refer to expectations about teachers' knowledge, competencies and attributes, and desirable level of performance. Standards should describe clearly and concisely what constitutes quality education in a particular context, and what teachers need to know and be able to do to implement it.

Stakeholders in SADC have created a task force to develop a SADC framework for teacher standards and competencies. So far, they have completed a draft framework.

Source: Report of the Southern Africa Regional Meeting on Teacher Standards and Competencies

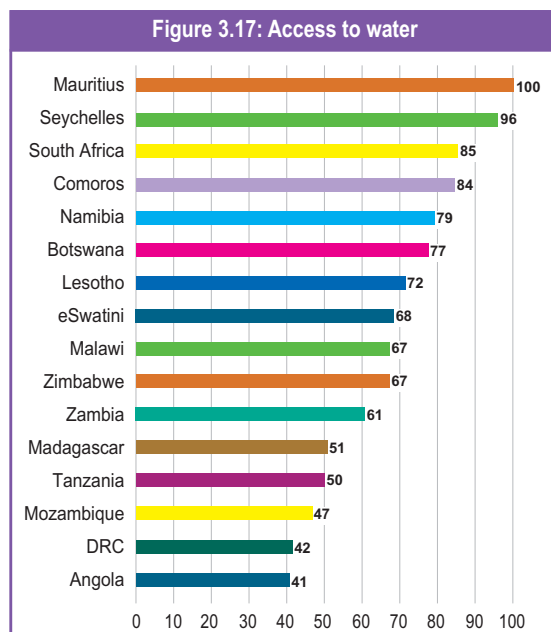
Regional
standards
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10%
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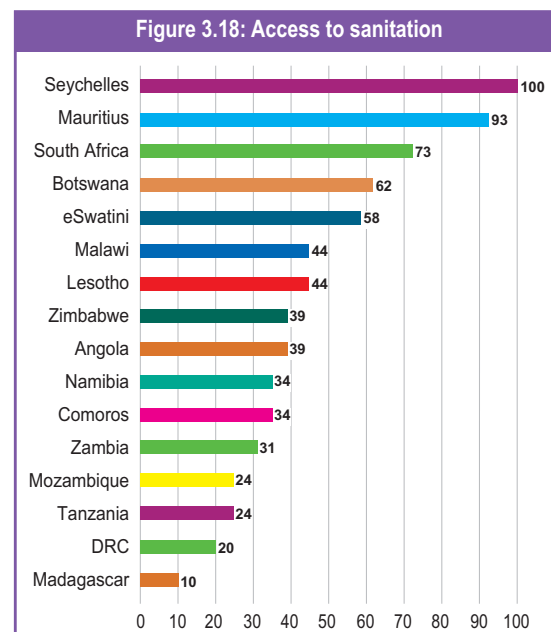
Water, sanitation and hygiene (WASH) in schools

Access to water and sanitation is a basic human right, yet many children in SADC must attend schools where they do not have access to either. UNICEF notes that good water, sanitation and hygiene (WASH) services in schools lessens disease and can help reduce the 272 million school days missed every year due to diarrhoea. Additionally, access to WASH at school protects girls' right to education as girls often drop out of school due to lack of private, safe and clean toilets and washing facilities.³¹



Source: Progress on Drinking Water, Sanitation and Hygiene: 2017 Update and SDG Baselines.

Figure 3.17 illustrates that Mauritius and Seychelles have extensive access to water, while other countries struggle. Fewer than half the population in three countries (Angola, DRC and Mozambique) have access to water.



Source: Progress on Drinking Water, Sanitation and Hygiene: 2017 Update and SDG Baselines.

Figure 3.18 shows that even fewer people in SADC have access to sanitation. At 10%, access to sanitation in Madagascar is alarmingly low. Lack of sanitation at school means many girls do not attend classes while menstruating, which affects their right to education.

Girl's pit toilet death reveals sad state of school sanitation in South Africa



Dilapidated toilets remain in use at a school in the Eastern Cape, South Africa.

Photo courtesy of The Big Issue South Africa

In 2018, South African media reported on the death of 5-year-old Lumka Mketwa, who died in a school pit toilet. Her body lay in the toilet overnight at Luna Primary School in Bizana while the community looked for her. The incident was similar to another at a school outside Polokwane in 2014, where 5-year-old Michael Komape also drowned in a pit toilet.

Komape's family, represented by the advocacy group Section 27, went to court to claim damages and compel the government to provide decent sanitation.

While legislation prohibits schools from using plain pit and bucket latrines, as of January 2018, 4 358 schools across South Africa continued to use only plain pit latrines as toilets. Meanwhile, 37 schools in the Eastern Cape had no ablution facilities.

³¹ https://www.unicef.org/media/media_53234.html

Gender violence in schools

Gender violence in school can have a physical impact, cause psychological distress, permanent physical disability and long-term physical or mental ill-health. Physical impacts are the most obvious and may include mild or serious wounds, bruises, fractures, and deaths by homicide or suicide. Sexual assault may lead to unwanted and early pregnancy and sexually transmitted infections, including HIV and AIDS. The psychological impacts may include immediate impairment of emotional development and long-term mental distress and ill-health, which can also contribute to physical ill-health.³²

Child rights clubs empower Zambia's schoolchildren:

The Zambia Civic Education Association (ZCEA) works to promote and protect children's rights through education. Through its child participation programme, it supports child rights clubs that empower children by raising their awareness of their rights under the United Nations Convention on the Rights of the Child, the African Charter on the Rights and Welfare of the Child, and other instruments. Zambia now has at least 300 child rights clubs in primary and secondary schools.³³



Need
for
baseline
data on
violence
in
schools
in
SADC

eSwatini: Children experience violence at home and in school



Children in eSwatini face alarming rates of violence, according to UNICEF, including at the hands of teachers.
Photo courtesy of Google images

UNICEF estimates that nine in ten children in eSwatini suffer "violent discipline." In one example, a father tied his 11-year-old daughter to a house pillar and thrashed her with a pipe until she lost consciousness.

The 2017 UNICEF report revealed that sexual violence and bullying affects 38% and 32% of children in eSwatini, respectively. Another staggering statistic revealed that for every girl child who reports sexual violence, an estimated 400 girls have never received assistance after experiencing sexual violence.

UNICEF notes that Swazi culture is one of the main drivers of violence against children, especially its emphasis on family and community loyalty over the individual. Despite these findings, in a debate in the Swazi Parliament in March 2017 Members of Parliament called for schools to bring back caning as a form of punishment. They argued that teachers struggle to deal with wayward pupils.

eSwatini legislators banned corporal punishment in 2015, but caning continues. Reports from across eSwatini regularly cite examples of pupils beaten by their teachers.

Source: <http://allafrica.com/stories/201804240741.html>

Sexual assault

Little or no data exists on the prevalence of sexual abuse in SADC schools. Anecdotal evidence suggests that it is a problem, particularly amongst young women. Stakeholders must base strategies to address sexual violence in schools on evidence, there is need to collect baseline data on violence in school across all SADC countries.

High levels of sexual violence prevalent in South African schools:

In May 2016, the UBS Optimus Foundation,³⁴ in partnership with the Centre for Justice and Crime Preven-



tion, University of Cape Town and the Gender Health and Justice Research Unit launched a technical report entitled *Sexual Victimisation of Children in South Africa*. It covered urban and rural schools and included a total of 9717 respondents between the ages of 15 and 17. Researchers accessed 4086 of these in a school setting and 5631 in their households with self- or interviewer-administered questionnaires.

The findings of the study provide South African stakeholders with important baseline data to develop a roadmap for the prevention of violence against children.

³² <https://www.unicef.org/violencestudy/reports.html>

³³ Ibid.

³⁴ UBS Optimus Foundation is a philanthropic organisation based in the United States, United Kingdom and Switzerland that is committed to delivering measurable, long-term benefits to the world's most vulnerable children.

Table 3.10: Abuse at school (inside, in school yard, or on a bus)

Questions posed to the study participants	% Female	% Male
Sexual abuse by a known adult (Known adult ever touch your private parts when they should not have or made you touch their private parts or force you to have sex)	4.3	11.5
Sexual abuse by an unknown adult (Unknown adult ever touch your private parts when they shouldn't have or made you touch their private parts or force you to have sex)		16.7
Sexual abuse by a child or adolescent (Any child or teen ever made you do sexual things against your will)	26.5	30.2
Forced sexual intercourse (Anyone ever try to force you to have sexual intercourse of any kind, even if it did not happen)	10.8	12.1
Sexual exposure abuse (Anyone ever make you look at their private parts by force or surprise, force you to watch them masturbate, view nude pictures or pornographic videos or by flashing you)	4.5	36.6
Sexual harassment - verbal or written (Anyone ever hurt your feelings by saying or writing something sexual about you or your body)	44.4	60
Other sexual experience with an adult (Any sexual abuse)	0.6	2.4

Source: 2016 Sexual victimisation of children in South Africa.

Table 3.10 shows the prevalence of sexual violence in school, including in the school yard and on buses going to from school. These results come from the questionnaires administered by interviewers at school. Notably, the prevalence of sexual violence and abuse experienced by boys is higher than girls in all categories.

These results show that young people experience prominent levels of sexual violence in the school setting. It is incumbent on the South African government to urgently address this issue.

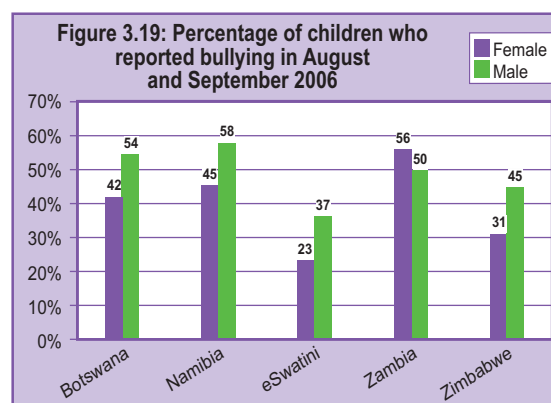
Bullying

Bullying affects both girls and boys. While girls often face psychological bullying, boys are more likely to be subjected to physical violence and threats.³⁵ Young people with a non-traditional sexual orientation and/or gender identity are especially vulnerable to targeted acts of violence.³⁶

In addition to experiencing violence at the hands of educators, children face bullying from their peers. A global UNICEF *Violence against children* study included children aged 11, 13 and 15 from five SADC countries.

The findings, illustrated in Figure 3.19, are alarming. Over a two-month period, high proportions of young people said they experienced bullying at least once. In Zambia, more than 50% of girls and

boys had faced bullying. In Botswana, Namibia, eSwatini and Zimbabwe more boys reported bullying than girls. As always in these types of studies, it is possible that more girls experienced bullying but did not report it.



Source: UNICEF *Violence against children, Violence against children in schools and educational settings*.

Disability and education

Little will change in the lives of children with disabilities until attitudes among communities, professionals, media and governments begin to change. Disabled children remain marginalised and silenced due to ignorance about the nature and causes of impairments, serious underestimation of their potential and capacities, and other impediments to equal opportunity and treatment.³⁷

³⁵ <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1461415/>

³⁶ Ibid.

³⁷ https://www.unicef.org/publications/files/SWCR2013_ENG_Lo_res_24_Apr_2013.pdf

Disability group lobbies for inclusive education



Pulane Makatisi, a 12-year-old Lesotho student, struggled to find a school willing to enrol her because she is wheelchair-bound. The government stepped in to help after the story broke in Lesotho's media. *Photo courtesy of Sunday Express*

Governments need to build inclusive education and training systems that create environments that enable every child to develop to their full potential. The Africa Disability Alliance created the Promoting Inclusive Education (PIE) programme to help governments with this process as well as ensure that African children with disabilities can realise their right to education.

This project seeks to address the following issues, with an initial focus in Southern Africa in collaboration with SADC, national government ministries of education and civil society organisations:

- **Lack of a guiding strategy for implementing inclusive education:** Although international, regional and national commitments about the right to education for children with disabilities exist, there is no accompanying framework to guide their implementation.
- **Dearth of data:** There is inadequate, out-dated and/or unreliable data across the region, which severely restricts interventions in this area of work.
- **Inadequate teacher capacity:** There are very few trained teachers with the skills and knowledge to work with children with different abilities in the region. Other challenges that adversely affect education services for learners with disabilities include lack of an adapted and diversified curriculum; lack of learning, teaching and support materials; inadequately prepared teachers; and lack of psychosocial support.

Source: www.africadisabilityalliance.org/index.php/programmes

Child labour

Large numbers of young people do not attend school in SADC. Many need to work instead to contribute to their household income. The ILO notes that progress to eliminate child labour has stalled in many parts of sub-Saharan Africa. Indeed, it found that child labour increased between 2012 and 2016 due to economic and demographic changes as well as crisis and state fragility. Most children work in the agricultural sector, often for members of their own family.³⁸

Table 3.11 shows that high proportions of children between ages seven and 14 work in SADC. Malawi has the highest proportion, followed by DRC and Zambia. Between 21% and 35% of children work in six other countries - Angola, Comoros, Lesotho, Madagascar, Mozambique and Tanzania.

Table 3.11: Proportion of children between ages 7 and 14 who work

	Female	Male
Malawi	44	51
DRC	44	39
Zambia	40	35
Tanzania	34	35
Mozambique	28	27
Comoros	28	26
Madagascar	27	29
Angola	25	22
Lesotho	21	25
Zimbabwe	14	12
Namibia	12	15
eSwatini	9	15
Botswana	7	11

Source: <http://databank.worldbank.org/data/reports.aspx?source=gender-statistics#> Updated April 2018. Accessed April 2018. Data not available for Mauritius, Seychelles and South Africa.

³⁸ http://www.ilo.org/ipsec/Regionsandcountries/Africa/WCMS_618949/lang--en/index.htm

Child labour increased due to economic and demographic changes as well as crisis and state fragility

Human Rights Watch finds child labour is common on tobacco farms in Zimbabwe³⁹

In early 2018, Human Rights Watch interviewed 14 child tobacco workers in Zimbabwe, ages 12 to 17, as well as 11 young adults, ages 18 to 22. All had started working in tobacco farming as children. More than half of the 64 small-scale farmers interviewed for the April 2018 Human Rights Watch report said that children younger than 18 worked on their tobacco farms. These children work either as hired workers or informally assisting their parents, who work as hired workers. Primary and secondary school teachers from tobacco-growing regions described to Human Rights Watch how children's participation in tobacco farming contributed to absenteeism and made it difficult for their students to keep up with schoolwork.

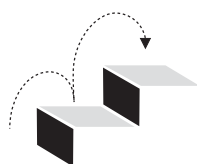


Workers sort dried tobacco leaves on a tobacco farm outside of Harare, Zimbabwe in 2017.

Photo courtesy of Philimon Bulawayo/Reuters

Tobacco farming in Zimbabwe also poses significant risks to children's health and safety, consistent with findings in Kazakhstan, the United States, and Indonesia. Children working on tobacco farms in Zimbabwe face exposure to nicotine and toxic pesticides. They sometimes work long hours handling green or dried tobacco leaves. The children interviewed by Human Rights Watch described sickness while working in tobacco farming, including specific symptoms associated with acute nicotine poisoning and pesticide exposure.

Source: <https://www.hrw.org/report/2018/04/05/bitter-harvest/child-labor-and-human-rights-abuses-tobacco-farms-zimbabwe>



Next steps

SADC member states and civil society partners need to:

- Develop a strategy and action plan to address the gaps in reading and mathematics for existing students and review the curriculum to eliminate these gaps for future learners.
- Campaign to change attitudes and curb violence and bullying in schools. School administrators must deal with educators' perpetrating violence in a speedy and efficient manner.
- Finalise and implement the SADC Teacher Standards.
- Implement a non-formal complementary education system to assist the elderly and older learners with literacy and skills development.
- Ensure all schools have the basic infrastructure and budgets they need to create an enabling environment for teaching, learning and promotion of inclusivity.
- Foster closer collaborations between all levels of education to raise awareness and strengthen skills in the STEM subjects.
- Invest in early childhood education with a concerted roll out plan. These foundational skills are crucial to success in subsequent years.
- Regularly measure the quality and delivery of teaching and learning.
- Administer a comprehensive situational analysis to establish why young people are out of school and then use the findings to develop a clear plan of action.

³⁹ <https://www.hrw.org/report/2018/04/05/bitter-harvest/child-labor-and-human-rights-abuses-tobacco-farms-zimbabwe>