



Geographic Focus

2016 Call for Proposals

Each of the four countries has identified, as priority, factors that improve quality of secondary education within their own country setting. In our consultations with stakeholders, many common themes emerged across the four target countries. Each of the countries identified the importance of quality, relevant education as a driver for socio-economic advancement within their development plans and stressed the importance of enhancing human resources in line with current labor market demands. All have experienced an expansion in primary and secondary education at the expense of quality, and have identified some common interventions and priorities to improve quality.

KENYA

Kenya adopted free primary education in 2003, and free secondary education in 2008, dramatically increasing enrollments at both levels. By 2014, the adjusted net enrollment rate in primary education was 96% and the gross enrollment rate in secondary education was 68%.¹ In Kenya, a strong policy and legal framework guides both reforms and programs aimed at enhancing quality in secondary schools. This speaks to the government commitment to develop quality human capital to steer the country's socio-economic transformation agenda defined in Vision 2030. In 2015, the government introduced the National Curriculum Policy, transforming the secondary school curriculum into a competency based curriculum designed to support labor market needs. The government is investing significantly in the education sector to realize this reform, including the provision of school laboratories and equipment, internet connectivity in some secondary schools, and recruiting and training additional teachers. However, the country requires better understanding, through evidence-based models, of *how* policy implementation could be improved, including by creating public-private partnerships and means to reach the most marginalized. Use of ICT, teacher motivation, in-service teacher training, aligning national assessments with the new curriculum, and bringing learning resources to those who live in areas without access to these improvements, were all cited as priorities by the country's education stakeholders.

UGANDA

Uganda introduced free primary education in 1994 and free secondary education in 2007. Enrollments at both levels increased significantly following implementation of these policies, though learning levels declined. In 2014, the adjusted net enrollment rate in primary education was 94%, and gross enrollment in secondary education was 28%.² With very large class sizes and declines in learning outcomes, the government of Uganda has prioritized improvement in the quality of secondary education. In its Vision 2040, the government aspires to develop a globally competitive labor force with skill-sets that are relevant to market demands and that can propel the country to middle income status. The government has initiated a number of programs including revision of the secondary education curriculum to incorporate 21st century skills. It will launch the new curriculum in 2017 with assistance from the World Bank. The government

¹ Global Monitoring Report 2016, UNESCO p. 411 and p. 419.

² Global Monitoring Report 2016, UNESCO p. 411 and p. 419.



has prioritized improving instruction and learning outcomes in science, strengthening public-private partnerships, and enhancing teacher performance and motivation. Uganda, however, requires evidence-based technical assistance to further its efforts in improving the quality of secondary education.

TANZANIA

In 2001, Tanzania instituted free primary education. By 2014, adjusted net enrollment in primary school had climbed to 82%.³ Between 2005 and 2015, the government vastly expanded the number of secondary schools from 531 to 4,573 with a corresponding increase in secondary school enrolment, yet the pass rate continued to deteriorate.⁴ Gross enrollment in secondary education stood at 32% in 2014. In 2015, with the election of President Magufuli, Tanzania expanded free access to education to include four years of junior secondary school. This recent Presidential policy announcement suggests a strong commitment to secondary education at the highest level of government. There are a number of nation-wide efforts aimed at improving the quality of secondary education. However, the existing challenges of large class sizes, inclusion of all learning groups, adequate learning and teaching materials, teacher training, the need for new pedagogical approaches and teacher motivation, and coordination, regulation and oversight of numerous programs could be addressed through innovative strategies and technical support.

MALAWI

The Government of Malawi recognizes that education for all is critical for socio-economic transformation. Articulated in the National Education Sector Plan, the policy objective for education in Malawi is to develop an efficient and high quality system of education. In 2014, the government created the country's first comprehensive education policy, though it remains in draft form. The government has formulated a number of programs to improve educational outcomes by reducing pupil-teacher ratio in classrooms, introducing a new secondary school curriculum, which emphasizes science subjects, citizenship education, environmental management and entrepreneurial skills, and implementing continuous professional development program for teachers. However, implementation challenges remain that are attributed to a lack of financial resources and technical expertise. Innovation and technical assistance could help the country address implementation bottlenecks in improving the quality of secondary education. Other priorities identified by stakeholders include teacher professional development and motivation, especially to teach in remote areas, high level advocacy for education and increasing resources to the sector, and use of evidence for policymaking on secondary education.

³ Ibid.

⁴ "Field Scan on Education Sector Priorities and Initiatives to Improve Quality of Secondary Education in Tanzania," AFIDEP, 2016.