



Education and Poverty in Sub-Saharan Africa

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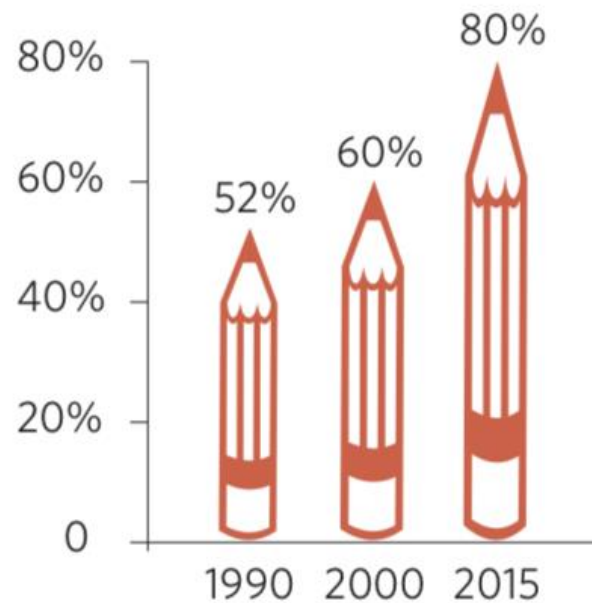
MDGs SDGs Poverty \longleftrightarrow Education



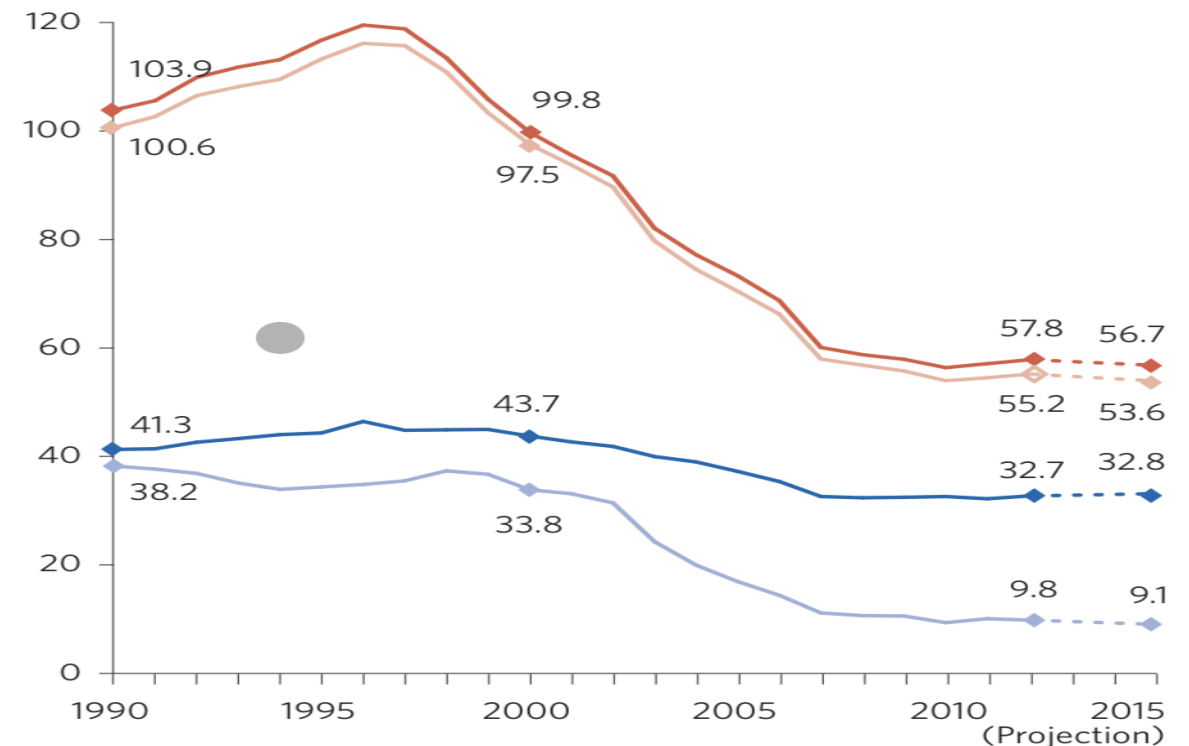
MDG2 educational results over time

- Primary school enrolment
- Out of school primary school age children

Primary school net enrolment rate in sub-Saharan Africa



Number of out-of-school children of primary school age, selected regions, 1990–2015 (millions)



Human Capital Index 2020 (WB)		MOZ	SLE	GH	MAU	UK
Probability of survival to age 5	%	93	89	95	98	100
Health Growth (Non stunted rate)	%	58	71	82	—	—
Adult survival rate of 15yr olds to 60	%	68	63	77	86	93
Productivity if complete education and health %		36	36	45	62	78
Gross secondary enrolment	%	35	42	65	95	—
Adolescent girls out of school	%	47	49	8	3	
Expected years at school	Yrs	7.6	9.6	12.1	12.4	13.9
Learning adjusted years at school	Yrs	4.5	4.9	6	9.4	11.5
Electricity/internet	% of pop.	31/21	26/13	82/38	97/64	—

Education and Poverty and income

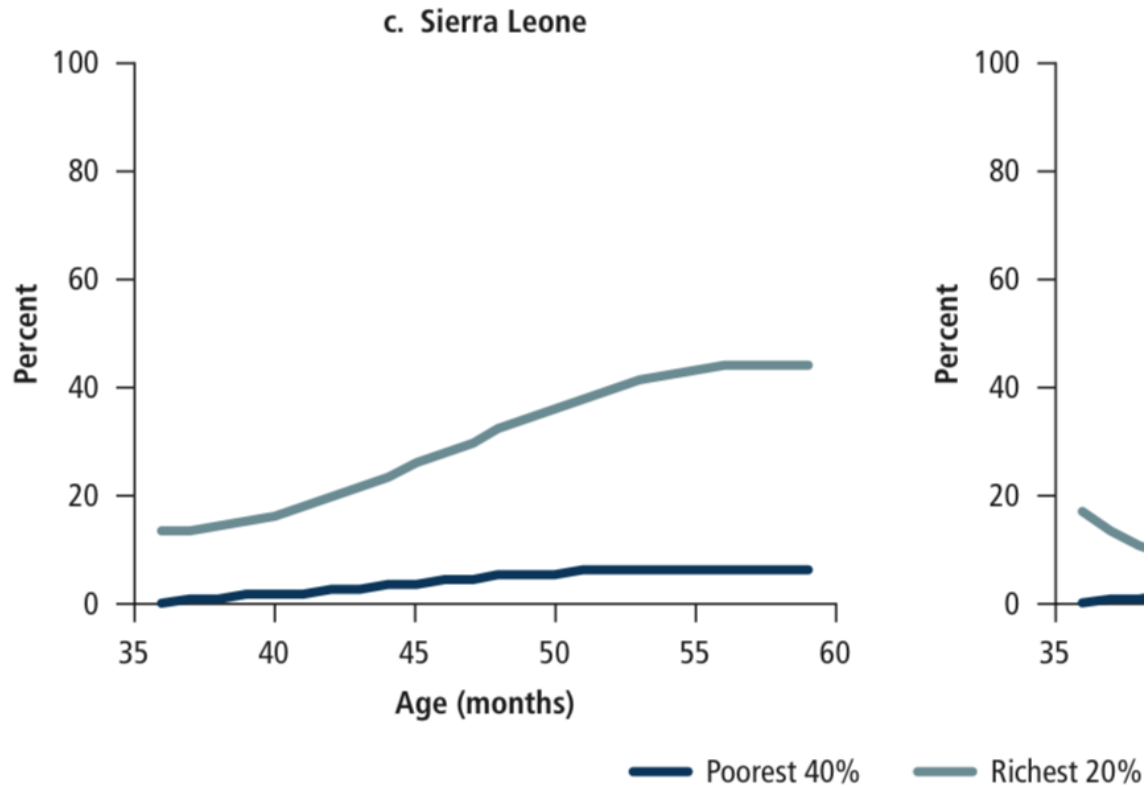
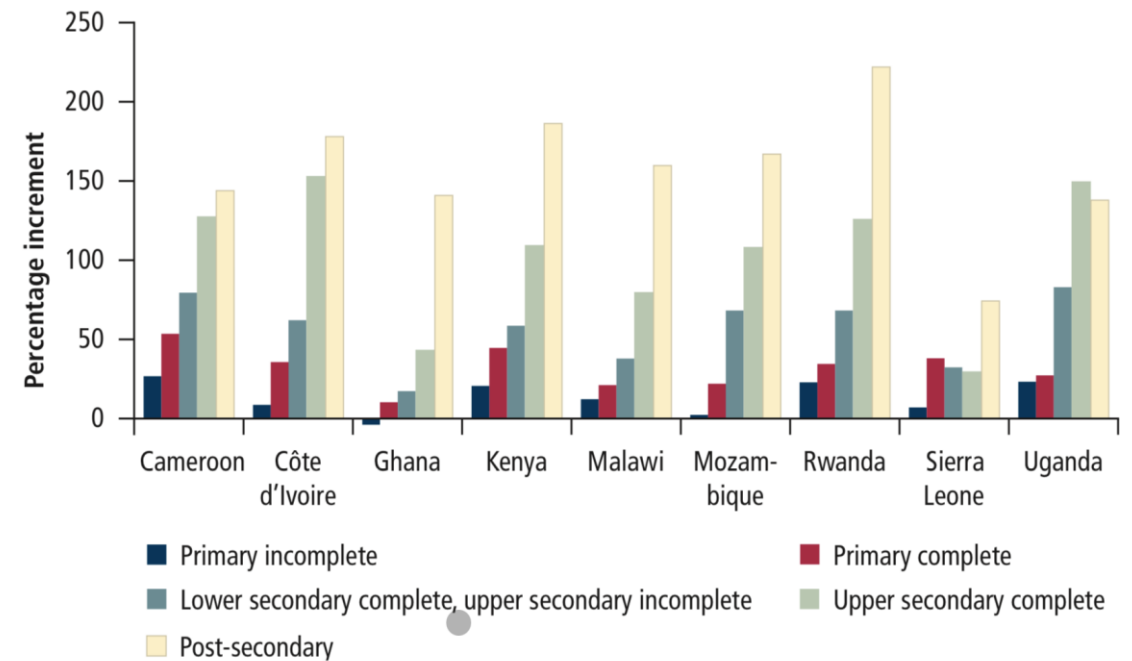


Figure 3.15 Cognitive skills increase slowly, especially for the poorest

Figure 3.8 Education is associated with higher wages

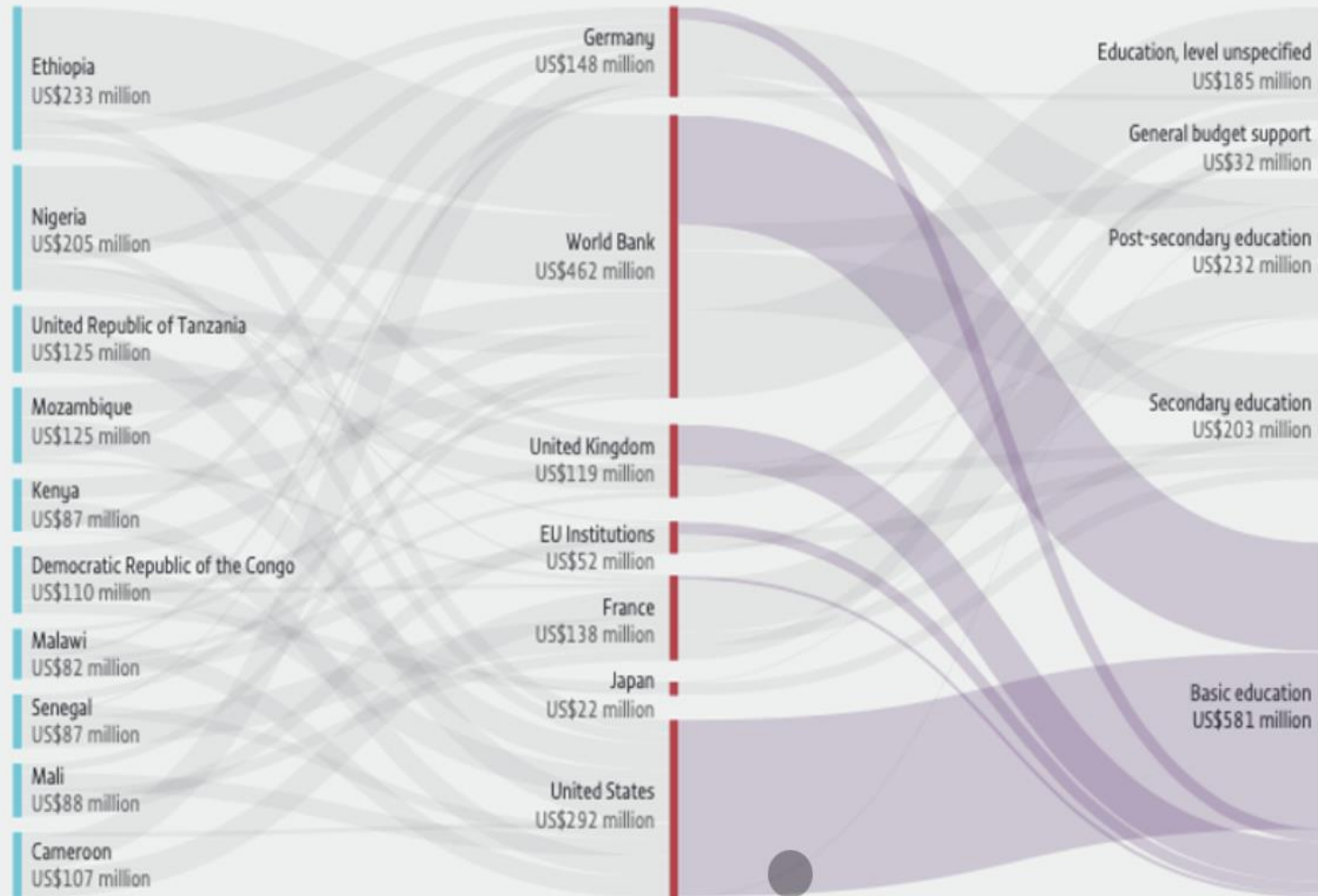


Source: Youth employment in Sub Saharan Africa - Full Report 2014: AFD & World Bank

FIGURE 10:

The United States and the World Bank dominate aid to basic education in sub-Saharan Africa

Aid to education in sub-Saharan Africa, by education level and main donor and recipient countries, 2018



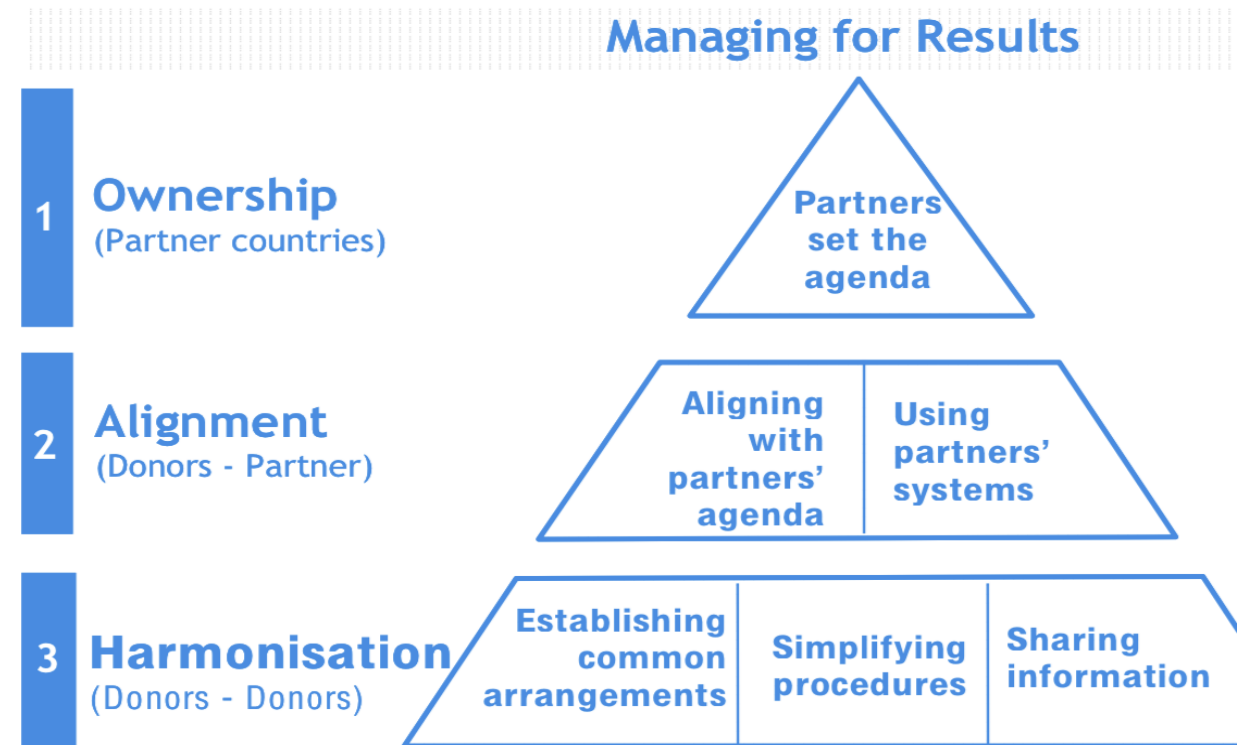
Source: SCOPE education-progress.org analysis based on OECD CRS (2020).

Multilateral
and bilateral
donor funding
to education

ODA -

- Development countries – 0.7%
- Importance of Aid
- Pyramid – ownership
- Modalities: Mozambique (2005) – Direct Budgetary support

1: The Paris Declaration framework for enhanced aid effective



OECD Working Party on Aid Effectiveness

Annex 1 Revised Theory of Change (updated April 2019) Key: **Green** = currently programmed, **Amber** = plans to programme, **Red** = no programme plans

Improved learning conditions for 1.4 million boys and girls leading to improved secondary exam passes.

IMPACT

Curriculum is aligned with students learning levels

Examinations (WASCE BECE) are a fair and accurate test of learning

Annual School Learning Assessments provide longitudinal comparability

An enabling environment in secondary schools for students, especially girls and children with disabilities, to be safe and learning

ASSUMPTIONS

Harmful social norms putting girls and children with disabilities at risk are tackled through community behaviour change

Teachers attend and meet their minimum contact times and receive continuous professional development geared towards learning

GoSL has sufficient resources and appetite to work with **developm**. partners

GOSL and donor interventions support a systemic approach to improving access and learning

Governments and donors take decisions based on accurate data and sound research evidence.

OUTPUTS

Girls and children with disabilities supported to be in school and safe through School Management Structures; radio classes on life skills and assistive devices

Improved classroom learning conditions incl. improved attendance (teacher, pupils). Effective use of remediation

Strengthened capacity of MBSSE to plan, manage and monitor priority programmes

Strengthened capacity of Districts to hold schools and teachers to account

Improved understanding through monitoring, research and learning

ASSUMPTIONS

Adequate numbers of geographically accessible schools to enable children to attend at low or no cost, with adequate facilities (WaSH)

Children have sufficient physical and cognitive functioning to learn

Teachers paid regularly; adequate numbers of English and maths teachers allocated according to need (e.g. in rural areas).

Majority of children will not have gained foundational skills, due to new entries, re-entry (FQSE) non-mother tongue and poor instruction at primary

GoSL has the resources and capacity to collect and analyse education data effectively

INPUTS

Output 1
Schools are supported to engage in actions that promote the safety and inclusive learning of girls, support children' with disabilities and identify and respond to gender-based violence

Output 2
MBSSE is supported to develop quality study materials (English, maths) and provide effective enforcement of teacher Code of Conduct. School leadership is professional and works to increase contact time and discipline.

Output 3
Real time data monitoring and reporting on lesson observations, attendance; improved data-driven planning and decision making at the national level for FQSE implementation

Output 4
Decentralised school monitoring systems are strengthened, school supervision is improved; improved district capacity to monitor schools and teachers effectively and allocate resources.

Output 5
Achievement surveys undertaken, research studies published, dissemination events held to encourage GOSL take action on results of the annual learning surveys

ASSUMPTIONS

Communities start to support girls education equally to boys, increasing their aspirations

TSC drives a rapid professionalisation of workforce, edu. staff grasp new approaches

PMs are effective at linking with govt. structures at national and district levels.

UK HMG/GoSL relationships are strong; all donor interventions aligned

Sustained GOSL commitment to improve services. TA works effectively.

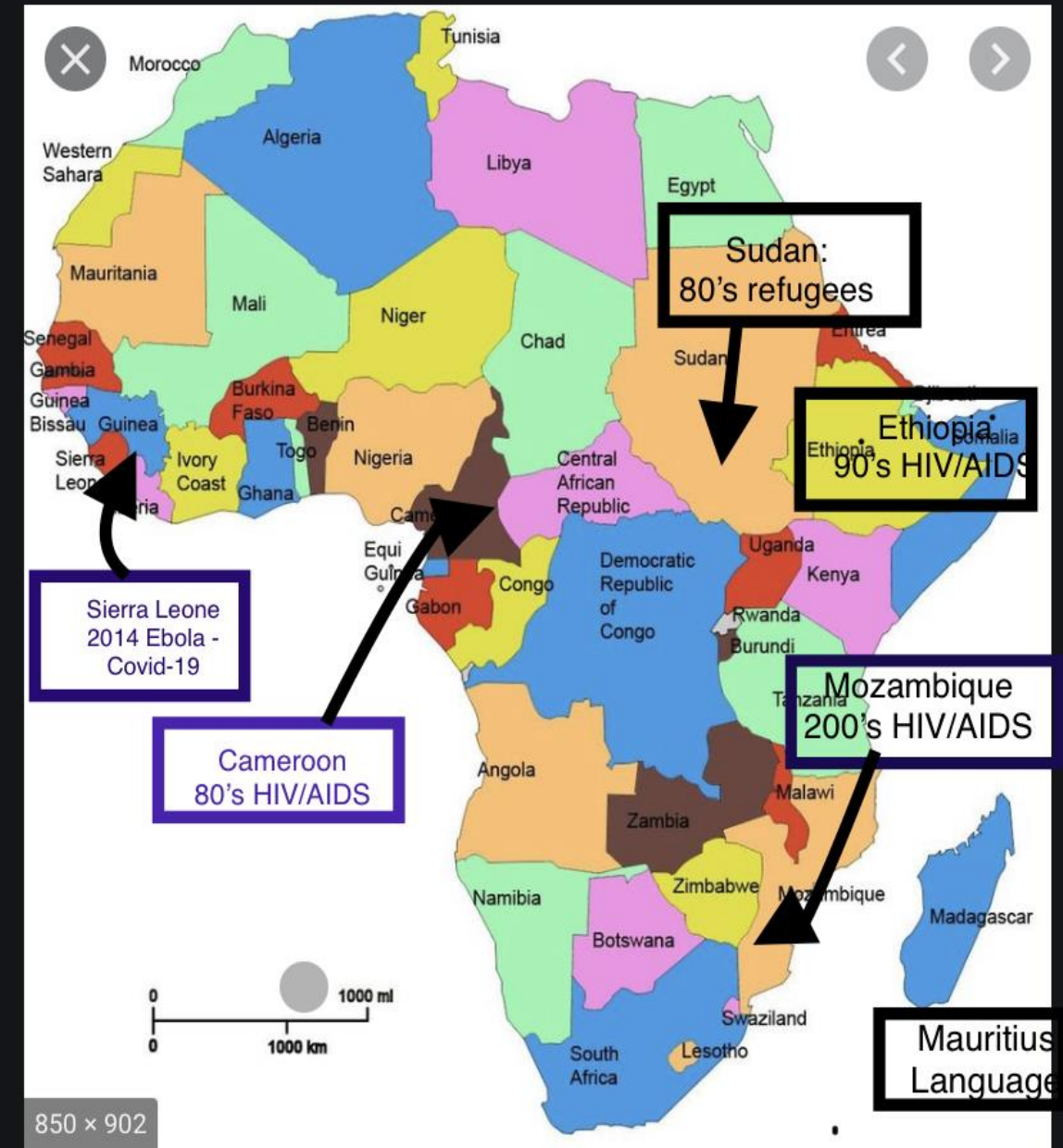
District capacity to manage and monitor service delivery increases

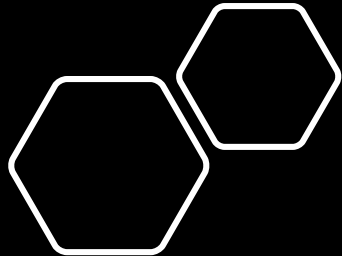


- More employable graduates
- Sustainable productive relationships between HEIs + stakeholders
- Student-centred focus within HE across country leading to a more responsive and capable workforce
- Revised curricula in STEM, Health, Management and Agriculture
- On-line delivery responsive to dealing with COVID-19

Educational de-railers

- Civil conflict and Refugees: 80's Sudan
- HIV/AIDS: 80's Cameroon, 90's Ethiopia, 00's Mozambique
- Language poverty: 00's Mauritius
- Ebola: 14/15 Sierra Leone
- Covid-19: 20/21 SSA





Thank you