



CHAPTER 3

Education and training

Article 14

KEY POINTS

- In all SADC countries except for Seychelles and Lesotho, the level of literacy for women older than 65 is lower than that of men.
- Almost all countries in SADC have achieved gender parity in primary school enrolment. There is a higher percentage of boys out of school than girls.
- None of the countries in SADC have achieved the 12-year target of compulsory years in school. Mauritius comes closest with 11 years compulsory schooling.
- Rates of teenage pregnancy (between the ages of 15 and 19) range from 28 per 1000 young women in Mauritius to 162 per 1000 young women in Angola.
- The expanded definition of education to include all forms of education extends the notion of education beyond classrooms and focuses on life-long learning as opposed to a stipulated period in the formal schooling system.
- There is a higher proportion of men enrolled in STEM in tertiary institutions in 12 SADC countries. Botswana, South Africa and Mauritius are closest to reaching gender parity in STEM enrolment.
- At secondary level only six countries (Botswana, Lesotho, Mauritius, Namibia, Seychelles and South Africa) have 50% or more women teachers. Eight countries have lower than 50% women teachers at secondary level.
- On 2 August, Botswana's parliament became the first in the world to vote for schoolgirls to be provided with free sanitary pads.
- Nine SADC countries (Lesotho, Malawi, Mauritius, Namibia, Seychelles, Swaziland, Tanzania, Zambia and Zimbabwe) need to endorse the Safe Schools Declaration and the region must implement strategies to reduce and prevent violence in schools.
- There needs to be clear baseline data and indicators for measuring progress in eliminating stereotypes in the curriculum.
- While a high proportion of teachers are adequately trained at primary level, this is not the case at secondary level.
- The demographic dividend will not occur if the region does not curb its burgeoning youth population.



Providing early childhood education is critically successful for future education.
Photo: Eileen Burk, Save the Children

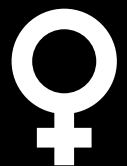
**Botswana
parliament**

**1st
ever**

to vote

for free pads

**for girls in
schools**



What the Protocol requires

Under Part Four, the SADC Protocol on Gender and Development has three sub-articles that cover Education and Training. These include enrolment and retention at all levels of education and conducive learning environments. It also recognises

that for-mal education is not the only type of training that can benefit girls and women as vocational and non-formal approaches have an important place in the changing the world or work.

Table 3.1: The Revised Gender Protocol

| Former provisions | New provisions |
|---|---|
| States Parties shall, by 2015, enact laws that promote equal access to and retention in primary, secondary, tertiary, vocational and non-formal education in accordance with the Protocol on Education and Training and the Millennium Development Goals. | 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 . 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. |
| New | |
| States Parties shall by 2015 adopt and implement gender sensitive educational policies and programmes addressing gender stereotypes in education and gender based violence, amongst others. | States Parties shall adopt and implement gender sensitive educational, curriculum, policies and programmes addressing gender stereotypes in education and gender based violence, amongst others. |

Table 3.1 summarises the new additions on Education and Training in the Post 2015 SADC Gender Protocol.

- The focus on completion rates, early childhood education, adult literacy and increasing girls' participation in Science, Technology, Engineering and Mathematics (STEM) are priorities for the SADC region.
- The expanded definition of education to include all forms of education extends the notion of

education beyond classrooms and focuses on life-long learning as opposed to a stipulated period in the formal schooling system.

- International, continental and SADC instruments are in place to improve the quality of education and to provide all citizens with access to diverse educational opportunities. SADC member states need the political will, conceptual clarity and resources to implement programmes recommended by the AU.



Early childhood education is a priority in the SADC region.

Photo: Mukayi Makaya

Key trends

Table 3.2: Trends in Education 2009, 2015 and 2017

| Parameter | Target 2030 | Baseline 2009 | Progress 2015 | Progress 2017 | Variance (Progress - target) |
|---|-------------|---------------|---------------|---------------------|------------------------------|
| PROPORTION OF GIRLS IN SECONDARY EDUCATION | | | | | |
| Highest proportion of girls | 100 % | | Lesotho (57%) | South Africa (88 %) | -22% |
| Lowest proportion of girls | | | DRC (36%) | Mozambique (18%) | -82% |
| SECONDARY SCHOOL COMPLETION RATES GIRLS | | | | | |
| Highest | 100% | | | Seychelles (100 %) | 0 |
| Lowest | | | | Angola (15%) | -85% |
| PERCENTAGE WOMEN IN TERTIARY EDUCATION | | | | | |
| Highest | 50% | | | Mauritius (42%) | -8% |
| Lowest | | | | Malawi (1%) | -49% |
| % WOMEN TEACHERS IN SECONDARY SCHOOLS | | | | | |
| Highest | 50 % | | | Seychelles (62 %) | +12% |
| Lowest | | | | DRC (12 %) | -38% |
| % WOMEN IN STEM SUBJECTS IN TERTIARY EDUCATION | | | | | |
| Highest | 50% | | | Botswana (46 %) | -4% |
| Lowest | | | | DRC (17%) | -33% |
| SCORES | | | | | |
| SGDI | 100 % | N/A | 94% | 84% | 16% |
| CSC | 100 % | 65% | 68% | 66% | 34% |

Source: Gender Links, 2017.

Table 3.2 shows that:

- South Africa (88%) has the highest proportion of girls enrolled at Secondary school and Mozambique (18%) has the lowest.
- Girls in Seychelles attained full (100%) completion of secondary school while in Angola only 15% girls completed secondary school.
- The results for tertiary education show that less than half of the eligible young women are actually in tertiary education. Mauritius (42%) has the highest representation of young women in tertiary education. In Malawi only 1% of eligible young women are in tertiary education.
- Mauritius (46%) is very close to reaching gender parity in enrolment in STEM subjects, while DRC (17%) has the furthest to go.



Limkokwing Botswana unleashes more graduates to the world.

Photo: Gender Links

Scores - SGDI and CSC

The SADC Gender and Development Index (SGDI) is a composite empirical measure of progress. In the case of education, the previous SGDI focused on enrolment rates for boys and girls at primary, secondary and tertiary level. In the Post 2015 SGDI, enrolment at primary level has been dropped, as this is no longer a major issue in the region. Instead, the SGDI measures the gender gap between the proportion of eligible boys and girls in secondary and tertiary education. The index has added secondary school completion rates for girls; percentage of women teachers in secondary schools and women in STEM subjects in tertiary education. Not surprisingly with these more stringent tests, the average SDGI has dropped from 94% in 2015 to 84% in 2017. The Citizen Score Card (CSC) is a measure of how citizens (women and men) rate their governments' efforts to provide accessible and quality services. This score has also been expanded to take account of the new additions in the Post 2015 era. This score has traditionally been lower than the SGDI scores as citizens focus more on the qualitative than quantitative aspects of education. With the new parameters in the SADC Gender Protocol, the CSC has also dropped from 68% in 2015 to 66% in 2017.

SGDI

has gone
down

to

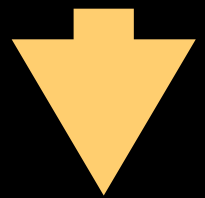
84%

in 2017

from

94%

in 2015



CSC

has

dropped

from

68%

in 2015 to

66%

in 2017

SDGI
84%

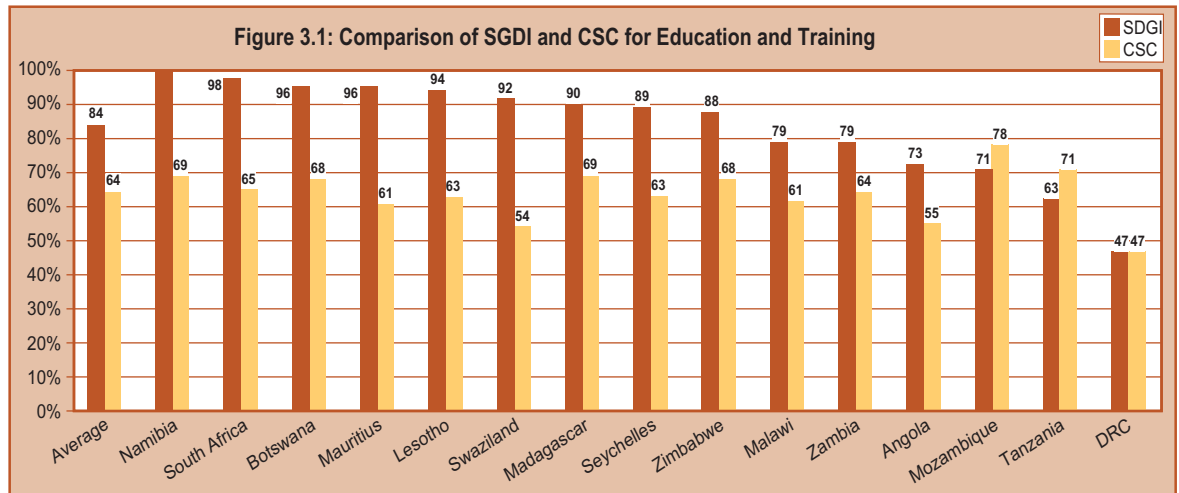
CSC
66%



67%
scored
higher
than



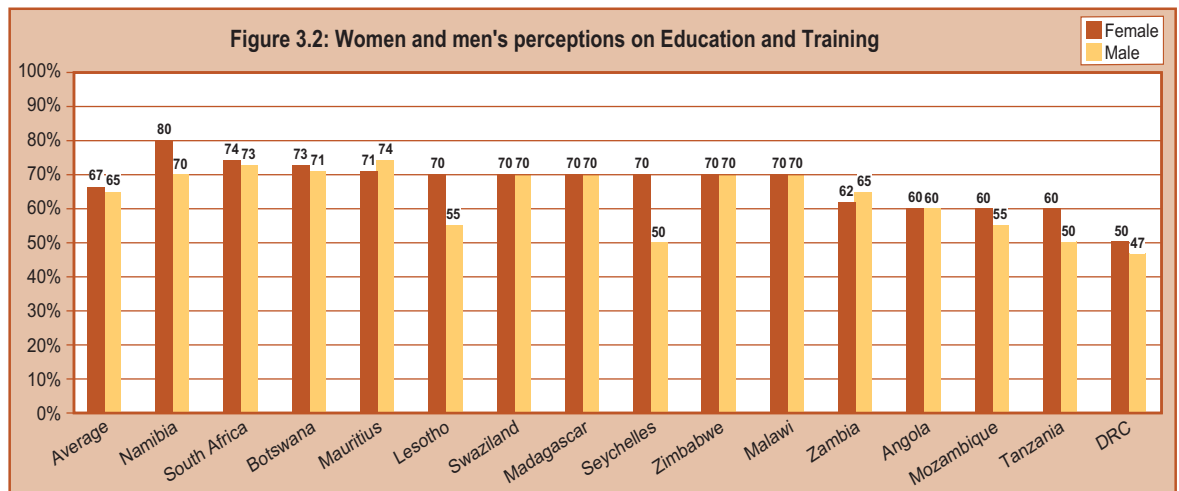
65%



Source: Gender Links, 2017.

Figure 3.1 compares the SGDI and CSC scores. As the target is women's and girls' equal participation, where this is achieved a country scores 100% and less depending on the extent of the gender gap. The SGDI scores for all countries are much higher than the CSC scores. At 66%, the CSC "perception" score is much lower than the SGDI score (84%). The difference between the SGDI average score and CSC in education is 20 percentage points. Citizens in all the 15 SADC countries gave lower scores

compared to the SGDI. Swaziland recorded the highest gap between the SGDI (92%) and the CSC (54%) closely followed by Mauritius with SGDI and CSC scores of 96% and 61% respectively. Mozambique had the highest citizen score (78%). This is a strong reminder that there are many aspects of education for which quantitative measures are still required: for example safety in schools, and gender aware education curriculum.



Source: Gender Links, 2017.

Figure 3.2 compares the perceptions of women and men on education across the region through sex disaggregated data on the CSC. On average, women (67%) scored their governments higher than men (65%). Women in eight countries (Mozambique, Botswana, Zimbabwe, Lesotho,

Seychelles, Mauritius, Angola and DRC) scored higher than men while in five countries (Madagascar, Namibia, South Africa, Zambia and Swaziland) men and women gave the same score. In Tanzania and Malawi women scored government performance in education lower than men.