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Education and training



Building a better future through education.

Photo: Ntolo Lekau

KEY POINTS

- Education is one of the better performance areas among SADC member states, but this varies between countries. Less than half the fifteen SADC states have achieved the gender parity targets at each of the three levels - primary, secondary and tertiary.
- With the exception of Lesotho and Seychelles, women in Southern Africa have lower literacy levels than men.
- Six countries in the region: Mauritius, Seychelles, South Africa, Botswana, Zambia and Swaziland have higher proportions of women than men at tertiary level.
- In all but two instances (primary education in Malawi and secondary education in Mozambique, where girls and boys are virtually at par) girls are outperforming boys at schools in the SADC region.
- The regional average Southern Africa Gender and Development

Index (SGDI) score for education is 94% compared to the regional Citizen Score Card (CSC) score of 69%.

- The SGDI has gone up by one percentage point since the inception of this index. On the other hand the CSC has increased by 15 percentage points, showing an increasingly positive perception among citizens.
- However, education is the only sector in which citizens in all countries score their governments tougher than the SGDI.
- The difference between the empirical score and citizen perception score underlines many qualitative challenges such as gender biases in curriculum and GBV in schools.
 - Gender stereotypes still abound in decision-making in SADC, in curriculum, teaching materials and in the choice of subjects.
 - Gender violence in schools remains a major challenge.



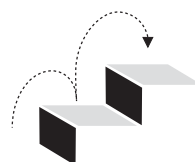
Trends table - Education

	2009	2010	2011	2012	2013	Target 2015
PRIMARY EDUCATION						
No. of countries that have achieved 50% girls or more at primary level	5	5	6	5	6	15
Country with highest percentage of girls at primary school	Lesotho (51%)	Lesotho (51%)	Lesotho (51%)	Lesotho (51%)	Botswana, Malawi, Seychelles, South Africa, Tanzania, Zimbabwe. (50%)	50%
Country with lowest percentage of girls at primary school	DRC (45%)	DRC (45%)	DRC (45%)	DRC (46%)	DRC (46%)	50%
SECONDARY EDUCATION						
No. of countries that achieved 50% girls or more at secondary level	6	6	6	6	6	50%
Country with highest percentage of girls at secondary school	Lesotho (56%)	Lesotho (56%)	Lesotho (56%)	Lesotho (56%)	Lesotho (57%)	50%
Country with lowest percentage of girls at secondary school	DRC (36%)	DRC (36%)	DRC (36%)	DRC (36%)	DRC (36%)	
TERTIARY EDUCATION						
No. of countries that have achieved 50% young women or more at tertiary level	7	7	7	7	6	15
Country with highest percentage of young women at tertiary level	Seychelles (57%)	Seychelles (57%)	Mauritius (61%)	Mauritius (61%)	Mauritius (61%)	50%
Country with lowest percentage of young women at tertiary level	DRC (26%)	DRC (26%)	DRC (26%)	DRC (26%)	Tanzania (26%)	50%
SCORES						
SGDI			93	94	94	100%
CSC	65	65	55	63	69	100%

Six countries (Botswana, Lesotho, Namibia, Seychelles, South Africa and Swaziland) have 50% or more young women in secondary school; this is one country less than before (Tanzania slipped from parity to 46% women in secondary education in the period under review). Lesotho, with 57% young women in secondary school, has consistently been the highest and DRC (36% young women in secondary school) consistently the lowest. Interestingly, six SADC countries now have a higher proportion of young women than men in tertiary education. These are Botswana, Mauritius, Namibia, South Africa, Swaziland and Zambia. Mauritius (61% women at tertiary level) has overtaken Seychelles (57%) to become the country with the highest proportion of women at this level. The DRC, with 26% women at tertiary level, has the lowest proportion of women in tertiary education.

The regional average SGDI score has in the past 3 years moved a percentage point up from 93% in 2012 to 94% in 2013. This is a clear demonstration of efforts by SADC member states to reach the 2015 target of equal enrolment of boys and girls at all level. This is the highest score achieved in any one of the six sectors measured by the SGDI. These scores show that education is definitely one of the rapidly improving areas in the region. While the SGDI has not moved much since 2011, the Citizen Score Card (CSC) has, in the past two years, gained 14

percentage points from 55% in 2011 to 69% in 2013. This shows that citizen perspectives on education are generally more positive than in the past.



Next steps

Literacy: Along with indicating a need to increase literacy drives for both men and women, the findings show the need for targeted approaches to adult basic education in order to bridge the gender gap.

Primary education: Targeted policy measures required include reviewing policies on school fees and, where feasible, making education free and compulsory; and special funds and scholarships, with specific gender targets appropriate to the particular country, to assist learners from disadvantaged backgrounds.

Secondary education: Schools have a responsibility to ensure that girls who become pregnant whilst at school receive the practical and psychological support they need to return to school and complete their studies.

Tertiary education: Narrowing the gender gap requires some concerted strategies, one of which is targets and timeframes for achieving gender parity in vocational and higher education.

Key contacts

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