

National policies to advance Education for All in thirty countries

Introduction

A central element of the monitoring results reported in Chapter 3, on country efforts to establish and implement policies consistent with the goals and strategies to which governments committed themselves at Dakar, is a review of thirty mainly developing countries. This group was selected according to countries' progress in relation to the six EFA goals between 1999 and 2005, along with the remaining challenges. The aim was to present a broad variety of the approaches pursued by governments.

The selection of countries involved an assessment of the changes in a number of indicators over the six-year period and the levels achieved by 2005. The assessment was based on the following indicators: under-5 mortality rate (2005–2010), pre-primary education GER, primary education NER, number of out-of-school children, average repetition rates in primary education, number of illiterate adults (1995–2004), survival rate to grade 5, pupil/teacher ratio in primary education, gender parity index of primary education GER, gender parity index of adult literacy rate, gender-specific EFA index and EFA Development Index.

The assessment highlighted some of the countries that made the greatest progress in one or more indicators, as well as countries that are still far from reaching one or more of the EFA goals. Additional criteria aimed at presenting a diversity of contexts and regional spread.

This process resulted in the selection of the following countries (in alphabetical order by region): Egypt, Morocco, Yemen, Albania, Mongolia, Tajikistan, Turkey, Cambodia, China, Indonesia, the Lao People's Democratic Republic, the Philippines, Viet Nam, Brazil, the Dominican Republic, Guatemala, Mexico, Nicaragua, Bangladesh, India, Pakistan, Burkina Faso, Eritrea, Ethiopia, Mozambique, Nigeria, Rwanda, Senegal, South Africa and the United Republic of Tanzania.

Government policies and strategies in these countries were identified and organized into three main policy areas, depending on their aims: developing enabling institutions, assuring access to education opportunities and creating opportunities to learn.

Summary of national policies to advance EFA since 2000 in thirty countries

Country	Institutional environment	Measures to expand access	Measures to improve learning
Arab States			
<p>EGYPT</p> <p>Main achievements</p> <ul style="list-style-type: none"> Increased pre-primary GER by 54%. Maintained high NER in primary education amid demographic pressures. Achieved large increase in adult literacy rate. <p>Main challenges</p> <ul style="list-style-type: none"> Further improving low pre-primary coverage. Redressing regional and income disparities in access to primary education. Continuing to reduce the large number of illiterates, especially women. 	<ul style="list-style-type: none"> 2006 General Framework for Education Policies: eight strategic approaches, including decentralization, national standards, school-based reform and strengthened partnerships with civil society, private sector and local government. Establishment of a Strategic Planning Unit, to improve and decentralize planning and management, with similar decentralized units at governorate level. Movement towards school-based management, including school-development planning and standards-based self-assessment. 2005 ministerial decree mandating establishment of Boards of Trustees, Parents and Teachers in each school, which can collect and spend local contributions. 	<ul style="list-style-type: none"> Improved coordination among government agencies, e.g. recent establishment of Early Childhood Coordination Committee with broad representation. Construction of pre-primary classrooms to increase access in disadvantaged areas. School construction, targeting rural and poorest governorates in Upper Egypt with low levels of girls' enrolment. Several successful initiatives to increase girls' access: one-classroom schools, community schools, small schools, girl-friendly schools, other programmes targeting marginalized girls. Children with disabilities: teacher training in special needs, integration into community schools. 	<ul style="list-style-type: none"> Standards-based curriculum for grades 1 to 12. Professional development programmes for teachers using ICT (e.g. digital education enhancement project). Development of different types of contracts with adult education teachers.
<p>MOROCCO</p> <p>Main achievements</p> <ul style="list-style-type: none"> Increased by 20% primary education NER and decreased by 53% the number of out-of-school children while reducing subnational disparities. Reduced gender disparity in primary education. Increased adult literacy rate. <p>Main challenges</p> <ul style="list-style-type: none"> Continuing to reduce the large numbers of out-of-school children and illiterate youth and adults. 	<ul style="list-style-type: none"> 2005 National Human Development Initiative to tackle exclusion and seek intersectoral synergies. Public sector management reform, which has established monitoring, capacity-building in the civil service and movement towards decentralization and community-level management. 2000–2009 National Education and Training Charter promoting universal basic schooling, higher-quality teaching, improved governance and girls' education. Reform of education and training system, decentralizing services and creating public regional academies with independent decision-making and management authority. Strengthened monitoring and evaluation. Establishment of participatory school management committees, with planning and special financing opportunities at individual school level. 	<p>ECCE and basic education</p> <ul style="list-style-type: none"> Expanded school infrastructure with priority to disadvantaged areas and groups, particularly rural areas and girls (e.g. integrating pre-primary classes into primary schools, latrines for girls). Incentives for girls' enrolment: conditional food aid in rural areas, boarding facilities, boarding grants. Integration classes for slightly to moderately disabled pupils and access facilities. <p>Youth and adults</p> <ul style="list-style-type: none"> Four literacy programmes, differing in terms of populations targeted and operators running them in collaboration with the central government agency for literacy and NFE. NFE programmes since late 1990s, focused on out-of-school children, including street and working children. 	<ul style="list-style-type: none"> Revised curricula, more responsive to local circumstances, in both the formal and non-formal sectors. Improved production and distribution of textbooks and teacher guides to disadvantaged regions and groups. Decentralized responsibilities for equipment procurement and distribution. Teams in regional academies to prepare and introduce regional and local curricula. Berber language teaching in primary school, particularly in Berber regions. Project to expand use of ICT in teaching, focusing mainly on educational equipment, training and content. To cope with growing enrolment, regional recruitment of temporary teachers who are progressively integrated into the public-sector system. Measures to encourage and motivate teachers: competitive examinations for internal promotion, improved benefits. Learning assessment mechanisms: reintroduction of certificates at end of primary education cycle and lower secondary. Establishment of examination centre to standardize rules for preparing, administering and marking tests, to create test-item banks and analyse results.
<p>YEMEN</p> <p>Main achievements</p> <ul style="list-style-type: none"> Increased by 31% primary education NER. Improved gender parity at all levels of education. Increased adult literacy rate by 17%. <p>Main challenges</p> <ul style="list-style-type: none"> Improving very low pre-primary GER. Reducing large number of out-of-school children. Reversing large fall in survival rate to grade 5. 	<ul style="list-style-type: none"> 2002 National Basic Education Strategy, which aims for UPE and school quality, with emphasis on girls' access. Ongoing development of unified monitoring system of the national strategy. Lack of ECCE in national education policies; weak role of government in the sector. Priority on girls' and women's education: National Girls' Education Strategy, establishment of girls' education unit in MoE (2006), gender as cross-cutting theme in PRSP. Capacity-building to identify gaps and design strategies, especially to improve girls' education. 	<p>ECCE</p> <ul style="list-style-type: none"> Work with religious leaders and local communities to change perceptions about early childhood and girls' education. <p>Basic education</p> <ul style="list-style-type: none"> Increase in coeducational and female-only schools, particularly in rural areas, and reduction of male-only schools. Sustained construction of schools, though not enough to meet enrolment growth. Waiving of school fees for girls in all grades of primary school and for boys in grades 1 to 3 in 2006. 	<ul style="list-style-type: none"> Revised curriculum and teaching methods to make schools more 'girl-friendly'. New ECCE diploma at Sana'a University to increase numbers of qualified teachers. Increased numbers of female teachers (but greater efforts needed, especially in rural areas).

Summary of national policies to advance EFA since 2000 in thirty countries

(Continued)

Country	Institutional environment	Measures to expand access	Measures to improve learning
<ul style="list-style-type: none"> Further reducing large number of illiterate youth and adults. Improving low levels of most indicators, especially for girls and women and in rural areas. 			
Central and Eastern Europe			
<p>ALBANIA</p> <p>Main achievements</p> <ul style="list-style-type: none"> Increased by 13.5% pre-primary GER. <p>Main challenges</p> <ul style="list-style-type: none"> Reversing decreases in primary education NER and survival rate to grade 5. Redressing disparities in enrolment and completion of primary education by income groups and geographical location. Improving learning outcomes from low levels measured in international assessments. 	<ul style="list-style-type: none"> National Education Strategy 2004–2015, prepared with involvement of civil society. Focus on improved governance, quality of teaching and learning, financing of pre-university education, capacity-building, development of vocational and technical education. National Strategy for Socio-Economic Development makes education one of highest priorities in next ten years, supported by funds from Poverty Reduction Strategy Credit. Distribution of provision and funding among three government levels; shared responsibility with local governments in funding school operating expenses and maintenance. Ongoing MoE development of educational planning and policy analysis unit, and management information system, both requiring capacity-building efforts. 	<p>Basic education</p> <ul style="list-style-type: none"> Transfer programmes (cash and in-kind) to stimulate enrolment and completion of basic education of children from poorest households. 	<ul style="list-style-type: none"> Free textbooks for all basic education pupils. Restructured Institute of Pedagogical Studies with curriculum and teacher training centres. Application of new curriculum, including assessment standards. Financial incentives to teach in rural areas. 2001 establishment of independent National Assessment and Evaluation Centre, in charge of national examinations. Sample-based learning assessments in basic education grades since 2002.
<p>TURKEY</p> <p>Main achievements</p> <ul style="list-style-type: none"> Increased to 61% pre-primary education GER. <p>Main challenges</p> <ul style="list-style-type: none"> Further improving continued low coverage of pre-primary education. Redressing disparities in girls' educational attainments and subnational disparities in availability of infrastructure, learning resources and teachers. Reducing the large numbers of out-of-school children and of young and adult illiterates. 	<ul style="list-style-type: none"> Two waves of education reform: after Jomtien, a focus on increasing access; now a focus on improving content and quality in education while expanding access. National plan of action after Dakar, but lacking any role as a benchmark for evaluating and monitoring progress towards EFA. No specific education sector plan in earlier National Development Plan, though National Development Plan 2007–2013 addresses EFA goals: ECCE, universal coverage and quality of basic education; also priority on girls, students in rural areas and addressing dropout as an important policy objective. 2003 Law on Public Fiscal Administration and Control: use of public funds linked with development plans and programmes, with emphasis on fiscal transparency and accountability, strategic planning and performance-based budgeting. Preparation of MoE's strategic plan (began in 2006). Recognition of need to restructure the central administration of education, with 2004 reform plan but very slow implementation. Partial transfer of responsibility to municipalities for building and maintaining public schools (Law on Municipalities). Important role of NGOs promoting EFA policies, e.g. through campaigns to expand ECCE ('7 is too late'). Emergence of civil society monitoring groups to inform public of EFA advances and contribute to the process. First joint report (2005). 	<p>Basic education</p> <ul style="list-style-type: none"> Extension of compulsory basic education from five to eight years in 1997, accompanied by accelerated construction and teacher recruitment, particularly between 1997 and 2002. Campaign ('100 % Support to Education') to stimulate private sector contributions to education, especially infrastructure investments through tax incentives. Strategies to increase schooling in dispersed rural areas: busing and free boarding schools, especially since 1997. Conditional cash transfers targeting regular school attendance in basic education by poorest households. Major campaign (2003–2005) to increase girls' access ('Let's go to school, girls!'), with intersectoral government coordination. 	<ul style="list-style-type: none"> 2003 Board of Education launch of comprehensive curriculum reform in all grades of basic education: change of pedagogy, focus on skills, measurements to include process as well as outcomes. Accompanied by new textbooks and teacher guides, in-service teacher training. Distance-learning approach to meet demand for English language and pre-school teachers since 2000. New staffing norms to reduce teacher shortages in disadvantaged regions; increased transparency in assignment and promotion mechanisms (use of assessment tests), school-based plans for enhancing teacher professional development. National assessments of basic education since 1992, with several subject evaluations every three years. Participation in international assessments. Improved but inadequate efforts on gender sensitivity in textbooks. Distribution of free textbooks.
Central Asia			
<p>MONGOLIA</p> <p>Main achievements</p> <ul style="list-style-type: none"> Increased pre-primary education GER. Moderately increased survival rate to grade 5 and gender parity. <p>Main challenges</p> <ul style="list-style-type: none"> Reversing the fall of primary education NER. 	<ul style="list-style-type: none"> Master Education Plan (2006–2015): emphasis on vulnerable children, herder communities and internal migration from rural to urban areas. 	<p>Basic education</p> <ul style="list-style-type: none"> Subsidies for schools favouring disadvantaged regions (Kazakh minority area). Subsidies and dormitories for children from herder communities. Pilot programmes for children with special needs. 	<ul style="list-style-type: none"> Multilingual instruction in schools serving Kazakh minority, but hampered by lack of textbooks.

(Continued)

Country	Institutional environment	Measures to expand access	Measures to improve learning
<p>TAJIKISTAN</p> <p>Main achievements</p> <ul style="list-style-type: none"> Moderately increased survival rate to grade 5. Continued to increase primary education NER. Increased gender parity. <p>Main challenges</p> <ul style="list-style-type: none"> Improving low indicators of school quality. 	<ul style="list-style-type: none"> Social Economic Development Programme, with strong poverty reduction strategy. 2004 Law on Education and government education plan: promotion of participatory governance, higher teacher salaries and better quality of education. Monitoring through a database children's well-being. 	<ul style="list-style-type: none"> Special measures for children in rural areas. Special measures for out-of-school children aged 6 to 15. Ban on recruitment of pupils for labour in agricultural activities. 	<ul style="list-style-type: none"> Attempts to change curriculum. Improvement to teacher qualifications through in-service programmes. Distribution of free textbooks to disadvantaged students.
East Asia and the Pacific			
<p>CAMBODIA</p> <p>Main achievements</p> <ul style="list-style-type: none"> Increased primary education NER and survival rate to grade 5. <p>Main challenges</p> <ul style="list-style-type: none"> Reducing low levels of survival rate to grade 5, gender parity and adult literacy. 	<ul style="list-style-type: none"> Education Strategic Plans 2000–2005 and 2006–2010, incorporating Dakar EFA goals. Move towards sector-wide approach involving much dialogue and negotiation with donors. Decentralization, with some funding direct to schools for first time. All schools given operational budgets (2001). Capacity-building to support decentralization. 	<p>ECCE</p> <ul style="list-style-type: none"> Emphasis on disadvantaged communities. Pre-school year for 5- to 6-year-olds, home-based and family support programmes for children under 5. <p>Basic education</p> <ul style="list-style-type: none"> Construction of schools, especially in remote areas. Multigrade approaches to reduce number of 'incomplete schools' in border, remote and ethnic minority areas. Multiple shifts in overcrowded schools. Advocacy on benefits of girls' education through partnerships with NGOs, CSOs. 'Safe boarding places' for girls. <p>Youth and adults</p> <ul style="list-style-type: none"> Re-entry classes for joining primary or lower secondary. Equivalency courses combining basic education with practical livelihood and life skills. NFE for 'hard to reach' groups. 	<ul style="list-style-type: none"> Improvement of toilets and water access in new and existing schools. New curriculum in basic education grades, based on achievement standards and more gender sensitive. Inclusion of locally relevant life skills and HIV/AIDS programmes in schools. Pilot bilingual education programmes in ethnic minority areas. Incentives to recruit teachers locally and attract teachers to rural areas, especially female teachers. Continuous in-service training and teacher development through school clusters. Automatic grade promotion.
<p>CHINA</p> <p>Main achievements</p> <ul style="list-style-type: none"> Increased adult literacy rate. <p>Main challenges</p> <ul style="list-style-type: none"> Redressing disparities to the detriment of rural areas in access to primary education and quality. 	<ul style="list-style-type: none"> Strategic plan aligned with EFA goals. Decision on Reform and Development of Basic Education (2001), covering fiscal management, quality, curriculum and teacher education. Decision on Further Enhancing Rural Education (2003): policies to redress disparities affecting rural areas. Compulsory Education Law (revised 2006), stressing right to a free education without discrimination on the basis of gender, ethnicity, race, wealth or regional status. Management training for school principals. Public sector management reform, addressing capacity constraints. 	<p>Basic education</p> <ul style="list-style-type: none"> Expanded school construction and boarding facilities, especially in poor provinces and rural areas. Extension of policy to offset schooling costs: 'Two Exemptions One Subsidy', waiving tuition and other charges, with free textbooks, subsidized boarding. Reform of subnational funding of basic education, with higher share for poorest regions. Educational campaigns encouraging girls' enrolment in poor western provinces. <p>Youth and adults</p> <ul style="list-style-type: none"> One example among several: Action to Eliminate Women's Illiteracy (government partnership with All China Women's Federation), combining literacy, agriculture, women's rights. 	<ul style="list-style-type: none"> New national curriculum, phased in since 1999: active learning, problem-solving, participatory approach, more autonomy for schools in curriculum management; reform of student evaluation system (but lack of funds and teacher training impedes implementation). Increased teacher recruitment in rural areas: free education provided graduates commit to three years in rural schools; university internships in rural schools; Master of Education for Rural Schools combining higher-level studies with teaching in rural schools. Improvement to teacher qualifications via teacher networks and distance education. Distribution of free textbooks to disadvantaged students.
<p>INDONESIA</p> <p>Main achievements</p> <ul style="list-style-type: none"> Increased pre-primary education GER. Increased adult literacy rate. <p>Main challenges</p> <ul style="list-style-type: none"> Reducing large number of out-of-school children. Improving survival rate to grade 5 from current low level. 	<ul style="list-style-type: none"> 2003 EFA National Plan of Action: detailed EFA targets for 2015, integrated into 2005–2009 MoE strategy. Each province has own strategic education plan. Decentralized education since 2001; overall strategy of community-based school management. National movement for completion of basic education involving parents, communities, teachers, leaders, NGOs. 	<p>ECCE</p> <ul style="list-style-type: none"> Expanded pre-primary schools in rural areas. <p>Basic education</p> <ul style="list-style-type: none"> Multiple shifts in overcrowded schools. Pilots to test other approaches to reach poor and remote communities. School-community partnerships to support students at risk of dropping out. <p>Youth and adults</p> <ul style="list-style-type: none"> Non-formal re-entry and equivalency programmes. 	<ul style="list-style-type: none"> Outcome-based curriculum. Mother tongue in early grades outside Bahasa Indonesia areas. Efforts to improve teacher qualifications.

Summary of national policies to advance EFA since 2000 in thirty countries

(Continued)

Country	Institutional environment	Measures to expand access	Measures to improve learning
<p>LAO PEOPLE'S DEMOCRATIC REPUBLIC</p> <p>Main achievements</p> <ul style="list-style-type: none"> Reduced number of out-of-school children. Increased survival rate to grade 5. <p>Main challenges</p> <ul style="list-style-type: none"> Improving low levels of most indicators. 	<ul style="list-style-type: none"> Law of 2000: free basic education for all. Ethnic Minorities Committee under National Assembly. Since 2004, strengthened monitoring capacity of MoE. 	<p>Basic education</p> <ul style="list-style-type: none"> Boarding schools for ethnic minorities. Since 2004, community-based school construction initiative. Community Grants Programme for poorest. Since 1993, inclusive education programme, developing learning materials and training teachers. 	<ul style="list-style-type: none"> Since 2001, revised textbooks and new teacher guides. Multilingual materials and teaching, with Teacher Development Centre coordinating curriculum, textbooks and teacher guides for all teacher training colleges. Since 2000, revised pre- and in-service teacher training. Upgrading of contract teachers.
<p>PHILIPPINES</p> <p>Main achievements</p> <ul style="list-style-type: none"> Close to achieving UPE enrolment. <p>Main challenges</p> <ul style="list-style-type: none"> Raising low levels of pre-primary GER and survival to grade 5. 	<ul style="list-style-type: none"> Governance of Basic Education Act (2001), defining government responsibility for EFA, including non-formal learning centres for out-of-school youth and adults and decentralized school-based management. Complemented in 2005 by Basic Education Sector Reform Agenda. Philippine National Action Plan for EFA 2015 Goals (2006): focus on out-of-school youths and adults, universal completion of full cycle of basic education, community involvement. Medium-Term Philippine Development Plan 2005–2010: explicit attention to anchoring goals of Philippine basic education in EFA by 2015. Public expenditure management system to improve link between planning and budgeting. Monitoring system since 2002: quality, access and internal efficiency of basic education. 	<p>ECCE</p> <ul style="list-style-type: none"> 2000 Early Childhood Care and Development Law, four strategies: strengthening formal pre-school through whole-child development curriculum; targeting disadvantaged children through contracts with non-state sector; assuring ECCE exposure for all incoming grade 1 students; including ECCE in teacher education. <p>Basic education</p> <ul style="list-style-type: none"> Mobilization of civil society groups and parents to support school construction and improvements, e.g. Adopt-a-School and Brigada Eskwela programmes. Multiple shifts in overcrowded schools (2004). Multigrade classes in distant and remote areas. Food for School, an in-kind conditional transfer programme for children in pre-school and grade 1 in poorest areas. NFE programmes through school-community partnerships (Modified In-School Off-School Approach) to assist children in difficulty during final half of elementary education. <p>Youth and adults</p> <ul style="list-style-type: none"> Bureau of Alternative Learning System. Also, two regular NFE programmes: Basic Literacy Programme and Accreditation, offering community-based learning for illiterate youth and adults with focus on life skills; and Equivalency Programme for youth and adults who have dropped out of formal elementary or secondary education. Alternative Learning System based on Indigenous Peoples Core Curriculum. 	<ul style="list-style-type: none"> Flexible curriculum to accommodate cultural diversity. Madrasa Education programme, setting standards and ensuring madrasa 'equivalency'. Every Child a Reader (2004) with goal of reading with comprehension by grade 3. Goal of one textbook per pupil for core subjects. Rainbow Spectrum: deploys teachers to hard to reach areas. New teacher education curriculum (2005): more experiential courses. Teacher Education Development Programme, including competency standards for teacher performance and school-based training in science and mathematics. Move to school-based management, improving quality through participatory school improvement planning, training of principals and school report cards. Participations in international learning assessments. Comprehensive policy for application of ICT in education, as part of national development policy.
<p>VIET NAM</p> <p>Main achievements</p> <ul style="list-style-type: none"> Improved quality indicators. Increased literacy levels and gender parity. <p>Main challenges</p> <ul style="list-style-type: none"> Decreasing large number of out-of-school children. 	<ul style="list-style-type: none"> National EFA Action Plan 2003–2015, linked to government's Education Development Strategy 2000–2010. Administrative reform and decentralization to provincial and district levels. National targeted programme of funding for poorer provinces and support for provincial EFA planning, guided by national framework. Decentralization to provincial and district level of school improvement planning and funding of teaching and learning resources other than textbooks. 	<ul style="list-style-type: none"> ECCE programmes with emphasis on ethnic minority and poor urban areas. <p>Basic education</p> <ul style="list-style-type: none"> Classroom construction and rehabilitation targeting rural and ethnic minority areas. Multigrade classes in mountainous ethnic minority areas. Multiple shifts in overcrowded schools. Primary Education for Disadvantaged Children targeting unreached children in poorest provinces. Strong mobilization campaign known as Socialisation of Education, identifying 'compulsory education officers' in each school who follow up on unenrolled children and dropouts. 'Equalization programme: evening classes for primary and secondary out-of-school children, using regular primary and secondary teachers and facilities. 	<ul style="list-style-type: none"> New learner-centred curriculum. Pilots of bilingual approaches in ethnic minority areas. Better textbook provision, linked to development of private publishing; rental fees replaced by loan programme. Teacher incentives for work in remote and ethnic minority regions. Comprehensive reporting system on learning achievement and progress in schools.

(Continued)

Country	Institutional environment	Measures to expand access	Measures to improve learning
Latin America and the Caribbean			
<p>BRAZIL</p> <p>Main achievements</p> <ul style="list-style-type: none"> Increased by 9% pre-primary education GER. Sustained high levels of primary education enrolment while reducing subnational disparities. Reduced number of out-of-school children by over 50%. Decreased repetition rates and PTRs in primary education. <p>Main challenges</p> <ul style="list-style-type: none"> Redressing income and geographical disparities in pre-primary enrolment. Further reducing large numbers of out-of-school children and illiterate adults. Reversing declines in primary and lower secondary learning achievements as measured by national assessments. 	<ul style="list-style-type: none"> 1988 Constitution: mandatory and free elementary education, with defined governance responsibilities and minimum levels of federal and subnational funding. National Education Plan (2001), formulated by civil society and government: goals for 2010, promotion of development of subnational plans and ways to reduce social and regional discrepancies in education access and survival. Educational Development Plan (2007): focus on basic education, tying federal transfers to improved quality and school performance. Civil society involvement: since 2005, All for Education movement, involving NGOs, educators, businesses, with aim of achieving basic education of good quality for all by 2022, the bicentenary of Brazilian independence. Promotion of school-based management. Since 1998, support from Fundescola for improvement in school quality by expanding school autonomy, promoting strategic planning and funding school projects. Creation of the Secretariat of Continuing Literacy and Diversity (SECAD) in 2004 to promote youth and adult education in an integrated way. 	<p>ECCE</p> <ul style="list-style-type: none"> Normative framework for ECCE expansion: 1996 National Education Guidelines and Framework Law, making early childhood education the first stage of basic education and giving responsibility to municipalities. 2001 National Education Plan: quality and expansion goals, including for children under age 3. 2006 incorporation of early childhood education in Fundeb/Fundef, fund that redistributes resources for education across regions. <p>Basic education</p> <ul style="list-style-type: none"> More schools, including in indigenous areas. Fundef/Fundef (1996): assuring minimum allocation for public basic education, redistributed at subnational level according to number of students and funding needs. Conditional cash transfer programme to increase access and retention in primary school among children from disadvantaged households: now integrated with Bolsa Família; coverage planned for 15- to 17-year-olds. Programme for Eradication of Child Labour: providing conditional subsidy for children attending school and not working, plus extracurricular support and after-school activities (Jornada Ampliada); working with families, monitoring compliance with child labour laws. Expansion of education to children with disabilities under 1996 framework law. <p>Youth and adults</p> <ul style="list-style-type: none"> Accelerated learning programmes. National literacy programme funding for initiatives. 	<ul style="list-style-type: none"> Introduction of continuous progression within cycles in over 10% of schools, to reduce failure and repetition. Improvement to teacher qualifications in pre-primary. Pilot of performance-based incentives for teachers in one state (2005). Learning assessment through sample-based Brazilian Educational System Assessment (SAEB), which compares basic education results over time, and Prova Brasil, providing accountability through school-level data on test scores. Promotion of ICT in education through ProInfo, which installs laboratories in schools and creates regional Education Technology Centres for training and support.
<p>DOMINICAN REPUBLIC</p> <p>Main achievements</p> <ul style="list-style-type: none"> Continued expansion of primary education. Increased survival rate to grade 5. <p>Main challenges</p> <ul style="list-style-type: none"> Redressing disparities in access to pre-primary and in retention in primary education. Reversing increased repetition rates in primary education. 	<ul style="list-style-type: none"> For <i>Plan Decenal</i> 1993–2002 and General Law of Education 1997, national debate on ways to increase access and improve quality. After evaluation of results (but no national dialogue), Strategic Plan for Dominican Republic Educational Development 2003–2012. 2005 Presidential Forum for the Excellence of Education: representatives from schools, parent organizations and business, supporting revitalization and reform of education. Limited decentralization, with schools preparing education projects but not taking decisions. Institutionalized parent and community participation, limited to management of school equipment and local fundraising. 	<p>ECCE</p> <ul style="list-style-type: none"> Initial Education Strengthening Programme to expand and improve pre-primary schooling for 5-year-olds, especially in rural areas. <p>Basic education</p> <ul style="list-style-type: none"> Cash transfer programme Solidarity, stimulating demand for basic education. Multiphase Programme for Equality in Basic Education, since 2005: to reduce repetition and dropout in poor, urban settings through remedial and accelerated learning. Strengthening Education for Diversity: creating inclusive conditions for children with different educational needs. 	<ul style="list-style-type: none"> In <i>Plan Decenal</i>, curricular reform but no changes in teaching practices. Improvement to teacher qualifications through new curriculum, post-graduate courses, transformation of teacher training schools into higher education institutions. Textbook production in several subjects but inefficient distribution. Use of ICT in teaching upgrade programme.
<p>GUATEMALA</p> <p>Main achievements</p> <ul style="list-style-type: none"> Increased by 14% primary NER. Achieved large fall in out-of-school children, by 69%. Improved survival rate to grade 5. Decreased by 16% repetition rate. Decreased by 18% PTR. 	<ul style="list-style-type: none"> Guatemala Education Plan 2004–2007; National Education for All Plan 2004–2015; Long-term National Education Plan 2004–2023. Emphasis on universalizing education, quality, citizenship, gender equity, recognition of culturally diverse and multilingual nation. Civil society participation: Vision for Education, involving fifty-two leaders of social sectors and their recommendations to expand and improve education. 	<p>ECCE</p> <ul style="list-style-type: none"> Community Pre-school Education Readiness Centres: preparing children aged 6 and over from various ethnic groups to enter primary school. <p>Basic education</p> <ul style="list-style-type: none"> Grant programmes to increase enrolment among disadvantaged children, including girls, and child labourers. 	<ul style="list-style-type: none"> School meals, primarily in rural areas. Let's Pass First Grade, to improve promotion rates at beginning of primary. Free textbooks and materials. Teacher training and phased implementation of pupil-centred primary school curriculum, with focus on capacities, skills and knowledge by grade.

Summary of national policies to advance EFA since 2000 in thirty countries

(Continued)

Country	Institutional environment	Measures to expand access	Measures to improve learning
<p>Main challenges</p> <ul style="list-style-type: none"> Tackling persistent disparities in school access and retention, in youth and adult literacy and in learning outcomes to the detriment of women, indigenous peoples and rural and lower-income households. Further improving the still low survival rate to grade 5. Addressing school infrastructure vulnerability to recurrent natural phenomena. 	<ul style="list-style-type: none"> National System of Education indicators to monitor plan goals. MoE measures to increase accountability, including school reports. Social audits of MoE programmes, carried out by civil society. Continuing movement towards school-based management, aimed in particular at increasing access and quality in rural areas. 	<p>Youth and adults</p> <ul style="list-style-type: none"> National Literacy Committee: literacy and post-literacy programmes in Spanish and seventeen Maya languages, in partnership with government and NGOs. 	<ul style="list-style-type: none"> Consolidation of national evaluation system, with tests in Spanish and mathematics since 1998, and recent participation in regional assessments. Use of ICT in teaching upgrade programme.
<p>MEXICO</p> <p>Main achievements</p> <ul style="list-style-type: none"> Accelerated pre-primary coverage, reaching GER of 93% in 2005. Maintained high NER and survival rate to grade 5. <p>Main challenges</p> <ul style="list-style-type: none"> Removing disparities in completion of basic education and in youth and adult literacy, affecting in particular indigenous population. Eliminating socio-economic disparities in student performance levels measured by national assessments, and improving low performance levels at the end of basic education. 	<ul style="list-style-type: none"> 2001 law for compulsory pre-primary education from age 3. Transfer of education management to state and local governments in 1993, though design and implementation of curriculum are centralized. 	<p>ECCE</p> <ul style="list-style-type: none"> Phased implementation of compulsory education law together with school construction. <p>Basic education</p> <ul style="list-style-type: none"> Oportunidades-Progreso, conditional cash transfer programme to increase access and retention in primary and secondary education among disadvantaged children; since 1997 in rural areas, 2001 in urban areas. Other grants to students at risk of dropping out. National Education Promotion Council (CONAFE) to reduce disparities in access and learning in pre-primary and basic education in rural and indigenous communities. 	<ul style="list-style-type: none"> <i>Enciclopedia</i>: digitizes fifth and sixth grade textbooks to familiarize students with new technology and help teachers improve their teaching. National reading programme: creates classroom libraries so primary school pupils can improve reading and comprehension skills. Strengthened bilingual and intercultural education: teacher recruitment and textbook publishing in indigenous languages. Quality Schools Programme (2001): better schools in disadvantaged urban areas through school-based management projects. <i>Carrera Magisterial</i> ('teaching career'), performance-based incentive programme. Since 2002, National Institute for Educational Evaluation, national education indicators and learning assessments. Participation in international assessments. Promotion of ICTs in education: Red Escolar, which installs multimedia laboratories in schools and teacher training institutes, connected to Internet and to Edusat satellite.
<p>NICARAGUA</p> <p>Main achievements</p> <ul style="list-style-type: none"> Increased by 31% pre-primary school GER. Increased by 14% primary education NER. Increased survival rate to grade 5. <p>Main challenges</p> <ul style="list-style-type: none"> Addressing subnational economic disparities in access to primary school and in retention. Reducing high repetition rates. Increasing survival to grade 5 from very low level. Improving low level of learning achievements in national assessments. 	<ul style="list-style-type: none"> National Education Plan 2001–2015 and MoE Joint Work Plan 2005–2008, aligned with the National Development Plan aimed at meeting EFA goals Main areas: relevance and quality; extended supply and demand for education; better governance. First General Law on Education (2006): rights and responsibilities of individuals, society and the state regarding education. Decentralized education management to municipal governments from 2004 to 2007. Participation of local governments and civil society in formulation of municipal educational plans. 	<p>ECCE</p> <ul style="list-style-type: none"> Expanded community pre-school education centres, located mainly in rural and urban areas of extreme poverty, mostly with teachers lacking formal qualifications. <p>Basic education</p> <ul style="list-style-type: none"> Grants to reduce school costs for very poor households, especially in rural areas; e.g. Social Protection Network, providing conditional cash transfers to increase enrolment and retention in primary school. School meal programmes in disadvantaged areas to reduce dropout. Children with disabilities: endorsement of inclusive education, but disregarded in practice. 	<ul style="list-style-type: none"> Measures to address early school failure: elimination of automatic promotion, introduction of educational upgrading programme for grades 1 and 2. Pilot of new curriculum based on competencies. Efforts by MoE to keep parents informed about school performance; use of national assessment results to address weaknesses (e.g. academic guides, management training for principals).

(Continued)

Country	Institutional environment	Measures to expand access	Measures to improve learning
South and West Asia			
<p>BANGLADESH</p> <p>Main achievements</p> <ul style="list-style-type: none"> Close to universal enrolment in primary education. <p>Main challenges</p> <ul style="list-style-type: none"> Increasing levels of most other indicators, which remain low. 	<ul style="list-style-type: none"> Aims of Primary Education Development Programme II (PEDPII, 2002): improve quality and access to primary education, improve management and capacity. Policy environment: characterized by high level of donor support and involvement. Strict requirements for registration of non-state providers of education, but lack of ongoing supervision and fragmented distribution of oversight responsibilities among government agencies. 	<p>Basic education</p> <ul style="list-style-type: none"> More schools and classrooms under PEDPII. Stipend programme for primary education since 2002. Reaching Out of School Projects (2002), which complements PEDPII by enrolling half a million out-of-school children in primary education. Stipend programme to increase girls' participation in secondary education. 	<ul style="list-style-type: none"> School meals at primary level. Move towards child-centred education. Education for Indigenous Children, operated by BRAC. NGO efforts to improve quality: e.g. PLAN Community Learning for children from disadvantaged communities.
<p>INDIA</p> <p>Main achievements</p> <ul style="list-style-type: none"> High level of primary education NER. Significantly improved adult literacy and gender parity. <p>Main challenges</p> <ul style="list-style-type: none"> Providing primary education to socially marginalized minority groups. Reducing dropout rate in primary education. Improving quality of learning. 	<ul style="list-style-type: none"> Constitutional amendment (2002) making education for ages 6 to 14 a fundamental right for all. National Child Rights Commission (2006). Ongoing work to enact a 'right to education' law. Memoranda of understanding with non-state providers clarifying responsibilities in service delivery to disadvantaged populations. 	<p>Basic education</p> <ul style="list-style-type: none"> Since 1975, much expanded Integrated Child Development Scheme covering nutrition, health and pre-school education nationwide. Small schools (one teacher/one classroom) to increase access. Backward Region Grant Fund to reduce disparities in poorest regions. Incentives to increase demand and reduce cost for the poor, particularly girls: midday meals, school uniforms, free textbooks. National Programme for Education of Girls at Elementary Level. Residential schools for girls. <p>Youth and adults</p> <ul style="list-style-type: none"> Programmes such as Jan Shikshan Sansthan, offering vocational training for 14- to 25-year-olds, and Women's Training Centres. 	<ul style="list-style-type: none"> New National Curriculum Framework (2005): child centred cooperative learning; revised syllabuses and textbooks. Assessment of student learning through government (NCERT: National Council of Educational Research and Training) and non-government organizations (Pratham); in Karnataka, state School Quality Assessment Organization. Decentralized countrywide on-site support to teachers through Block- and Cluster-level Resource Centres. NCERT: framework for school quality indicators in preparation, for assessing and grading schools. Support for principle of mother tongue. In Andhra Pradesh, instruction in eight tribal languages since 2003. Distribution of free textbooks to disadvantaged students. Promotion of ICTs in education: SchoolsNet, supports creation of schools networks to enhance teaching and learning through collaboration and information sharing.
<p>PAKISTAN</p> <p>Main achievements</p> <ul style="list-style-type: none"> Improved primary education NER, literacy and gender parity. <p>Main challenges</p> <ul style="list-style-type: none"> Raising low levels of most indicators. 	<ul style="list-style-type: none"> National Education Plan (2000–2010), National Action Plan for EFA (2001–2015), and short- and medium-term plans. Decentralization: responsibility for policy formulation at federal level, with provinces responsible for delivery and teacher training. Monitoring a priority; national Education Census. 	<ul style="list-style-type: none"> Stipend and voucher programmes for girls in secondary education. Many NGO non-formal programmes for working children and others: Community School for Gypsy Children, Community Based School Programmes for Girls, Zindagi Trust programmes. 	<ul style="list-style-type: none"> Twana Pakistan: school nutrition programme for 5- to 12-year-olds. Planned new curriculum with focus on integrated national curriculum framework. 2002 madrasa reform: introduction of secular subjects into curriculum. Gender-sensitive textbooks. Examination system emphasizing rote learning. 2007 pilot of National Education Assessment System for grades 4, 8. Increased use of contract teachers. Donor and NGO efforts to improve teacher training: AED Pakistan Teacher Education and Professional Development Programme to upgrade mathematics, science, English-language skills.
Sub-Saharan Africa			
<p>BURKINA FASO</p> <p>Main achievements</p> <ul style="list-style-type: none"> Increased by 29% primary education NER while improving gender parity. Increased survival rate to grade 5 to 76%. <p>Main challenges</p> <ul style="list-style-type: none"> Improving low levels of most indicators. 	<ul style="list-style-type: none"> 2000 PRSP: focus on primary and non-formal basic education. Ten-year basic education development plan (PDDEB, 2002). Civil society involvement in PDDEB through national education coalition. Harmonization of donor support to PDDEB. Joint Review Missions to improve PDDEB monitoring. Centralized public administration, but with 2004 Code for Territorial Communities and 2006 municipal elections marking a new phase in decentralization strategy. 	<p>Basic education</p> <ul style="list-style-type: none"> High priority on school infrastructure, with 37% increase in number of primary school classrooms since 2001. Resources targeted to 20 least-educated provinces and to monitoring. Gender equity: waiver of fees for girls in the first year of primary school. Literacy: Fund for Literacy and Non-Formal Education. 	<ul style="list-style-type: none"> Expansion of school canteens in rural areas. 2006 convention on school health care and nutrition. Expansion of bilingual schools. 47% increase in teacher numbers since 2001.

Summary of national policies to advance EFA since 2000 in thirty countries

(Continued)

Country	Institutional environment	Measures to expand access	Measures to improve learning
<p>ERITREA</p> <p>Main achievements</p> <ul style="list-style-type: none"> • Doubled pre-primary GER. • Increased by 31% primary NER. <p>Main challenges</p> <ul style="list-style-type: none"> • Raising still-low levels of most indicators. 	<ul style="list-style-type: none"> • Education Sector Development Programme 2003/4–2007/8: consultation with local stakeholders to improve access, equity and quality, promote science and technology and diversify education. Pivotal in achieving education goals in 2004 Interim PRSP. Consistent with sector reforms in National Economic Policy Framework and Programme. • Decentralization policy since 1996, though planning, coordination and decision-making remain centralized in practice. 	<p>ECCE</p> <ul style="list-style-type: none"> • Introduction of national policy to support two years of ECCE for each child. • Establishment, within the framework of 2001–2005 ECCE programme, of ECCE centres, accompanied by increase in number of teachers. <p>Basic education</p> <ul style="list-style-type: none"> • Design of low-cost but durable school facilities to cut costs. • Focus on increasing girls' and disadvantaged groups' access, including incentives for girls. New gender education policy and strategy: five-year National Gender Action Plan to create enabling environment. • Rehabilitation and vocational training for street children. • Boarding and hostel facilities for disadvantaged ethnic minorities and nomadic groups. • Mai-Nefhi Teacher Training Institute: reserved for teacher trainees from marginalized, ethnic minority and nomadic groups. 	<ul style="list-style-type: none"> • National Education Policy, road map for reform. New curriculum based on outcomes and interactive, learner-centred approach. Assessment as formative tool. • Incorporation of HIV/AIDS awareness into basic education curriculum. • Textbook Production Unit: production of low-cost textbooks, including in 8 Eritrean languages, distributed at 1:1 ratio. • New curriculum for adult literacy. • National adult literacy programme, since 1998/99: Bana Radio, operated by MoE, broadcasting literacy lessons in four local languages.
<p>ETHIOPIA</p> <p>Main achievements</p> <ul style="list-style-type: none"> • Substantially increased primary NER by 106%. • Significantly improved gender parity at primary level. • Increased survival rate to grade 5. <p>Main challenges</p> <ul style="list-style-type: none"> • Improving low level of pre-primary coverage. • Reducing large numbers of out-of-school children and illiterate youth and adults. • Addressing regional disparities. 	<ul style="list-style-type: none"> • Since 1994 Education and Training Policy, strong commitment to EFA, especially UPE by 2015. Three subsequent Education Sector Development Programmes (ESDPs): focus on expanding equitable access to primary and vocational education, restructuring education system and improving quality. Linked to government poverty reduction strategy. • A range of donors supporting education. Regular dialogue and joint sector reviews with government to develop ESDPs. • Non-state provision: gradual expansion, with better dialogue between NGOs, and government regulation of non-state provision through registration, but concern about quality of teacher training. • Regular collection of education data by most districts and regions, but weak analysis. 	<ul style="list-style-type: none"> • ESDP 3: affirmative actions for females, pastoral and agro-pastoral groups and those with special needs. Some specific approaches for pastoralist children: mobile schools, boarding hostels. • Strategies to promote girls' enrolment: community sensitization campaigns, improving safety by accompanying girls to school, reducing distance travelled, improving toilets and sanitation. • For out-of-school children: alternative basic education, providing link to upper primary; but coverage still low. • 2006 MoE special needs education strategy. 	<ul style="list-style-type: none"> • Continuous assessment and automatic promotion for grades 1 to 3. • Teacher reforms with focus on pre- and in-service training. Quotas encouraging more female teachers in rural schools and more women in education management. • Leadership and Management Programme: nationwide initiative to upgrade skills of primary and secondary school principals. • Distribution of free textbooks to disadvantaged students. • Establishment of a Master's programme in Adult Education and Lifelong Learning in 2007.
<p>MOZAMBIQUE</p> <p>Main achievements</p> <ul style="list-style-type: none"> • Increased by 48% primary NER and improved gender parity. • Improved by 44% survival rate to grade 5. <p>Main challenges</p> <ul style="list-style-type: none"> • Extending pre-primary coverage from low level. • Further expanding primary enrolment, in particular for girls. • Improving low levels of youth and adult literacy. 	<ul style="list-style-type: none"> • Education Sector Strategic Plan II (2005–2009): based on National Education Policy (1995) as well as ESSP I. Continued commitment to EFA and MDGs. • Broader strategy of public sector reform, emphasizing decentralisation, improved management, strengthened capacity at all levels. • Directorate for Adult and Non-Formal Education within MoE, with provincial and district-level representation. 	<ul style="list-style-type: none"> • 2005 abolition of school fees. • New strategy for adult and non-formal education, based on research and stakeholder consultation. • Expansion of adult literacy classes. 	<ul style="list-style-type: none"> • New curriculum for primary education: mother tongue instruction in early grades, transition later to national language (also in in-service teacher training). • Increase in female recruits in pre-service teacher training institutions. • HIV/AIDS training for teachers and managers. • Increased management and training for school principals. • Direct Support to Schools, providing direct grants for learning materials and supplies.

(Continued)

Country	Institutional environment	Measures to expand access	Measures to improve learning
<p>NIGERIA</p> <p>Main achievements</p> <ul style="list-style-type: none"> Increased primary NER and adult literacy, especially of women. <p>Main challenges</p> <ul style="list-style-type: none"> Raising low levels of most indicators. 	<ul style="list-style-type: none"> Efforts to strengthen federal system and reform education as part of Public Service Reform programme. 2004 National Framework of Education, National Policy on Education, and new Education Vision, stressing better monitoring, provision of learning and teaching materials, physical facilities, reducing teacher shortages. 2006 draft EFA Action Plan: ten-year Education Sector Plans in ten states, of which four have also done three-year detailed and costed operation plans. Nine years of universal basic education free and compulsory under federal law. 2004 unit under presidency to assess and monitor education agencies, with innovative direct involvement of parents, students, employers and civil society. Strengthened National Management Information System, able to analyze and publish school data at local government area (LGA) and state level. 2005 introduction of School Management Committees (SMCs) by the National Council on Education, since then also introduced by some states. Monitored by LGAs through school supervisors. SMC legal structures not yet established at state level. Civil Society Action Coalition on EFA, which actively promotes EFA goals through policy dialogue. Registration of non-state schools involving teacher qualification requirements, but without effective oversight. 	<ul style="list-style-type: none"> Policy framework for mainstreaming ECCE, allocating 5% of Federal Intervention Fund to this purpose. Consistent advocacy for education of girls and gender-based budgeting to increase provision and demand for girls' education in six states. 	<ul style="list-style-type: none"> Since late 2007, new primary and secondary curriculum: fewer subjects through elective system, emphasis on greater relevance. Development by Education Commission of integrated curricula for Koranic schools in northern Nigeria. Many national learning achievement studies. Revision of curriculum for pre-service teacher training. Incentives in several states for teachers to work in rural areas.
<p>RWANDA</p> <p>Main achievements</p> <ul style="list-style-type: none"> Increased primary education NER to 74%. Significantly decreased repetition rate in primary education. <p>Main challenges</p> <ul style="list-style-type: none"> Improving school quality and youth and adult literacy from current low levels. 	<ul style="list-style-type: none"> 2003 Education Sector Policy, which led to Education Sector Strategic Plan (ESSP) based on Long Term Strategy and Financial Framework, including commitment to MDGs, nine-year basic education cycle, and science and technology. Both guided by government's Vision 2020 and poverty reduction strategy. ESSP update, involving wider stakeholder consultations. 2000 Decentralization Policy and Strategy: local participation and power to raise revenue. Ongoing civil service reforms since 1998, leading to decentralized procurement, budget management and service. 	<ul style="list-style-type: none"> 2003 abolition of primary school fees. Development of manuals to improve school construction. 2006 national policy for girls' education, including promotion of science and technology studies. Special funding programmes, e.g. Genocide Survivors Fund and District Education Fund to give orphans and vulnerable children access to education. Pilot of Catch-Up Programme as alternative for those who missed formal schooling. 2005 National Policy and Strategy for Functional Literacy for Youth and Adults. 	<ul style="list-style-type: none"> National curriculum policy since 2003. Stronger parental role in Parent Teacher Associations via allocation of school-based capitation grants. New Teacher Service Commission, to address chronic shortage of teachers.
<p>SENEGAL</p> <p>Main achievements</p> <ul style="list-style-type: none"> Increased by 33% primary education NER, with improved gender parity. Improved pre-primary GER. <p>Main challenges</p> <ul style="list-style-type: none"> Raising still-low levels of most indicators. 	<ul style="list-style-type: none"> Ten-Year Education and Training Programme (2000), updated annually in increasingly participatory process, consistent with MDGs and PRSP. At central level, civil society participation through National Council of Education and Training. Since 1992, National Academic Results Evaluation System, based on standardized tests. Overall decentralization policy, including increased allocations to Decentralization Allocation Fund and Local Authority Assistance Fund (1996). Gradual decentralization of education as funds reach local implementing bodies. 	<p>Basic education</p> <ul style="list-style-type: none"> Action plan to reduce number of schools offering incomplete cycle: improved quality through more efficient use of rural classrooms and less overcrowding in city schools. Partner units for enrolment of girls: local actions to promote access by and retention of girls. <p>Youth and adults</p> <ul style="list-style-type: none"> Alternative models: basic community schools, functional literacy centres, other literacy classes to give disadvantaged groups a second chance. 'Faire-faire' policy of delegation by involving organizations such as Senegal National Coordination of Literacy Operators and semi-public or private companies. Senegalese Association for the Development of Literacy, established in March 2006. 	<ul style="list-style-type: none"> New national basic education curriculum: focus on knowledge for everyday situations. With UNFPA support, family life education/population education curriculum in all primary schools, introduced 2002–2006. UNICEF support of cross-cutting programme on life skills, education, citizenship. Since 2006, Single Staff File to rationalize personnel management. Other reforms: faster, more transparent appointment and transfer of teachers.

Summary of national policies to advance EFA since 2000 in thirty countries

(Continued)

Country	Institutional environment	Measures to expand access	Measures to improve learning
SOUTH AFRICA Main achievements <ul style="list-style-type: none"> Increased by 90% pre-primary GER. Improved by 26% survival rate to grade 5. Main challenges <ul style="list-style-type: none"> Reversing important fall of primary NER, which translated into large increase in number of out-of-school children. 	<ul style="list-style-type: none"> 1999 Call for Action: nine priority areas to improve quality of teaching force and promote active learning through outcome-based education. Incorporation of priority areas into Implementation Plan for Tirisano ('working together') 2000–2004. Key objectives: HIV/AIDS awareness, school effectiveness, professionalism, literacy, continuing and higher education, improved managerial efficiency in national and provincial departments. Second half of 1990s, national education policy reforms, with serious implementation since 1999. 2003 National Plan of Action: to improve access to free, good-quality basic education for all. Promotion of school autonomy, but following detailed guidelines issued at central level. Financial incentives of block grants allocated to registered independent schools subject to quality equity and management criteria. 	<ul style="list-style-type: none"> Expanded Child Support Grant, a non-conditional mean-tested cash transfer. 2001 Education White Paper 6 on Special Needs Education. National Skills Development Strategy, adopted in 2001 to promote skills development. Establishing of Sectoral Education and Training Authorities (SETAs) to manage skills development. 	<ul style="list-style-type: none"> Revised National Curriculum, introduced 1997, implemented 2004. Outcomes-based curriculum with assessment tied to rewards and sanctions. Promotion of ICT in education: SchoolsNet, supporting creation of schools networks to enhance teaching and learning through collaboration and information sharing. District Development Support programme: whole-school quality improvement strategy aimed at schools in disadvantaged districts. National policy Framework for Teacher Education and Development in South Africa.
UNITED REPUBLIC OF TANZANIA Main achievements <ul style="list-style-type: none"> Substantially increased primary NER, to 98%. Improved literacy rate. Main challenges <ul style="list-style-type: none"> Improving low level of pre-primary coverage. 	<ul style="list-style-type: none"> Education guided by Development Vision 2025. Education Sector Development Programme (1997) and two subsector programmes, Primary Education Development Programme and Secondary Education Development Programme, expressing commitment to meet EFA goals and MDGs. Policy framework guided by National Strategy for Growth and Reduction of Poverty. Public sector reforms: decentralized responsibility for implementing primary education, with MoE responsible for policy, capacity development, standard-setting, quality assurance. Development of Performance Assessment Framework. Growing role of School Management Committees. 	Basic education <ul style="list-style-type: none"> Free primary education, announced in 2003. Increased school construction. Government bursary programme to help poorer students, especially girls, gain access to secondary education Youth and adults <ul style="list-style-type: none"> Since 1999, expanded catch-up programmes for young people and adults, e.g. Complementary Basic Education in Tanzania for out-of-school children and Integrated Community Basic and Adult Education for adults. 	<ul style="list-style-type: none"> Substantial curriculum reform: less rote memorization, more focus on understanding concepts and acquiring skills. Teacher Education Master Plan, defining professional development of teachers over next five years. Increase in trainee numbers at teacher training centres (almost equal numbers of women and men). Participation in regional learning assessments. Training of facilitators for youth and adult education programme.

Notes: CSO = civil society organization; ICT = information and communication technology; IT = information technology; MDG = Millennium Development Goal; MoE = Ministry of Education or country equivalent; NFE = non-formal education; PRSP = Poverty Reduction Strategy Paper.

Sources: Aitchison (2007); Albania Ministry of Education and Science (2005); Anis (2007); Aydagül (2007); Bano (2007); Bines (2007); Bracho (2007); Briller (2007); Caoli-Rodríguez (2007); Gajardo (2007); Govinda (2007); Hddigui (2007b); Henaff et al. (2007); Ireland (2007); Kefaya (2007); Macpherson (2007); Mozambique Ministry of Education (2005); Neri and Buchmann (2007); Niane and Robert (2007); Porta and Laguna (2007b, 2007c); Sabri (2007); Seel (2007); Steiner-Khamsi (2007); Theobald et al. (2007); UNESCO (2006b); Vachon (2007); Woods (2007a, 2007b, 2007c); World Bank (2005); Zhao and Wenbin (2007).