

# ***Promoting basic education for women and girls***

Pai Obanya

**A Survey of structures,  
programmes and activities  
in Africa**



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Africa

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# Preface

**E**ducation is a human right and gender equality in education is essential for sustainable development. As a result the international community made education in general and girls' education in particular priority issues in the Dakar Framework For Action and the Millennium Development Goals (MDGs). In 1993, Girls' Education received particular attention in Africa during the Ouagadougou Pan-African Conference on the Education of Girls and Women, organized by UNESCO and its partners.

Ten years after this Conference, UNESCO undertook a survey to understand the extent to which Member States had implemented the recommendations from the conference in terms of setting up appropriate structures, mechanisms and policy frameworks. Twenty-three Member States responded to a self-reporting questionnaire, the results of which are presented in this survey.

The survey shows that much progress has been made in promoting girls' and women's education. This is a result of new experiments, increased resources, and other improvements to raise the status of women and girls in basic education. However, the road to the realization of gender equality in education is still a long and difficult one. There are still traditional pockets of resistance. In addition the low status of women in the wider society, including their under-representation in management and decision-making positions in the education field, have a negative impact on efforts to promote girls' education.

I would like to express my appreciation to the UNESCO National Commissions that helped in completing the

questionnaires. I also take this opportunity to commend Member States in Africa for the increased emphasis given to the education of girls and women. I appeal to them to take advantage of the ongoing EFA process to tackle the obstacles we are facing in meeting our commitment to eliminate gender disparities by 2005 and reaching gender equality by 2015.

*Aicha Bah Diallo*

Assistant Director General for Education a.i.

# Introduction

**T**he Ouagadougou pan-African Conference on the Education of Girls and Women, organized by UNESCO and its partners in 1993, called for a vigorous pursuit of efforts to achieve gender equity in education in the region. African Member States were urged to put in place appropriate policy frameworks, programmes and structures to accelerate the process. Almost two decades after Ouagadougou, and with the holding of many other conferences on 'Education for All' (EFA) – with due emphasis on the gender problem – the emergence of strong advocacy bodies in favour of the education of girls and women (of which FAWE, the Forum for African Women Educationalists is the leading shining example), and massive support for gender equity in education from the international community, it has become necessary to find out the extent to which the 'Ouagadougou momentum' has been maintained in the Africa region.

This survey set out to do just that, through a self-report questionnaire study, with the agencies responsible for the promotion of education of girls and women in each country as the major respondents. The work was co-ordinated at the national level by the National Commission for UNESCO.

A questionnaire, addressed to all the forty-seven Member States in Africa, was the main instrument used for the survey. In addition, respondents were requested to send in publications and studies that could illustrate the various points made in the responses to the questionnaire. The questionnaire sought information on the following:

- The national context, with specific reference to education in general and the challenges facing the promotion of education of girls and women in particular.
- Policy framework, i.e. whether or not there is any specific policy directions on the promotion of the education of girls and women.
- Existing official structures for the promotion of the education of girls and women.
- A description of ongoing special programmes and projects in favour of the education of girls and women.
- Observed evolution in the situation of girls' and women's education over the years, including an indication of future prospects.
- The level of representation of women in the teaching force and in the education management cadre.
- An assessment of NGO, grass-roots based organizations, voluntary agencies and private sector contributions in promoting the education of girls and women.
- An outline of major problems and the innovative solutions applied in solving them.
- An indication of the extent to which special arrangements have been made to boost funding for the education of girls and women.
- Information on any relevant issues not treated in the above questions.

The questionnaire was dispatched in November 2001 and, after four months of follow-up calls and promptings, complete responses were received from the following twenty-three countries: Benin, Burkina Faso, Chad, Congo, Côte D'Ivoire, Democratic Republic of the Congo, Djibouti, Ethiopia, Ghana, Guinea, Kenya, Madagascar, Mali, Mauritania, Mauritius, Namibia, Niger, Nigeria, Rwanda, Senegal, Swaziland, Togo and the United Republic of Tanzania.

What follows is a summary of the questionnaire responses and information gleaned from the additional documentary evidence appended to a good number of the questionnaires. The focus is on general trends, but very special cases, illustrating very unique experiences, are also highlighted.

# The national context

All the responding countries have gone through a series of educational reforms since the attainment of independence. They are also all committed to the ideals of Jomtien, and are all currently engaged in the preparation of national EFA master plans, in response to the recommendations of the Dakar Forum of April 2000. All the responses also indicate that gender equality is a national development goal.

The countries concerned seem to face common challenges in promoting the education of girls and women, a point aptly captured by the response from Mauritania, which classifies the obstacles into three categories, as follows:

- Factors inherent in the education system – absence of women teachers, school failure (which tends to hit females harder than males), school programmes and calendars not being responsive to local norms and practices.
- Socio-cultural factors – large families, household chores as the domain of women and girls, early marriages, lack of parental encouragement for girls' education.
- Socio-economic factors – poverty, the direct and opportunity costs of education, limited employment opportunities for school leavers, low level of formal education of parents.

Over the past decade, there are encouraging signals of a steady (albeit slow) rise, in the net enrolment ratio of girls at the primary level. Mauritania, for example, reported a rise from 36 per cent in 1990 to 48 per cent in 2000, while Mali reportedly rose from 21.4 per cent girls' enrolment in

1991/1992, to 33.45 per cent in 1995/96, to attain 50 per cent in 1999/2000.

Situations such as these do not however readily translate into a steady move towards the attainment gender equity in access to basic education. Table 1, extracted from the report from Senegal, illustrates a region-wide picture of increase in overall enrolment of girls not significantly narrowing the gender gap.

**Table 1. Evolution of the gender gap in primary education (Senegal)**

Year	Boys (%)	Girls (%)	Gender gap (%)
1995/1996	64.3	49.8	14.5
1996/1997	66.6	52.9	13.7
1997/1998	68.0	55.6	12.4
1998/1999	73.1	58.1	15.0
1999/2000	73.5	61.1	12.4

In a number of countries, the participation of girls and women in basic education has been subjected to fluctuations. In Togo, this is attributed to the internal political strife that the country has experienced since the early 1990s. In the Great Lakes region, the explanation is the prevailing war situation.

Disparity (regional, geographical, social) in access to education is a common phenomenon in most of the countries. This has further complicated the situation of girls and women.

The responses show a number of 'exceptional cases' that are worthy of special mention:

- Mauritius has no gender gap in primary and secondary education, because it has achieved universal access.
- Swaziland reported a special case of gender inequity, with boys 'progressively' dropping off in the upper grades of primary education.
- Also in Swaziland, women have shown a much stronger 'staying power' than men in non-formal education programmes.

# Policy framework

This was quite a loaded opening section to the survey questionnaire and was couched in the following words:

Is there any explicit national policy on the education of girls and women? Is this a special document on its own or part of a larger all-embracing policy? Who was involved in its formulation? What were the specific steps/processes followed in its formulation? Has the policy been reviewed in recent years? What factors prompted the review(s)? What are the precise objectives of the policy?

The responses on the existence or non-existence of distinct national policies on the subject fall into four categories:

- Countries with special policy documents on the education of girls and women (e.g. Burkina Faso, Chad, Madagascar, Mali, Mauritania, Nigeria and Senegal).
- Girls' and women's education policies deriving from overall national education policy guidelines (e.g. Benin, Burundi, Côte d'Ivoire, Ghana, Guinea, Kenya, Mauritius, Niger, Swaziland and Togo).
- Girls and women's education policies deriving from national policy documents on gender and development/women in development (e.g. Madagascar and Namibia).
- A special case in which, because of the special circumstances of the country, policy formulation is only just beginning (Rwanda).

Whatever their shape or form, national policies on the education of girls and women tend to address the common concerns of:

- Attitude change in favour of the education of girls and women.
- Expanding access.
- Gender sensitivity education for teachers, managers, and policy-makers.
- Ensuring full participation, completion and success of girls in school, through a variety of girl-friendly and gender-sensitive initiatives.
- Linking non-formal education for women to political, social and economic empowerment issues.

In most of the responding countries the policy on the education of girls and women has been subjected to periodic reviews over the years. Thus, pre-1990 policies were reviewed in the light of Jomtien. The post-Jomtien national round tables and regional conferences induced further changes and review exercises. The assessment exercises that preceded the Dakar EFA Forum also contributed to re-thinking most of the national policies. The reviews, as at the beginning of 2002, were still ongoing, as African countries were intensifying the preparation of their master plans for EFA 2015.

Other factors that have influenced the periodic review of programmes are: (a) the results of studies and assessments; and (b) the requirements of national development initiatives, such as economic development and poverty reduction programmes.

All the countries reported broad-based consultations as a strategy for elaborating policies for the education of girls and women. The countries have also benefited from technical and financial assistance from the United Nations Jomtien partners (UNDP, UNESCO, UNICEF, UNFPA and the World Bank), as well as from bi- and multi-lateral agencies outside the United Nations family. The programmes on girls and women's education are also supported by national authorities and are closely monitored at the highest political level.

# Structures for promoting the education of girls and women

The responses show four distinct patterns of administrative structures for the management of the promotion of the education of girls and women.

- Girls' and women's education 'taken along with other functions of the ministry' (e.g. Congo, Democratic Republic of the Congo, Kenya, Mauritius, Namibia, Senegal, Swaziland, Togo – a majority of the responding countries).
- Girls' and women's education as a directorate within the Ministry of Education (only one case – Niger).
- Girls' and women's education as a special unit or a sub-directorate (Benin, Burkina Faso, Chad, Côte d'Ivoire, Ghana, Madagascar, Mali, Nigeria, Rwanda).
- Special/technical committees (Burundi, Guinea).

The education of girls and women is an inter-Ministerial affair in most of the responding countries, with the Ministry of Women, Youth and Family Affairs usually playing a major role in the non-formal sector. It is also common practice to have 'women's departments in different ministries' and for all of these to play some role, especially in the promotion of literacy and skill training programmes.

### **Box 1: Girls' education team (Ghana)**

*The jurisdiction for girls' education is under the Girls' Education Unit (GEU), an arm of the Basic Education Division of the Ghana Education Service. The GEU has its national office at the headquarters of the Ghana Education Service. Staff at the headquarters work in close collaboration with ten girls' education officers at the regional level, who in turn work closely with 110 girls' education officers at the district level.*

*The GEU also works in close collaboration with ten regional 'women in mathematics, science and technology co-ordinators', who again work in close collaboration with 110 district co-ordinators of the same programme.*

*Together, they are known as 'the girls' education team'.*

### **Box 2: Women's departments in different ministries (Ethiopia)**

*Women's departments have been established in different ministries, commissions, and agencies. There is a Women's Affairs Minister in the Prime Minister's office. There are also Women's Affairs Bureaux (answerable to regional councils) in all the regions. This structure is replicated at the zonal, district and community levels.*

*The structures play an important role in awareness-raising on the importance of the Education of Girls and Women, as well as in campaigning against harmful traditional practices.*

*The Women's departments in the ministries, agencies, and organizations are responsible for promoting women's issues in their specific sectors. Within the Federal Ministry of Education, there is a department that monitors the participation of girls and women in education and which follows up the implementation of government policy. This department is directly answerable to the Minister of Education and indirectly to the minister of Women's Affairs.*

# Special programmes and projects

Since the education of girls and women is an area of special concern to Member States, it was expected that the African countries responding to the questionnaire would be involved in a variety of special programmes and projects designed to boost gender equality in education. This turned out to be so, as the responding countries reported numerous projects, which address the following major issues:

- Legislative action in support of women's development in general and women's education in particular.
- Empowerment of women's groups, more particularly rural and working-class women.
- Intensive sensitization and mobilization.
- Women's literacy programmes that are closely linked with improved quality of life: income-generation, skills acquisition, political and social emancipation.
- Paying special attention to girls from poor homes and those in remote locations.
- Girl-friendly school initiatives through the provision of toilets and special facilities, gender-sensitivity training for teachers, special incentives to women teachers, school feeding programmes, etc.
- Guidance and counselling services for girls.
- Science mathematics and technology clinics for girls.

- Policy-oriented research on issues that could impact on the education of girls and women.
- Intensive training and sensitization on population issues, reproductive health and HIV/AIDS.

While these initiatives have contributed to tackling a wide variety of problems related to the promotion of girls' and women's education, they have not been without problems. Political instability in a number of the responding countries has affected the sustainability of projects.

A good number of the special projects have remained at the experimental and limited scale phase for too long. Some countries are littered with projects initiated by outside bodies, and therefore are not likely to outlive the in-country stay of their initiators. In some cases, co-ordination has not gone the way it was intended, and so there is the risk of dispersion of efforts.

**Box 3: Addressing girls' and women's education from all fronts (Ethiopia)**

*Boarding schools and accommodation for girls – in pastoral areas, to solve the problems of long distances between home and school, and to ensure the safety and security of girls while in school.*

*Grass-roots fund – to provide seed money to women starting income-generating activities, targeting also girl school leavers.*

*Tutorial support (extra out-of-class teaching) – to reduce attrition.*

*Assertiveness training – for first-year female university students, to instil self-confidence.*

*School feeding – in areas vulnerable to droughts and natural disasters.*

*Flexible school calendars – in rural community schools, to fit in with agricultural work and weather conditions.*

# Educational situation of girls and women over the years

This section of the questionnaire expected the respondents to cast a look backwards to the beginning of the EFA movement in the early 1990s, to assess the level of the gender gap in various levels of education in 1990, 1995 and 2000 and to forecast what the gender gap situation would be in 2005. The following points clearly emerge from the responses:

- In most of the responding countries, early childhood care and development has not been given the attention it deserves. Government involvement in that sub-sector has been low, even though all the countries claim to be committed to making it a priority.
- Statistics on non-formal education are hard to come by, as captured in the following observation by Mauritius:

The problem remains in the non-formal sector where programmes which have been carried out have not been properly evaluated and thus cannot provide reliable figures. Sustainability in the non-formal sector is a weakness.

This point has been further reinforced by the Republic of the Congo in the following words:

*L'éducation non formelle faute d'une structuration précise ne nous permet aucune donnée statistiques pour apprécier l'évolution des élèves filles...* [Non-formal education, by not having a precise structure, does not often yield the statisti-

cal data needed to put the situation of girls in its correct perspective...].

- The forecast is that the gender gap is expected to narrow considerably in most countries between 2000 and 2005, mainly because: (a) the policies and programmes now being put in place would have attained some degree of maturity; (b) the countries concerned would likely continue to improve the level of investment in education; and (c) EFA 2015 would have gathered momentum.
- Respondents expected that, by the year 2005, the gender gap would have narrowed considerably in primary education, but not quite so in secondary and tertiary education, while in non-formal education and literacy programmes, women's participation would have overtaken that of men, because women seem to be more intensely involved in these programmes than men.
- The current trend of 'zero gender gap' in countries that have achieved universal access and gender equity (e.g. Mauritius, Swaziland) is likely to continue.

# Women in teaching and in educational administration

The intention here was to collect factual information on the representation of women in the teaching force as well as in different levels of educational administration. An assessment of likely future trends was also required, including possible explanations for the observed trends.

From the questionnaire returns, the following major observations can be made:

- First, there is a paucity of responses, as statistics are a requirement and they are probably not readily available.
- Second, women are severely underrepresented, both in the teaching force and at various levels of educational administration. This observation is illustrated in Table 2.

**Table 2. Women in the Teaching Force and in Educational Administration**

*Primary level teaching force*

0 – 25%	26 – 50%	51 – 75%
Chad (11%) Togo (13%) Côte d'Ivoire (20%) Benin (21%) Mali (23%) Mauritania (24%)	Ethiopia (27%) Niger (32%) Djibouti (32%) Republic of the Congo (34%) Kenya (43%) Nigeria (43%) Madagascar (50%)	Mauritius (55%) Namibia (61%) Swaziland (75%)

*Secondary level teaching force*

0 – 25%	26 – 50%
Tchad Chad (5%) Togo (8%) Benin (13%) Côte d'Ivoire (14%) Republic of the Congo- Brazzaville (20%) Niger (20%) Mali (23%)	Djibouti (34%) Kenya (36%) Madagascar (40%) Swaziland (46%) Mauritius (48%)

*Educational administration cadre*

0 – 25%	26 – 50%
Mali (6%) Mauritania (11%) Madagascar (15%) Togo (16%) Rwanda (18%) Côte d'Ivoire (18%) Mauritius (27%) Swaziland (27%)	Djibouti (31%)

- Third, Women personnel are concentrated in the lower levels of education and in non-technical streams. Mauritius, for example, reported that: At the primary level, the percentage of women teachers is 55 per cent; however, they are mainly concentrated in the teaching of lower grades. The case of Niger is also illustrative of the point being made, with the representation in different sub-sectors as follows: pre-school (99 per cent), primary (32 per cent), lower secondary (23 per cent), upper secondary (16 per cent), teacher education (11 per cent), technical and vocational education (8 per cent).
- Fourth, even in countries where women are fairly well represented in educational administration they are still underrepresented at the policy level. The report from Mauritius illustrates this point: 34 per cent of heads of schools are women, the inspectorate corps has 25 per cent women, and the technical officer/director cadre 20 per cent. Women's representation in the inspectorate cadre in Togo is another apt illustration of this point. For pre-school education all 29 inspectors/advisers (100 per cent) are women, in the primary sector 7 out of 138 (5 per cent) are women, and at the secondary level only 1 of 52 inspectors/advisers is a woman (1.9 per cent).
- Fifth, there does not seem to be any indication that the situation is improving.

# Role of non-governmental organizations

The responses show that there is really a plethora of NGOs working on education, and particularly on the education of girls and women (e.g. 112 registered NGOs in Ethiopia and some 200 in Niger). Even though the international NGOs tend to be dominant, in view of their larger networks and relatively stronger financial, logistics and personnel resources, local and national NGOs are gaining in influence. Pan-African women NGOs are also beginning to gain ground. FAWE was frequently cited as exercising a strong influence on the development of girls' and women's education.

International donor agencies and the big multilaterals/bilaterals have also been executing girls' and women's education projects in collaboration with NGOs, and are involving local NGOs more closely in their activities than ever before.

NGOs are intervening in a large number of areas: social mobilization, gender-sensitivity training, support to grass-roots organizations, defence of women's rights, provision of hostels for girls, functional literacy programmes, provision of micro-credit, organization of revenue-generating activities, care of girls and women in difficult circumstances, legal services to girls and women, provision of day-care centres, empowerment of PTAs, and HIV/AIDS education.

Religious bodies (Muslim and Christian) are active at the grass-roots level in many of the countries. They seem to be particularly influential on social mobilization, literacy

and skills training for women, and the provision of physical facilities.

The well-established NGOs do exert some influence on government policy, directly through advocacy and involvement in the work of special committees, and indirectly through their capacity to reach out to numerous stakeholders, especially at the local community level.

Most of the respondents, however, feel that there is need for greater co-ordination among NGOs working in the area of girls' and women's education.

# Problems and innovative solutions

The intention here was to highlight the major problems that African Member States have had to grapple with in promoting the education of girls and women, the extent to which innovative solutions have been applied to such problems, and an indication as to whether or not some of these problems have defied solutions.

All the responses speak of the ‘persistence’ of most of the well-known problems impeding the realization of the goal of gender equality in education in Africa:

- Winning the support of the people (persistence of pockets of resistance to ‘Western’ education. mis-interpretation of the tenets of Islam, perception of gender issues as belonging to the realm of ‘foreign’ ideas).
- Interventions at the policy/programming level (non-application of laws on compulsory education, supply of educational facilities not meeting social demand, shortage of women teachers).
- Interventions at the institutional level (large classes, high attrition and low level of academic success among girls and women).
- Overall societal development issues impacting negatively on the education of girls and women (extreme poverty, rural–urban dichotomy in the quality of educational provisions, other forms of internal disparities).

To meet the above challenges, so many innovative ideas are being tried. These include tying literacy activities to revenue generation projects, greater involvement of communities and their leaders in developing gender and education related projects, intensifying gender sensitivity training and the development of gender-balanced educational materials, free tuition and free materials for girls, quota admission policies in favour of girls, the award of prizes to girls and women who excel in educational endeavours, the pursuit of decentralization.

The respondents are unanimous in emphasizing that the degree of success of these 'innovations' cannot be determined with any certainty. Most of them were introduced in situations of severe pressure on the managers of the system and are continuously being fine-tuned. Many others have not lasted long enough for their impact on girls' and women's education to be felt.

The respondents indicated a fairly long list of problems that have defied solutions, mainly:

- Poverty – the fact that more people and households are getting poorer, that government revenue is declining, both in real and in absolute terms.
- HIV/AIDS: that the pandemic is spreading fast and neutralizing gains made in various development sectors, including the education of girls and women.
- Funding (from both internal and external sources) not being equal to the tasks ahead.
- Rapid population growth.
- Unavailability of reliable statistics for planning purposes.

One clear inference here is that the problems of promoting the education of girls and women are not just education sector problems. Neither are they just gender problems. They are intimately linked with wider issues of national development.

# Funding

The responding countries were asked to indicate whether or not their governments made any special budgetary provisions for the promotion of girls' and women's education, the proportion of government spending on education which such a special budget item represented, and whether or not there were funds from other sources to supplement government resources.

All but one of the responding countries said there were no special budgetary provisions for girls' and women's education. Two of the responses describe the situation in very catchy sentences.

There is no special fund for the education of girls and women. Neither is this item specifically provided for in the national budget. Perhaps, that will happen in the near or distant future (Togo).

The point to bear in mind is that the education sector absorbs a third of the national budget, but the proportion that goes to the education of girls and women cannot be determined with precision (Sénégal).

The only exception (Benin), which claimed that girls' and women's education is expressly provided for in the national budget, did not say anything about the size and weight of the budget.

Namibia reported the provisions for 'gender desks' in the national budget, while two countries (Niger and Guinea) reported the existence of 'special funds' in aid of the education of girls and women.

All the countries, however, acknowledge the provision of 'supplementary funds targeted at specific problem areas' by most development partners.

# Miscellaneous issues

The last section of the questionnaire was to give an opportunity to the responding countries to make free comments on any other relevant points not covered in the main body of the survey. Twelve of the countries probably felt that enough had been said and so did not touch this section.

Comments by the eleven countries that had something to say fall into four major categories. The first category deals with success stories, a point well illustrated by the report from Niger, a country with one of the lowest school participation rates in the region (and particularly, girls and women). It was possible to raise women's literacy rate from 17 per cent in 1995 to 35 per cent in 2000 through an integrated functional literacy project which included:

- Literacy programmes in the work place.
- Empowerment of grass-roots women's organizations for participation in development projects.
- Provision of village libraries and the promotion of a rural press.

Kenya and Ghana also seemed to be suggesting that perseverance pays, as their science programmes for girls are beginning to yield the expected dividend, with more and more girls opting for the study of science and achieving comparable success rates with boys.

A second category dealt with future plans. Ethiopia, for example is working on a programme for women and girls with special needs, most of whom are not adequately covered by existing projects.

The respondents also drew attention to a number of topical issues needing attention, namely:

- 'Men and their attitudes as a problem', especially as most of the policy- and decision-makers (and even a majority of teachers) are men.
- The non-formal alternative is not being fully exploited, despite its much vaunted potentials.
- The same goes for the private sector, whose resources are not being sufficiently ploughed into the education of girls and women.

A number of countries highlighted areas of recommendations for policy and administrative changes, most of which boil down to raising the official status of units dealing with girls' and women's education, form 'units', 'services', 'desks', 'focal points' sub-departments', etc., to full directorates within ministries of education. This, it was felt, would be proof of an appropriate level of political commitment to gender equality in education.

# Conclusions

**A**n unintended, but highly desirable impact of this survey (as stated by a good number of respondents) was that the exercise of responding to the questionnaire prompted those responsible for managing programmes related to gender equality in education to take one more critical look at the work they have been doing. This periodic 'auto-critique' is a useful programme development strategy which should be internalized at all levels.

In assessing their own work the respondents have drawn attention to areas needing special attention, to issues which should be seriously addressed in the continuing struggle for gender equality in education in the Africa region. These are:

- The pervasive influence of traditional beliefs and practices that are harmful to the promotion of the education of girls and women, including 'men and their attitudes as a problem'.
- Not fully exploiting the immense possibilities of non-formal education.
- Not taking advantage of available statistical data for furthering educational development in the region.
- Insufficient funding and lack of budget funds specifically targeted at the promotion of girls' and women's education.
- The weak state of co-ordination among NGOs, and the tendency for some NGOs to 'act independently of government'.
- The status of units responsible for gender equality in education, which respondents believe should be

raised to a level that puts girls' and women's education at a par with other major programme areas of ministries of education.

- The under-representation of women in management and policy-making positions in education.
- The need to build systematic evaluation into ongoing activities, to ensure a proper assessment of their impact.

These issues should provide appropriate material for continuous policy dialogues within every Member State. They are also hot subjects for reflection in the process of regional and international exchanges, as well as serving as an indication of areas of focus for development partners. Above all, the results of the survey should be ploughed into the ongoing EFA 2015 master planning process.