West Africa Sub-regional Strategy:

A Coordinated Effort to Reach Out of School Children

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West Africa Sub-regional Strategy:

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MALI

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NIGER

Canary Islands (SPAIN)

ALGERIA

LIBYA

EGYPT

WESTERN SAHARA

MAURITANIA

CAPE VERDE

MALI

NIGER

CHAD

SUDAN

SENEGAL

THE GAMBIA

GUINEA-BISSAU

GUINEA

BURKINA FASO

BENIN

NIGERIA

SIERRA LEONE

CÔTE D'IVOIRE

TOGO

GHANA

LIBERIA

CAMEROON

CENTRAL AFRICAN REPUBLIC

SOUTH SUDAN

Bioko (EQUATORIAL GUINEA)

EQUATORIAL GUINEA

SÃO TOMÉ AND PRÍNCIPE

GABON

CONGO

DEMOCRATIC REPUBLIC OF CONGO

UGANDA

RWANDA

BURUNDI

MALI

NIGER

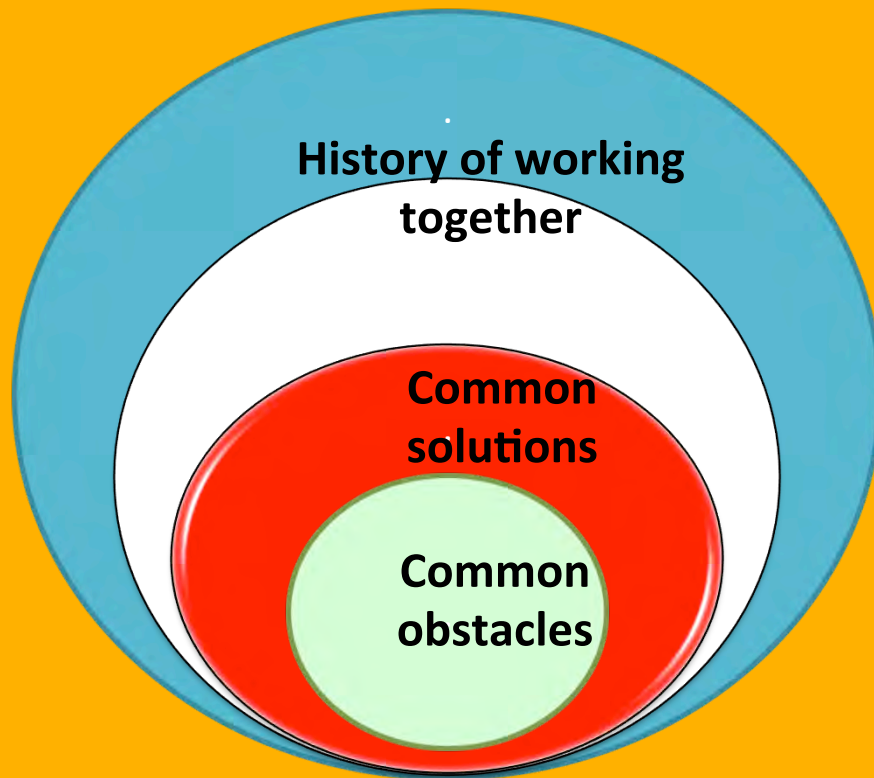BURKINA
FASO

Session Outline

- Rationale and benefits of a sub-regional strategy

- Context of the sub-regional strategy

- Content of the sub-regional strategy

- Joint collaboration

- Process and product

- Questions

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Sub-regional strategy rational and benefits

RATIONAL

BENEFITS

History of working together

Common solutions

Common obstacles

Gov't Commitment

✓ Share expertise, lessons learned

✓ Coordinate efforts and resources

✓ Address cross border issues

✓ Develop a collective voice for advocacy, policy dialogue, resource mobilization

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Barriers to education in the sub-region

Poverty

Insecurity

Challenging Geographies

Infrastructure

Quality and Relevance

Refugees and Displaced Persons

Context of the West African Sub-regional Strategy
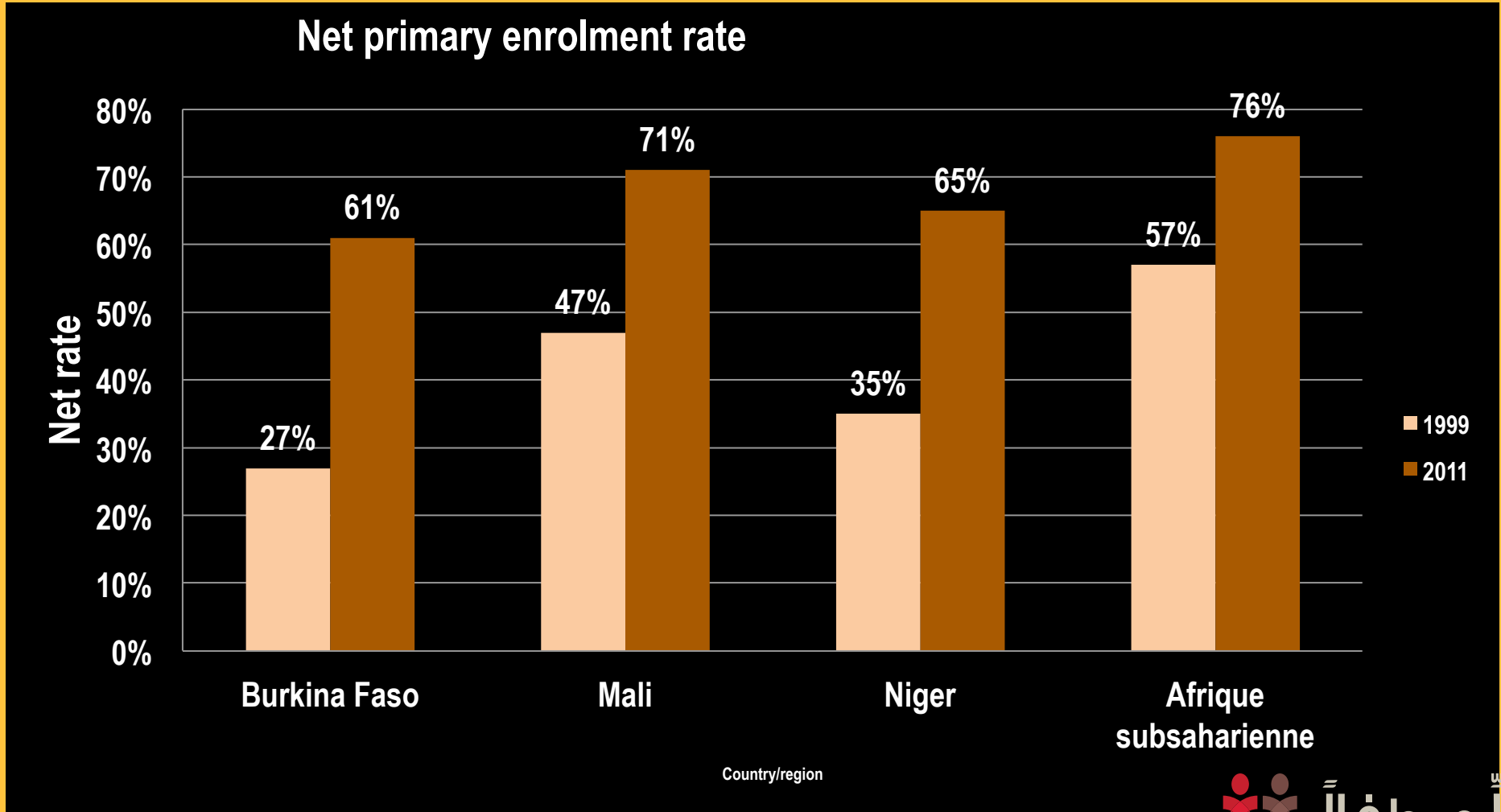
H.E. Ms. Koumba Boly Barry

Minister of National Education and Literacy

BURKINA FASO

Education situation in the sub-region

Net primary enrolment rate

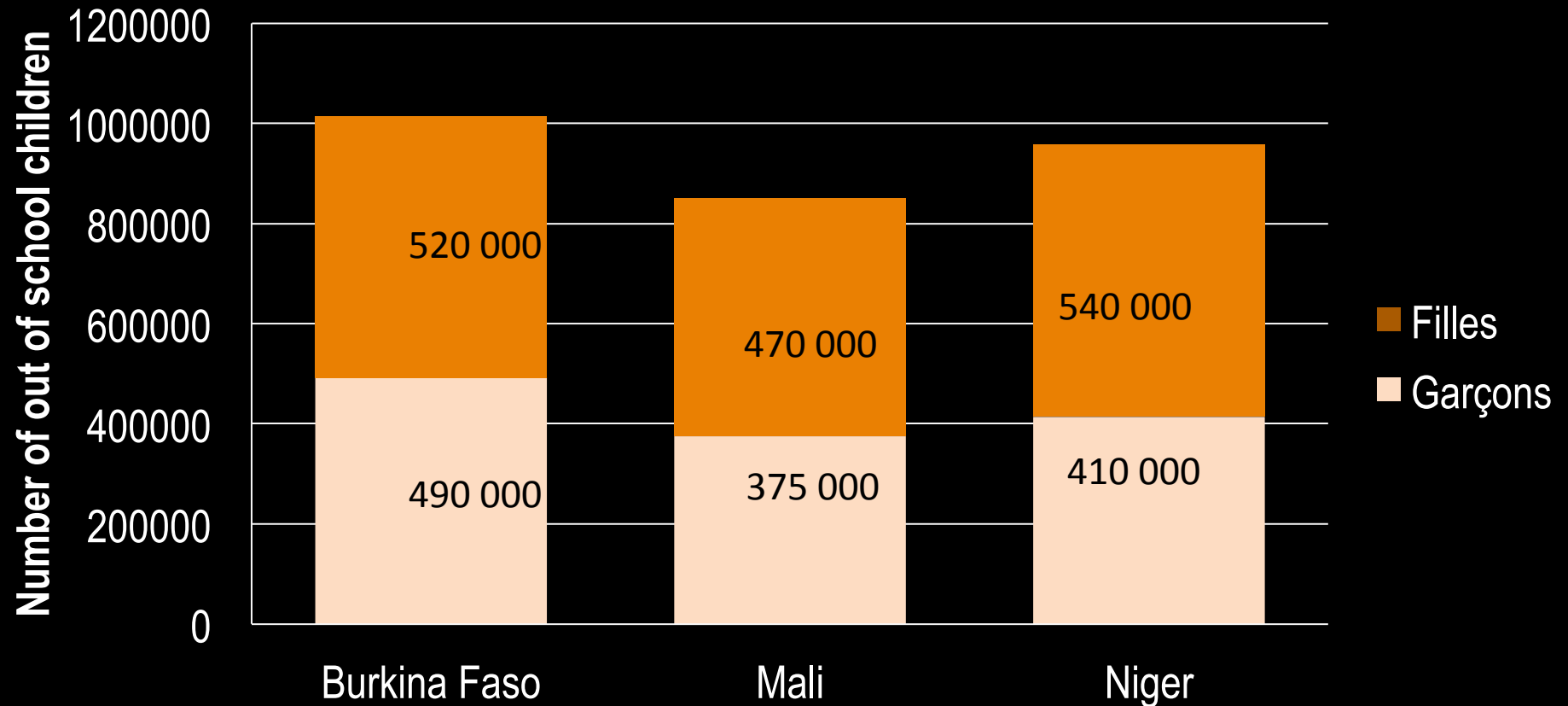- Burkina Faso: 1999: 27%, 2011: 61%
- Mali: 1999: 47%, 2011: 71%
- Niger: 1999: 35%, 2011: 65%
- Afrique subsaharienne: 1999: 57%, 2011: 76%

Y-axis: Net rate (0% to 80%)
X-axis: Country/region

Legend: 1999, 2011

Source : EFA Global Monitoring Report 2013/4

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Out of school children in the sub-region

Out of school children in the sub-region (2011)

Number of out of school children

	Filles	Garçons
Burkina Faso	520 000	490 000
Mali	470 000	375 000
Niger	540 000	410 000

Source : EFA Global Monitoring Report 2013/4

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Population growth in the sub-region

➢ Annual population growth > 3%

➢ 47% of the population is < 15 years

➢ 41% increase of children between 6 and 11 years in less than 10 years

➢ The situation in Mali and Niger is similar

Number of children between 6 and 11 years, Burkina Faso

Year	Number
1996	1220000
2006	2700000
2015	3820000
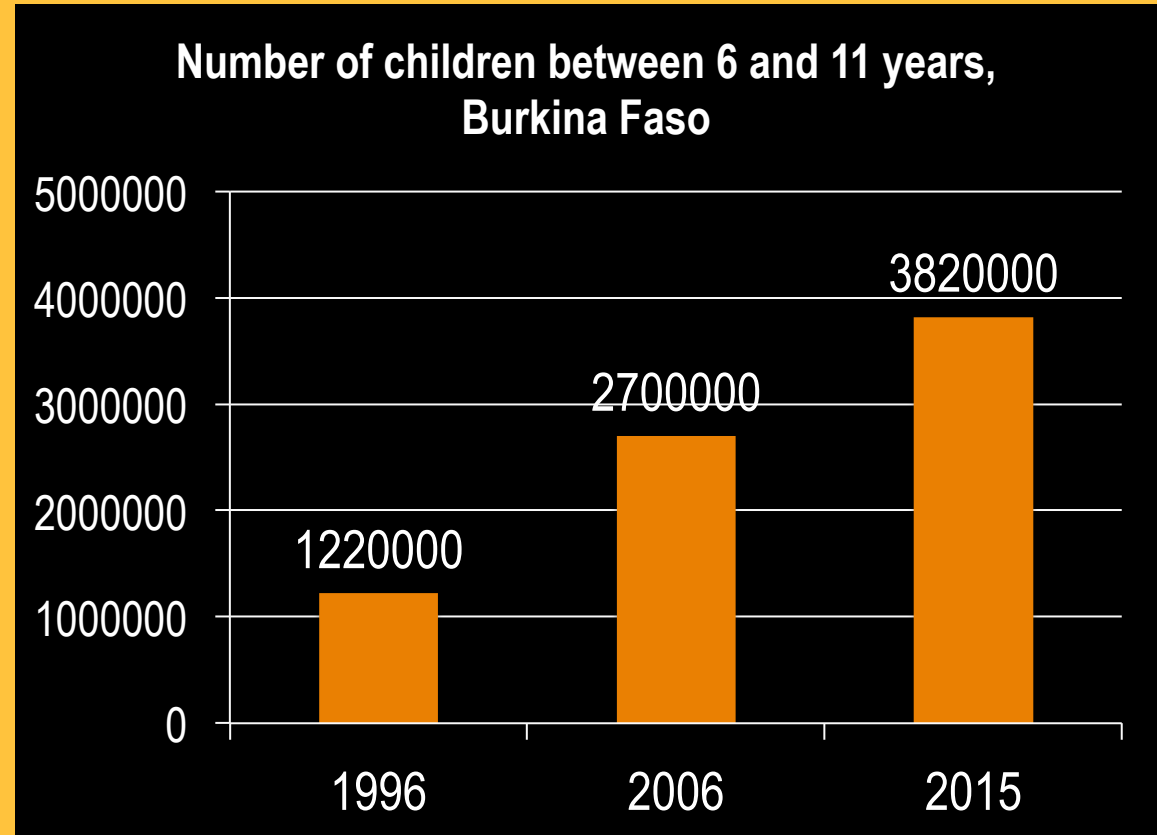
Programme sectoriel de l'éducation et de la formation, 2012-2021, p. 18. Chiffres arrondis

Priority Populations

Top priority target populations

COMMON PRIORITIES
1. Children in Koranic schools
2. Children > 3km from school
3. Nomadic children
4. Children in poverty
5. Over-aged children
6. Children in communities with overcrowded schools

Other priority populations

7. Children with disabiliities
8. Children in street situations
9. Displaced or refugee children
10. Children of migrant workers

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Sub-regional Strategy
Key Objectives

H.E. Ms. Togola Jacqueline Marie Nana

Minister of National Education

MALI

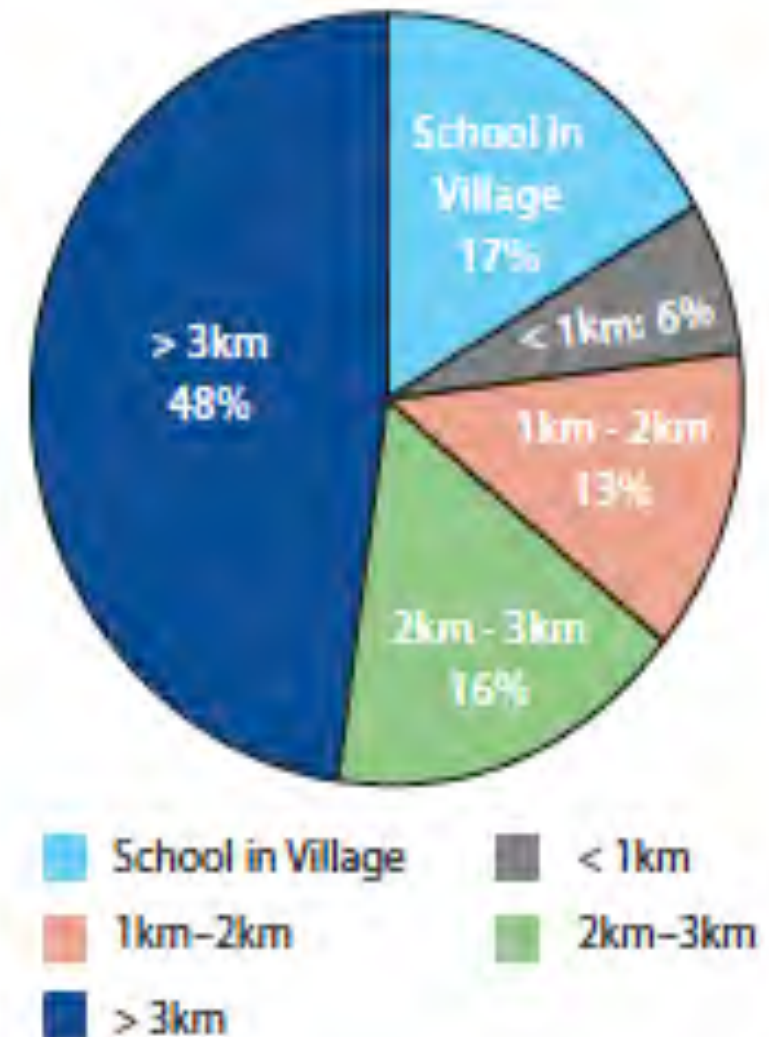EDUCATE A CHILD

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Increase access
to primary education
for children in Koranic schools
(curriculum reform).

Increase access for children
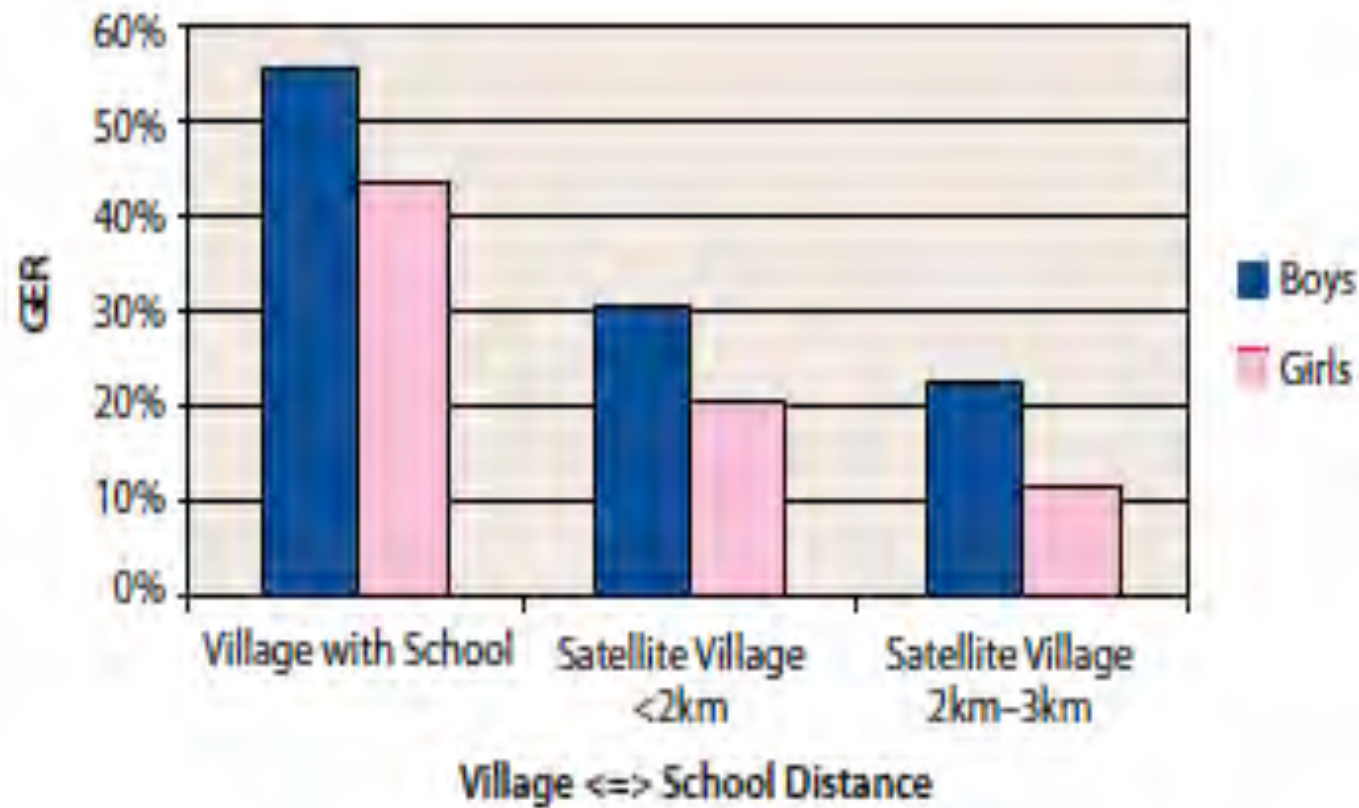living > 3 km from school
or in low population density areas

Distance to the local school Mali, 2005

School in Village 17%

< 1km: 6%

> 3km 48%

1km - 2km 13%

2km - 3km 16%

Legend:
- School in Village
- < 1km
- 1km–2km
- 2km–3km
- > 3km

Increase access for children living > 3 km from school or in low population density areas

Impact of distance on school participation--Mali, 2005

Increase access for children who cannot access local school due to **overcrowding**

Sub-regional Strategy
Key Objectives

H.E. Ms. Ali Mariama Elhadji Ibrahim

Minister of Elementary Education, Literacy, the Promotion of National Languages and Civic Education

NIGER

Increase access for children in **nomadic communities**

Increase access for children
living in poverty

Increase access for **overage children** to begin formal system
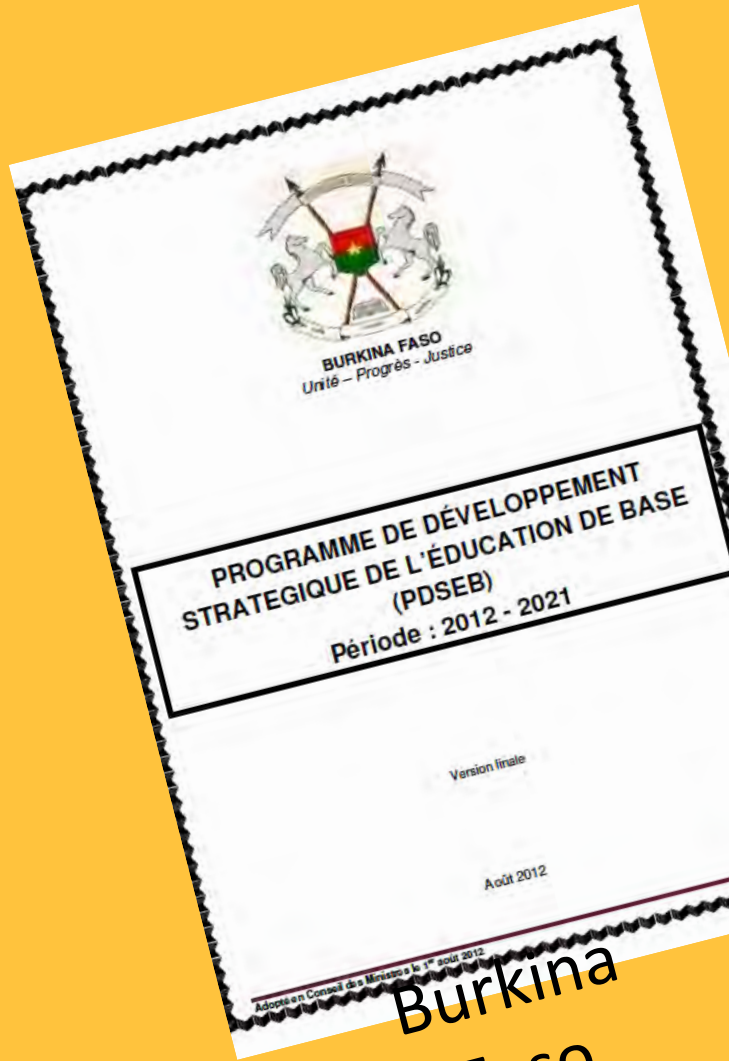
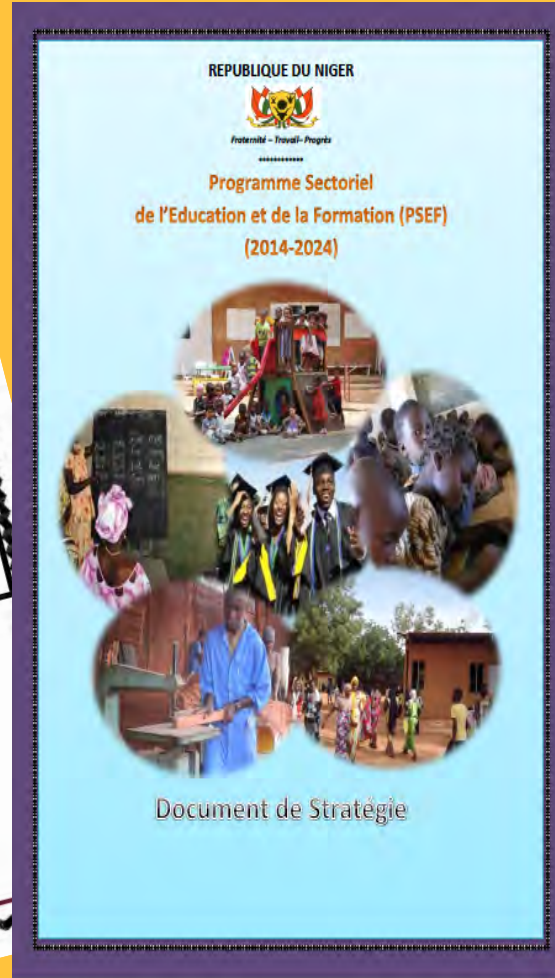# Basic principles of the sub-regional strategy

Targets for the 3 countries

- **By 2016**
  - 2.3 million out of school children
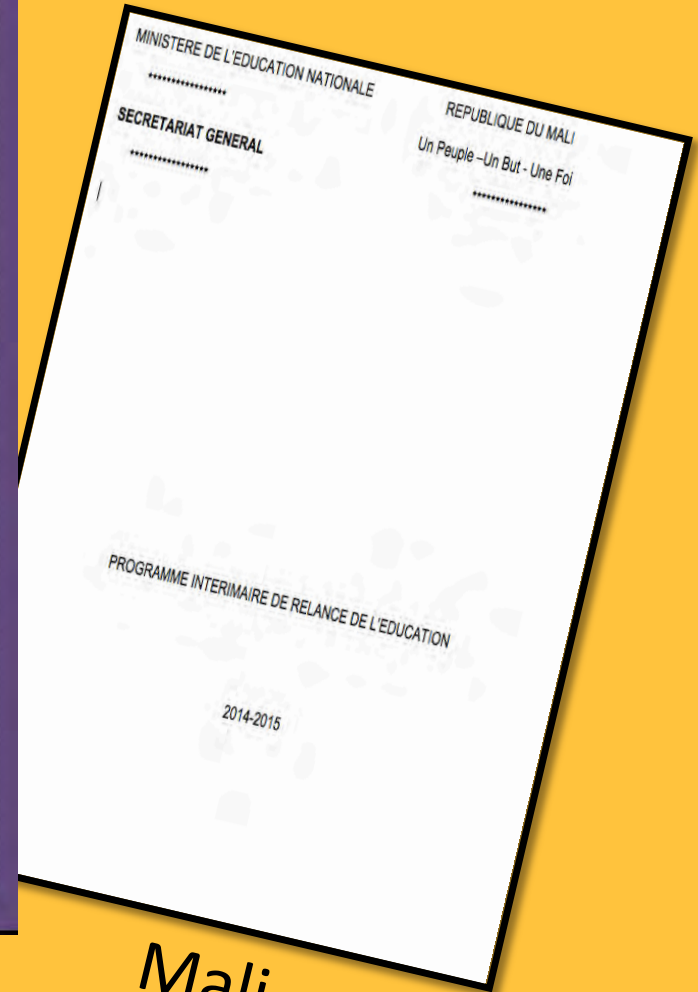
- **By 2019**
  - 7.2 million out of school children

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National Strategies

Burkina Faso

Niger

Mali

Importance of Collaboration

ATELIER INTERMINISTERIEL OUEST AFRICAIN
REFLEXION SUR LA STRATEGIE EDUCATE A CHILD
(Burkina-Mali-Niger)
Ouagadougou du 19 au 21 mars 2014 : Hôtel Laïco

The West African sub-regional strategy?

| 5 years strategy | Aligned with strategic plans | Ambitious: Accelerate support to OOSC in first 2 years | Focused on priority barriers | Common indicators |

Process followed to develop the sub-regional strategy

Step 1 :
Situation analysis

- What do we know about out of school children in our respective areas?

Step 2 :
Identification of existing solutions

- What (common) policies or strategies have we identified to reach children?

Step 3 :
Reflection on existing strategies

- What are the policies and strategies (innovative, promising, experimental...) that are worth including in national plans? In the sub-regional strategy?

Step 4:
Identification of strategies to take to scale

- Among all the strategies identified, what are those that should be the subject to enlargement and démultiplication ?

Process followed to develop the sub-regional strategy

Step 5

Establish targets

- What targets can we reach if we expand or replicate these strategies? (by country, for the whole sub-region)

Step 6

Identification of resources

- What resources will be needed to put in place a sub-regional strategy?

Step 7

Identification of partners and supporters

- Who needs to be associated with the completion of the strategy?

Step 8

Development of a road map

- What should be done in the short term to complete the strategy and get it going, and prepare to present it?

Next Step...a detailed plan.

LOGIQUE D'INTERVENTION	B F	M	N	INDICATEURS (ROUGE=INDICATEUR EAC)	MOYENS DE VÉRIFICATION	HYPOTHÈSES CLÉS RETENUES
OS1 : Accroître l'accès à l'éducation du niveau primaire des élèves des écoles coraniques	P	P	P	• Nombre de nouvelles inscriptions (f/g) chaque année (inscription initiale) • Nombre d'enfants (f/g) de chaque classe promus à la classe supérieure; • Nombre d'enfants (f/g) ayant complété le cycle; • Nombre de redoublements (f/g) **(Recensement au début de l'année scolaire)**	Statistiques des Ministères de l'Éducation des 3 pays pour les écoles coraniques renouvelées (inscriptions initiales, promotions, répétitions, abandons, achèvement)	• Bonne collaboration entre les représentants de l'état et les leaders religieux; • Engagement important des parents à inscrire leurs enfants aux écoles coraniques renouvelées
OS2 : Accroître l'accès à l'éducation du niveau primaire des enfants vivant dans une aire géographique de 3 km sans école ou de faible densité de population	P	P	P	• Nombre de nouvelles inscriptions (f/g) chaque année (inscription initiale); • Nombre d'enfants (f/g) de chaque classe promus à la classe supérieure; • Nombre d'enfants (f/g) ayant complété le cycle; • Nombre de redoublements (f/g) **(Recensement au début de l'année scolaire)**	Statistiques des Ministères de l'Éducation des 3 pays pour les écoles coraniques renouvelées (inscriptions initiales, promotions, répétitions, abandons, achèvement)	• Les parents accepteront d'inscrire leurs enfants dans des écoles alternatives (classe unique, etc.). • Les parents auront une perception positive des alternatives offertes (qualité et pertinence des programmes). I • Il sera possible de recruter et de retenir des enseignants pour ces zones.
OS3 : Accroître l'accès à l'éducation du niveau primaire des enfants des communautés nomades	P	P	P	• Nombre de nouvelles inscriptions (f/g) chaque année (inscription initiale); • Nombre d'enfants (f/g) de chaque classe promue à la classe supérieure; • Nombre d'enfants (f/g) ayant complété le cycle; • Nombre de redoublements (f/g) (Recensement au début de l'année scolaire)	Statistiques des Ministères de l'Éducation des 3 pays pour les écoles nomades (inscriptions initiales, promotions, répétitions, abandons, achèvement)	• Les parents accepteront d'inscrire leurs enfants aux écoles alternatives (classe unique, etc.). • Ils auront une perception positive des alternatives offertes (qualité et pertinence des programmes). • Il sera possible de recruter et de retenir des enseignants pour les modèles alternatifs envisagés (école mobile, etc.).

Merci Beaucoup

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