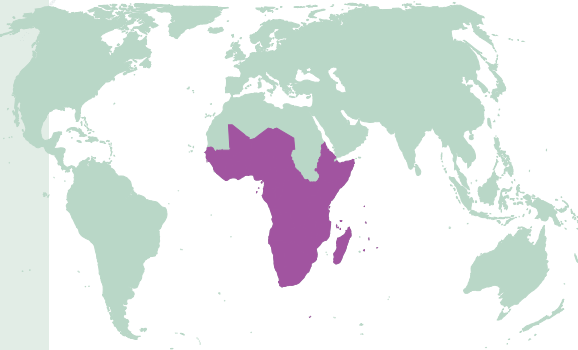


Regional overview: sub-Saharan Africa



EFA progress and challenges

Early childhood care and education: a long way to go

What happens during the very early years of a child's life is vital for later success in education and in life. Programmes of early childhood care and education (ECCE) can support health and nutrition, facilitate cognitive development and give children the basic tools they need to learn and to overcome disadvantage. Yet millions of children in sub-Saharan Africa are held back by problems in health and nutrition, and access to pre-school provision remains limited and unequal.

- Child mortality is one of the most sensitive barometers of the well-being of children under 5. Each year 10 million children die around the world before their fifth birthday. Sub-Saharan Africa accounts for half of these under-5 deaths and its share is growing. On average, 158 of every 1,000 children born in sub-Saharan Africa will not reach age 5. Between 1990 and 2006, the region as a whole reduced child mortality by one-quarter the rate required to achieve the MDG target of cutting under-5 deaths by two-thirds by 2015, and only three out of forty-six countries are on track to meet the target.
- There are huge differences in the under-5 mortality rates of countries in the region, which range from 17‰ in Mauritius and 29‰ in Cape Verde to well above 200‰ in Angola (231‰) and Sierra Leone (278‰).
- The good news is that indicators for child welfare are improving in some of the region's countries. Ethiopia and Mozambique reduced under-5 mortality by 40% or more between 1990 and 2006. This rate of progress is impressive, showing that strong national policies backed by global initiatives, for example on increased immunization, are making a difference. Vaccination against measles is estimated to have cut deaths worldwide by 60% and in sub-Saharan Africa by 75%.

- Malnutrition is one of the biggest barriers to achieving universal primary education (UPE). The region's progress

Enrolment in sub-Saharan Africa¹ increased significantly at all education levels between 1999 and 2006. Yet many challenges remain. Overall, sub-Saharan Africa, like the Arab States, and South and West Asia, still lags behind other regions in terms of distance from the EFA goals. The same is true for many of the Millennium Development Goals (MDGs) in areas such as child mortality and nutrition. Progress in education could help unlock progress on the MDGs, but will require a strengthened commitment to equity.

Persistent inequalities are hindering progress towards the EFA goals at global, regional and national levels. The EFA Global Monitoring Report 2009 finds that within countries, disparities based on wealth, location, gender, immigration or minority status or disability deny millions of children a good-quality education. The Report turns the spotlight on the role that education governance can play in overcoming these disparities. It shows that current approaches to education governance reform all too often fail the poor and disadvantaged. This regional overview for sub-Saharan Africa reveals that, while the region as a whole continues to advance in most of the EFA goals, wide disparities within countries are holding back overall progress.

1. This is according to the EFA classification. See the table at the end for countries in the region.

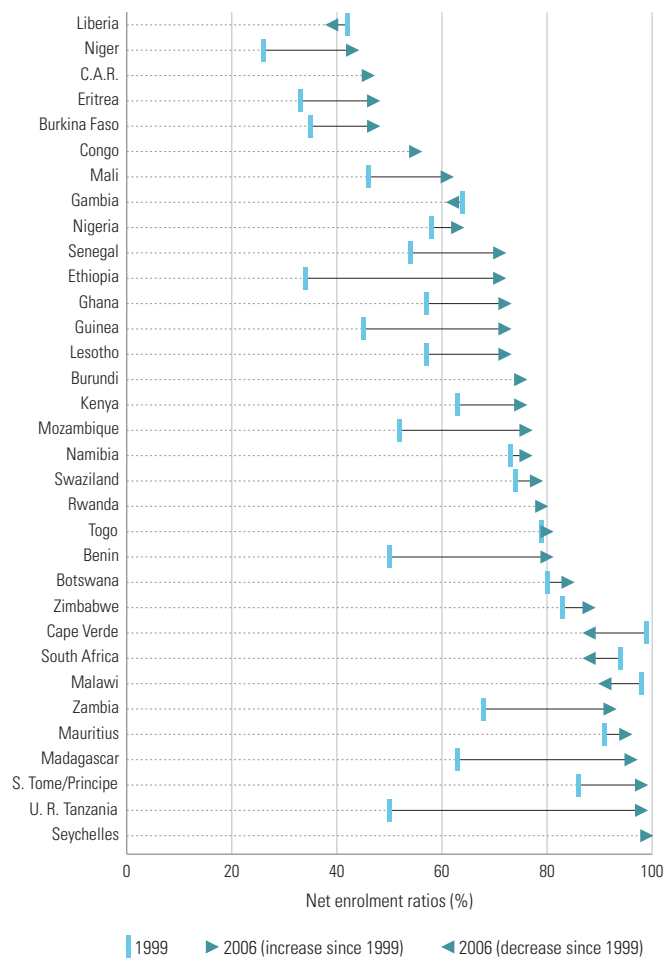
- The continued increases in the primary school-age population in the region mean incremental pressure on financial, physical and human resources. The region's primary school-age cohort will grow by 26 million in 2015. One consequence of such demographic pressure is that governments have to work harder to maintain existing gains in enrolment: sub-Saharan Africa has to expand participation by over two percentage points a year just to stand still.
- During the 1990s the region's net enrolment ratio (NER) increased at an annual average of 0.3 percentage points a year to 56% at the end of the decade. Since 1999 it has climbed to 70% – an average annual increase of two percentage points, or six times the rate of the pre-Dakar decade. Some countries have registered particularly impressive progress (Figure 2). For example, Benin, Madagascar, the United Republic of Tanzania and Zambia moved from NERs of between 50% and 70% in 1999 to levels in excess of 80% in 2006. Starting from an even lower baseline, Ethiopia managed to double its NER from 34% in 1999 to 71% in 2007. While the country still has a long way to go, it has made dramatic advances in improving access and tackling inequalities. An ambitious school construction programme in rural areas has been particularly instrumental in spurring demand for education by reducing distances to school and addressing security concerns for girls. Ethiopia's elimination of school tuition fees has also stimulated increased enrolment, as has been the case in several countries of the region, including Kenya, Lesotho, the United Republic of Tanzania and Zambia. International aid partnerships have played an important role in some of these best-performing countries, notably Ethiopia and the United Republic of Tanzania.

- The level of participation in primary education varied significantly within the region from a 2006 NER below 50% in Burkina Faso, the Central African Republic, Eritrea, Liberia and the Niger to near UPE in Sao Tome and Principe, Seychelles and the United Republic of Tanzania.

Out-of-school children

- With around 19% of the world's primary school-age population in 2006, sub-Saharan Africa accounted for 47% of out-of-school children worldwide – a stark reminder of the scale of global inequalities in the distribution of opportunities for education. The number of primary school-age children not in school in the region has fallen by 10 million since 1999. Encouraging as this trend may be, there is still a long way to go. Some 35 million children were not enrolled in 2006, almost one-third of the school-age population.
- The post-1999 record of countries in sub-Saharan Africa with large out-of-school populations is mixed. Some have failed to make a dent in the numbers. This group includes Nigeria – with more children out of school than any other

Figure 2: Changes in primary net enrolment ratios between 1999 and 2006



country – as well as Burkina Faso, Mali and the Niger. Trends in Nigeria, which accounts for around one in nine of the world's out-of-school children, are cause for global concern. And there is little evidence to suggest that, on current policies, the country is set for an early breakthrough. In other countries that had large out-of-school populations in 1999 the picture is more encouraging. For example, Ethiopia, Ghana, Kenya and the United Republic of Tanzania have made rapid progress towards UPE. The performance of the United Republic of Tanzania is particularly striking. In around five years the country reduced its out-of-school population from over 3 million to fewer than 150,000 through policy interventions including the abolition of primary school tuition fees (in 2001), increased public investment and measures to enhance education quality.

- The circumstances of out-of-school children vary. Over four out of five in the region live in rural areas; the vast majority are poor and many are the victims of cross-generational transfer of deprivation. Having a mother with no education doubles the probability of a child being out of school. The characteristics of these 'missing' schoolchildren are also of concern. In sub-Saharan Africa about two-thirds of the

In north-western Nigeria, some 15% of children between 6 and 16 were not in formal school because their parents preferred them to attend Quranic schools.

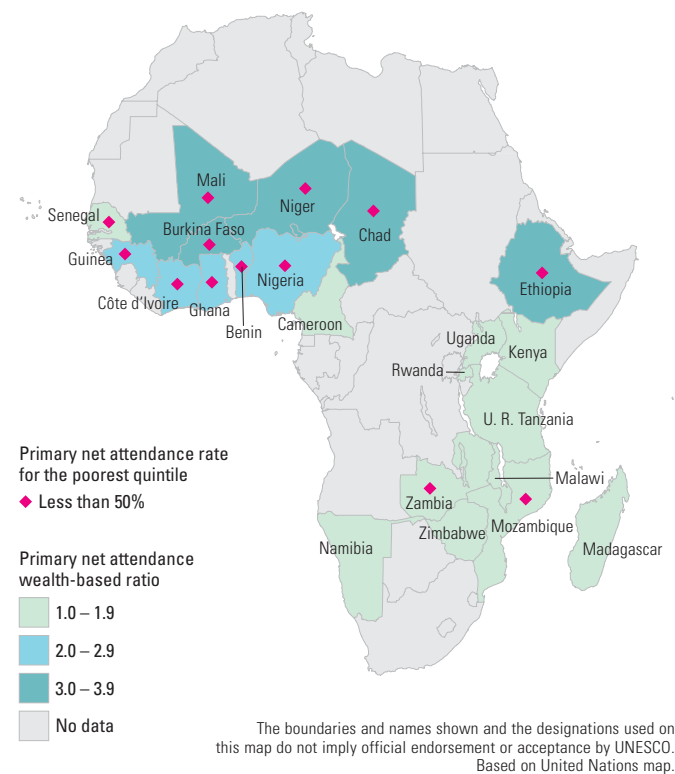
- Every country faces its own distinctive set of challenges in achieving UPE. Three of the most common are:

Child labour: Around one-quarter of 5- to 14-year-olds in sub-Saharan Africa were engaged in child labour in 2004. Because population growth has increased faster than child labour rates have fallen, there were about 1 million more child labourers in 2004 than in 2000. School attendance figures provide stark evidence of the trade-off between child labour and UPE. Working children face an attendance disadvantage of about 30% to 67% in countries including Cameroon, Ghana and Zambia. When schools are unavailable or distant, when the cost of schooling is high and the perceived quality low, children are more likely to work than go to school. In other cases, household poverty and associated labour demand 'pull' children into labour markets. Practical measures are needed first to reduce the pressures that force poor households to augment income or labour supply through child work and, second, to strengthen incentives for sending children to school. In many countries, including Cameroon, Ghana, Kenya and the United Republic of Tanzania, abolishing school fees has helped reduce child labour. Other incentives, such as school meal programmes, financial incentives to disadvantaged groups, social protection measures and conditional cash transfer programmes, can also play an important role.

Health barriers: Millions of children in sub-Saharan Africa suffer the consequences of hunger, micronutrient deficiency and infection, all of which undermine educational opportunities. Fewer than one in ten children living in malarial areas in the region have access to insecticide-treated bed nets. Around 1.9 million children under 15 in sub-Saharan Africa live with HIV/AIDS and some 9% of the region's children have lost one or both parents to the disease. Evidence from several countries, including Kenya, Rwanda and the United Republic of Tanzania, show that HIV/AIDS orphans enter school later and are more likely to repeat grades. Linking health and education policies can yield high returns. In Kenya, a school-based mass treatment campaign for intestinal helminthes markedly reduced infection rates and reduced school absenteeism by one-quarter.

Disabled learners: Children with disabilities are still among the most marginalized and least likely to go to school. Evidence from household surveys indicates that the difference in primary school attendance rates between children with disabilities and those with none in Burundi, Chad, Mozambique, South Africa and Zambia ranges from twelve percentage points in Chad to twenty in South Africa and Zambia. Speeding up progress towards UPE will require a far stronger focus on public policy facilitating access for the disabled – and on political leadership to change public attitudes.

Map 1: Ratio of primary net attendance rates of the richest quintile to the poorest quintile, selected countries, most recent year



Post-primary education

Increasing participation in secondary and tertiary education is an explicit part of the Dakar commitment to EFA and of the MDG on gender parity and equality. It also provides further incentives for children to complete primary schooling, expands the supply of qualified teachers, and improves knowledge and skills for the labour market.

- While participation in primary education is expanding, access to secondary and tertiary education remains limited for most young people in sub-Saharan Africa. For the school year ending in 2005, the median transition rate from primary to secondary was 62%. It was lower for girls (57%) than for boys (66%). Very low transition rates, below 50%, were reported in several countries, including Burundi (34%) and Cameroon (33%). On the other hand, most pupils who reach the last primary school grade made the transition to lower secondary in Botswana and Seychelles, with transition rates exceeding 95%.
- Overall, enrolment in secondary education is rising in the region, with over 12 million more students in 2006, up from 20.6 million in 1999. Despite this significant trend, the average secondary NER in sub-Saharan Africa was 25% in 2006. This implies that nearly 78 million of the region's secondary school-age children were not enrolled in secondary school.

to read and/or write, with understanding, a simple statement in a national or official language. Some 62% of the region's illiterate adults were women.

- Progress on literacy is not encouraging. Between 1985–1995 and 2000–2006, the absolute number of adult illiterates increased by 28 million while that of youth illiterates (aged 15 to 24) went up by 7 million, reflecting continued population growth.
- Over the two periods, the region's adult literacy rate rose from 53% to 62% and the youth literacy rate from 64% to 71%. All countries with data improved their adult literacy rates between 1985–1994 and 2000–2006. Increases were most impressive in Burundi, Chad and Malawi, with rises of twenty percentage points or more. Very low adult literacy rates, below 30%, still characterize some countries, including Burkina Faso, Chad, Guinea and Mali. By contrast, Namibia, South Africa and Zimbabwe reported adult literacy rates in 2000–2006 of around 90%.
- National literacy rates conceal major disparities within countries. Disparities in adult literacy are especially salient among groups characterized by gender, poverty, place of residence, ethnicity, language and disabilities. Despite some progress, gender disparities to the disadvantage of women are especially marked in sub-Saharan Africa, where the average gender parity index (GPI) of adult literacy was 0.75 in 2000–2006. Striking gender disparities prevailed in several countries, including Chad and the Niger, where women's literacy rates were around one-third of those for men. Gender and poverty often interact in relation to literacy: for example, in the Gambia, literacy rates ranged from 12% among extremely poor women to 53% for non-poor men.
- Evidence from thirty developing countries indicates that literacy levels are substantially lower in the poorest households than in the wealthiest. In seven sub-Saharan African countries with particularly low overall adult literacy rates,³ the literacy gap between the poorest and wealthiest households is more than forty percentage points. In Ethiopia, literacy rates range from 83% in the Addis Ababa region to 25% in the Amhara region. Pastoralists and nomads have lower literacy levels than other rural populations. In the Afar region of Ethiopia, for example, the literacy rate for adults was 25% in 1999, but in pastoralist areas it was only 8%.
- Achieving EFA implies paying sustained attention to youth and adult literacy needs through diverse and flexible literacy programmes. It also means developing the literate environment – in other words, promoting the availability and use of multilingual written materials and new technology, which encourage literacy acquisition, a reading culture, improved literacy retention and access to information.

Gender parity and equality

The Dakar Framework for Action to achieve the EFA goals sets out a two-part gender equity agenda: first, to achieve gender parity in school participation and second, to improve gender equality in educational opportunities and outcomes.

- Progress towards gender parity in sub-Saharan Africa has been slow and uneven. At the primary level, the mean regional GPI rose from 0.85 in 1999 to 0.89 in 2006 and more than half the countries in the region had yet to achieve gender parity. Important gender disparities in primary GERs are still reported in many countries. The Central African Republic, Chad, Côte d'Ivoire, Mali and the Niger had fewer than eighty girls enrolled in primary school for every hundred boys in 2006. On the other hand, parity has been achieved in fifteen of the forty-one countries with data.⁴ These outcomes demonstrate that gender differences in education can be overcome through public policy action and changes in attitudes. In Lesotho, for instance, parity was achieved through public policies that corrected a bias against boys linked with livestock herding.
- As in other regions, girls in sub-Saharan Africa are often less likely to repeat grades than boys. However, in several countries of the region⁵ the percentage of female primary school repeaters was higher than for males in 2006. In most sub-Saharan African countries, girls also have greater chance of reaching the final primary school grade. Yet girls' survival rate to the last grade in 2005 was much lower than boys' in the Central African Republic, Chad and Togo.
- At the secondary level, gender gaps existed in all of the region's countries with data in 2006 except Mauritius and Swaziland, and the mean regional GPI of GER was 0.80, slightly lower than in 1999 (0.82). Overall, sub-Saharan Africa combined low participation in secondary education and low GPIs. In Benin, Eritrea, Ethiopia, Mali and the Niger, the secondary GERs for girls were less than 70% of those for boys. On the other hand, Cape Verde, Lesotho, Namibia, Sao Tome and Principe, Seychelles and South Africa had significant disparities favouring girls.
- In about two-thirds of the countries with data, gender disparities were reduced in secondary education between 1999 and 2006, with improvements of more than 20% in Benin, Chad, the Gambia, Guinea, Togo and Uganda. During the same period, gender disparities increased in several countries, including Cameroon, Eritrea, Kenya, Nigeria, Rwanda and Seychelles.
- At tertiary level women and men are at parity only in Botswana and Swaziland (although the tertiary GER remains

4. The countries having achieved gender parity are Botswana, Gabon, Ghana, Kenya, Lesotho, Mauritius, Namibia, Rwanda, Sao Tome and Principe, Senegal, Seychelles, Uganda, the United Republic of Tanzania, Zambia and Zimbabwe.

5. Chad, Guinea, Liberia, Mali, the Niger, Nigeria and Sierra Leone.

3. Côte d'Ivoire, Guinea-Bissau, Rwanda, Senegal, Sierra Leone, Sudan and Togo.

Though boys are still doing better than girls in science, more often than not the difference is statistically insignificant.

In tertiary education, subject choice is still marked by strong gender selection effects, with male dominance in science and engineering, and higher shares of female enrolment in fields such as education, health and welfare. In the few countries with data available, the share of females enrolled in science was below 20% in 2006 in countries including Botswana, the Gambia, Guinea and Nigeria (4%). Their proportion was also quite low in engineering, below 10% in Ghana and Swaziland. By contrast, women are overrepresented in fields long considered 'feminine', such as education (up to 72% in South Africa). Recent studies indicate complex socialization processes influence gender differences in choice of subject areas. These include poor career counselling, lack of role models, negative attitudes from families, fear of mathematics and fear of being in the minority.

- Recent research underlines a strong association between the degree of gender equality in society at large and the size of gender gaps in mathematics achievement. Teacher attitudes and practices that translate into different treatment of boys and girls can also affect cognitive development and reinforce gender stereotyping. So can gender bias in textbooks.
- Female teachers can serve as role models for young girls, potentially countering gender stereotypes. In sub-Saharan Africa, as elsewhere, female teachers tend to be more represented in lower levels of education while the reverse is true at higher levels. They also tend to be clustered in urban schools. A recent survey in eleven middle-income countries shows that pupils in rural primary schools are more likely than urban pupils to be taught by male teachers. Rural girls thus have less chance of contact with female role models who might raise their expectations and self-confidence.

Quality of education

The ultimate aim of EFA is that children receive the basic skills they need to enrich their lives, expand their opportunities and participate in society. The quality of the education they receive – in terms of what they learn, under what conditions and the crucial role of teachers – is key.

Learning outcomes

- Evidence from many countries suggests that improving learning outcomes remains an enormous challenge. Results from SACMEQ II (2000–2002) indicate that fewer than 25% of grade 6 children reached the 'desirable' level of reading literacy in Botswana, Kenya, South Africa and Swaziland, and fewer than 10% in Lesotho, Malawi, Mozambique, Namibia, Uganda and Zambia. The deep learning deficits in the region

are also confirmed by international assessments. The Progress in Reading Literacy Study (PIRLS) 2006 showed that only 22% of grade 4 students in South Africa demonstrated basic reading ability – i.e. reaching level 1, the lowest international benchmark – compared with 95% in most North American and Western European countries.

- International assessments tend to understate the divide between developed and developing countries since they assess learning outcomes only among schooled children. The exclusion of out-of-school children in such assessments can distort national learning profiles. In Ghana, tests of language and mathematics among out-of-school youth found lower achievement levels than among enrolled students.
- Disparities in learning outcomes are most pronounced within countries, often linked to poverty and other forms of disadvantage. Inequality exists at every level: between regions, communities, schools and classrooms. Results from PIRLS 2006 indicated that the top 5% of students in South Africa scored five times higher than the bottom 5%.
- Disparities in learning achievements within a given country can be explained by three factors: student background, the education system and school context.

Student background: Apart from inherent ability, how well a student does in school is the product of social, economic and cultural circumstances, such as gender, home language and parental education. Students from lower socio-economic backgrounds generally obtain lower scores than students from more advantaged backgrounds.

Education system: The way an education system is organized – including promotion policies, school leaving exams, ability grouping and multigrade teaching – can have a significant impact on learning outcomes. Practices such as extended ECCE provision can increase equity, while others, such as selective academic streams, can lead to greater disparities.

School context: Sufficiently resourced schools, effective teachers and dynamic classrooms are crucial for learning. Research in recent years has underlined the importance of the school environment. Learning assessments in Madagascar and the Niger found that having electricity in the classroom or school significantly improved outcomes. In Guinea access to books significantly improved learning. Poor and unequal provision of school resources is widespread in sub-Saharan Africa. SACMEQ II found that over half the grade 6 students in Kenya, Malawi, Mozambique, Uganda, the United Republic of Tanzania and Zambia attended classrooms that did not have a single book. In these and other countries, 25% to 40% of teachers did not possess a manual in the subjects they taught. Significant percentages of Nigerian students in grades 4 and 6 reported lacking textbooks: 30% in English, 50% in mathematics, 65% in social studies and 75% in science.

The EFA Development Index

While each EFA goal is important in its own right, what ultimately matters is progress on all fronts. The EFA Development Index (EDI) helps capture overall EFA progress. Ideally, it should include all six EFA goals, but due to serious data constraints, it currently focuses on the four most easily quantifiable EFA goals, attaching equal weight to each: universal primary education, adult literacy, gender parity and equality, and education quality.⁷

For the school year ending in 2006, it was possible to calculate EDI values for twenty-seven countries in sub-Saharan Africa with data on all four goals, out of a total of forty-five. Among the many countries excluded are mostly fragile states, including those in conflict or post-conflict situations (Table 1).

- Seychelles has achieved all four of the most quantifiable EFA goals.
- Nine countries are midway to achieving EFA as a whole, with EDI values between 0.80 and 0.94. Most show uneven progress. Participation in primary education is often high, with deficits in other areas, such as adult literacy (Kenya, Swaziland and Zambia), education quality as measured by survival rate to grade 5 (Sao Tome and Principe, South Africa), or both (South Africa).
- Seventeen countries, more than 60% of the twenty-seven in the EDI sample, are far from achieving the EFA goals, with EDI scores below 0.80. Except in a few cases where participation of primary school-age children is relatively high (e.g. Madagascar and Malawi), these low EDI countries face multiple challenges: low education participation, widespread adult illiteracy, gender disparities and inequalities, and poor education quality. For these countries, major improvements are needed on all four components.
- Changes in the EDI between 1999 and 2006 could be analysed for ten of the twenty-seven countries covered. Almost all recorded increases – significant ones in some cases. Though absolute EDI values remained low in Ethiopia and Mozambique, they increased by more than 25% over the period. Chad was the only country in the region where the EDI decreased – and its fall was the world’s largest. Chad ranked last in the EDI list of 129 countries worldwide in 2006, well behind all others.
- Increased school participation was the primary driver of progress in the EDI. In Ethiopia, the level of participation more than doubled. The country also experienced gains in adult literacy (+35%) and school retention (+14%).

7. UPE is proxied by the total primary NER (the ratio of the number of children of primary school-going age enrolled in either primary or secondary education to the total number of children of primary school-going age); adult literacy by the literacy rate of persons aged 15 and above; gender parity and equality by a gender-specific EFA index (GEI) an average of the GPIs for primary and secondary GERs and for the adult literacy rate; and education quality by the survival rate to grade 5. The EDI value for a given country is an arithmetic mean of these four indicators. It falls between 0 and 1, with 1 representing achievement of EFA.

Table 1: Mean distance from the four EFA goals

| EFA achieved (EDI between 0.97 and 1.00) | Close to EFA (EDI between 0.95 and 0.96) |
|---|--|
| Seychelles (1) | None |
| Intermediate position (EDI between 0.80 and 0.94) | Far from EFA (EDI below 0.80) |
| Botswana, Cape Verde, Kenya, Mauritius, Namibia, Sao Tome and Principe, South Africa, Swaziland, Zambia (9) | Benin, Burkina Faso, Burundi, Chad, Eritrea, Ethiopia, Guinea, Lesotho, Madagascar, Malawi, Mali, Mozambique, Niger, Nigeria, Rwanda, Senegal, Togo (17) |

Overall EFA achievement: inequalities within counties remain the rule

The EDI provides a snapshot based on national averages. But progress towards EFA, as the word ‘all’ implies, should be shared equally across the whole of society. One drawback of the standard EDI is that it does not capture variation based on wealth and others indicators of disadvantage. To address this shortcoming, an EFA Inequality Index for Income Groups (EIIIG) was constructed for thirty-five developing countries, including twenty-two in sub-Saharan Africa, using household survey data.⁸ The EIIIG reveals that:

- There are large disparities in overall EFA achievement between wealth groups in almost all of the twenty-one countries covered in sub-Saharan Africa. Wealth disparities are particularly wide in Benin, Burkina Faso, Chad, Ethiopia, Mali, Mozambique and the Niger, where the EIIIG for the richest wealth group is more than twice that of the poorest group. In Ethiopia, which had the widest inequality in overall EFA achievement, the EIIIG for the highest wealth quintile was 0.873 in 2003, compared with 0.344 for the lowest quintile. Disparities within wealth groups were less pronounced in the United Republic of Tanzania and Zimbabwe.
- Progress towards overall EFA achievement has benefited the poorest in most countries. In Benin and Ethiopia the difference between richest and poorest decreased by 15%. On the other hand, inequalities in overall EFA achievement between the poorest and richest households increased particularly in Kenya and Nigeria.
- Overall EFA achievement is greater in urban than in rural areas, whatever the wealth group. Rural residents are particularly disadvantaged in Burkina Faso, Chad, Ethiopia and Mali, where the urban EIIIG is at least twice the level registered in rural areas.

8. The EIIIG uses a different set of indicators to provide a measure similar to the EDI, showing distribution of overall EFA achievement within countries by wealth and by rural/urban location. The EIIIG differs from the EDI in three main ways. The total primary net attendance rate is used rather than the total primary NER. As many household surveys do not include literacy rates, this EIIIG component is based on the proportion of 15- to 25-year-olds with five or more years of education. Finally, the survival rate for the EIIIG is defined as the proportion of 17- to 27-year-olds who report having at least five years of education among those who reported having at least one year of education.

perceptions all affected participation. This might explain why a survey in Gauteng province found that, despite a general view that parental participation had increased, real participation remained limited: only 10% of parents had voted in elections for school boards.

- Expanding school choice is widely viewed as an incentive for schools to improve their performance. Some governments use *vouchers* and other instruments to facilitate transfers from public to private providers of education, or *contract out the management of government schools* to non-state providers. However, these reforms have not unambiguously raised academic achievement standards. And often they have actually widened inequalities.
- *Low-fee private schools* are changing the education landscape in some parts of the world. In Ghana, Kenya and Nigeria, the number of low-fee private primary schools has grown rapidly in recent years. This growth is a symptom of failure in the availability or quality of government schools. For example, residents of some slums in the Kenyan capital, Nairobi, cannot choose to send their children to government schools for the simple reason that there are none. However, low-fee private schools risk widening the gap between those who can and cannot afford to pay. There are also questions about the quality of the education they provide.

Strengthening teacher governance and monitoring

Many school systems fail to provide an education that meets even the most basic standards for quality and equity. To address this, attention needs to be paid to teacher recruitment, deployment and motivation, together with effective use of information from learning assessments and school supervision.

- From one perspective, *teacher salaries* are viewed as crowding out spending on learning materials and other aspects of education provision. From an alternative perspective, they are seen as too low, with obvious implications for teacher motivation and standards. In sub-Saharan Africa, teacher pay levels are perilously near, or even below, the poverty line. In some cases salaries have fallen precipitously. In Malawi, average teacher salaries were 30% lower in real terms in 2004 than in 1992. At the equivalent of just US\$3.50 per day, a teacher's average pay is below the amount needed to cover the most immediate household needs.
- Hiring *contract teachers* can help address teacher shortages at lower cost. This is particularly the case in West Africa. Over a third of teachers in Guinea, the Niger and Togo are contract teachers. The increase in the supply of contract teachers has enabled governments to reduce PTRs in several countries. However, relying on contract teachers can weaken quality by lowering the standard

of the teaching staff or reducing overall teacher morale. For example, contract teachers in Togo appear to provide lower-quality education. An analysis of data from the PASEC learning assessment finds that, controlling for student background and for teacher education and experience, students in classes taught by contract teachers performed worse than those taught by civil service teachers.

- Teacher deployment is often inequitable within countries, which can exacerbate inequality in learning. Urban bias is a systemic problem. In Namibia, 40% of teachers in rural schools in the north are qualified, compared with 92% in the capital. Two-thirds of urban teachers in Uganda are qualified overall, but only half of rural teachers are. Prioritizing *training of teachers from under-represented groups*, together with *local recruitment*, can make a difference.
- Some governments see *performance-related pay* as a strategy to improve teacher performance, including by reducing teacher absenteeism. But there is little evidence that it produces positive results – and some evidence that it has perverse effects, such as leading teachers to focus on the best-performing students.
- Using information from *learning assessments to monitor* quality standards and equity is one of the keys to improving learning outcomes. Increasingly, information from learning assessments is being used to identify problems and inform policy, with encouraging results.
- *School supervision* is an essential aspect of monitoring, not only to oversee teacher and school performance but also to identify and support needed quality improvements. Uganda has made efforts to foster more cooperative approaches aimed at raising learning achievement and to tailor its supervision service to what is feasible with limited resources. This supervision reform drew on experience in Masindi, one of the country's poorest districts. An extensive district-based programme of school improvement, combining internal school evaluation and external district-based supervision, produced remarkable results: Masindi went from one of the poorest-performing districts in 2000 to one of the top five in 2007 in the national primary-school leaving exam.

An integrated approach to education and poverty reduction

Sustained progress towards EFA depends on the effective integration of education planning within wider poverty reduction strategies, for an obvious reason: poverty, poor nutrition and ill health are formidable barriers to success in education.

- *Poverty reduction strategy papers* (PRSPs) have failed to make the link between education and poverty reduction, with a weak link to the EFA agenda, limited consideration for

International aid

- While the main responsibility for financing basic education lies with governments, external aid can make a difference. In Ghana, Kenya, Mozambique, the United Republic of Tanzania and Zambia, increases in international aid have facilitated the abolition of primary school tuition fees, leading to a large expansion of primary school enrolment.
- External aid to education is an important source of finance for EFA in most countries in sub-Saharan Africa. Countries in the region received an annual average of US\$3.3 billion in aid to education over 2005 and 2006, of which US\$1.8 billion was allocated to the basic education level.
- The share of sub-Saharan Africa in total aid to education has remained constant since 1999, with about one-third of the total. The region's share of total aid to basic education has decreased slightly since 1999, to just over 40%.
- On average, aid to basic education per primary school-age child in sub-Saharan Africa amounted to US\$15 in 2005–2006. Aid allocations to individual low-income countries varied considerably among countries in the region, partly because of historical and political factors. While Chad, the Congo, Côte d'Ivoire, Nigeria, Togo and Zimbabwe received less than US\$5 of aid to basic education per primary school-age child in 2005–2006, the share was above US\$70 in Cape Verde, Eritrea, Mali, and Sao Tome and Principe.
- How aid is delivered is as important as how much aid is delivered. Many countries in sub-Saharan Africa have seen a shift in recent years from numerous individual aid projects to national sector or subsector programmes. While the shift has been far from easy, it has yielded some positive results. These include greater sector coherence, better oversight of donor activities and increased financial flexibility. In Burkina Faso, channelling aid through government management structures has led to more effective budgeting and financial reporting from the Ministry of Basic Education, more predictable funds and, over time, an increase in the number of donors accepting the common funding arrangement.

Acronyms and definitions

ECCE: early childhood care and education. Programmes that, in addition to providing children with care, offer a structured and purposeful set of learning activities either in a formal institution (pre-primary or ISCED 0) or as part of a non-formal child development programme. ECCE programmes are normally designed for children from age 3 and include organized learning activities that constitute, on average, the equivalent of at least 2 hours per day and 100 days per year.

GPI: gender parity index. Ratio of female to male values (or male to female, in certain cases) of a given indicator. A GPI of 1 indicates parity between sexes; a GPI above or below 1 indicates a disparity in favour of one sex over the other.

GIR: gross intake rate. Total number of new entrants to a given grade of primary education, regardless of age, expressed as a percentage of the population at the official school entrance age for that grade.

GER: gross enrolment ratio. Total enrolment in a specific level of education, regardless of age, expressed as a percentage of the population in the official age group corresponding to this level of education. For the tertiary level, the population used is that of the five-year age group following on from the secondary school leaving age. The GER can exceed 100% due to late entry or/and repetition.

GNP: gross national product. Gross domestic product plus net receipts of income from abroad. As these receipts may be positive or negative, GNP may be greater or smaller than GDP. This latter indicator is the sum of gross value added by all resident producers in the economy, including distributive trades and transport, plus any product taxes and minus any subsidies not included in the value of the products.

NER: net enrolment ratio. Enrolment of the official age group for a given level of education, expressed as a percentage of the population in that age group.

PTR: pupil/teacher ratio. Average number of pupils per teacher at a specific level of education, based on headcounts for both pupils and teachers.

Table: Sub-Saharan Africa, selected education indicators

| Country or territory | Total population (000) | Compulsory education (age group) | EFA Development Index (EDI) | Adult literacy rate (15 and over) | | | | Early childhood care and education | | | |
|------------------------------------|------------------------|----------------------------------|-----------------------------|-----------------------------------|-----------|------------------------|------------------------|------------------------------------|----------------------------------|-------------------------|------------|
| | | | | 1985–1994 ¹ | | 2000–2006 ¹ | | Child survival and well-being | | Pre-primary education | |
| | | | | Total (%) | GPI (F/M) | Total (%) | GPI (F/M) | Under-5 mortality rate (‰) | Moderate and severe stunting (%) | GER | |
| | | | | | | | | | | 1999 | 2006 |
| 2006 | 2006 | Total (%) | GPI (F/M) | Total (%) | GPI (F/M) | 2005–2010 | 1996–2006 ¹ | Total (%) | Total (%) | | |
| Angola | 16 557 | 6-9 | ... | ... | ... | 67 | 0.65 | 231 | 45 | ... | ... |
| Benin ⁴ | 8 760 | 6-11 | 0.643 | 27 | 0.42 | 40 | 0.52 | 146 | 38 | 4 | 6 |
| Botswana | 1 858 | 6-15 | 0.867 | 69 | 1.09 | 82 | 1.00 | 68 | 23 | ... | 15 |
| Burkina Faso ⁴ | 14 359 | 6-16 | 0.538 | 14 | 0.42 | 26 | 0.52 | 181 | 35 | 2 | 2 |
| Burundi | 8 173 | 7-12 | 0.757 | 37 | 0.57 | 59 | 0.78 | 169 | 53 | 0.8 | 2 |
| Cameroon ⁴ | 18 175 | 6-11 | ... | ... | ... | 68 | 0.78 | 144 | 30 | 11 | 19 |
| Cape Verde | 519 | 6-11 | 0.883 | 63 | 0.71 | 83 | 0.88 | 29 | ... | ... | 53 |
| Central African Republic | 4 265 | 6-15 | ... | 34 | 0.42 | 49 | 0.52 | 163 | 38 | ... | 2 |
| Chad | 10 468 | 6-11 | 0.408 | 12 | ... | 26 | 0.31 | 189 | 41 | ... | 0.8 |
| Comoros | 818 | 6-13 | ... | ... | ... | ... | ... | 63 | 44 | 2 | 3 |
| Congo | 3 689 | 6-16 | ... | 74 | 0.79 | 86 | 0.88 | 102 | 26 | 2 | 9 |
| Côte d'Ivoire | 18 914 | 6-15 | ... | 34 | 0.53 | 49 | 0.63 | 183 | 34 | 2 | 3 |
| D. R. Congo | 60 644 | 6-13 | ... | ... | ... | 67 | 0.67 | 196 | 38 | ... | ... |
| Equatorial Guinea | 496 | 7-11 | ... | ... | ... | 87 | 0.86 | 155 | 39 | 34 | 44 |
| Eritrea | 4 692 | 7-14 | 0.621 | ... | ... | ... | ... | 77 | 38 | 5 | 14 |
| Ethiopia ⁴ | 81 021 | 7-12 | 0.598 | 27 | 0.51 | 36 | 0.46 | 145 | 47 | 1 | 3 |
| Gabon | 1 311 | 6-16 | ... | 72 | 0.82 | 85 | 0.91 | 86 | 21 | ... | ... |
| Gambia ⁴ | 1 663 | 7-12 | ... | ... | ... | ... | ... | 128 | 22 | 18 | 17 |
| Ghana ⁴ | 23 008 | 6-14 | ... | ... | ... | 64 | 0.80 | 90 | 22 | 39 | 60 |
| Guinea ⁴ | 9 181 | 7-12 | 0.608 | ... | ... | 29 | 0.43 | 156 | 35 | ... | 7 |
| Guinea-Bissau | 1 646 | 7-12 | ... | ... | ... | ... | ... | 195 | ... | 3 | ... |
| Kenya ⁴ | 36 553 | 6-13 | 0.816 | ... | ... | 74 | 0.90 | 104 | 30 | 44 | 49 |
| Lesotho ⁴ | 1 995 | 6-12 | 0.788 | ... | ... | 82 | 1.23 | 98 | 38 | 21 | 18 |
| Liberia ⁴ | 3 579 | 5-11 | ... | 41 | 0.57 | 54 | 0.83 | 205 | 39 | 41 | 100 |
| Madagascar ⁴ | 19 159 | 6-10 | 0.737 | ... | ... | 71 | 0.85 | 106 | 48 | 3 | 8 |
| Malawi | 13 571 | 6-13 | 0.735 | 49 | 0.51 | 71 | 0.80 | 132 | 46 | ... | ... |
| Mali ⁴ | 11 968 | 7-15 | 0.570 | ... | ... | 23 | 0.50 | 200 | 38 | 2 | 3 |
| Mauritius | 1 252 | 6-11 | 0.946 | 80 | 0.88 | 87 | 0.94 | 17 | 10 | 96 | 101 |
| Mozambique ⁴ | 20 971 | 6-12 | 0.622 | ... | ... | 44 | 0.56 | 164 | 41 | ... | ... |
| Namibia | 2 047 | 6-15 | 0.865 | 76 | 0.95 | 88 | 0.98 | 66 | 24 | 21 | 22 |
| Niger ⁴ | 13 737 | 7-12 | 0.470 | ... | ... | 30 | 0.36 | 188 | 50 | 1 | 2 |
| Nigeria | 144 720 | 6-14 | 0.725 | 55 | 0.65 | 71 | 0.79 | 187 | 38 | ... | 14 |
| Rwanda ⁴ | 9 464 | 7-12 | 0.712 | 58 | ... | 65 | 0.84 | 188 | 45 | ... | ... |
| Sao Tome and Principe ⁴ | 155 | 7-12 | 0.857 | 73 | 0.73 | 87 | 0.88 | 95 | 23 | 25 | 34 |
| Senegal ⁴ | 12 072 | 7-12 | 0.643 | 27 | 0.48 | 42 | 0.60 | 115 | 16 | 3 | 9 |
| Seychelles | 86 | 6-15 | 0.974 | 88 | 1.02 | 92 | 1.01 | ... | ... | 109 | 109 |
| Sierra Leone ⁴ | 5 743 | 6-12 | ... | ... | ... | 37 | 0.52 | 278 | 40 | ... | 5 |
| Somalia | 8 445 | ... | ... | ... | ... | ... | ... | 193 | 38 | ... | ... |
| South Africa | 48 282 | 7-15 | 0.898 | ... | ... | 88 | 0.98 | 66 | 25 | 21 | 38 |
| Swaziland | 1 134 | 6-12 | 0.847 | 67 | 0.94 | 80 | 0.97 | 114 | 30 | ... | 17 |
| Togo | 6 410 | 6-15 | 0.686 | ... | ... | 53 | 0.56 | 126 | 24 | 2 | 2 |
| Uganda | 29 899 | 6-12 | ... | 56 | 0.66 | 73 | 0.79 | 127 | 32 | 4 | 3 |
| U. R. Tanzania | 39 459 | 7-13 | ... | 59 | 0.67 | 72 | 0.83 | 118 | 38 | ... | 32 |
| Zambia | 11 696 | 7-13 | 0.842 | 65 | 0.79 | 68 | 0.78 | 157 | 50 | ... | ... |
| Zimbabwe | 13 228 | 6-12 | ... | 84 | 0.88 | 91 | 0.94 | 94 | 29 | 41 | ... |
| Sum | | | | Weighted average | | | | Weighted average | | Weighted average | |
| Sub-Saharan Africa | 745 842 | ... | ... | 53 | 0.71 | 62 | 0.75 | 158 | 38 | 9 | 14 |
| Developing countries | 5 284 165 | ... | ... | 68 | 0.77 | 79 | 0.85 | 81 | 32 | 27 | 36 |
| World | 6 578 149 | ... | ... | 76 | 0.85 | 84 | 0.89 | 74 | 31 | 33 | 41 |

Source: EFA Global Monitoring Report 2009, statistical tables; UNESCO Institute for Statistics; CRS online database (OECD-DAC, 2008).

| Primary education | | | | | | | | | | Country or territory |
|-------------------|-----------|------------------|-------------|---|---------------------------------------|-----------|-------------------------------|----------------------------------|-----------|------------------------------------|
| NER total (%) | | GPI of GER (F/M) | | Out-of-school children ² 2006 (000) | Survival rate to last grade total (%) | | % of trained teachers 2006 | Pupil/teacher ratio ³ | | |
| 1999 | 2006 | 1999 | 2006 | | 1999 | 2005 | | 1999 | 2006 | |
| ... | ... | 0.86 | ... | ... | ... | ... | ... | ... | ... | Angola |
| 50 | 80 | 0.67 | 0.83 | 244 | ... | 65 | 72 | 53 | 44 | Benin ⁴ |
| 80 | 84 | 1.00 | 0.99 | 49 | 82 | 75 | 87 | 27 | 24 | Botswana |
| 35 | 47 | 0.70 | 0.82 | 1 215 | 61 | 64 | 87 | 49 | 46 | Burkina Faso ⁴ |
| ... | 75 | 0.80 | 0.91 | 324 | ... | 78 | 88 | 57 | 54 | Burundi |
| ... | ... | 0.82 | 0.84 | ... | 78 | ... | 62 | 52 | 45 | Cameroon ⁴ |
| 99 | 88 | 0.96 | 0.95 | 9 | ... | 89 | 81 | 29 | 25 | Cape Verde |
| ... | 46 | ... | 0.69 | 375 | ... | 39 | ... | ... | ... | Central African Republic |
| 51 | ... | 0.58 | 0.68 | ... | 47 | 26 | 27 | 68 | 63 | Chad |
| 49 | ... | 0.85 | 0.88 | ... | ... | 72 | ... | 35 | 35 | Comoros |
| ... | 55 | 0.95 | 0.90 | 243 | ... | ... | 89 | 61 | 55 | Congo |
| 52 | ... | 0.74 | 0.79 | ... | 62 | ... | ... | 43 | 46 | Côte d'Ivoire |
| ... | ... | 0.90 | ... | ... | ... | ... | ... | 26 | ... | D. R. Congo |
| 89 | ... | 0.79 | 0.95 | ... | ... | ... | ... | 57 | ... | Equatorial Guinea |
| 33 | 47 | 0.82 | 0.81 | 308 | 95 | 74 | 88 | 47 | 47 | Eritrea |
| 34 | 71 | 0.61 | 0.88 | 3 721 | 51 | 58 | ... | 46 | ... | Ethiopia ⁴ |
| ... | ... | 1.00 | <i>0.99</i> | ... | ... | ... | ... | 44 | <i>36</i> | Gabon |
| 64 | 62 | 0.87 | 1.08 | 90 | ... | ... | 76 | 33 | 35 | Gambia ⁴ |
| 57 | 72 | 0.92 | 0.99 | 967 | ... | ... | 59 | 30 | 35 | Ghana ⁴ |
| 45 | 72 | 0.64 | 0.84 | 389 | ... | 76 | 68 | 47 | 44 | Guinea ⁴ |
| 45 | ... | 0.67 | ... | ... | ... | ... | ... | 44 | ... | Guinea-Bissau |
| 63 | 75 | 0.97 | 0.97 | 1 371 | ... | <i>84</i> | <i>99</i> | 32 | 40 | Kenya ⁴ |
| 57 | 72 | 1.08 | 1.00 | 101 | 58 | 62 | 66 | 44 | 40 | Lesotho ⁴ |
| 42 | 39 | 0.74 | 0.90 | 356 | ... | ... | ... | 39 | 19 | Liberia ⁴ |
| 63 | 96 | 0.97 | 0.96 | 106 | 51 | 36 | 36 | 47 | 48 | Madagascar ⁴ |
| 98 | 91 | 0.96 | 1.04 | 202 | 37 | 36 | ... | ... | ... | Malawi |
| 46 | 61 | 0.70 | 0.79 | 793 | 66 | 73 | ... | 62 | 56 | Mali ⁴ |
| 91 | 95 | 1.00 | 1.00 | 6 | 99 | 99 | 100 | 26 | 22 | Mauritius |
| 52 | 76 | 0.74 | 0.86 | 954 | 28 | 40 | 65 | 61 | 67 | Mozambique ⁴ |
| 73 | 76 | 1.01 | 1.00 | 89 | 82 | 77 | 92 | 32 | 31 | Namibia |
| 26 | 43 | 0.68 | 0.73 | 1 245 | ... | 53 | 92 | 41 | 40 | Niger ⁴ |
| 58 | 63 | 0.79 | 0.83 | 8 097 | ... | 63 | 50 | 41 | 37 | Nigeria |
| ... | 79 | 0.98 | 1.04 | 303 | 30 | 31 | 98 | 54 | 66 | Rwanda ⁴ |
| 86 | 98 | 0.97 | 1.00 | 0.6 | ... | 61 | ... | 36 | 31 | Sao Tome and Principe ⁴ |
| 54 | 71 | 0.86 | 0.98 | 513 | ... | 53 | 100 | 49 | 39 | Senegal ⁴ |
| ... | <i>99</i> | 0.99 | 0.99 | <i>0.04</i> | 99 | ... | ... | 15 | 12 | Seychelles |
| ... | ... | ... | 0.90 | ... | ... | ... | 49 | ... | 44 | Sierra Leone ⁴ |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | Somalia |
| 94 | <i>88</i> | 0.97 | <i>0.96</i> | <i>469</i> | 57 | <i>77</i> | ... | 35 | 36 | South Africa |
| 74 | 78 | 0.95 | 0.93 | 45 | 64 | 71 | 91 | 33 | 33 | Swaziland |
| 79 | 80 | 0.75 | 0.86 | 176 | ... | 68 | 37 | 41 | 38 | Togo |
| ... | ... | 0.92 | 1.01 | ... | ... | 25 | 85 | 57 | 49 | Uganda |
| 50 | 98 | 1.00 | 0.98 | 143 | ... | 83 | 100 | 40 | 53 | U. R. Tanzania |
| 68 | 92 | 0.92 | 0.98 | 150 | 66 | 76 | ... | 47 | 51 | Zambia |
| 83 | 88 | 0.97 | 0.99 | 281 | ... | ... | ... | 41 | 38 | Zimbabwe |
| Weighted average | | Weighted average | | Sum | Median | | Weighted average | | | |
| 56 | 70 | 0.85 | 0.89 | 35 156 | ... | 67 | 85 | 41 | 45 | Sub-Saharan Africa |
| 81 | 85 | 0.91 | 0.94 | 71 911 | ... | 81 | 85 | 27 | 28 | Developing countries |
| 82 | 86 | 0.92 | 0.95 | 75 177 | ... | 88 | ... | 25 | 25 | World |

Data underlined are for 2003.
Data in italics are for 2004.
Data in bold italics are for 2005.
Data in bold are for 2007 or 2006 for survival rate to last grade.

1. Data are for the most recent year available during the period specified.
2. Data reflect the actual number of children not enrolled at all, derived from the age-specific enrolment ratios of primary school age children, which measure the proportion of those who are enrolled in either primary or secondary school (total primary NER).
3. Based on headcounts of pupils and teachers.
4. Fast Track Initiative (FTI): countries with endorsed sector plans.

Table (continued)

| Country or territory | Secondary education | | | | | | | | Tertiary education | |
|------------------------------------|------------------------|-------------|------------------------|-------------|------------------------|-----------|------------|-------------|--------------------|-------------|
| | GER in lower secondary | | GER in upper secondary | | GER in total secondary | | | | GER | |
| | 2006 | | 2006 | | 1999 | | 2006 | | 2006 | |
| | Total (%) | GPI (F/M) | Total (%) | GPI (F/M) | Total (%) | GPI (F/M) | Total (%) | GPI (F/M) | Total (%) | GPI (F/M) |
| Angola | ... | ... | ... | ... | 13 | 0.76 | ... | ... | 3 | ... |
| Benin ⁴ | 41 | 0.58 | 20 | 0.52 | 19 | 0.47 | 32 | 0.57 | 5 | ... |
| Botswana | 89 | 1.07 | 58 | 1.00 | 74 | 1.07 | 76 | 1.05 | 5 | 1.00 |
| Burkina Faso ⁴ | 19 | 0.75 | 7 | 0.61 | 10 | 0.62 | 15 | 0.72 | 2 | 0.46 |
| Burundi | 19 | 0.77 | 7 | 0.64 | ... | ... | 14 | 0.74 | 2 | 0.43 |
| Cameroon ⁴ | 30 | 0.80 | 15 | 0.78 | 25 | 0.83 | 24 | 0.79 | 7 | 0.72 |
| Cape Verde | 99 | 1.11 | 61 | 1.22 | ... | ... | 80 | 1.15 | 8 | 1.09 |
| Central African Republic | 15 | 0.68 | ... | ... | ... | ... | ... | ... | 1 | 0.28 |
| Chad | 19 | 0.36 | 10 | 0.26 | 10 | 0.26 | 15 | 0.33 | 1 | 0.14 |
| Comoros | 41 | 0.75 | 27 | 0.78 | 25 | 0.81 | 35 | 0.76 | 2 | 0.77 |
| Congo | 57 | 0.88 | 23 | 0.69 | ... | ... | 43 | 0.84 | ... | ... |
| Côte d'Ivoire | ... | ... | ... | ... | 22 | 0.54 | ... | ... | ... | ... |
| D. R. Congo | ... | ... | ... | ... | 18 | 0.52 | ... | ... | ... | ... |
| Equatorial Guinea | ... | ... | ... | ... | 33 | 0.37 | ... | ... | ... | ... |
| Eritrea | 46 | 0.63 | 19 | 0.54 | 21 | 0.69 | 31 | 0.60 | 1 | 0.15 |
| Ethiopia ⁴ | 39 | 0.67 | 11 | 0.64 | 12 | 0.68 | 30 | 0.67 | 3 | 0.34 |
| Gabon | ... | ... | ... | ... | 49 | 0.86 | ... | ... | ... | ... |
| Gambia ⁴ | 60 | 0.95 | 28 | 0.80 | 32 | 0.66 | 45 | 0.90 | 1 | 0.24 |
| Ghana ⁴ | 69 | 0.91 | 28 | 0.82 | 37 | 0.80 | 49 | 0.88 | 6 | 0.54 |
| Guinea ⁴ | 43 | 0.58 | 23 | 0.42 | 14 | 0.37 | 35 | 0.53 | 5 | 0.28 |
| Guinea-Bissau | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Kenya ⁴ | 89 | 0.96 | 31 | 0.91 | 38 | 0.96 | 50 | 0.93 | 3 | 0.60 |
| Lesotho ⁴ | 45 | 1.29 | 24 | 1.22 | 31 | 1.35 | 37 | 1.27 | 4 | 1.19 |
| Liberia ⁴ | ... | ... | ... | ... | 29 | 0.65 | ... | ... | ... | ... |
| Madagascar ⁴ | 32 | 0.96 | 11 | 0.89 | ... | ... | 24 | 0.95 | 3 | 0.87 |
| Malawi | 39 | 0.87 | 17 | 0.77 | 36 | 0.70 | 29 | 0.84 | 0.4 | 0.55 |
| Mali ⁴ | 39 | 0.63 | 17 | 0.56 | 16 | 0.52 | 28 | 0.61 | 3 | 0.45 |
| Mauritius | 99 | 1.02 | 80 | 0.96 | 76 | 0.98 | 88 | 0.99 | 17 | 1.15 |
| Mozambique ⁴ | 22 | 0.72 | 5 | 0.66 | 5 | 0.69 | 16 | 0.72 | 1 | 0.49 |
| Namibia | 74 | 1.16 | 30 | 1.12 | 55 | 1.12 | 57 | 1.15 | 6 | 0.88 |
| Niger ⁴ | 15 | 0.65 | 5 | 0.61 | 7 | 0.60 | 11 | 0.63 | 1 | 0.29 |
| Nigeria | 35 | 0.84 | 30 | 0.79 | 23 | 0.89 | 32 | 0.82 | 10 | 0.69 |
| Rwanda ⁴ | 18 | 0.89 | 10 | 0.89 | 9 | 0.99 | 13 | 0.89 | 3 | 0.62 |
| Sao Tome and Principe ⁴ | 70 | 1.13 | 28 | 0.97 | ... | ... | 46 | 1.07 | . | . |
| Senegal ⁴ | 32 | 0.78 | 12 | 0.67 | 15 | 0.64 | 24 | 0.76 | 6 | ... |
| Seychelles | 116 | 1.09 | 106 | 1.21 | 113 | 1.04 | 112 | 1.13 | . | . |
| Sierra Leone ⁴ | 46 | 0.69 | 17 | 0.69 | ... | ... | 32 | 0.69 | ... | ... |
| Somalia | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| South Africa | 98 | 1.05 | 92 | 1.08 | 89 | 1.13 | 95 | 1.07 | 15 | 1.24 |
| Swaziland | 56 | 1.02 | 33 | 0.94 | 45 | 1.00 | 47 | 1.00 | 4 | 0.98 |
| Togo | 54 | 0.57 | 20 | 0.31 | 28 | 0.40 | 40 | 0.51 | ... | ... |
| Uganda | 22 | 0.84 | 10 | 0.68 | 10 | 0.66 | 18 | 0.81 | 3 | 0.62 |
| U. R. Tanzania | ... | ... | ... | ... | 6 | 0.82 | ... | ... | 1 | 0.48 |
| Zambia | 47 | 0.87 | 18 | 0.73 | 20 | 0.77 | 30 | 0.82 | ... | ... |
| Zimbabwe | 58 | 0.99 | 31 | 0.87 | 43 | 0.88 | 40 | 0.93 | ... | ... |
| | Weighted average | | | | Weighted average | | | | Weighted average | |
| Sub-Saharan Africa | 38 | 0.79 | 24 | 0.80 | 24 | 0.82 | 32 | 0.80 | 5 | 0.67 |
| Developing countries | 75 | 0.94 | 46 | 0.93 | 52 | 0.89 | 60 | 0.94 | 17 | 0.93 |
| World | 78 | 0.95 | 53 | 0.95 | 60 | 0.92 | 66 | 0.95 | 25 | 1.06 |

Source: EFA Global Monitoring Report 2009, statistical tables; UNESCO Institute for Statistics; CRS online database (OECD-DAC, 2008).

| Education finance | | | | Country or territory |
|---|------------|--|--|------------------------------------|
| Total public expenditure on education as % of GNP | | Total aid to basic education (constant 2006 US\$ millions) | Total aid to basic education per primary school-age child (constant 2006 US\$) | |
| 1999 | 2006 | 2005–2006 annual average | 2005–2006 annual average | |
| 3.4 | 2.7 | 40 | 21 | Angola |
| 3.0 | 4.4 | 35 | 25 | Benin ⁴ |
| ... | 9.3 | 17 | 54 | Botswana |
| ... | 4.2 | 118 | 51 | Burkina Faso ⁴ |
| 3.5 | 5.2 | 18 | 14 | Burundi |
| 2.1 | 3.3 | 30 | 11 | Cameroon ⁴ |
| ... | 6.6 | 6 | 78 | Cape Verde |
| ... | 1.4 | 10 | 14 | Central African Republic |
| 1.7 | 2.3 | 7 | 4 | Chad |
| ... | ... | 6 | 47 | Comoros |
| 6.0 | 2.5 | 4 | 7 | Congo |
| 5.6 | ... | 9 | 3 | Côte d'Ivoire |
| ... | ... | 20 | 2 | D. R. Congo |
| ... | 1.4 | 4 | 69 | Equatorial Guinea |
| 5.3 | 2.4 | 42 | 73 | Eritrea |
| 3.6 | 6.0 | 169 | 13 | Ethiopia ⁴ |
| 3.5 | ... | 4 | 20 | Gabon |
| 3.1 | 2.7 | 5 | 21 | Gambia ⁴ |
| 4.2 | 5.5 | 121 | 36 | Ghana ⁴ |
| 2.1 | 1.7 | 17 | 12 | Guinea ⁴ |
| 5.6 | ... | 4 | 17 | Guinea-Bissau |
| 5.4 | 6.9 | 81 | 14 | Kenya ⁴ |
| 10.2 | 10.8 | 5 | 14 | Lesotho ⁴ |
| ... | ... | 6 | 10 | Liberia ⁴ |
| 2.5 | 3.1 | 67 | 26 | Madagascar ⁴ |
| 4.7 | <u>5.9</u> | 36 | 15 | Malawi |
| 3.0 | 4.4 | 147 | 74 | Mali ⁴ |
| 4.2 | 3.9 | 2 | 13 | Mauritius |
| 2.5 | 5.3 | 153 | 39 | Mozambique ⁴ |
| 7.9 | 6.8 | 4 | 10 | Namibia |
| ... | 3.3 | 38 | 17 | Niger ⁴ |
| ... | ... | 12 | 1 | Nigeria |
| ... | 3.8 | 38 | 26 | Rwanda ⁴ |
| ... | ... | 2 | 86 | Sao Tome and Principe ⁴ |
| 3.5 | 5.0 | 78 | 42 | Senegal ⁴ |
| 5.5 | 6.8 | 0 | 24 | Seychelles |
| ... | 3.9 | 12 | 15 | Sierra Leone ⁴ |
| ... | ... | 9 | 6 | Somalia |
| 6.2 | 5.5 | 60 | 8 | South Africa |
| 5.7 | 6.9 | 13 | 62 | Swaziland |
| 4.3 | ... | 5 | 5 | Togo |
| ... | 5.3 | 64 | 10 | Uganda |
| 2.2 | ... | 133 | 19 | U. R. Tanzania |
| 2.0 | 2.1 | 111 | 49 | Zambia |
| ... | ... | 2 | 0.7 | Zimbabwe |
| Median | | Sum | Weighted average | |
| 3.6 | 4.4 | 1 772 | 15 | Sub-Saharan Africa |
| 4.5 | 4.4 | 3 595 | 6 | Developing countries |
| 4.5 | 4.9 | 4 376 | 8 | World |

Data underlined are for 2003.

Data in italics are for 2004.

Data in bold italics are for 2005.

Data in bold are for 2007 or 2006 for survival rate to last grade.

1. Data are for the most recent year available during the period specified.

2. Data reflect the actual number of children not enrolled at all, derived from the age-specific enrolment ratios of primary school age children, which measure the proportion of those who are enrolled in either primary or secondary school (total primary NER).

3. Based on headcounts of pupils and teachers.

4. Fast Track Initiative (FTI): countries with endorsed sector plans.

Regional overview: sub-Saharan Africa



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