

Regional overview: sub-Saharan Africa



Sub-Saharan Africa¹ has made significant progress since the Education for All goals were adopted in 2000. Primary enrolment has risen and many countries have made great strides towards gender parity. However, many of these gains, as well as other human development goals, are under threat from the global economic downturn. Protecting vulnerable populations and ensuring that forward momentum is not lost are now urgent priorities for governments and aid donors alike.

The *EFA Global Monitoring Report 2010* details how marginalization deprives millions of children, in rich and poor countries, of education and life opportunities. They are victims of poverty, geographic isolation, conflict and discrimination based on ethnicity, language, disability and ill health. Different layers of disadvantage often combine to perpetuate a cycle of exclusion. The Report identifies the root causes of marginalization, within education and beyond, and analyzes the ways in which governments and other actors are addressing them. It shows how proactive policies can make a difference, especially if directed at making education more accessible, affordable and inclusive, thus securing the right of all children to obtain a quality education.

On the road to Education for All: progress and challenges

The six Education for All goals adopted in 2000 at the World Education Forum in Dakar remain the benchmark for assessing progress on the international commitment to expand learning opportunities for children, youth and adults by 2015. Advances have been made across the board in sub-Saharan Africa, but progress has been uneven and the region generally lags behind others. In particular, early childhood care and education, youth and adult learning needs and education quality have received insufficient attention. Countries also need to address internal disparities to improve equity in access and participation.

Early childhood care and education

Early childhood care and education can create the foundations for a life of expanded opportunity. Strong and growing evidence finds that high-quality care in the early years can be a springboard for success in primary school, offsetting social, economic and language-based disadvantage, especially for vulnerable and disadvantaged children. Yet every year millions of children in sub-Saharan Africa enter school with learning impairments stemming from malnutrition, ill health, poverty and lack of access to pre-primary education.

- Children who suffer *nutritional deprivation in utero* or *malnutrition* during the early years of life are at risk of developmental delays that impede later learning. They tend to score worse on tests of cognitive function and development. The Young Lives Survey, which tracks children through their early years in Ethiopia and three other developing countries, suggests that by age 7 or 8, the malnutrition penalty is equivalent to the loss of a full term of schooling. Malnutrition is also related to late entry in school and the risk of dropping out before completing a full primary cycle.
- Progress towards the target of halving malnutrition under the Millennium Development Goals has been painfully slow, with most countries in sub-Saharan Africa off track.

1. This is according to the EFA classification. See Table 2 for countries in the region.

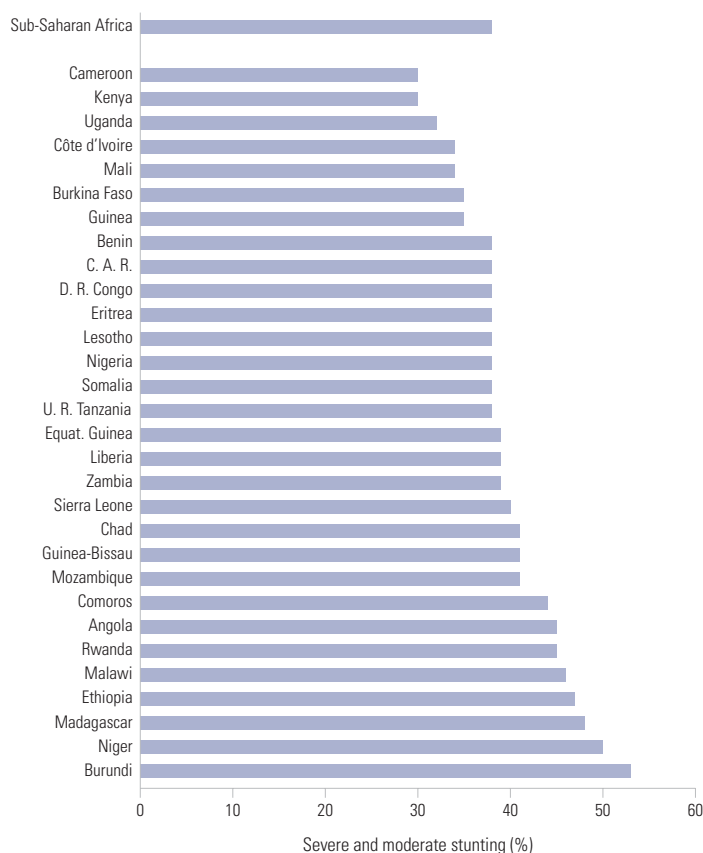
Childhood *stunting* and *low birth weight* are indicators of the long-term health impact of malnutrition. Thirty-eight percent of children under age 5 suffer from severe or moderate stunting in sub-Saharan Africa; the highest subregional rates are found in central and eastern Africa. Of the forty-nine countries worldwide where stunting prevalence rates are 30% or more, thirty are in sub-Saharan Africa (Figure 1). About one in seven children in the region is born with low birth weight. In the Comoros, Guinea-Bissau, the Niger and Sierra Leone, the share rises to about one in four or more.

- *Child mortality* rates help gauge children's well-being. While mortality rates are falling worldwide, most of sub-Saharan Africa will not meet the Millennium Development Goal of a two-thirds reduction from 1990 levels by 2015. On average, 158 of every 1,000 children born in the region will die before reaching age 5. In Angola, Liberia, Mali and Sierra Leone, the rate is over 200%. Some progress has been made in some of the world's poorest countries, including Ethiopia, Malawi, Mozambique and the United Republic of Tanzania, which have cut child deaths by 40%

or more. Botswana, Cape Verde, the Comoros, Mauritius, Namibia and South Africa have reached child mortality rates below the world weighted average of 74‰.

- *Maternal health* is intricately related to children's health. Mothers who are malnourished and suffering from micronutrient deficiencies face higher risk during pregnancy and childbirth, and are more likely to give birth to underweight babies. The failure of health systems to provide effective antenatal support, safe delivery and post-natal care also contributes to mortality, low birth weights and child illness. The rate of births with skilled attendants present is 45% in sub-Saharan Africa, among the world's lowest. Being poor or belonging to particular indigenous or ethnic groups increases the disadvantage for expectant mothers. Successful policies to improve maternal and child health include scaling up maternal and child care services,² achieving results through international aid partnerships, removing cost barriers to vital maternal and child health services³ and assuring access to education. Nearly 40% of women with no education gave birth without receiving any antenatal care, compared with 6% of women with secondary education.

Figure 1: High levels of child stunting are holding back progress in education
Severe and moderate stunting among children under 5, selected countries, 2000-2007¹



Note: Countries included are those with a proportion of stunted children of 30% or more.

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

Source: Table 2 below.

- Enrolment in *pre-primary education* has nearly doubled in sub-Saharan Africa since 1999: around 10 million children enrolled in pre-school programmes in 2007. On average, however, only 15% of children in the region were enrolled in pre-primary education that year, compared with one-third in developing countries as a group. Between 1999 and 2007, gross enrolment ratios (GERs) increased in most countries in the region, rising by more than 20% in Burundi, Liberia and Senegal. While seventeen sub-Saharan African countries had coverage rates of less than 10% in 2007, GERs were above 50% in Cape Verde, Equatorial Guinea, Ghana, Mauritius and South Africa and above 100% in Liberia and the Seychelles.
- Two of the most pronounced *barriers to early childhood programmes* are household poverty and low parental education, regardless of age, gender or place of residence. Lack of access also can be due to distance and cost. For example, children in Zambia's poorest 20% of households are twelve times less likely to participate in early childhood care than children in the wealthiest 20% of households, and the factor rises to twenty-five in Uganda. Public investment should be geared towards narrowing disparities, targeting marginalized groups and providing services that are of good quality and accessible to the poor.

2. In the United Republic of Tanzania, increased health spending has focused on diseases that affect the poorest districts. Coverage of key maternal and child health services was expanded and recruitment of community-based midwives and health workers was increased.

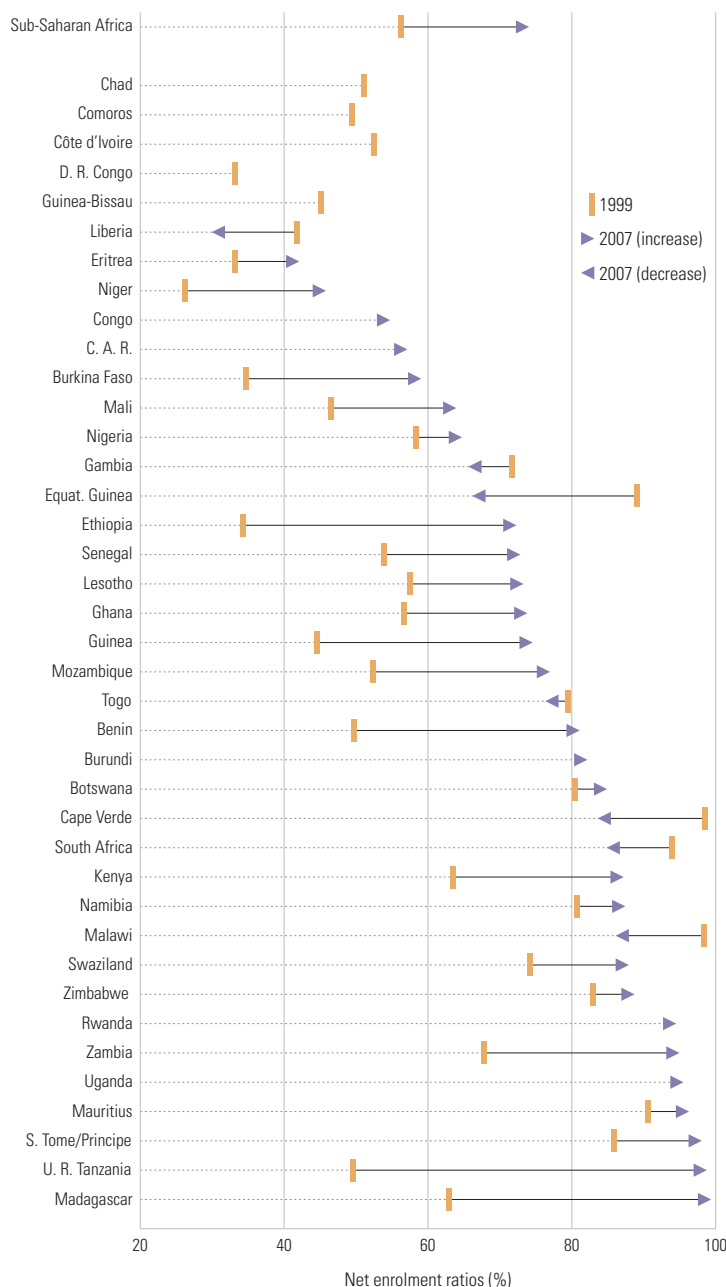
3. Eliminating charges for basic health services is often followed by a rapid rise in the uptake of services, especially by the poor, as evidenced in Ghana, Senegal, Uganda and Zambia.

Universal primary education

Progress towards universal primary enrolment has been significant in the region since the World Education Forum in Dakar, despite mixed results and slower gains in recent years. The number of out-of-school children is dropping. These figures, however, remain high and do not include out-of-school adolescents of lower secondary age. Being born a girl still carries a significant education disadvantage in many countries. Geographic isolation, extreme poverty, social exclusion, disability and conflict also take their toll. Getting all children into and through primary education requires a far stronger focus on the marginalized. There is a risk that the global financial crisis might reverse positive trends.

- Sub-Saharan Africa has registered remarkable progress since 1999 in reducing its *out-of-school population* by nearly 13 million, down to 32 million in 2007. Yet the deficit remains large: one-quarter of the region's primary school age children were out of school in 2007, and the region accounted for nearly 45% of the global out-of-school population. Nigeria alone represented over 10% of the global total. Household surveys for twenty-five sub-Saharan African countries also suggest that out-of-school numbers from administrative data could be underestimated by as much as 18%.
- Some countries with large out-of-school populations in 1999 had made significant reductions by 2007 (e.g. Ethiopia, Kenya, Mozambique, the United Republic of Tanzania, Zambia), while others made limited progress (Liberia, Malawi, Nigeria).⁴ Finding ways to reach large out-of-school populations in conflict-affected areas such as the Central African Republic and the Democratic Republic of the Congo is a major challenge. Some 59% of the out-of-school children in sub-Saharan Africa are likely never to enrol in school – the highest of any Education for All region – and 32% are likely to enrol late. In Burkina Faso, Mali, the Niger and Senegal, more than 70% of out-of-school children are expected never to enrol.
- Gender, income and location interact with other *factors of disadvantage*, such as language, ethnicity and disability, to multiple barriers to school entry. Almost 12 million girls in the region are expected never to enrol, compared with 7 million boys. In Burkina Faso, Cameroon, Ethiopia, Malawi, the Niger, Senegal and Zambia, rural children are more than twice as likely as urban children not to be in school.
- Between 1999 and 2007, the average *net enrolment ratio* (NER) in sub-Saharan Africa increased from 56% to 73%. Country NERs range from 31% in Liberia to 98% in Madagascar and the United Republic of Tanzania (Figure 2).

Figure 2: Progress towards universal primary enrolment has been uneven
Change in net enrolment ratios in primary education, selected countries, 1999 and 2007



Source: Table 2 below.

Total enrolment in the region stood at 124 million in 2007, up by 42 million since 1999. Countries have advanced at various speeds. Madagascar, the United Republic of Tanzania and Zambia have broken through the 90% threshold towards universal primary enrolment, and Benin, which had one of the world's lowest NERs in 1999, is now on track for universal enrolment by 2015. Some of the countries once furthest from the goal are moving towards the 90% threshold, including Burkina Faso, Ethiopia and the Niger.

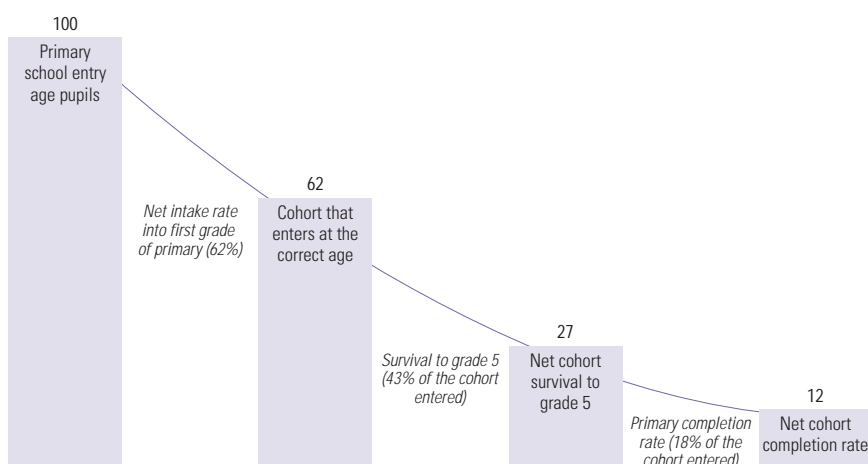
4. While Liberia now has peace and stability, 447,000 of its children were out of school in 2008 – an increase of almost 180,000 over 1999.

- Some countries are *making no progress* towards universal primary education while others are registering reversals. Progress has been limited in countries with no data available on net enrolment for either 1999 or 2007, including the Democratic Republic of the Congo, Sierra Leone and Somalia. Primary school participation backtracked in Cape Verde, Equatorial Guinea and Malawi. Eritrea and Liberia suffered reversals related to current or recent conflict.
- The expansion of primary education has gone hand in hand with progress towards *gender parity*.⁵ Seventeen of the forty-one countries with data in sub-Saharan Africa have achieved gender parity in primary education (see Table 2). The regional gender parity index (GPI) of the GER was 0.90 in 2007, compared with 0.85 in 1999, but eighteen countries remain below that average. In countries with low enrolment levels, such as Burkina Faso and Ethiopia, moving towards gender parity from a low starting point has helped generate large increases in primary enrolment. In Equatorial Guinea, Liberia and Togo, greater parity was achieved at the cost of decreased boys' enrolment. Girls' enrolment might outstrip that of boys in some areas where the demand for boys' labour is higher. For example, poor rural families in highland areas of Lesotho are particularly dependent on boys to herd cattle, with the result that dropout rates are high after grade 3.
- Sustained progress towards gender parity in the region requires *changing attitudes towards girls and household labour practices* as well as maintaining girls in school once they reach puberty. In West Africa, some of the world's poorest countries with low enrolment ratios have shown that political leadership and practical measures, such as building separate latrines and community satellite schools, can override gender discrimination. Aid donors can play an important role in supporting gender parity efforts. In Chad, for instance, a USAID-funded programme is providing scholarships for girls and backing community sensitization campaigns to promote girls' schooling.
- For millions of children entering primary school, their journey is often marked by *late entry, dropout and grade repetition*. While intake rates are going up in the region, in half of the countries 50% or more of the children entered school over the official starting age in 2007. In Burkina Faso, most children entering school at the appropriate age progress through to completion, but the net intake rate in 2006 was just 27%. Conversely, Malawi had a 62% net intake rate in 2006, but fewer than half the official age entrants made it through to completion. In half the countries in the region, almost one in three children enrolling in primary school drops out before completion. Even the first hurdle is challenging: in 2006, the median percentage of students in the region who dropped out of the first primary grade was 9%. Malawi and Uganda have relatively high NERs, yet between one-quarter and one-third of pupils drop out of first grade, in some cases never to return. Repetition is also common: the region's median percentage of primary school repeaters in 2007 was 13%, and the maximum was 32% in Burundi.
- Cohort tracking* can provide a more integrated perspective on the distance to universal primary education than gross intake rates and NERs alone. Using Malawi as an example, Figure 3 shows the proportion of children entering primary school at the official age and tracks their progress to completion. For every 100 children of the appropriate primary school entry age, 62 will enter on time and only 11 will complete the last grade. By and large, cohort tracking underlines the daunting scale of the challenge: many

5. Gender parity is considered to be reached when the GPI is between 0.97 and 1.03.

Figure 3: Children who start primary school have varying chances of completing the last grade

Net cohort completion rates: the example of Malawi



In Malawi, the net intake rate into the first grade of primary school was 62% in 2006. The survival rate to grade 5 was 43% and the primary completion rate 18%. From these rates, it is possible to estimate the prospects of a cohort of pupils aged 6 (the primary school starting age) completing the six-year cycle. If repetition and dropout rates remain unchanged, 62 of 100 pupils will enter the first grade of primary school at the correct age. Of these, 27 will make it to grade 5, and 12 will graduate from the final grade.

governments in sub-Saharan Africa have to double the net intake rate by 2010 to make universal primary entry possible by 2015.

- In sub-Saharan Africa, there were more than 21 million *out-of-school adolescents* in 2007, equivalent to 38% of the lower secondary school age group. Thirty-nine percent of lower secondary school age adolescents were still enrolled at the primary level. Cost, distance to school, labour market demand and – especially for girls – social, cultural and economic barriers limit smooth transitions from primary to lower secondary. This concern is now at the centre of the Education for All agenda in many countries: in sub-Saharan Africa, universal *basic* education is an increasingly prominent policy goal.

Youth and adult skills: expanding opportunities in the new global economy

Technical and vocational education programmes can strengthen the transition from school to employment, offer second chances and help combat marginalization. Vocational education is offered through a bewildering array of institutional arrangements, public and private providers and financing systems. While some countries supplement general education in schools with vocational options from companies or training institutes, others offer distinctive vocational options in secondary school. Governments in sub-Saharan Africa have to strike a delicate balance between general and vocational education. The latter is often considered a safety net for failing students. Improving its quality and relevance is the most effective antidote to that perception.

- The region's secondary GER was the world's lowest at 34% in 2007. Country GERs ranged from less than 11% in the Niger to more than 97% in the Seychelles and South Africa. The share of *technical and vocational education* in secondary enrolment in the region was also among the world's lowest at 6% in 2007. In thirteen of the twenty-five countries with data, the share was less than 5%, but it was around 20% in Cameroon and the Democratic Republic of the Congo. National skill development policies are likely to succeed only if they dramatically increase the flow of students into secondary schools generally. Girls are being left behind in general secondary and even more so in vocational education. Between 1999 and 2007, the average GPI in secondary education slipped from 0.82 to 0.79, and girls account for thirty-nine percent of technical and vocational enrolments in 2007. Public policy interventions need to strengthen opportunities for young girls to make the transition from primary school.
- Vocational education broadly aims to equip young people and adults with the skills and knowledge they need to cross the *bridge from school to work*. The economic crisis has made that crossing even more hazardous. The region's share of the world's youth population, currently about 17%, will be some 25% by 2025. Almost two-thirds of the population is under 25. Every year between 7 million and 10 million young Africans enter labour markets characterized by high unemployment, low productivity, chronic insecurity and poverty-level incomes. In countries such as Ethiopia, Malawi, Mozambique and Zambia, young people face about five years of reported inactivity before finding work. Also, youth with secondary and tertiary education have higher rates of unemployment than those with lower levels of attainment in Burundi, Cameroon, Kenya and Nigeria.
- *Vocational programmes* have suffered from a combination of underfinancing, poor design and weak links to labour markets. Deep spending cuts in the region during the 1980s and 1990s further compromised quality in vocational education. Other difficulties include the fact that many countries track students into vocational streams far too early – often in the face of concerted resistance from parents. Evaluations point to low rates of absorption of graduates into the workforce – under half in some countries, including Madagascar, Mali and the United Republic of Tanzania.
- Traditional apprenticeships and on-the-job training are by far the most important *routes to skills development* for the majority of African youth, but they tend to be biased against women and the very poor. Research in Ghana has highlighted a bias in vocational enrolment towards regions and social groups that are already better off. In Burkina Faso, only one-third of interventions involving vocational education were oriented towards disadvantaged groups, mainly through microcredit programmes. In the United Republic of Tanzania, out of twenty-eight programmes reviewed, only three targeted the poorest youth, three targeted rural areas where the vast majority of the poor live and only one targeted youth with no education.
- Across the region, *vocational education is undergoing major reform*. In Cameroon, four ministries have developed a sector-wide vocational training plan linked to the national poverty reduction strategy. In Ethiopia, new curricula have been drawn up and qualification systems restructured to match skills development with labour market needs. In Rwanda, a 2007 strategy set out to change the image of vocational education and a Workforce Development Agency has been created to oversee coordination and facilitate private sector involvement. There are also signs that vocational education is re-emerging as a priority in development assistance.
- The priority is to increase enrolment, retention and progression through basic education into secondary school. Vocational education has the potential to play a far greater role, however, not least in providing second-chance opportunities to marginalized groups.

Youth and adult literacy

Illiteracy in youth and adulthood is the price people and countries are paying for past failures of education systems. When people emerge from school lacking basic reading, writing and numeracy skills and obtain no other education, they face a lifetime of disadvantage. At the World Education Forum in Dakar in 2000, governments pledged to achieve a 50% improvement in levels of adult literacy by 2015. The pledge was ambitious and the target achievable, but it will be missed by a large margin. Nonetheless, several countries have demonstrated that targeted policies can effectively promote adult literacy.

- An estimated 38% of the adult population in sub-Saharan Africa, or 153 million adults, lack *the basic literacy and numeracy skills* needed in everyday life. Ethiopia and Nigeria are among the ten countries in the world with the largest numbers of illiterate adults. Twelve countries have illiteracy rates in excess of 50%; in Burkina Faso, Guinea, Mali and the Niger, more than 70% of the adult population is illiterate. On a positive note, adult literacy rates of around 90% or above were registered in Namibia, Sao Tome and Principe, South Africa and Zimbabwe. Gender disparities contribute to high adult illiteracy rates, with women accounting for more than 60% of the region's adult illiterate population. In Chad, Ethiopia and Mali, women are around 1.5 times as likely as men to be illiterate.
- The idea that countries are powerless to combat adult illiteracy is refuted by the positive experience of some countries. In sub-Saharan Africa, the adult literacy rate climbed by an average of 17% between 1985–1994 and 2000–2007 to reach 62%. Burkina Faso and Chad, with some of the world's lowest literacy rates in the first period, respectively doubled and almost tripled their rates. Other countries also registered large increases, such as Benin, Burundi and Senegal.
- Despite these positive trends, the *number of illiterate adults* increased by nearly 20 million in the region. Some countries witnessed large absolute increases in the number of adult illiterates: over 1 million each in Burkina Faso, Senegal and the United Republic of Tanzania and 4 million in Ethiopia.
- Rising literacy rates have been accompanied by increasing *gender parity*. In Burkina Faso, Burundi and Malawi, female literacy rates more or less doubled and have increased twice as fast as male rates. Still, in 2000–2007, the region's average GPI of the adult literacy rate was 0.76, and female adult literacy rates were still below the 1985–1994 average for male literacy. Gender disparities are magnified by wider structures of disadvantage and marginalization. In South Africa, for example white youth and white adult women have near-universal literacy levels, compared with just 70% among black women.
- Improvement in access to education across generations is one of the motors driving increased literacy levels in the region. The *youth literacy rate* in 2000–2007 was 16% higher than the average for all adults. In Botswana, Eritrea and Nigeria, the proportion of literates among all adults is at most half the proportion for younger adults.
- Sub-Saharan Africa will not reach the literacy target set for 2015. Projections indicate that the adult illiteracy rate will have fallen by 31%, nearly two-thirds to the 50% reduction goal. Despite the United Nations Literacy Decade (2003–2012), literacy continues to receive insufficient attention and financial commitment and is often not incorporated into wider poverty reduction strategies.

The quality of education

Achieving Education for All hinges not just on delivering more years in school, but also on ensuring that children acquire the necessary skills to shape their future life chances. Poor-quality education is jeopardizing the future of millions of young people, many of whom face the prospect of lifelong illiteracy.

- *International assessments* measure disparities in student learning achievement among countries. Although sub-Saharan Africa is poorly covered by such assessments, the limited evidence suggests acute problems. For example, the Trends in International Mathematics and Science Study conducted in 2007 among eighth grade students shows large gaps in learning achievement between developed and developing countries (with Botswana and Ghana representing sub-Saharan Africa). Average test scores for students in the top-performing country, the Republic of Korea, were almost twice as high as in Ghana. The average student in Botswana and Ghana stands alongside or below the poorest-performing 10% of students in higher-performing countries.
- The Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ) conducted assessments between 2000 and 2002. Findings showed that over 70% of grade 6 students in Malawi, Namibia and Zambia and over 50% in Lesotho and South Africa had not acquired basic numeracy skills. National income levels are not the only factor influencing learning achievement: Lesotho and South Africa have much higher per capita incomes and government resources than Kenya, but register lower primary school learning achievement.
- The poor quality of education in childhood is reflected by illiteracy rates among adults who spent several years in school. In twenty-one sub-Saharan African countries, 22- to 24-year-olds with five years of education had a 40% probability of being illiterate. Those with seven years of education had a 20% chance of being illiterate.

- Once girls are in school, they tend to perform as well as, or better than, their male classmates. Among francophone countries in sub-Saharan Africa participating in the Programme d'analyse des systèmes éducatifs de la CONFEMEN (PASEC), there were no large gender differences in second and fifth grade performance in French or mathematics. For the thirteen countries participating in the 2000–2002 SACMEQ assessments, gender differences in sixth grade English were on the whole either statistically insignificant or small. In mathematics, about half the participating countries showed no statistically significant gender difference. In the rest, males' average scores tended to be higher but the differences were not large.⁶
 - In many developing countries, including in sub-Saharan Africa, differences in performance across schools are linked to the *teaching environment*, often marked by large variations in class size, availability of books and teaching materials, teacher quality and school building standards. In the 2000–2002 SACMEQ countries, differences among schools accounted for 37% of the variation in student reading performance.
 - *Home language and family composition* also affect student performance. Fifth grade students from Cameroon's Bamileke language group scored 48% on the PASEC literacy test, compared with 56% for students from the Ewondo language group. A longitudinal study in Ethiopia found that 42% of 12-year-olds who had lost their mother between ages 8 and 12 were unable to read, while for children with both parents living the figure was 23%.
 - *Small-scale reading assessments* conducted in several low-income countries paint a worrying picture. While these tests are not nationally representative, they often point to very low levels of fluency in reading. Estimates vary, but reading fluency in excess of forty words per minute is thought to be required for comprehension. In the Gambia, children in grades 1 to 3 were able, on average, to read six words correctly in a minute. In Liberia, students in grade 2 could read eighteen words per minute and fewer than forty words by grade 3. A 2008 study of grade 3 students in the Woliso district in Ethiopia found that 36% could not read a single word in Afan Oromo, the local language.
 - Assessing reading skills early in primary school provides an opportunity to identify children with low learning achievement and take *remedial measures* that can help prevent dropout and grade repetition. Involving schools and communities is a key to successful policies to improve reading skills. In the Malindi district of Kenya, teachers were trained for five days on a set of carefully designed lessons to teach effective reading skills to grade 2 students: reading speeds improved by 80%, on average, after the training.
- Pilot studies in Mali and the Niger in 2007 also demonstrated promising approaches to improving reading skills at relatively low cost.
- One of the most important requirements for sustained progress towards better quality in education is an improved learning environment, encompassing school infrastructure, textbook availability, the learning process and the interaction between children and teachers.
 - A poor school environment with badly ventilated classrooms, leaking roofs, inadequate sanitation or lack of materials represents a significant barrier to effective learning. A recent survey of primary schools in two Nigerian states found that over 80% of classrooms in Enugu and 50% in Kaduna either did not have a blackboard, or had one that was barely usable.
 - A detailed evaluation of Ghana's basic education system found that improvements in mathematics and English test scores from 1988 to 2003 had been brought about in part through increased availability of textbooks.
 - Time spent on effective learning is what matters for achievement. In Ethiopia, children were in class and learning for a third of the time schools were officially open.
 - Teachers are the single most important education resource. In many countries, *shortages of trained teachers pose a major barrier*, at all education levels, to achieving Education for All. Within countries, marginalized groups are particularly disadvantaged with regards to access to trained teachers. The pre-primary pupil/teacher ratio is 40:1 or higher in Benin, Liberia, Uganda and the United Republic of Tanzania. In Kenya, the national ratio of pupils to trained pre-primary teachers is 54:1, but in the arid, largely pastoral district of Turkana, one of Kenya's poorest, the ratio is 123:1.
 - Increasing the *recruitment of primary teachers* has gone hand in hand with higher enrolment in primary education since 1999. Many countries in sub-Saharan Africa – including Burkina Faso, Burundi, the Niger and Senegal⁷ – have more than doubled the teacher workforce, in most cases improving the pupil/teacher ratio. Although countries set their own targets for pupil/teacher ratios, the most widely used international ceiling in primary education is 40:1. In 2007, twenty-two countries in sub-Saharan Africa had ratios above this ceiling.
 - The *lack of trained teachers* is also of concern. In 2007, the share of trained primary school teachers in the region ranged from 15% in Togo to around 100% in Côte d'Ivoire,

6. Seychelles was the exception: girls' performance compared with that of boys was 0.65 of a standard deviation higher in English and 0.38 higher in mathematics.

7. In Senegal, the increase in teachers is due to the creation of more schools, upgrading of schools with incomplete primary education cycles and double-shift teaching.

- Very low EDI values (below 0.60) are reported in Ethiopia, Mali and the Niger. With the exception of Madagascar, which has achieved near universal primary enrolment, countries ranking low for EDI face multiple challenges: school participation is low, quality is poor, adult illiteracy is high and gender disparities are marked.
- Analysis of EDI movement can help identify important priority areas and those that have suffered from relative neglect. For the period from 1999 to 2007, changes in the EDI can be calculated for eight countries in sub-Saharan Africa. The EDI for Ethiopia and Mozambique increased by more than 30% and that for Zambia by 14%, primarily due to large increases in the primary NERs. The survival rate to grade 5 in Mozambique also increased significantly. The EDI for Malawi decreased slightly, by 0.9%, while those for Lesotho, Mauritius, Namibia and Swaziland increased by 2% to 6%. These small increases resulted from improved primary adjusted NERs, while the other goals barely moved. More recently, between 2006 and 2007, the EDI rose by 5% or more for Burkina Faso, Namibia, the Niger and Sao Tome and Principe, but fell by 8% for Togo.

Marginalization in education

Governments across the world constantly reaffirm their commitment to equal opportunity in education and international human rights conventions establish an obligation for them to act on that commitment. Yet most governments are systematically failing to address the extreme and persistent education disadvantages that leave large sections of their population marginalized. These disadvantages are rooted in deeply ingrained social, economic and political processes and unequal power relationships – and they are sustained by political indifference. They are also often reinforced by practices within the classroom. The failure to place inclusive education at the centre of the Education for All agenda is holding back progress towards the goals adopted at Dakar.

Measuring marginalization – a new data tool

Measuring marginalization in education is inherently difficult. There are no established cross-country benchmarks comparable to those used for assessing extreme income poverty – and national data is often not detailed enough to enable marginalized groups to be identified. The 2010 Report includes a new tool, available online, that provides a window on the scale of marginalization within countries, and on the social composition of the marginalized. Called the Deprivation and Marginalization in Education (DME) data set,¹¹ it also identifies groups facing particularly extreme restrictions on educational opportunity (Box 1). The data set focuses on three core areas:

- *Education poverty*: young adults aged 17 to 22 who have fewer than four years of education and are unlikely to have mastered basic literacy or numeracy skills.
- *Extreme education poverty*: young adults with fewer than two years of education, who are likely to face extreme disadvantages in many areas of their lives.
- *The bottom 20%*: those with the fewest years of education in a given society.

Box 1: Deprivation and Marginalization in Education in Nigeria

The DME data set can illustrate how mutually reinforcing effects work to create extreme educational disadvantage. In the case of Nigeria, a child spends over six and a half years in school, on average. Wealthy urban boys and girls average around ten years in school, compared with fewer than three for poor rural females. Over half the 'education poor' are Hausa speakers – a group that makes up one-fifth of the population. Gender and rural-urban divisions reinforce this disadvantage: Hausa girls from poor rural households average fewer than six months in school.

11. Available at <http://www.unesco.org/en/efareport/dme>.

Figure 4 shows that absolute deprivation in education remains at extraordinarily high levels throughout much of sub-Saharan Africa, despite the progress of the past decade. Factors leading to marginalization do not operate in isolation: wealth and gender intersect with language, ethnicity, region and rural-urban differences to create mutually reinforcing disadvantages.

- Throughout sub-Saharan Africa, particularly in those countries where the official *language* is not the most common language spoken at home, many children are taught in a language other than their mother tongue, contributing to extreme educational disparity. In Nigeria, the education attainment gap between the highest and lowest performing language groups is six years; in Mozambique, youth who speak Jaua average one year in education, compared with five years for Portuguese speakers.
- Cross-country analysis reveals that in some cases, *identifiable social or livelihood groups* face almost universal disadvantage. In Uganda, 85% of Karamajong pastoralists have fewer than two years of education,

compared with a national average of over six years. In Kenya, over 70% of Somali young people have fewer than two years of schooling while the national average is 8%.

- Educational marginalization is also high in *conflict-affected areas*. In an eastern district of Chad where conflict has led to large-scale internal displacement and there is a large population of Sudanese refugees, over 90% of the youth have fewer than four years of education.

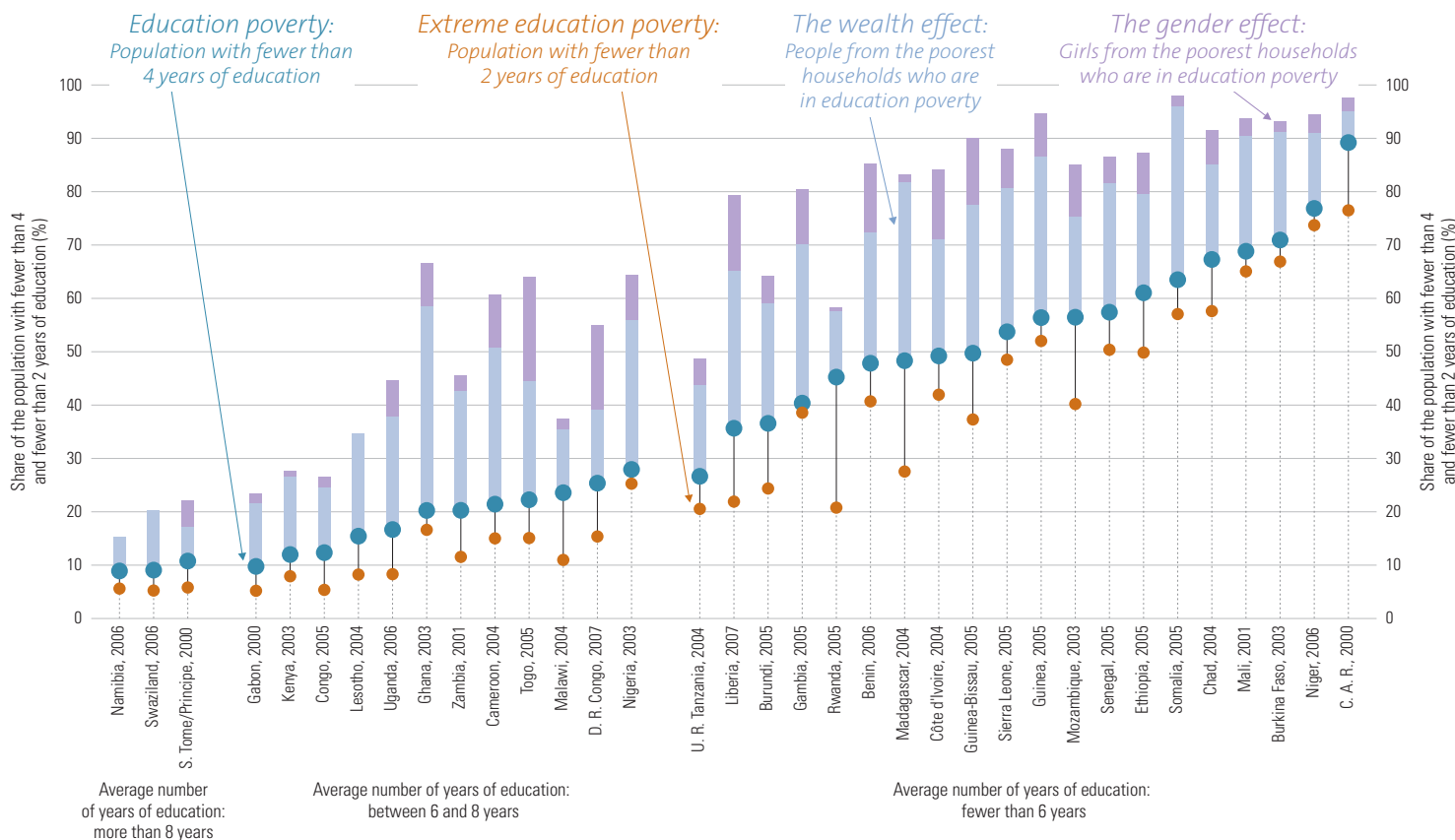
Time spent in school is just one dimension of marginalization. There are also marked gaps in learning achievement linked to socio-economic status. Having a home language different from the official language of instruction is also commonly associated with lower test scores.

Getting left behind

Marginalization in education is the product of a mixture of inherited disadvantage, deeply ingrained social processes, unfair economic arrangements and bad policies. These processes are examined with respect to the five groups most severely affected by marginalization.

Figure 4: Measuring education poverty across sub-Saharan Africa

% of national population, the poorest households, and girls in poorest households aged 17 to 22 with fewer than four years and fewer than two years of education, selected countries, most recent year



Source: UNESCO-DME (2009).

- Being born into *poverty* is one of the strongest factors leading to marginalization in education, and both the incidence and depth of poverty are more marked in sub-Saharan Africa than in any other region. Household surveys consistently point to parental inability to afford education as a major factor behind non-attendance. In countries that have abolished formal school fees, the cost of uniforms, transport, books and supplies can create barriers to school entry and completion. Although more children from poor households have entered school in Malawi and Uganda since they abolished fees over a decade ago, half the households with children that have dropped out of school cite lack of money as the main problem.
 - *Economic shocks, droughts or health problems* can force poor households into coping strategies that damage children's education, especially girls'. In rural parts of the United Republic of Tanzania, income shocks caused by crop losses increased hours worked by children by 30% and decreased school attendance by 20%. In rural Uganda, crop losses associated with drought resulted in far more girls than boys being taken out of school or performing poorly in examinations.
 - *Child labour* is another corollary of poverty that hurts education. While some children combine work with schooling, this often has adverse consequences for learning. In Mali around half of all children aged 7 to 14 report being involved in labour. The average workweek is thirty-seven hours – more for the very poor – which severely compromises education prospects.
- *Group-based identities*, such those related to race, ethnicity or language, are among the deepest fault lines in education. Nine of every ten Peul speakers in Mali are in education poverty with fewer than four years of education, compared with only six out of ten Bambara speakers. One reason children from disadvantaged ethnic groups perform poorly in school is that they are often taught in a language they struggle to understand. A lack of home language instruction is often part of wider processes of cultural subordination and social discrimination, reinforced by curricula insensitive to cultural diversity.
- Disadvantages linked to poverty and ethnicity are often reflected in *location and livelihoods*. Slums are focal points for educational deprivation, partly because many governments fail to recognize the entitlements of slum dwellers to basic services. Kibera, one of the largest slums in sub-Saharan Africa, with an estimated population of 1 million, is a short walk from some of Kenya's finest primary schools. Yet the vast majority of Kibera's children are locked out of even the most basic opportunities for education. Parents have to pay for poor-quality private schooling, while non-slum children can access fee-free government education. Security concerns present an additional hurdle: 60% of girls interviewed in Kibera expressed fear of being raped, and it was not uncommon for both boys and girls to have witnessed acts of physical violence. A common response to the fear of violence and harassment in slums is to stop going to school.
 - In low-population density rural areas, long and sometimes dangerous journeys to school are an important part of marginalization, particularly for girls. In the western Sahelian region of Chad, a *distance to school* of greater than a kilometre led to a steep decline in enrolment. Yet average walking distances are often many times greater than this. Education systems also are unresponsive to pastoralist livelihoods and their inherent mobility. The ten most arid Kenyan districts, inhabited predominantly by pastoralists, have some of the lowest enrolment rates and largest gender disparities in the country.
 - For those living in *conflict-affected countries*, attacks on schools and forced migration are detrimental to enrolment. Countries such as Chad, Kenya, the United Republic of Tanzania and Uganda have absorbed millions of people displaced by conflicts in the Democratic Republic of the Congo, Somalia and Sudan. Struggling to achieve universal primary education for their own children, these countries are ill equipped to provide education to large, vulnerable and extremely poor refugee populations, often speaking different languages.
- *Children with disabilities* suffer from social attitudes that stigmatize, restrict opportunity and lower self-esteem. These attitudes are often reinforced by neglect in the classroom, insufficient physical access, shortages of trained teachers and limited provision of teaching aids. In Malawi and the United Republic of Tanzania, disability doubles the probability of children never having attended school. Children with disabilities in Burkina Faso are 2.5 times as likely to be out of school.
- *HIV and AIDS* compound wider problems associated with poverty and social discrimination, such as increased economic pressure due to ill health of family members and orphanhood. Two-thirds of the 33 million people living with HIV and AIDS in 2007, and 90% of the 2 million children with HIV, live in sub-Saharan Africa. Out of eighteen sub-Saharan countries with recent national education plans, only Ethiopia, Kenya, Namibia and Rwanda have included detailed integrated strategies for children affected by HIV and AIDS. Orphans who lose both parents or whose mothers have died are often less likely to stay in school than children whose mother or both parents are alive.

Levelling the playing field

There is no single formula for overcoming marginalization in education. Policies need to address underlying causes, such as social discrimination and stigmatization, as well as challenges specific to particular marginalized groups. The inequalities that the marginalized face are persistent and resistant to change, yet progress is possible with sustained political commitment to social justice, equal opportunity and basic rights. Three broad sets of policies can make a difference. They can be thought of as three points in an inclusive education triangle (Figure 5).

Accessibility and affordability

- Removing school fees is necessary to reach the poorest but is not enough on its own. Governments also need to lower indirect costs associated with uniforms, textbooks and informal fees. In western Kenya, providing a free uniform increased attendance in primary school by thirteen percentage points among children who did not previously own a uniform. Financial stipend programmes for identifiably marginalized groups can lower household costs and provide incentives for education.
- Building schools closer to marginalized communities is also vital, especially for gender parity. Low-income countries in sub-Saharan Africa are running a deficit of around 1.7 million classrooms and need to double their number of classrooms to close the gap by 2015; recent estimates for ten sub-Saharan African countries show that they are off track. School construction programmes should prioritize remote rural areas, urban slums and conflict-affected areas, and take into account the needs of learners with disabilities. In Ethiopia, 85% of the 6,000 schools built since 1997 are in rural areas, significantly reducing average

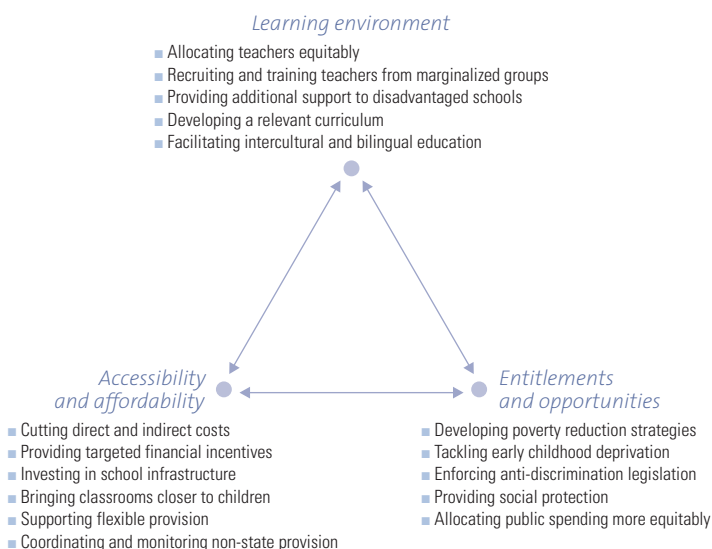
distances to school; the out-of-school population has declined by 3 million and gender disparities have narrowed.

- More flexible approaches to provision could bring education within reach of some of the world's most marginalized children. Such approaches include mobile schools for pastoralists, satellite schools, itinerant teachers and multigrade teaching for remote areas, and specialized training for teachers of children with disabilities.
- Accelerated learning programmes can help provide a second chance to children and adolescents, provided government and employers recognize such programmes as legitimate for school and work. The scale of such teaching is not well known, but a survey in sub-Saharan Africa recorded 154 programmes in 39 countries reaching 3.5 million children. One programme has reached tens of thousands of out-of-school children in the most marginalized region of Ghana. Another has played a vital role in bringing education to thousands of children in Sierra Leone who missed out on school due to conflict. Religious schools in Nigeria and community schools in Zambia have also helped extend education to those not reached by public provision.

The learning environment

- Programmes that draw well-qualified teachers to the schools facing the greatest deprivation can make a difference for marginalized children's learning. In Eritrea, enforcement of deployment rules is facilitated by the presence of large number of teachers who start their career as part of the national service. The Gambia introduced a special allowance and Mozambique used bonuses to attract and retain teachers for schools in remote areas. Such policies need to be supported by training programmes that equip teachers with the skills and sensitivity to teach children from diverse backgrounds. Targeting financial and pedagogical support to schools in the most disadvantaged regions or those with large numbers of marginalized children also can make a difference.
- Intercultural and bilingual education is critical for providing ethnic and linguistic minority children with good quality schooling – and it can help overcome social stigmatization. Bilingual education in Burkina Faso, Ethiopia and Mali has been shown to improve learning achievement, enrolment and attendance.
- Ensuring that children with disabilities enjoy opportunities for learning in an inclusive environment requires changes in attitudes, backed by investments in teacher training, learning equipment and data collection. An evaluation in Eastern Cape, one of the poorest provinces of South Africa, where the shift towards inclusive education is well under way, found that it produced significant gains, ranging from improved physical access to support for specialized teaching practices and increased admission of disabled learners.

Figure 5: The Inclusive Education Triangle



Entitlements and opportunities

- Legal provisions can play a role in overcoming discrimination, and some marginalized groups have successfully challenged practices and policies that resulted in educational marginalization and institutionalized segregation. For example, birth registration and identity card drives in Burkina Faso and Senegal support the right of every person to a formal identity, crucial for claiming a place in school or an entitlement to stipends. Legal provisions are likely to prove most effective when backed by political mobilization on the part of the marginalized.
- Social protection can mitigate the vulnerability that comes with poverty and associated forms of disadvantage, and can improve enrolment and attendance among poor and other marginalized groups. Conditional and unconditional transfers of cash and food can build the resilience of poor and vulnerable households so that they can manage risk without compromising the long-term welfare of their children. In Burkina Faso, a national school feeding programme has increased enrolment among younger girls. Ethiopia's Productive Safety Net Programme has enabled hundreds of thousands of vulnerable households to increase spending on education and health, and to keep children in school during droughts. In Zambia, a pilot unconditional cash transfer programme led to decreased absenteeism among poor children and increased household spending on education.

Breaking down disadvantage in education requires simultaneous implementation of public policies across a broad front, with education interventions integrated into wider strategies for poverty reduction and social inclusion.

Financing education

Sub-Saharan Africa's progress towards achieving the Education for All goals has been facilitated in many countries by increases in government spending and international aid for education. But the economic downturn has begun to affect education systems in the region. There is a real danger that the budgetary pressures and rising poverty caused by the global financial crisis will stall or even reverse progress in education. Moreover, while overall aid is rising, several major donors are falling far short of their pledges. A concerted effort on the part of donors and country recipients is critical in the current economic climate.

National financing

Increases in government spending in real terms in sub-Saharan Africa have accelerated the region's progress towards Education for All. The economic downturn, along with higher estimates of the financing gap for achieving EFA (Box 2), is cause for concern.

- A context of *strong economic growth* and poverty reduction gains has contributed to progress. Public spending on primary education in sub-Saharan Africa rose by 29% in real terms between 2000 and 2005. About three-quarters of the increase resulted from strong economic growth.
- A rise in the share of GNP devoted to education has also driven increases in real spending. Between 1999 and 2007 the share of education spending in GNP rose in the majority of the twenty-three sub-Saharan African countries with data available. Six of these countries (Burundi, Cameroon, Ethiopia, Mali, Mozambique and Senegal) increased their share of GNP devoted to education by more than 50%. All countries concerned saw gains towards Education for All. Ethiopia and Mozambique registered the region's largest increases in the EDI over the period. At the other extreme, in the Congo and Eritrea, spending on education declined by over 50%. In Eritrea, it fell from 5.3% of GNP in 1999 to 2.4% in 2006. This shift of priority away from education explains the slow progress Eritrea has made towards achieving Education for All.
- The impressive regional increases in the proportion of GNP devoted to education have resulted from assigning greater importance to education in *government budgets*. In 2007, half of sub-Saharan African countries with data devoted 17.5% or more of their national budgets to education, compared with 15.8% in South and West Asia. Despite this impressive standing relative to other regions, in only six of the twenty-four countries with data did education exceed 20% of the budget – the figure commonly used as the benchmark for minimally adequate funding in low-income countries. Countries in sub-Saharan Africa devote a greater share of their education budgets to primary education than do other regions: in 2007, half the countries allocated for

primary education at least 46.8% of the current education budget, compared with 39.8% in South and West Asia.

- The *economic slowdown* will have far-reaching consequences for education financing. Reductions in the pace of economic growth and in government revenue are jeopardizing progress towards Education for All. For sub-Saharan Africa, the resources available for education could fall by US\$4.6 billion a year on average in 2009 and 2010, and spending per primary school pupil could be as much as 10% lower in 2010. Low-income countries in sub-Saharan Africa have a limited ability to shield public spending from the effects of the downturn. These countries require an increase in development assistance to offset revenue losses and sustain high-priority social spending. In the absence of an effective national response, low-income countries in the region will find it difficult to protect spending on education, let alone scale up spending to the levels required to achieve Education for All.

Box 2: Determining the cost of bridging the financing gap

The *EFA Global Monitoring Report 2010* reviewed estimates of the Education for All financing gap in a study assessing the costs associated with achieving key education goals. Of the forty-six countries included in the study, thirty are in sub-Saharan Africa. The estimated gap covers basic education (literacy, pre-primary and primary education) as well as a provision for reaching the most marginalized sections of society.

- The global Education for All financing gap is around US\$16 billion for basic education, or 1.5% of the collective GDP of the forty-six countries. Sub-Saharan Africa accounts for around two-thirds of the global financing gap, or US\$10.6 billion.
- The region's share of the financing gap varies by education goal – from 42% for adult literacy to 66% for early childhood care and education and 68% for universal primary education. Globally, reaching the marginalized requires additional finance: extending primary school opportunities to social groups facing extreme and persistent deprivation will cost US\$3.7 billion.
- Low-income countries affected by conflict account for 41% of the global financing gap. In some countries, the collapse of public financing for education has shifted the burden to households, which in the Democratic Republic of the Congo, for instance, must cover half of overall costs. Reducing the burden on households is a priority for improving access.
- Developing countries could close part of the financing gap themselves by according greater financial priority to basic education in national financing and budget allocation. Their governments need to increase public spending by 2.5% of GDP, on average, to meet Education for All goals.
- However, even with these efforts, poorer countries cannot meet the costs of achieving the goals without the donor community. Globally, aid levels for basic education need to increase sixfold, from US\$2.7 billion to around US\$16 billion.

International aid

- International aid is vital for the financing of education in sub-Saharan Africa. The region is the largest recipient of *total official development assistance*, accounting for about one in every three dollars. In 2005, donors pledged to double the level of total aid to Africa by 2010. The global economic downturn has reinforced the importance of this promise, and urgent and concerted efforts are needed if the aid pledges are to be fulfilled. Current commitments indicate donors will fall short of the 2010 target for the region by an estimated US\$18 billion.
- Developments in education underscore the potential for aid to make a difference. In Mozambique, donors have pooled their support for the national education strategy and aid has played a key role in financing school construction in rural areas, recruiting and training teachers and providing textbooks. With support from twenty-two donors, Mali has embarked on an ambitious programme for accelerated education progress. External aid accounted for nearly three-quarters of the programme cost in 2007, excluding teacher salaries. The primary NERs increased by seventeen percentage points in Mali and twenty four percentage points in Mozambique between 1999 and 2007.
- Averaged over 2006 and 2007, *total annual aid to education* to sub-Saharan Africa amounted to US\$3.9 billion, up from US\$2.7 billion a year in 1999 and 2000. However, although education accounted for 12% of total aid flows to the region in 1999 and 2000, the share was only 9% in 2006 and 2007. Basic education remains an area of particular concern. While aid commitments to the region have increased by 46% since the beginning of the decade, the US\$1.7 billion reported for basic education in 2007 represented a cut of 24% from 2006 – or US\$560 million less in real finance.
- *Countries affected by conflict* pose some of the greatest challenges for aid partnerships, and support for those countries remains uneven. Eritrea received US\$26 per primary school age child – more than eight times as much as the Central African Republic or Liberia. In many cases, aid allocations do not correspond to what might be expected on the basis of an assessment of need. With more than 4 million children not attending school, the Democratic Republic of the Congo received only US\$2 per child in aid for basic education in 2006–2007.¹²
- In many conflict-affected countries, expenditure on security operations and emergency assistance dominates donor support, with long-term development in general – and education in particular – taking a back seat. In Liberia, for example, the cost of United Nations peacekeeping operations has consistently been more than double total aid

12. GMR calculations based on net attendance rate from DRC 2007 DHS and population data from UIS database.

flows since 2004. Only 2% of the humanitarian and development aid to Liberia was allocated to education during the post-conflict phase in 2004–2007. The problem is not that too much is invested in security and alleviating hunger; it is that too little is invested in education and other development areas, which are no less important to post-conflict reconstruction.

- Strong efforts on the part of donor and African countries alike are needed if the delivery of aid is to be improved in accordance with the *Paris Declaration on Aid Effectiveness*. Improved aid predictability and, when feasible, greater use of recipient government management systems are particularly crucial. At present, the quality of a country's public financial management system is a weak guide to whether donors use it. Malawi scores lower on the CPIA quality scale¹³ than Madagascar, Senegal and Sierra Leone, yet has a far higher share of aid using national management systems. In addition, the international multilateral framework for cooperation in education needs to be strengthened through fundamental reform of the EFA Fast Track Initiative (Box 3).

Box 3: The Fast Track Initiative

The Fast Track Initiative (FTI) is an important multilateral framework for delivering aid to education in thirty-six countries, including twenty in sub-Saharan Africa.* However, it has fallen far short of expectations due to limited disbursement, lack of transparency in decision-making and governance problems. The FTI's Catalytic Fund has suffered from low resource mobilization, poor disbursement rates and a narrow donor base. The *EFA Global Monitoring Report 2010* calls for urgent, comprehensive reform of the FTI. Following the example of global health funds, a reformed FTI could be used to harness more innovative sources of financing for education, including via private foundations and companies.

- Half of total Catalytic Fund disbursements were distributed to only three countries: Kenya, Madagascar and Rwanda.
- The Catalytic Fund has been dogged by poor disbursement rates. An allocation to Senegal in 2007 had still not been disbursed by April 2009. Two years after the initial Catalytic Fund allocation, Mozambique had received only US\$29 million of a US\$79 million grant.
- Plan endorsement has not always led to aid delivery. Several conflict-affected countries in sub-Saharan Africa have been through the FTI endorsement process, including Liberia and Sierra Leone in 2007 and the Central African Republic in 2008. Three months after the FTI endorsed Sierra Leone's national education plan, US\$13.9 million in Catalytic Fund support for the country was approved. As of March 2009, two years after the allocation decision, Sierra Leone was still awaiting its first disbursement.

* Between 2002 and 2008, the following countries' education sector plans were endorsed: Benin, Burkina Faso, the Central African Republic, Cameroon, Ethiopia, the Gambia, Ghana, Guinea, Kenya, Lesotho, Liberia, Madagascar, Mali, Mozambique, the Niger, Rwanda, Sao Tome and Principe, Senegal, Sierra Leone and Zambia.

13. The Country Policy and Institutional Assessment (CPIA) is a World Bank diagnostic tool that ranks country performance on an ascending scale from one to six.

Table 2: 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		2000–2007 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	
										2005–2010	2000–2007 ¹	1999 Total (%)	2007 Total (%)
Angola	17 024	6-14	...	...	...	67	0.65	231	45	28	...
Benin ⁴	9 033	6-11	0.647	27	0.42	41	0.53	146	38	4	6
Botswana	1 882	6-15	0.869	69	1.09	83	1.00	68	23	...	15
Burkina Faso ⁴	14 784	6-16	0.602	14	0.42	29	0.59	181	35	2	3
Burundi	8 508	...	0.719	37	0.57	59	0.78	169	53	0.8	2
Cameroon ⁴	18 549	6-11	...	...	...	68	0.78	144	30	11	21
Cape Verde	530	6-16	0.875	63	0.71	84	0.88	29	...	...	53
Central African Republic ⁴	4 343	6-15	...	34	0.42	49	0.52	163	38	...	3
Chad	10 781	6-14	...	12	...	32	0.48	189	41	...	7
Comoros	839	6-14	...	...	...	...	...	63	44	2	3
Congo	3 768	6-16	...	...	...	...	...	102	26	2	10
Côte d'Ivoire	19 262	6-15	...	34	0.53	49	0.63	183	34	2	3
D. R. Congo	62 636	6-15	...	...	...	67	0.67	196	38	...	3
Equatorial Guinea	507	7-11	...	...	...	87	0.86	155	39	34	66
Eritrea	4 851	7-14	0.602	...	...	64	0.70	77	38	5	14
Ethiopia ⁴	83 099	...	0.598	27	0.51	36	0.46	145	47	1	3
Gabon	1 331	6-16	...	72	0.82	86	0.91	86	21	...	...
Gambia ⁴	1 709	7-12	0.678	...	...	...	...	128	22	18	22
Ghana ⁴	23 478	6-15	0.791	...	...	65	0.81	90	22	39	68
Guinea ⁴	9 370	7-16	0.622	...	...	29	0.43	156	35	...	10
Guinea-Bissau	1 695	7-12	...	...	...	...	...	195	41	3	...
Kenya ⁴	37 538	6-13	0.839	...	...	74	0.90	104	30	44	48
Lesotho ⁴	2 008	...	0.788	...	...	82	1.23	98	38	21	18
Liberia ⁴	3 750	6-16	...	41	0.57	56	0.84	205	39	41	125
Madagascar ⁴	19 683	6-10	0.762	...	...	71	0.85	106	48	3	8
Malawi	13 925	6-13	0.725	49	0.51	72	0.82	132	46	...	...
Mali ⁴	12 337	7-15	0.590	...	...	26	0.52	200	34	2	3
Mauritius	1 262	5-16	0.949	80	0.88	87	0.94	17	10	96	99
Mozambique ⁴	21 397	6-12	0.642	...	...	44	0.58	164	41	...	...
Namibia	2 074	7-16	0.921	76	0.95	88	0.99	66	24	31	32
Niger ⁴	14 226	...	0.508	...	...	29	0.35	188	50	1	2
Nigeria	148 093	6-14	...	55	0.65	72	0.80	187	38	...	15
Rwanda ⁴	9 725	7-12	...	58	...	65	0.84	188	45	...	...
Sao Tome and Principe ⁴	158	7-13	0.899	73	0.73	88	0.88	95	23	25	36
Senegal ⁴	12 379	7-12	0.650	27	0.48	42	0.63	115	16	3	9
Seychelles	87	6-15	...	88	1.02	92	1.01	...	...	109	109
Sierra Leone ⁴	5 866	6-11	...	...	...	38	0.54	278	40	...	5
Somalia	8 699	...	...	...	...	...	...	193	38	...	...
South Africa	48 577	7-15	...	...	...	88	0.98	66	25	21	51
Swaziland	1 141	...	0.867	67	0.94	84	1.00	114	24	...	17
Togo	6 585	6-15	0.629	...	...	53	0.56	126	24	2	4
Uganda	30 884	6-12	0.761	56	0.66	74	0.80	127	32	4	4
U. R. Tanzania	40 454	7-13	...	59	0.67	72	0.83	118	38	...	35
Zambia ⁴	11 922	7-13	0.855	65	0.79	71	0.75	157	39	...	...
Zimbabwe	13 349	6-12	...	84	0.88	91	0.94	94	29	41	...
Sum				Weighted average				Weighted average		Weighted average	
Sub-Saharan Africa	764 095	...	...	53	0.71	62	0.76	158	38	10	15
Developing countries	5 358 052	...	...	68	0.77	80	0.86	81	30	27	36
World	6 656 326	...	...	76	0.85	84	0.90	74	28	33	41

Primary education										Country or territory
NER total (%)		GPI of GER (F/M)		Out-of-school children ² (000)	Survival rate to last grade total (%)		% of trained teachers	Pupil/teacher ratio ³		
1999	2007	1999	2007	2007	1999	2006	2007	1999	2007	
...	...	...	...	...	...	...	...	...	41	Angola
50	80	0.67	0.83	244	...	<i>65</i>	72	53	44	Benin ⁴
80	<i>84</i>	1.00	<i>0.99</i>	<i>49</i>	82	<i>75</i>	<i>87</i>	27	24	Botswana
35	58	0.70	0.87	1 002	61	69	88	49	49	Burkina Faso ⁴
...	81	0.80	0.93	244	...	58	87	57	52	Burundi
...	...	0.82	0.86	...	78	59	62	52	44	Cameroun ⁴
99	85	0.96	0.94	12	...	88	83	29	25	Cape Verde
...	56	...	0.71	310	...	50	...	...	90	Central African Republic ⁴
51	...	0.58	0.70	...	47	30	35	68	60	Chad
49	...	0.85	<i>0.88</i>	...	...	<i>72</i>	...	35	35	Comoros
...	54	0.95	0.93	244	...	...	87	61	58	Congo
52	...	0.74	0.79	...	62	75	100	43	41	Côte d'Ivoire
33	...	0.90	0.81	...	...	...	96	26	38	D. R. Congo
89	67	0.79	0.95	20	...	...	31	57	28	Equatorial Guinea
33	41	0.82	0.83	349	95	60	87	47	48	Eritrea
34	71	0.61	0.88	3 721	51	58	...	46	...	Ethiopia ⁴
...	...	1.00	...	...	...	...	...	44	...	Gabon
72	67	0.86	1.07	80	86	64	...	37	41	Gambia ⁴
57	73	0.92	0.99	930	...	83	49	30	32	Ghana ⁴
45	74	0.64	0.85	362	...	77	68	47	45	Guinea ⁴
45	...	0.67	...	...	...	...	...	44	...	Guinea-Bissau
63	86	0.97	0.99	769	...	<i>84</i>	99	32	46	Kenya ⁴
57	72	1.08	1.00	101	58	62	66	44	40	Lesotho ⁴
42	31	0.74	0.89	447	...	...	40	39	24	Liberia ⁴
63	98	0.97	0.97	20	51	42	55	47	49	Madagascar ⁴
98	87	0.96	1.04	314	37	36	...	...	67	Malawi
46	63	0.70	0.80	763	66	73	...	62	52	Mali ⁴
91	95	1.00	1.00	5	99	98	100	26	22	Mauritius
52	76	0.74	0.87	954	28	45	63	61	65	Mozambique ⁴
81	87	1.01	0.99	45	82	88	95	32	30	Namibia
26	45	0.68	0.75	1 262	...	70	98	41	40	Niger ⁴
58	64	0.79	0.85	8 221	...	...	51	41	40	Nigeria
...	94	0.98	1.02	88	30	...	98	54	69	Rwanda ⁴
86	97	0.97	0.98	0.1	...	74	...	36	31	Sao Tome and Principe ⁴
54	72	0.86	1.00	506	...	53	...	49	34	Senegal ⁴
...	...	0.99	0.99	...	99	...	...	15	12	Seychelles
...	...	...	0.90	...	...	...	49	...	44	Sierra Leone ⁴
...	...	0.54	...	...	...	...	...	28	...	Somalia
94	86	0.97	0.97	642	57	...	...	35	31	South Africa
74	87	0.95	0.93	26	64	74	94	33	32	Swaziland
79	77	0.75	0.86	222	44	45	15	41	39	Togo
...	95	0.92	1.01	341	...	<i>25</i>	93	57	57	Uganda
50	98	1.00	1.00	143	...	83	99	40	53	U. R. Tanzania
68	94	0.92	0.97	108	66	75	...	47	49	Zambia ⁴
83	88	0.97	0.99	281	...	...	...	41	38	Zimbabwe
Weighted average		Weighted average		Sum	Median		Weighted average			
56	73	0.85	0.90	32 226	...	69	87	41	44	Sub-Saharan Africa
80	86	0.91	0.95	68 638	...	81	85	27	27	Developing countries
82	87	0.92	0.96	71 791	90	89	...	25	25	World

Notes:

Data underlined are for 2004.

Data in italics are for 2005.

Data in bold italics are for 2006.

Data in bold are for 2008 or 2007 for survival rate to last grade.

The averages are derived from both published data and broad estimates for countries for which no recent data or reliable publishable data are available.

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

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3. Based on headcounts of pupils and teachers.

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

Sources: EFA Global Monitoring Report 2010, statistical tables; UNESCO Institute for Statistics; OECD-DAC online CRS database.

Table 2 (continued)

Country or territory	Secondary education								Tertiary education	
	GER in lower secondary		GER in upper secondary		GER in total secondary				GER	
	2007		2007		1999		2007		2007	
	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	24	0.77	8	0.61	10	0.62	18	0.74	3	0.50
Burundi	20	0.75	8	0.63	...	...	15	0.72	2	0.46
Cameroon ⁴	32	0.80	16	0.78	25	0.83	25	0.79	7	0.79
Cape Verde	99	1.13	60	1.28	...	...	79	1.18	9	1.21
Central African Republic ⁴	...	...	...	...	...	...	...	...	1	0.28
Chad	23	0.41	12	0.56	10	0.26	19	0.45	1	0.14
Comoros	41	0.75	27	0.78	25	0.81	35	0.76	...	...
Congo	...	...	...	...	...	...	...	...	...	...
Côte d'Ivoire	...	...	...	...	22	0.54	...	...	8	0.50
D. R. Congo	46	0.58	27	0.49	18	0.52	33	0.53	4	0.35
Equatorial Guinea	...	...	...	...	33	0.37	...	...	...	...
Eritrea	43	0.73	18	0.67	21	0.69	29	0.70	...	...
Ethiopia ⁴	39	0.67	11	0.64	12	0.68	30	0.67	3	0.34
Gabon	...	...	...	...	49	0.86	...	...	...	...
Gambia ⁴	60	0.98	36	0.91	30	0.67	49	0.96	...	...
Ghana ⁴	74	0.92	32	0.82	37	0.80	53	0.89	6	0.54
Guinea ⁴	47	0.61	24	0.45	14	0.37	38	0.57	5	0.28
Guinea-Bissau	...	...	...	...	...	...	...	...	...	...
Kenya ⁴	87	0.88	35	0.86	38	0.96	53	0.88	3	0.57
Lesotho ⁴	45	1.29	24	1.22	31	1.35	37	1.27	4	1.19
Liberia ⁴	...	...	...	...	29	0.65	...	...	...	...
Madagascar ⁴	36	0.96	12	0.91	...	...	26	0.95	3	0.89
Malawi	39	0.87	16	0.74	36	0.70	28	0.83	0.5	0.51
Mali ⁴	44	0.64	18	0.65	16	0.52	32	0.64	4	...
Mauritius	99	1.02	80	0.96	76	0.98	88	0.99	14	1.17
Mozambique ⁴	26	0.74	7	0.66	5	0.62	18	0.73	1	0.49
Namibia	76	1.17	32	1.16	58	1.11	59	1.17	6	0.88
Niger ⁴	15	0.64	4	0.50	7	0.60	11	0.61	1	0.33
Nigeria	35	0.82	28	0.79	23	0.89	32	0.81	10	0.69
Rwanda ⁴	24	0.92	13	0.85	9	0.99	18	0.89	3	0.62
Sao Tome and Principe ⁴	64	1.11	18	0.88	...	...	46	1.07	.	.
Senegal ⁴	35	0.80	14	0.65	15	0.64	26	0.76	8	0.55
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	95	0.99	99	1.09	89	1.13	97	1.05	15	1.24
Swaziland	66	0.87	38	0.94	45	1.00	54	0.89	4	0.98
Togo	49	0.57	26	0.42	28	0.40	39	0.53	5	...
Uganda	27	0.87	12	0.67	10	0.66	23	0.83	...	...
U. R. Tanzania	...	...	...	...	6	0.82	...	...	1	0.48
Zambia ⁴	58	0.91	33	0.86	20	0.77	43	0.89	...	...
Zimbabwe	58	0.99	31	0.87	43	0.88	40	0.93	...	...
	Weighted average				Weighted average				Weighted average	
Sub-Saharan Africa	40	0.79	26	0.78	24	0.82	34	0.79	6	0.66
Developing countries	75	0.94	48	0.94	52	0.89	61	0.94	18	0.96
World	78	0.95	54	0.95	60	0.92	66	0.95	26	1.08

Sources: EFA Global Monitoring Report 2010, statistical tables; UNESCO Institute for Statistics; OECD-DAC online CRS database.

Education finance				Country or territory
Total public expenditure on education as % of GNP		Total aid to basic education (constant 2007 US\$ million)	Total aid to basic education per primary school age child (constant 2007 US\$)	
1999	2007	2006–2007 annual average	2006–2007 annual average	
3.4	3.0	17	9	Angola
3.0	3.9	41	28	Benin ⁴
...	8.8	1	3	Botswana
...	4.5	110	47	Burkina Faso ⁴
3.5	5.2	30	23	Burundi
2.1	3.9	21	8	Cameroon ⁴
...	5.9	3	45	Cape Verde
...	1.3	7	11	Central African Republic ⁴
1.7	2.3	3	2	Chad
...	...	1	7	Comoros
6.0	2.5	1	1	Congo
5.6	...	9	3	Côte d'Ivoire
...	...	106	10	D. R. Congo
...	...	4	63	Equatorial Guinea
5.3	2.4	0	1	Eritrea
3.5	5.5	214	16	Ethiopia ⁴
3.5	...	2	12	Gabon
3.1	2.1	5	21	Gambia ⁴
4.2	5.5	157	46	Ghana ⁴
2.1	1.7	5	4	Guinea ⁴
5.6	...	3	10	Guinea-Bissau
5.4	7.0	88	15	Kenya ⁴
10.2	11.0	7	17	Lesotho ⁴
...	...	35	57	Liberia ⁴
2.5	3.4	39	14	Madagascar ⁴
4.7	...	35	14	Malawi
3.0	4.9	179	89	Mali ⁴
4.2	3.9	8	69	Mauritius
2.2	5.8	171	42	Mozambique ⁴
7.9	...	6	17	Namibia
...	3.3	26	11	Niger ⁴
...	...	91	4	Nigeria
...	4.9	68	47	Rwanda ⁴
...	...	2	89	Sao Tome and Principe ⁴
3.2	4.9	95	51	Senegal ⁴
5.5	6.6	0.2	21	Seychelles
...	3.9	8	9	Sierra Leone ⁴
...	...	12	8	Somalia
6.2	5.5	27	4	South Africa
5.7	7.9	2	11	Swaziland
4.3	3.8	2	2	Togo
...	5.3	72	11	Uganda
2.2	...	161	22	U. R. Tanzania
2.0	1.7	71	31	Zambia ⁴
...	...	2	1	Zimbabwe
Median		Sum	Weighted average	
3.5	4.5	1 973	16	Sub-Saharan Africa
4.5	4.5	4 046	7	Developing countries
4.6	4.9	4 874	8	World

Notes:

Data underlined are for 2004.

Data in italics are for 2005.

Data in bold italics are for 2006.

Data in bold are for 2008 or 2007

for survival rate to last grade.

The averages are derived from both published data and broad estimates for countries for which no recent data or reliable publishable data are available.

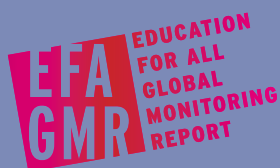
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3. Based on headcounts of pupils and teachers.

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

Regional Overview: sub-Saharan Africa



e-mail: efareport@unesco.org

Tel.: +33 1 45 68 10 36

Fax: +33 1 45 68 56 41

www.efareport.unesco.org