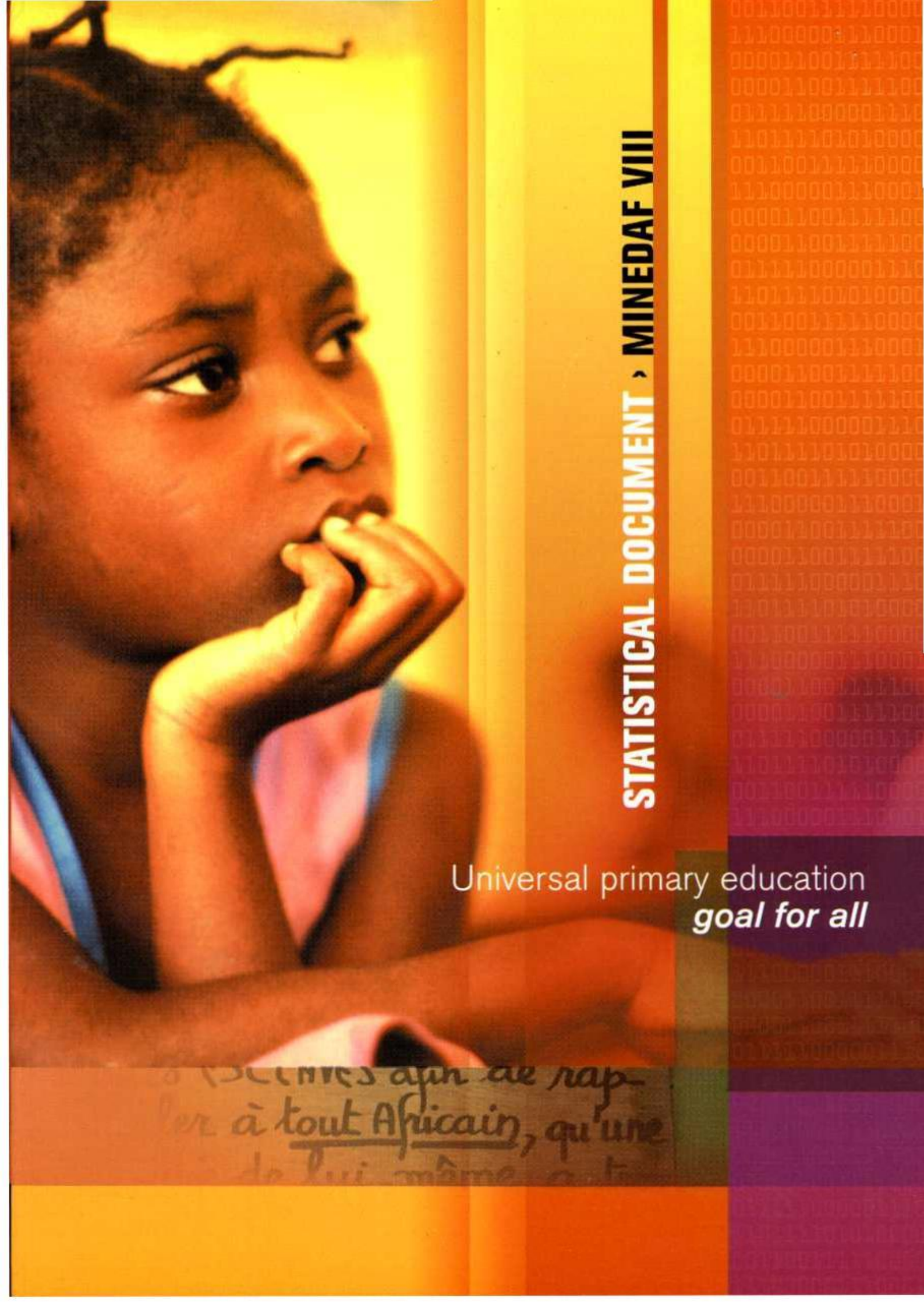
STATISTICAL DOCUMENT › MINEDAF VIII
Universal primary education
goal for all
à tout Africain, qu'une

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Universal primary education
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The BREDA team, located within the literacy and basic education /Dakar follow-up unit (LBE/DFU) did the main part of the work regarding data collection, cleaning and checking, statistical analyses and drafting. The team consisted of three inter-state technical analysts of the French Cooperation partly working for BREDA and two statistical engineers, that is to say :

For the BREDA/ French Cooperation partnership : Mathieu BROSSARD, Marie DORLEANS and Nicolas REUGE. All of them are Education sector policy analysts. These persons also work, in partnership with the World Bank, for the Dakar Education Sector Analysis Support Team created in 2001 by the French Ministry of foreign affairs (MFA) to help the African countries elaborate their sector analyses (Country status Report (CSR)) ;

For BREDA : Kokou Séfako AMELEWONOU and Alain Patrick NKENGNE NKENGNE, Statistical Engineers- Consultants.

The World Bank Team did the projections and some statistical works and took part in the drafting of the document. It consisted of Alain MINGAT, Lead Economist and Ramahatra RAKOTOMALALA, Education Specialist ; both of them are members of the Policy and Sector Analysis Support Team in the Human Development Department-Africa Region.

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- Bernard AUDINOS, National Education Statistical Information System (NESIS) West and Central Africa Dakar Node
- Jean-Marc BERNARD, Education Systems Analysis Programme of CONFEMEN
- Paul COUSTERE, Division of technical cooperation, MFA's Education sector
- Aimé DAMIBA, consultant in charge of preparing MINEDAF VIII for BREDA
- Duncan GITHIRI, consultant
- André KANTOUSSANG, translator-consultant
- Jean-Mathieu LAROCHE, Education Systems Analysis Programme of CONFEMEN
- Régis L'HOSTIS, graphic designer at POLYKROME
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- Gérald SANSPOUX, BREDA graphic designer
- Benoît SOSSOU, head of the BREDA LBE/DFU unit
- All the national teams involved in the production of Country Status Reports

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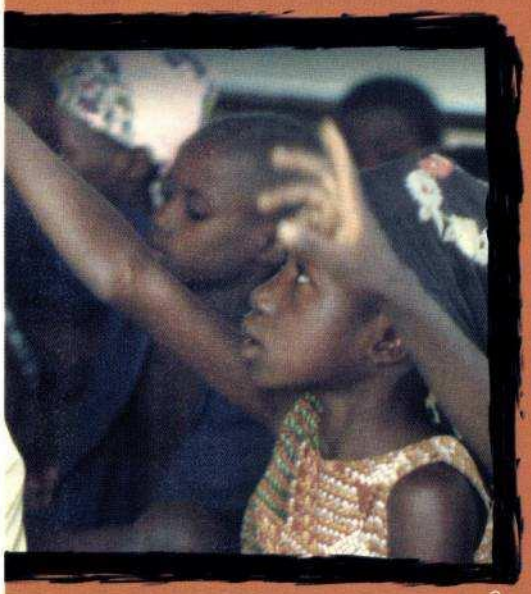
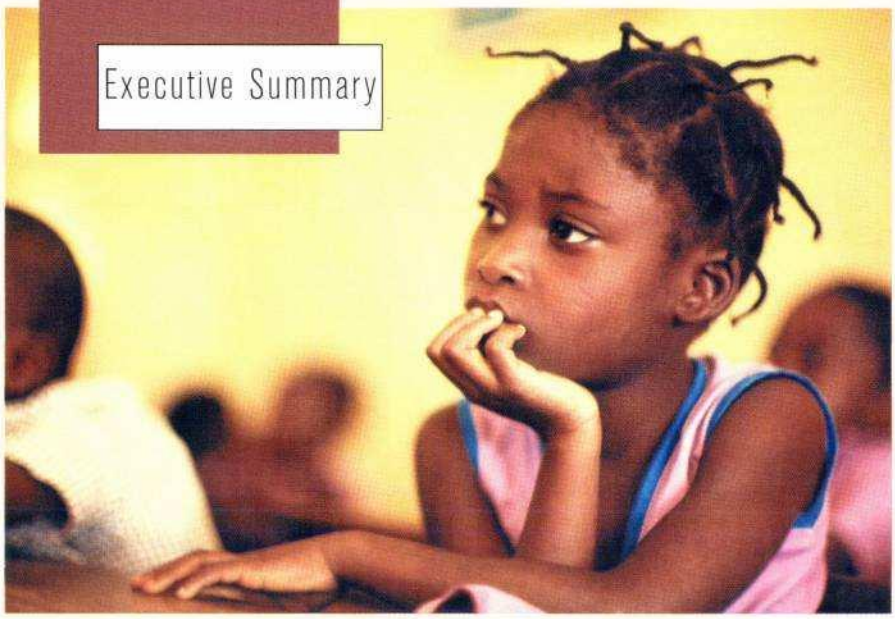


Executive Summary



Universal primary education in 2015 :

Magnitude of the challenge & success conditions

1. Context of the Dakar and Millennium goals

For more than forty years, the successive international meetings have been supporting the idea that all children in the world should enjoy a pertinent education not only for their personal benefit but also to facilitate the social and economic development of their countries. In this framework, two important events took place in 2000 : the Dakar forum, in April, and then the Millennium declaration of the United Nations, in September.

The Dakar forum exclusively targeted wide education goals, including basic education (from early childhood to secondary education), adult literacy, and elimination of gender disparities.

A contrario, the Millennium, multisectoral goals deal with the main aspects of social life (reduction of extreme poverty, access to water, fight against the sexually transmitted diseases, etc.) and with education in so far as only universal primary education is concerned, and the reduction of gender disparities. So, regarding education, the Millennium goals are more restrictive than those of Dakar, but in no way contradictory. They only express the priority that is given to primary education (with the knowledge that the countries' initial conditions may be very different in this respect).

2. The credible plan and international financing

The Dakar forum was a major step in the reflection regarding action, in particular through the declaration of the international community according to which : "no country seriously committed to basic education (with a credible plan) will be thwarted in their achievement of this goal by a lack of resources." This formulation sparked off two kinds of questions :

I) What would be, in general and for a particular country, the elements to gather in order to elaborate a plan assessed as credible ?

II) How to determine the volume and nature of resources which would still be lacking for the plan to be actually implemented, once the national resources are sufficiently mobilised (knowing that the international aid committed itself to bridge the gap) ?

3. Partial estimates

Works have started at different levels to answer these questions but still with a number of limitations. Some works have put the emphasis on the financial dimension without really tackling the definition of the credible plan. Some others have adopted a global worldwide perspective whereas the initial conditions of countries are obviously extremely different. The work carried out by the World Bank at the request of the G8 is for sure the best, even though it is limited to countries with more than one million inhabitants and GDP per capita lower than US $900, and focuses on universal primary education.

4. Defining the goal of universal primary education (UPE)

Even though limited to primary education, the goal needs to be put into operational terms. Universal primary education is sometimes defined as the achievement of 100 % gross or net enrolment ratio. However, these classical indicators are not really suitable considering the frequency of repetitions and/or dropouts before the completion of primary education. Indeed, all empirical analyses are indicating that the constitution of a human capital will be favoured if each individual receives a strict minimum of six years of schooling of good quality. This duration will give her/him the opportunity to be permanently literate. It follows that the UPE relevant quantity indicator seems to be the access rate to grade 6 (corresponding to the primary completion rate for countries with 6 years of primary schooling) calculated as the ratio between the number of new entrants in grade 6 (to avoid double counts) and the number of children of the corresponding age in the country.

5. The goal of universal primary education in 2015 is a considerable challenge for many countries

5.1 The first dimension of the challenge is quantitative.

For 2000, the average gross enrolment ratio in Sub-Saharan Africa is estimated to 81 %, with variations from less than 40 % to more than 100 % between countries. From a global viewpoint, the figure could suggest that four fifths of the challenge were already done and that the point is now to complete the remaining 19 %.

In fact, if we compare this analysis with that of the access rate to grade 6, whose average value is 56 % for all African countries (about 20 % for those with the biggest delay), it turns out that hardly more than half way to go to achieve UPE in 2015 is covered. In the thirteen years to come, the work to carry out will be approximately as demanding as for the last forty years and enrol 180 million children in 2015 (1.8 times more than in 2000). This requires that the annual average growth of the access rate to grade 6 should be much higher than the one observed in most countries over the last ten years. Not to mention that for more than one quarter of those countries, the rate was in 2000 lower than what it was ten years before. This number implies that 1.5 million public teachers will be needed to train an average of 40 pupils each, whereas their current number is only 825,000.

Beyond the quantitative dimension, let us remind that the impact of education systems has often concerned the groups of population that could easily be enrolled (urban populations, boys) and the UPE stake is to include the currently excluded populations (that are often rural and poor, girls, disabled persons or orphans). For instance, in the eight countries for which breakdown estimates are available, the average access rate to grade 6 among rural girls is not higher than half the value of the national average of the same rate in those countries.

5.2 UPE challenge in 2015 also concerns what children will have learnt during their education. It is important that pupils' learning outcomes should attain a suitable standard in order to ensure the actual survival of pupils throughout primary level as well as the sustainability of literacy at adult age. Currently, at the global level, the available information suggests that African pupils' knowledge, if it is less significant than that of pupils in developed countries, is however not lower than that observed in low-income countries of the other regions of the world.

However, the MLA, SACMEQ, and PASEC[1] projects highlight important variations between countries. Thus, the improvement of the quality of the provided education services cannot be considered as an option and is even an urgent necessity for some of them.

[1] MLA: monitoring learning achievement, SACMEQ: Southern Africa consortium of monitoring educational quality, PASEC: Education Systems Analysis Programme within the Conference of Ministers of Education of countries using the French Language..

6. Removing obstacles to the achievement of UPE goal by 2015

6.1 The indications given previously reveal the magnitude of the task to achieve by the year 2015. Very substantial changes shall be introduced, because the status quo and continuation of the observed trends are not compatible with the formal commitments made by the countries from both the South and North.

6.2 In the comparative analysis of the education systems of low-income countries, the African ones show an extreme diversity in the financing and organisation of the different national education systems. In this respect, there are very variable structural parameters among African countries as shown below :

6.3 In addition to these considerable variations in primary education funding and in education service delivery, we also notice important variations in the obtained results. These variations can be observed on the access rate to grade 6 and on the level of pupils' learning outcomes. And yet, if there is any relation between the volume of public resources mobilised for primary education and the outcomes, the link is actually closer to a random picture.The comparison of geographically close countries does not conclude that those spending the most have the best results. Furthermore, countries mobilising comparable resources can have achievements varying from factor 1 to 3. That is to say, an adequate global volume of resources is indeed necessary, but the way it is used is also vital.

6.4 Among the world low-income countries (GDP lower than US $900, that is, 60 countries), some have or almost achieved UPE, whereas some others are very far away from it. The average structural parameters of those countries can be identified; and it can be observed that they are different from those of less efficient countries. Within the general diversity of the parameters value and structure, some configurations are then more efficient than others since they are associated to a better performance of the education systems. It can be noticed that this structure is indeed reasonable, regarding the value of each parameter[2], and balanced in their overall combination[3].

	Variation interval
Mobilisation of public resources	
Current spending on education as a % of public revenue	8 – 33 %
Current spending on primary education (6 years of schooling) as a % of total education current spending	35 – 66 %
Current spending on primary education (6 years of schooling) as a % of GDP	0.6 – 3.2 %
Education service delivery in primary education	
Pupil-teacher ratio	15 – 79
Teachers' average salary (as units of GDP per capita)	1.5 – 9.6
% of current spending other than teachers' salary	4 – 42 %
Proportion of repeaters in the number of enrolled pupils	0 – 34 %
Proportion of pupils in private schools	0 – 37 %

6.5 The average structure of the efficient countries' parameters enabled to build up what is known as the "indicative framework" for the universal primary education within the context of the "Fast Track initiative", supported by the G8 that is about to be implemented for a first group of countries. The indicative framework must be used as a reference and of course be interpreted and adapted to the specific context of each country. It is useful both for countries that want to implement a reasonable education policy towards the UPE goal by 2015 and for technical and financial partners that can support them in this undertaking as they committed themselves to.

6.6 The assessments of external financing needs meant to support the implementation of the initiative for African countries (GDP lower than US $900) is on average US $2.1 billion a year from now to 2015, considering a specific provision dedicated to taking charge of HIV/AIDS orphans whose number is expected to increase significantly in some countries for the 15 years to come.

7. Resources are important but the way they are to be used is more so

7.1 Implementing adequate education policies and ensuring the external financing for a long period (including the financing of operating expenses) are obviously

[2] For instance, the pupil-teacher ratio is neither 25 nor 70 but 40; teachers' salary does not either represent 1.5 times nor 8 times the GDP per capita but a value of 3.5; the proportion of repeaters is not 30 but 10%, ...

[3] It was observed that a parameter badly targeted in a country had inadequate consequences on the value of the others; for instance, a too high level of remuneration leads to large-sized classes and a scarcity of unearned incomes yet crucial for quality; similarly, too many repeaters lead to larger classes, lower learning quality, and more frequent early dropout.

essential bases and necessary conditions to achieve the UPE goal by 2015. However, these are not sufficient conditions. Issues regarding the implementation and transformation of mobilised resources into tangible education achievements in broad sense (completion of primary education and suitable learning outcomes for all children) cannot be evaded without any discussion. The subtle sector-wide analysis that have been carried out for few years in many countries in the region reveal that the quality of education systems' management has often to be improved. And yet, since the UPE goal will make the education systems increase enrolment more rapidly than the demographic growth, there is no doubt that success will fundamentally depend on significant progress as far as management is concerned.

7.2 One first aspect concerns the systems' ability to ensure an efficient and fair transfer of financial and human resources from the ministry down to the various schools in the national territory, meaning to the areas where they can actually have an impact. Indeed, there are often major shortcomings, for instance, inconsistent appointments of teachers between the different zones of the country (regions/provinces and/or urban/rural areas) and between the different schools of the country (this can require specific incentives regarding teachers' presence, including measures to enable teachers to get paid without having to leave their work). This improvement of local service also applies to ensuring everywhere a continuous schooling supply from grade 1 to 6 (possibly by resorting to multi-grade classes).

7.3 The availability of a complete education supply at a reasonable distance from all populations is of course necessary but does not warrant school success. Indeed, in some areas and for some populations, the formal existence of an education supply is not enough for all children to have actually access to school, attend it regularly and complete primary education. The reasons for that can be very different from a country to another and from a region to another within one country. The characteristics of the supply may be the cause (education schedule, contents of the training...) but the insufficient education demand as well (poor families, opportunity costs, orphan children). Thus, there should be direct actions on the demand (according to local modalities to be defined) to include a proportion of 20 to 25 % of the school-age population in a complete primary education.

7.4 Finally, the formal existence of an adequate education supply and children's regular school attendance may not be sufficient to achieve quality learning outcomes. Indeed, important shortcomings are observed in all African countries for which the analysis was carried out. Globally, there is no significant relationship between the resources mobilised per pupil in a school and the level of pupils' academic achievements (be they scores regarding standardized tests or achievements in the national exams). Furthermore, pupils with similar characteristics can have a low or high level of outcomes whereas they are enrolled at school with comparable means. These observations reveal obvious weaknesses in the pedagogical management. What matters at the end, is not the mobilised resources but what pupils learn. In this respect, progress shall be made.

7.5 Since resources will be highly increasing from today to 2015, it will be necessary, on the one hand, to take adequate measures to translate resources into tangible social achievements, and on the other hand, to implement monitoring and assessment tools dealing with the achievements so as to be sure that progress is actually made in the resources' use.

Introduction

"Human history becomes more and more a race between education and catastrophe"

H.G. WELLS (1920)

Anybody admits that education is a human development key factor. Because of its impact on demography, economic growth, social and political progress[4], education has established itself as one of the best poverty reduction levers, while at the individual level, it enables people to acquire essential knowledge in order to understand the complexity of the today's world and by so doing, live a better life.

Universal primary education, keystone of the goals of education for all

In 1990 in Jomtien, Thailand, the international community had committed itself to take up the huge challenge of giving primary education to all the children of the world by the year 2000. Ten years later, the UN leaders, national representatives, and development partners met at the World Education Forum in Dakar, Senegal, to assess the progress made since the Jomtien conference and admitted that the universalisation of primary education was far from being complete. So, 2015 was set as the new target date for achieving universal primary education.

Even though universal primary education is, strictly, speaking only one of the six Dakar goals, it significantly contributes to achieving at least four others. The approach clearly puts the emphasis on quality and universalisation of primary enrolment goals. It also goes without saying that enrolling all children involves enrolling all girls in particular, and thus achieving equity. Finally, complete primary education goes together with sustainable literacy.

Similarly, universal primary education promotes most of the other Millennium Development goals: maternal health improvement, infant mortality reduction or fight against HIV/AIDS[5]. Thus, it contributes to achieving the overall goal of poverty reduction.

At the macro-economic level, the studies reveal that the expansion of the primary level of education has the most beneficial effect on the economic development of low-income countries. In comparison with the other levels of education, the first level is also the most profitable in terms of individual returns to investment. If the African countries have to take up challenges at all levels of education, universal primary education must for sure be the priority for many of them.

These considerations enlighten as to the editorial choices of this document. First, the analytical approach is mainly that of primary education even though data regarding the other levels are included. Then, we found it both natural and interesting to extend the statistical diagnosis as far as a reflection on the education policies it may suggest. Finally, it would, for sure, have been a pity not to use this study covering 53 countries to initiate a comparative approach putting in prospect the chosen orientations and each

country's achievements. Those international comparisons say a lot on the specific constraints and rooms for manoeuvre of each system in terms of resource mobilisation and use in particular[6].

The composition of the document follows this line of thinking.

The first part deals with the descriptive diagnosis of the status and trends in terms of schooling achievements in the different African countries. All the levels of education and literacy are tackled, the emphasis being more particularly put on primary education. This part also presents the equity issues and the EFA African development index, composite progress measure towards the Dakar goals (primary education, gender parity, and literacy.) The UIS[7] ends this part by a contextualisation of the African situation in comparison with the other regions of the world.

The second part is devoted to the universal primary enrolment goal. It proposes axes of reflection and action, to be used by policy makers and managers of education systems, around the following elements:

- Mobilisation of domestic resources: which budgetary trade-offs between the different sectors, education levels, and in the combination of costs (pupil-teacher ratio, teachers' salary, other current spending...) ?
- Optimising the available resources: How are the mobilised resources used? How to use them more efficiently? Better knowledge of the low enrolment causes (access-survival, supply-demand), increase in internal efficiency (dropouts, repetitions) and improvement of the administrative and pedagogical management of the systems provide some elements of answer.
- Support of the financial partners: To what extent is the indicative framework of the "EFA 2015 Fast Track initiative"[8] a tool to assess the pertinence of the elaborated education policies, through the commitments it implies in terms of budgetary trade-offs, quality measures, and efficiency gains?

The third and last part of the document synthesises the indicators previously analysed through country profiles. It presents the characteristics of each African education system : the achievements, resource mobilisation, parameters of education service delivery, and simulations by 2015, under the hypothesis of the achievement of the universal primary education goal.

The data of this work come from several sources : UIS has provided most school data, except in the countries where more recent data were available from another source (World Bank, French Cooperation, or BREDA), data on HIV/AIDS are from UNAIDS, demographic data are provided by the United Nations Population Division, and financial data (of the macro economic or education sector) by the World Bank.

[4] Social and political progress covers as many notions as the improvement of the living conditions (health and nutrition), promotion of the status of women, establishment of democracy...

[5] The beneficial effects of girls' education on the living conditions is empirically proved: hygiene and food improvement, a better prevention of health problems and HIV/AIDS in particular...

[6] The calculations of indicators were made on the basis of six years of schooling to ensure data comparability, considering the difference between countries in the duration of primary education.

[7] UNESCO Institute for Statistics

[8] EFA 2015 Fast track initiative is a collegial translation of financial partners' commitment made in Dakar that no country with a credible plan would be impeded in its implementation because of financial difficulties.

1 Status

The first part proposes the status regarding the various levels of education, without skipping over, whenever possible, the trends that have been observed through time. However, the focus is on primary education considering its importance in the human and economic development and that of societies. The other levels, literacy status and equity issues will also be dealt with in this part.

1.1 Primary Education

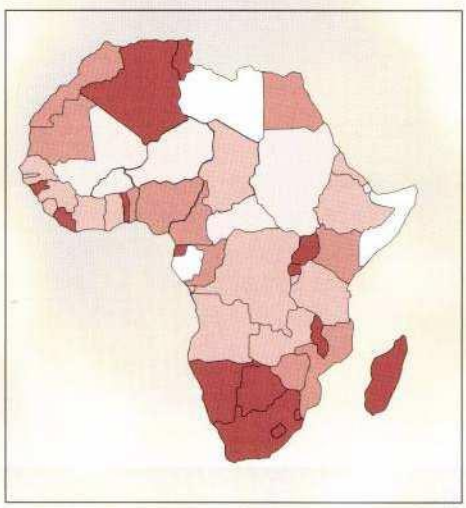
1.1.1 The situation analysis

• Gross enrolment ratio

The first way of measuring the level of primary schooling is to calculate the enrolment ratios of the countries and/or groups of countries. The Gross Enrolment Ratio (GER) is calculated by relating the number of pupils enrolled in the primary cycle to the total number of children belonging to the age group meant for the cycle[9]. The value of this indicator may be higher than 100%, since some pupils may be enrolled in the primary cycle whereas their age is superior to the theoretical age of the cycle. A country whose GER is higher than 100% has, at the national scale, the necessary reception capacity for all the children at the age of going to school. However, this does not mean that universal primary enrolment is complete, because of late admissions to the education system and double count of the repeaters in this indicator[10].

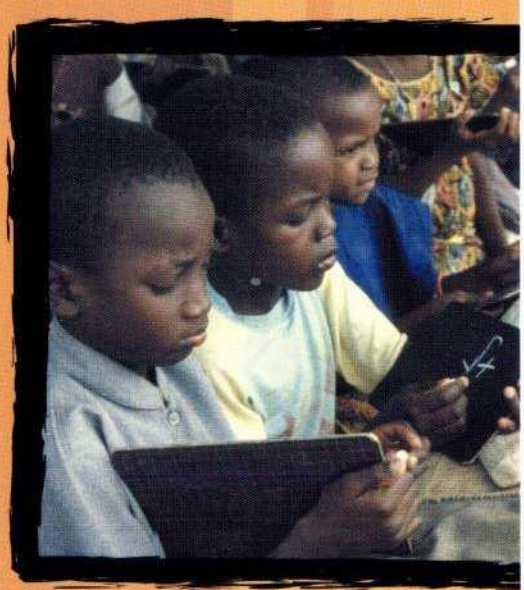
Though imperfect, the GER clearly reveals, when calculated for the great regions of the world, that Africa is lagging far behind the rest of the world (31.2% in Sub-Saharan Africa compared to 100.6 % on average in developing countries[11]). These average figures hide important disparities among African countries, illustrated on the **map 1.1**[12].

Map 1.1 : *Primary education gross enrolment ratio, 2000 or close*



> 100 %
80% - 100%
60% - 80%
< 60 %
Not available

Source: UIS



[9] For instance, 6-11 years in many African countries, for any further details on the calculations of the indicators refer to part 3.1.

[10] The repeaters are counted twice (two consecutive school years) for one validated year of schooling.

[11] Regional aggregated values are given by UIS in part 1.5

[12] The values of each country are indicated in the appendix 6 and in the country profiles of the part 3.1. This is also the case for the following maps.

- **Access rate to grade 6: differences between countries:**

To measure the progress towards universal primary enrolment (as both objectives of Dakar and of the Millennium[13]), the GER unfortunately presents drawbacks : it is not only an average value that does not give any information on the completion of the cycle by the pupils but it has also the major disadvantage of increasing with the repetition rate.
So, it cannot be taken as a good progress measure towards universal primary enrolment, since it overestimates the actual school coverage[14].
The access rate to grade 6, which corresponds for many African countries to the primary completion rate (among 100 children, how many complete the primary cycle?) seems much more appropriate to measure the progress level towards universal primary enrolment:

√ First, it corresponds better to the goals of Dakar and of the Millennium: "all the children must access and complete a quality primary level.

√ Furthermore, it better corresponds to goals targeted by the development of the human capital. The surveys regarding this issue reveal that most people who completed less than six school years remain illiterate for the rest of their lives.

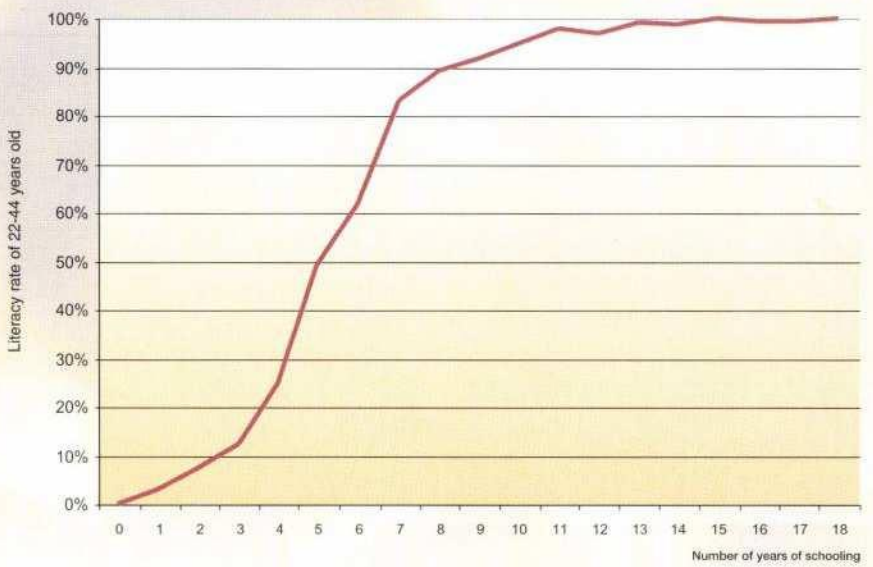
Graph 1.1 shows the Central African Republic example, where only 25% of children who attended four school years are literate today. There are similar curves in the other countries where this survey was carried out.

The access rate to grade 6 was chosen in this document as the progress indicator towards universal primary enrolment considering its important relationship with both the international objective set in Dakar and the production of sustainable literate, and so the production of human capital.

Even if six years of education do not correspond to the duration of primary cycle in some countries, this indicator has been used for all countries in order to fairly compare them[15].

A comparison between the GER and the access rate to grade 6 turns out that the situations are extremely variable from one country to another. The countries with the best GER do not necessarily have the best access rate to grade 6. Considering the dropouts and repetitions, the countries that count the biggest proportion of children in primary education have not systematically the biggest proportion of children who achieve primary level. Thus in 2000/2001 in Benin, even though the GER is relatively high (89%), more than 6 out of 10 Beninese children do not reach grade 6 (the access rate to grade 6 is 39%),

Graph 1.1 : *Literacy rate (22-44 years old) in Central African Republic according to the level of education attained*



Source : MICS 2000 Survey data

[13] Refer to the appendix 9 for the list of the objectives.

[14] The Net Enrolment Ratio (NER), that measures the share of the theoretical age group population enrolled in primary schools, presents the drawback to underestimate the actual enrolment. Indeed, it does not take into account over-age pupils (which often represent a significant share of them, given the late entries in school).

[15] However, for the countries where primary education takes five years (Egypt, Equatorial Guinea, Eritrea, Madagascar, Mozambique), the access rate to grade 6 (corresponding to the access rate to the first year of secondary education) is replaced by the access rate to grade 5 because the transition between the primary and secondary cycles would be too unfavourable to these countries in a comparative approach.

either because they do not enter primary school or because they give up before the end of the cycle.

- Heterogeneous status regarding UPE

Map 1.2 indicates the existing disparities in the African continent regarding the progress towards universal primary education. It gathers the countries according to their access rate to grade 6.

The map divides the countries into three categories :

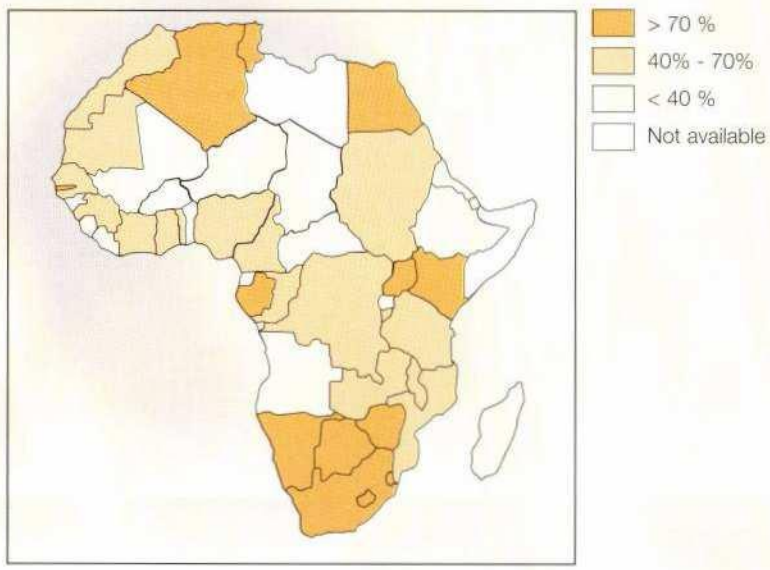
√ First, the countries with a high access rate to grade 6 (more than 70 %) should not find it difficult to see to it that all children reach at least the sixth grade by 2015, if this is not already or almost the case (as for Seychelles, Mauritius or Botswana for instance). It is worth mentioning that this group is mainly composed of Anglophone countries.

√ Secondly, an "intermediary" category groups countries whose access rate to grade 6 is between 40% and 70%. Those countries will have to take up a variety of challenges in order to see to it that all children have the opportunity to reach at least grade 6. In Nigeria (64%), Tanzania (64%), and Zambia (67%), the challenge to take up is quite moderate; however, in Côte d'Ivoire (46%) or Guinea (43%) a lot has to be done in order to improve both the access to primary education (children must first enter school before they can, in any way, reach grade 6) and survival during the cycle.

√ The last category gathers countries with the lowest access rates to grade 6 in the continent. This category includes the countries with the lowest GER (Niger and Djibouti for instance), but also countries with better GER that find it difficult to keep children at school until the end of primary education.

So, it turns out that many African countries have a huge challenge to take up ; some nations must achieve by 2015, what they have not been able to do since they became independent (for forty years).

Map 1.2 : *Access rate to grade 6, 2000 or close*



Source: computations from UIS raw data and United Nations Population Division data

1.1.2 The current trends

Studying the last decade trends complements the analysis of the current status. Indeed, the worse the observed past trend is, the more difficult it will be for a country to achieve UPE.

Table 1.1 presents the average annual progress of the access rate to grade 6 for the 45 countries whose data at the beginning and end of the decade are available. Once again, there is a variety of situations in the African continent. This progress varies from –1.8 percentage points (Cameroon) to +3.8 percentage points a year (Uganda).

During the past decade, some countries have achieved or almost achieved universal primary education. Those countries are Botswana, Mauritius, and to a lesser extent South Africa. Nevertheless, most countries have a serious delay as regards the evolution of the access rate to grade 6. Whether they have stagnated, made a step backwards or insufficiently progressed, these countries shall, for sure, carry out pertinent reforms concerning their education policies in order to accelerate the education trend (even reverse the trend in the case of deteriorating results) and by so doing, offer six completed years of schooling to every child.

Table 1.1 : *Access rate to grade 6 within the decade 1990-2000*

	Access rate to grade 6 Beginning of the decade (%)	Access rate to grade 6 End of the decade (%)	Annual average change (in percentage points)
Algeria	82	91	+1.1
Benin	23	39	+1.6
Botswana	100	98	-0.2
Burkina Faso	19	27	0.8
Burundi	46	43	-0.4
Cameroon	57	43	-1.8
Cape Verde	55	92	+3.7
Central African Rep.	28	19	-1.0
Chad	19	24	+0.6
Comoros	35	39	+0.5
Congo	61	44	-1.9
Côte d'Ivoire	48	46	-0.2
Dem. Rep. of Congo	47	40	-0.8
Djibouti	32	37	+0.5
Egypt	77	89	+1.7
Eritrea	19	35	+2.0
Ethiopia	22	25	+0.3
Gabon	71	80	+2.3
Gambia	40	70	+3.3
Ghana	63	64	+0.1
Guinea	16	43	+2.7
Guinea-Bissau	16	31	+1.4
Kenya	86	74	-1.3
Lesotho	72	71	-0.1
Madagascar	34	27	-0.9
Malawi	32	64	+4.0
Mali	11	23	+1.7
Mauritania	34	46	+1.5
Mauritius	97	97	+0.0
Morocco	47	56	+1.1
Mozambique	30	42	+1.1
Namibia	70	90	+2.9
Niger	18	19	+0.1
Nigeria	72	67	-0.6
Rwanda	45	46	+0.1
Senegal	42	49	+0.8
South Africa	89	94	+0.6
Sudan	45	46	+0.1
Swaziland	75	92	+1.9
Togo	40	65	+2.8
Tunisia	75	91	+2.0
Uganda	48	82	+3.8
U. R. of Tanzania	52	65	+1.2
Zambia	86	67	-1.7
Zimbabwe	100	91	-0.9

Source : computations from UIS raw data and United Nations Population Division data

For the countries whose access rate to grade 6 has increased, it is possible to simulate the time that will be necessary to achieve universal primary education if the future progress is to be constant and equal to that of the past decade. Let us point out that this is not desirable for many countries since universal primary education would then be attained many years after 2015. Such an exercise reveals that the enrolment trends observed in the nineties will, in most countries, be insufficient to warrant a place at primary school for each African child by the year 2015. Even Guinea, which has increased its access rate to grade 6 by 2.5 points per year on average during the last decade, would only achieve the goal in 2021 if it manages to maintain its current progress rate.

If the current trends were maintained, only 15 out of the 45 countries whose data are available would achieve universal primary education by 2015.

1.2 The other levels and literacy

This part briefly describes the status and trends of pre-primary, secondary, and higher education during the past decade in African countries. It will also describes the trends of the literacy rates.

1.2.1 Pre-primary education

The meaning of the pre-primary enrolment rates varies from one country to another. There is sometimes no clear-cut division between day nursery and school programmes. However, the average rates per group of countries, that are less sensitive to the hazards due to the differences in the contents of the programmes, give us some information :

In Sub-Saharan Africa, about 1 out of 10 children is involved in pre-primary education. This level of education is twice more developed in East and Southern Africa than in Central and West Africa. The average gross enrolment ratios are respectively 14.3% and 7.4%.

This level of education is the one with the less pronounced disparities between girls and boys. In Sub-Saharan Africa, there are on average 96 pre-schoolgirls for 100 pre-schoolboys. In Southern and East Africa, girls have on average more access to pre-primary education than boys.

1.2.2 Secondary education

The average gross enrolment ratio in secondary education is quite low in Sub-Saharan Africa. With 26.2 % in 1999/2000, Sub-Saharan Africa stands at the last rank of developing regions.

There are important disparities in the secondary gross enrolment ratio in Africa. The gross enrolment ratio varies from 5% in Ethiopia to 107.3% in Mauritius.

Table 1.2 : *Pre-primary education gross enrolment ratio and gender parity index by region, 1998/99*

	Gross Enrolment Ratio			Parity Index
	MF	M	F	(F/M)
Sub-Saharan Africa	10.6	10.8	10.4	0.96
Central and West Africa	7.4	8.1	6.7	0.83
East and Southern Africa	14.3	13.9	14.6	1.05

Source : UIS

Table 1.3 : *Secondary education gross enrolment ratio in the developing regions, 1999/2000*

Region	MF	M	F
Sub-Saharan Africa	24.3	26.4	22.4
Arab States	60.3	62.6	57.7
Latin America and The Caribbean	82.5	79.5	85.9
East Asia and The Pacific	64.9	66.9	62.9
South Asia	51.9	58.8	44.3

Source : UIS

Only seven countries have a GER higher than 50%. They are mainly located in Southern and North Africa.

During the last ten years, the secondary level enrolment evolved differently according to the countries. The enrolment ratio decreased in three countries (Zimbabwe, Niger, and Ethiopia). It increased more or less significantly in most of the other countries for which data are available. **Graph 1.2** details this ratio trends by country.

Disparities still exist between the sexes despite the efforts made to give the same education to boys and girls. There are more schoolboys than schoolgirls in 23 out of 30 countries for which data are available by gender. The most pronounced disparity is recorded in Chad where access to secondary education covers only 23 girls for 100 boys. The opposite situation prevails in the other 7 countries. That is the case of Lesotho or Djibouti[16] .

1.2.3 Higher education

Regarding higher education, the gross enrolment ratios[17] are also, on average, lower in Sub-Saharan Africa (3.9% is the average rate) than in the other developing regions (19.4% in Latin America, 14.9% in the Arab States, 10.8% in East Asia, and 7.2% in South Asia.)

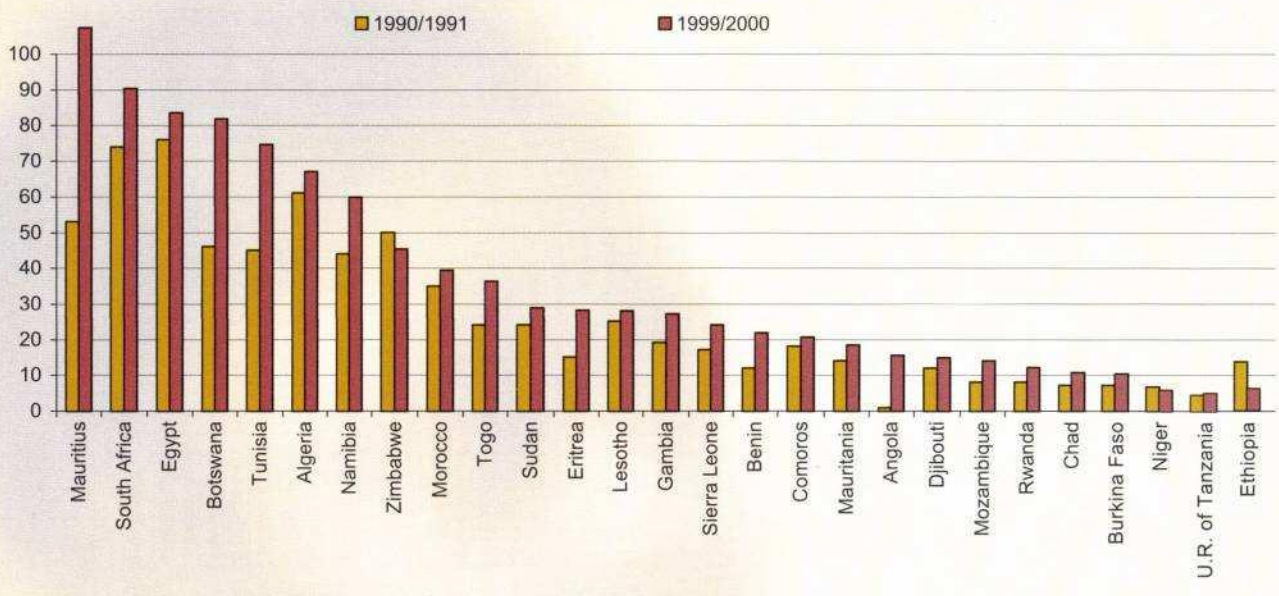
In Africa, the GER of higher education varies from 0.4% in Djibouti to 19.3% in Tunisia.

The GER of higher education evolved differently according to the countries. For instance, it decreased in Morocco and Zimbabwe and increased in some others.

[16] The data by country are presented in appendix 6

[17] For higher education, according to UNESCO standards, duration of five years starting from the end of secondary education was used to determine the age-group reference population.

Graph 1.2 : *Secondary education gross enrolment ratio, 1990/1991 and 1999/2000*



Source : UIS

Graph 1.3 synthesises the GER's status and trends through the decade in the countries whose data are available.

1.2.4 Literacy

In 1990, 5 out of 10 African persons over 15 years old could read and write in some language or other. It clearly turns out that the results are still very insufficient in spite of all the combined efforts made by governments, international community, and NGOs to increase this number. It is still reported that only 60% of adults were literate in Africa in 2000. This rate ranks Africa among the regions with the lowest average literacy rate.

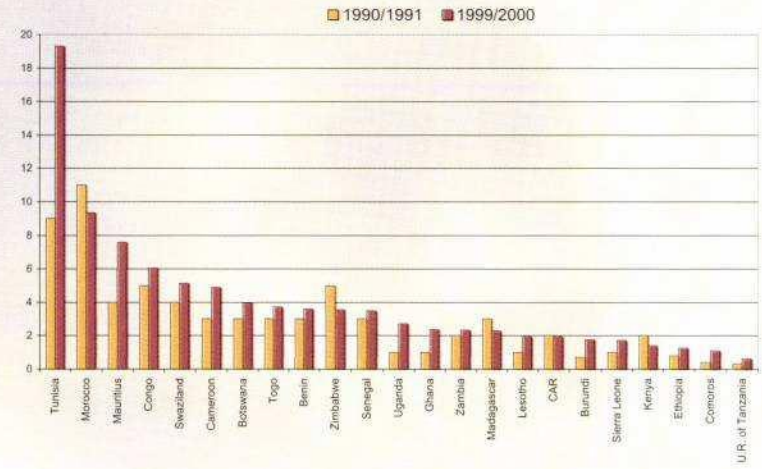
This average hides strong disparities existing between countries, and between men and women within the countries.

Graph 1.4 presents the trends of the literacy rate between 1990 and 2000.

The regional disparities are striking : illiteracy is most pronounced in West Africa. Except for Ghana, Liberia, Nigeria, and Togo whose adult literacy percentage was higher than 50% in 2000, the rate is lower than 40% in the countries of the sub-region. The situation is very alarming in Niger and Burkina Faso where it is estimated that about 2 out of 10 persons are literate (the situation is better in Southern Africa: on average, 77% of the population is literate).

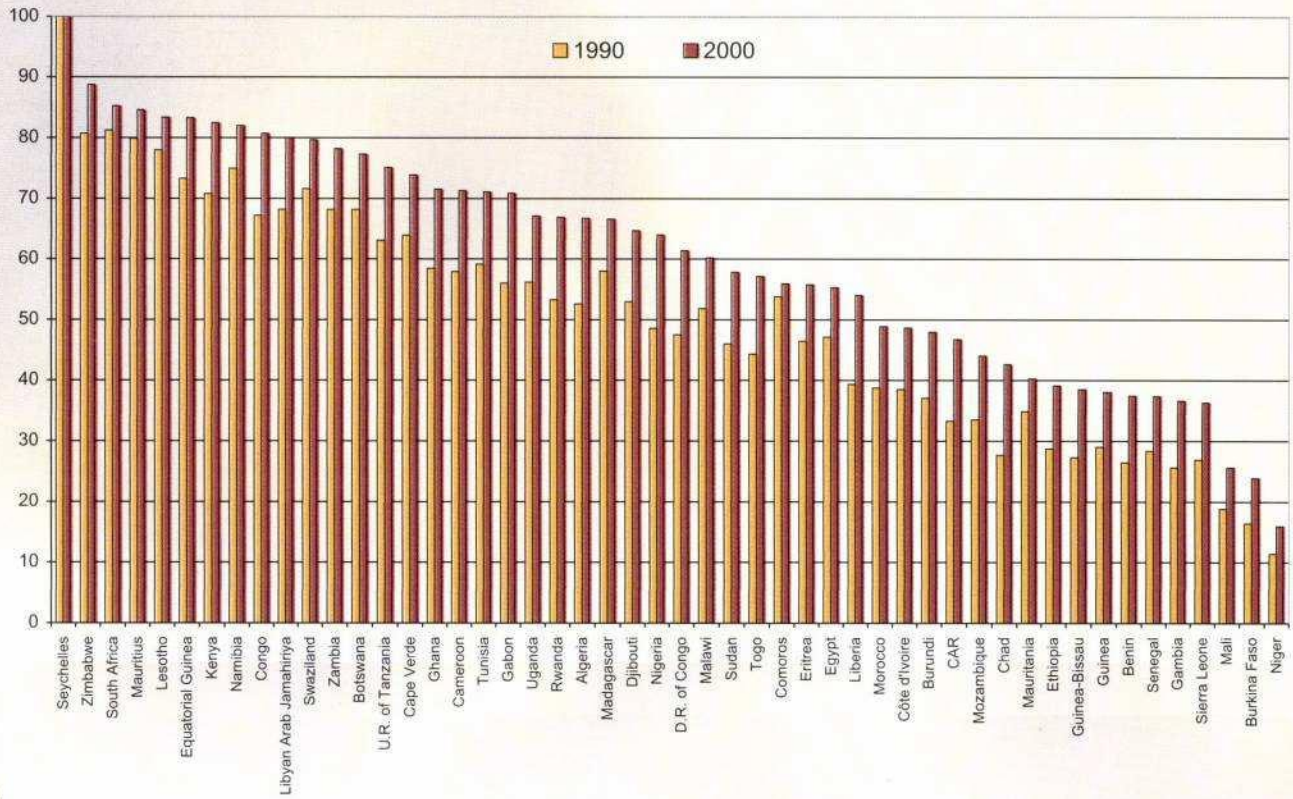
It is also worth mentioning the important disparities existing between men and women within Subsaharan countries. Illiteracy is higher among women. In 1990, the average female literacy rate was 39.5% against 59.3% for men. In

Graph 1.3 : *Higher education gross enrolment ratio, 1990/1991 and 1999/2000*



Source : UIS

Graph 1.4 : *Estimated adult (15 years old and over) literacy rate, 1990 and 2000*



Source : UIS

2000, it was 52.0% for women and 68.8% for men.

Appendix 7 presents the literacy rates by gender for 1990 and 2000 in the African countries.

1.3 Equity in education systems

The enrolment figures that are previously studied give a global image of the system but do not give any information on the disparities that may exist in it; meaning, it does not say if there is equity in the system or not. And yet, it is necessary to know exactly the situations in which there is no equity today in order to give all children equal opportunities to go to school tomorrow.

Two complementary approaches can be planned to deal with the systems' equity issues.

The first approach to the analysis consists in examining the people's schooling indicators according to some of their characteristics (gender, geographical region, family level of income); in this context, education is seen as a generally desirable good whose value is however not specified. The second approach to the analysis is based on the idea that education has an economic value and the distribution of that value between the different groups of population can be used as the basis to measure the system's equity degree. So, it consists in studying the distribution of the education unit costs in the system's different levels according to the schooling pyramid.

1.3.1 The distributive dimension

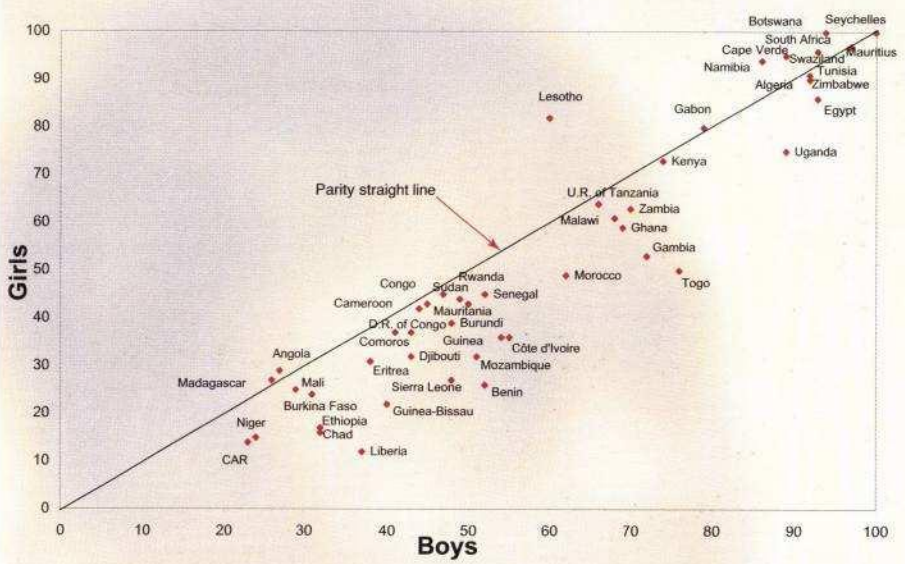
The distributive dimension of equity can be pointed out by means of several indicators whose values may be compared on the different subgroups of the population (boys/girls, urban/rural etc.). The enrolment study on different subgroups enables to improve the education policy and to better target the categories of the population for which the efforts to be made are the most important.

- Girls/Boys equity

Graph 1.5 presents the access rate to grade 6 among girls (vertical axis) and among boys (horizontal axis). A country, whose female access rate to grade 6 equals to that of boys, is located on the parity straight line. It can be seen that many African countries are far from such a situation. The access rate to grade 6 is

generally higher for boys than for girls (the concerned countries are those under the straight line); the gaps are significant among those countries. In Benin, for instance, where the overall access rate to grade 6 is 39%, 52% of boys get to the end of primary education against only 26% of girls.

Graph 1.5: Access rate to grade 6 by gender, 2000 or close



Source : computations from UIS raw data and United Nations Population Division data

Let us also mention that there is a significant difference between the English and French-speaking countries, as indicated by **table 1.4**. In the Anglophone countries, there are on average 93 schoolgirls for 100 schoolboys, whereas in the Francophone countries the ratio is 80 schoolgirls for 100 schoolboys.

- Urban/rural equity

The distributive aspect can also be studied on other variables than gender. The enrolment can, for instance, be analysed according to the dwelling area (urban/rural).

Moreover, these factors can be crossed, as it is the case in **table 1.5** which presents the disparities both according to gender and dwelling area in some African countries. The disparities vary a lot from one country to another. As far as education is concerned – considering both gender and dwelling area - Niger or Burkina Faso turn out to be more inequitable than Mauritania or Togo.

- Equity from the family income point of view

The equity issues can also be dealt with by taking into account the families' level of income. On the following example (**table 1.6**) given by the Togo Country Status Report, the access opportunities to primary school are limited for the poorest families. For this group, the Apparent Intake Rate (AIR)[19] is only 55.5% but as high as 89.9%, on average, for the groups with higher incomes.

When made from a distributive point of view, the equity study offers a global vision of the enrolment disparities that can exist in a country. Nevertheless, this approach considers individuals' enrolment as a good without any monetary compensation. It is worth completing this analysis with a structural approach in which schooling corresponds to the appropriation of a public good by individuals.

Table 1.4 : *Gender parity index on GER by country-group, 2000 or close*

	GER gender parity index (GER female /GER male)
African countries	0.86
Francophone countries	0.80
Anglophone countries	0.93
Other countries	0.82

Source: computations from UIS data

Table 1.5 : *Access rate to grade 6 for some countries, total, rural and rural girls, 2000 or close*

	Access rate to grade 6		
Countries	Total	Rural girls	Rural
Niger	19	12	7
Burkina Faso	27	16	10
Guinea	43	37	25
Benin	39	27	14
Mauritania	46	42	38
Mozambique	42	21	14
Madagascar	27	12	11
Togo	65	57	46
Average of these countries	39	28	21

Source : Country Status Reports (CSR[18]) of the different countries

Table 1.6 : *Access rate to grade 1 (Apparent Intake Rate) according to the quintile of family income in Togo, 2000*

Income quintile	The poorest 20%	2nd quintile	3rd quintile	4th quintile	The richest 20%
Access rate to grade 1 (%)	55.5	90.5	84.6	90.2	89.9

Source: CSR Togo

[18] The CSR is a sector-wide analysis developed by the World Bank and jointly carried out in many African countries by national teams, the World Bank and the French Cooperation.

[19] The calculation of this indicator is presented in part 3.1.

1.3.2 The structural dimension

Through their enrolment, people receive part of the public resources so much so that the unequal distribution of enrolment at the different education levels along with the unit cost differentiation between those levels creates a more or less egalitarian structural framework. In order to assess the appropriation level of the education public resources according to the schooling final level of individuals, we can compare :

√ The distribution of final levels of schooling (no education, primary cycle, secondary cycle etc.),

with

√ The allocation of education resources among higher levels

It is thus possible to have an idea of the education resources that are used by individuals according to their training final level, considering that those who have never been to primary school have used no public education resources. Those who have completed primary school have benefited from a part of the resources allocated to primary education[20]; those who have completed secondary school have appropriated part of the public resources meant for both secondary and primary education.

The higher education graduates are, of course, those who used the maximum public resources.

In this respect, an indicator of the concentration of education public resources can be the percentage of resources used by the 10% of a cohort who have attained the highest education level. This indicator is reported in appendix 3 for the 27 countries whose data are available.

African countries are globally less equitable than the countries with similar income located out of the continent. Outside Africa, 10% of children of a cohort who have attained the highest enrolment level have on average used 31% of the public education resources. In Africa, those 10% have benefited from more than 50% of the resources. Even within the continent, there is an important variety of situations. The concentration levels of the resources are less important in the Anglophone countries than in the Francophone ones (respectively 52 % and 57 % of education resources are accumulated by the most educated 10% of the cohort). For example, the distribution of public resources is very concentrated in Niger or Chad (respectively 80% and 73%).

There is an important correlation between access rate to grade 6 and disparity index regarding the allocation of education resources. The improvement of the school enrolment seems to enable the disparity reduction, not only as regards the enrolment distribution (the more enrolment develops, the more the disadvantaged social groups enjoy it), but also as regards the allocation of education public resources.

1.4 The EFA African development index

Among the six goals validated by the international community during the Dakar conference[21], three of them have no internationally comparable indicators (pre-primary, lifelong learning and quality). But the other three can be measured and compared from one country to another without any difficulty. As already mentioned, universal primary education can be assessed through the access rate to grade 6. Gender parity can be measured thanks to the gender parity index (GPI) that reports the female gross enrolment ratio to the male one. The literacy rates are estimated by the UNESCO Institute for Statistics for almost all the countries in the world.

It is then possible to build a composite index meant to compare African countries and measure their trend through time as regards the progress towards the EFA goals, on the basis of the three indicators relating to the goals whose internationally comparable measure is available (access rate to grade 6, gender parity index on the gross enrolment ratio and literacy rate of 15 years and more aged people). The calculation method of the index is presented in **box 1.1.**

[20] For instance, if the primary cycle consists of six years, and if the primary enrolment unit cost is worth US$100 (per pupil and per year), then a child who has stopped his studies at the end of the primary cycle will have enjoyed the following part of public resources: $100x6 = $600.

[21] The six Dakar goals are: universal primary education, gender parity, quality of education, literacy, pre-primary education, and lifelong learning. They are presented in details in appendix 9.

BOX

Box 1.1 : *How to calculate the EFA African development index?*

Methodologically, the EFA African development index is built in the same way as the Human Development Index of the United Nations Development Program (UNDP), the difference being that in the EFA African development index case, all the components are education indicators relating to goals whose internationally comparable measure is available.

For each of the three X components of the EFA Index, a relative Y measure is calculated as follows:

$$Y = (Xcountry - Xmin) / (Xmax - Xmin)$$

Xmin and Xmax respectively represent the minimum and maximum value of the considered component in Africa*. Xcountry takes the value of the studied country.

For the year 2000, the minimum and maximum values selected for each component are the following:

- Access rate to grade 6: 19% (Niger, Central African Republic) and 100% (Seychelles)
- Gender parity index on GER: 50% (Central African Republic) and 100% (numerous countries, see further explanation)
- Literacy rate of 15 years and more aged people: 15.9% (Niger) and 100% (Seychelles)

For instance, if a country's access rate to grade 6 is 50, the relative value will be equal to :(50 – 19) / (100 – 19) = 0.38

Concerning the gender parity index, to take into account the beneficial effects of an over-enrolment of girls on human development, all countries with a GPI higher than 100% are considered to have achieved the Dakar goal. Thus they take the value 100, that is the maximum selected value.

The EFA African development index is then calculated by computing the average of the three relative values and multiplying the result by 100.

EFA African development index = average (Y1, Y2, Y3) x 100

With Y1 = relative value of the access rate to grade 6
Y2 = relative value of the GPI (female GER / male GER)
Y3 = relative value of the literacy rate of 15 years and more aged people.

Let us illustrate the construction of the composite index on the example of a country, Senegal :

Access rate to grade 6	GER gender parity index	Literacy rate of 15 years and more aged people
49.0	86.6	37.3

The relative value of the access rate to grade 6 is (49 – 19) / (100 – 19) = 0.370
The relative value of the gender parity index is (86.6 – 50.0) / (100 – 50) = 0.732
The relative value of the literacy rate = (37.3 – 15.9) / (100 – 15.9) = 0.254

So, the Senegalese EFA development index is :

100 x (0.370 + 0.732 + 0.254)/3 = **45.2**

* The fact that the minimum and maximum values may vary through time is indeed a disadvantage for the comparability of the index through time, but this choice is for sure better than determining invariable minimum and maximum values in relation to time since there is a high probability that one or several countries may, in the years to come, move out of the targeted min-max range.

For the year 2000 (or latest year available), the index varies from 12.2 (Central African Republic) to 100 (Seychelles) in the 48 countries that have enough data. The average throughout the countries is equal to 56.1. The differences between the Anglophone countries and the others are quite striking. In Anglophone countries, the average was as high as 70.8 at the end of the decade, whereas it was only 46.5 in the Portuguese-speaking countries and 44.9 in the Francophone countries.

The EFA African index has on average favourably evolved during the last decade. The average of the African countries has increased by 5 points (+5 points on average in the Francophone countries, +3 points in the Anglophone countries, and +9 points in the Portuguese-speaking countries.)

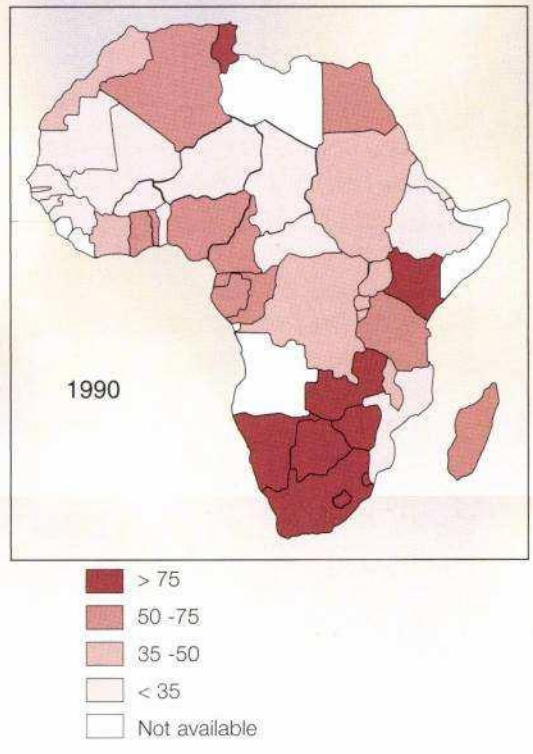
However, these global results hide important disparities existing between countries, which **maps 1.3** and **1.4** show. It can in particular be seen that the highest values of the EFA development index appear at the end of the decade in Southern Africa. Many French-speaking countries, mainly in West Africa and the Sahel still have very low indexes. The figures of each country are indicated in appendix 2.

Table 1.7 : *EFA African development index, 1990 and 2000*

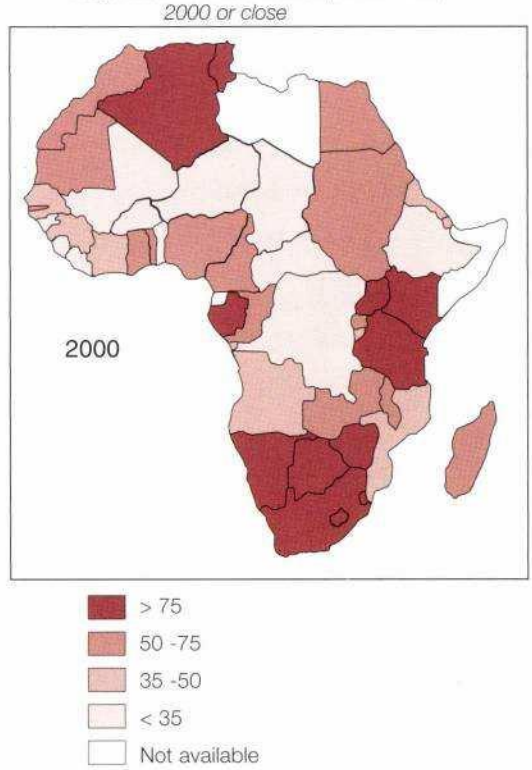
	1990	2000
Minimum	9.1	12.2
Maximum	100.0	100.0
African countries	51.5	56.1
Francophone countries	39.7	44.9
Anglophone countries	68.1	70.8
Portuguese-speaking countries[22]	37.8	46.5

Source: computations from UIS data and the United Nations Division for Population data.

Map 1.3 : *EFA African development index, 1990 or close*



Map 1.4 : *EFA African development index, 2000 or close*



Source : computations from UIS raw data and United Nations Population Division data

[22] Considering the fact that no data is available for some countries in 1990, this average takes into account only three countries (Mozambique, Guinea-Bissau, Cape Verde). In 2000, Angola is added to these countries.

1.5 Africa in the Global EFA Context – some observations from UNESCO Institute for Statistics

Africa has been commonly identified as the region of the world which requires most progress to achieve the majority of the Education For All goals. This situation, which can seem discouraging, has the advantages that it draws world attention to Africa's development needs, and helps to attract aid as has been seen in 2002 through the introduction of the World Bank's fast track initiative.

UNESCO Institute for Statistics (UIS) is in charge of the EFA monitoring process. Indeed, the Institute collected the 1999/2000 school data presented in this document and in the 2002 global EFA monitoring report. The section therefore emphasizes regional data and an overview of Africa's status in relation to the commonly collected EFA indicators.

• Early Childhood

As far as early childhood care is concerned, African countries have a very complex picture. Early childhood care policy is not systematically developed in the majority of countries, and traditional childcare patterns are very strong.

Statistics collected for African countries show great variability both concerning differences between one country and another, and between one year and another for the same country. While statistics collected by UIS may include most formal public provision, data on private provision is not often available. However much provision, especially in Africa, are based on informal arrangements including communal and family childcare. Informal childcare is less likely to have an explicitly educational character, meaning that it may be less likely to prepare children for formal schooling.

The small numbers of countries reporting consistent early childhood data make it impossible to provide 1999/2000 regional estimates for most of the world including Africa.

• UPE and gender differences

It is immediately apparent from **table 1.8** that Sub-Saharan Africa had the lowest enrolment rate, both gross enrolment (including over age pupils) and net enrolment (the proportion of the official school age population who are enrolled) in 1999/2000. Whereas Sub-Saharan Africa was 19 percentage points below the global average for gross enrolment, it was 26 percentage points below in terms of net enrolment. Only the Latin America and Caribbean region had a larger difference between gross and net enrolment (30% as opposed to 24%). This suggests that Sub-Saharan Africa has large problems in the education of children who are older than the official school age.

Gross enrolment is usually considered as a measure of the capacity of an educational system to include all children of official school age, and by implication, the degree to which over age children may be taking up such places. Net enrolment on the other hand indicates the degree to which there is a regular primary cycle in which the majority of school-age children receive primary education. Whereas gross enrolment suggests the degree to

Table 1.8 : *Primary education gross and net enrolment ratio by region[23] (%), 1999/2000*

	School age population	GER				NER			
	1999/00	MF	M	F	GPI	MF	M	F	GPI
Arab States and North Africa	**38.479**	**91.1**	**97.0**	**85.0**	**0.88**	**78.9**	**83.0**	**74.7**	**0.90**
Central and Eastern Europe	25.5900	94.4	96.1	92.6	0.96	86.6	87.8	85.3	0.97
Central Asia	6.939	88.5	89.0	88.0	0.99	69.4	69.6	69.1	0.99
East Asia /and Pacific	213.390	105.7	105.5	105.9	1.00	92.9	92.5	93.3	1.01
Latin America and The Caribbean	56.965	126.0	127.5	124.5	0.98	96.1	96.5	95.8	0.99
North America and Western Europe	51.555	102.1	102.7	101.6	0.99	96.4	96.4	96.4	1.00
South and West Asia	188.069	99.2	107.8	90.0	0.84	78.8	85.9	71.3	0.83
Sub Saharan Africa	**98.408**	**81.2**	**86.0**	**76.3**	**0.89**	**56.9**	**59.1**	**54.7**	**0.93**
World	680.494	100.3	104.0	96.5	0.93	83.0	85.6	80.3	0.94

Source: UIS Education Database, UNPD Population Estimates

[23] Composition of regions are presented in appendix 8
[24] GPI : gender parity index (F / M)

which a system has to educate children beyond the official school age, net enrolment suggests the degree to which a school system is running effectively with the official age group. Both enrolment rates are vital to the understanding of how national education systems function. Net enrolment approaching 100 % is still identified by UNESCO as the main goal of universal primary education.

As far as gender parity is concerned, Africa still has some way to go to achieve gender equality in primary education. In Sub-Saharan Africa, the girls' gross enrolment ratio lagged that of boys by some 10 percentage points. The regional gender parity index calculated considering the gross enrolment ratio is 4 percentage points below the world average for 1999/2000. Considering the NER, Sub-Saharan Africa train almost as many girls of school age as boys (hardly more than the half of the total school age population) with a parity index of 0.93. The regional girls' NER was however some 25 percentage points below the world average in 1999/2000.

Existing EFA indicators for universal primary education and gender differences are useful for a quantitative analysis of enrolment. There is increasing demand for indicators of the quality and content of primary education as well as its impact on gender differences. This has led to debate on 'completion' indicators which UIS is taking forward with the World Bank.

Table 1.9 represents the percentage of pupils who repeated the relevant year of primary education in 1999/2000. In Sub-Saharan Africa this rate is close to one fifth of all the children enrolled. The average repetition rate of other regions for which the calculation is possible, is between 10% and 50% of the Sub-Saharan Africa one. Furthermore, the repetition rates in the upper grades tend to reduce in all the regions but in Africa. Finally, in Sub-Saharan Africa, there is no clear difference by gender, whereas in other regions repetition amongst girls was generally lower than that amongst boys.

Table 1.9: *Repetition rate by grade in primary education (%), regional averages 1999/2000*

	Grade 1			Grade 2			Grade 3			Grade 4			Grade 5			Grade 6		
	MF	M	F	MF	M	F	MF	M	F	MF	M	F	MF	M	F	MF	M	F
Arab States and North Africa	**7.1**	**7.6**	**6.7**	**9.1**	**8.6**	**7.7**	**8.4**	**8.7**	**7.1**	**8.5**	**9.6**	**6.4**	**8.8**	**9.3**	**7.1**	**6.0**	**7.7**	**3.8**
Central and Eastern Europe	1.9	2.7	1.8	1.5	1.9	1.3	1.3	1.5	1.1	1.5	1.7	1.3	...	...	...	...	...	...
Central Asia	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
East Asia and Pacific	8.3	9.4	9.9	3.7	3.9	4.0	2.1	2.0	2.1	2.5	2.1	2.2	1.8	1.9	1.9	...	...	...
Latin America and The Caribbean	8.8	10.5	7.9	5.8	8.4	5.8	6.4	8.0	5.4	5.0	6.6	4.2	3.6	4.9	2.8	2.9	3.3	2.2
North America and Western Europe	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
South and West Asia	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Sub Saharan Africa	**19.1**	**20.2**	**17.8**	**17.1**	**16.3**	**15.9**	**18.0**	**17.2**	**17.7**	**17.9**	**19.4**	**15.3**	**15.6**	**15.3**	**15.1**	**20.8**	**21.6**	**19.2**
World	7.2	8.2	7.6	5.1	7.1	5.9	5.0	7.4	5.5	5.6	7.6	5.2	5.0	6.0	4.5	4.3	5.5	3.5

Source: UIS

Table 1.10 shows the overall picture for private sector enrolment across each level of education. The level of private sector provision in Africa was higher than the world average in all regions, though not the highest at any level of education. In both primary and secondary education the Latin American and Caribbean region had the highest level of private sector provision.

UNESCO Institute for Statistics has estimated that some 42 million children (52% of girls) of official primary school age in Africa were not enrolled in school in 2000. This represents about one third of the world's out of school primary school population.

Table 1.10 : *% of pupils enrolled in private schools, 1999/2000*

	Pre-primary	Primary	Secondary
Arab States and North Africa	**99.3**	**7.4**	**13.5**
Central and Eastern Europe	0.7	0.6	0.9
Central Asia	2.4	1.4	0.9
East Asia and Pacific	49.9	3.0	12.0
Latin America and The Caribbean	34.0	15.7	22.5
North America and Western Europe	25.6	6.6	7.7
South and West Asia	...	7.8	20.5
Sub Saharan Africa	**77.0**	**10.1**	**15.3**
World	31.5	6.8	11.7

Source: UIS Education Database

• Adult Literacy and Life Skills

Sub-Saharan Africa had an overall level of illiteracy that was twice the world average in 2000 (**Table 1.11**). It had then the third highest regional level of illiteracy after South and West Asia, and the Arab States and North Africa. There has been progress in tackling this problem since 1990, and in particular a 12.5% fall in illiteracy among women. Overall illiteracy in Africa has fallen faster than in South and West Asia.

In absolute numbers Africa was the region with the third highest number of illiterates, after South and West Asia and East Asia and Pacific. As far as male illiterates were concerned the absolute numbers have moved to within one million of the number of illiterates in East Asia and the Pacific. Indeed, the number of illiterate people is still increasing (+4.6 millions between 1990 and 2000, raising from 131.4 to 136) because of a strong population growth[25]).

As regards youth literacy, the position of Africa was similar to that for adult literacy (**table 1.12**). In 1990 youth literacy in Sub-Saharan Africa was at the same level as in the Arab States and North Africa. But by 2000, Sub-Saharan Africa had seen an improvement amongst literacy in young women (decrease of around 1 million young illiterate women) that brought its illiteracy rate below that for the Arab States and North Africa. Despite this reduction of almost one million in the number of illiterate young women Sub-Saharan Africa's proportion of the global number of youth illiterates has risen from 19% in 1990 to 21% in 2000.

A 50% reduction of illiteracy is the fifth goal of Dakar, but it is closely related to goal 3, which concerns "life skills". UNESCO Institute for Statistics is concerned to develop some overall view of the conception and measurement of life skills so that progress towards this goal can be adequately measured.

• Education Quality

Quality in education is a very elusive concept. UNESCO Institute for Statistics is seeking to put in place a framework that will enable countries to measure progress in a systematic way. The sixth goal puts specific emphasis on the measurement of school achievement. While no uniform, globally comparable tests of student achievement are available, Africa is particularly well provided for with regional tests developed under the PASEC and SACMEQ initiatives. It is to be hoped that more countries will be able to take part in tests of this kind leading to a broader regional picture of educational achievement, which is a necessary condition for international comparison.

As a conclusion, this short overview of the global data for EFA in 1999/2000 has demonstrated that Africa does indeed have a considerable way to go to achieve the Dakar goals, and is behind other regions in many global indicators. Successes such as the reduction of illiterate young women, and the African tests of school achievement cannot lead to under-estimate from the magnitude of the challenge that faces the continent.

[25] The share of African people in the total world illiterate people increased from 15 to 16 % within the last decade.

Table 1.11 *Adult (15 years old and over) illiteracy, 1990 and 2000*

	1990			2000			Number of illiterates (000s) 1990			Number of illiterates (000s) 2000		
	MF	M	F	MF	M	F	MF	M	F	MF	M	F
Arab States And North Africa	**49.8**	**36.2**	**64.2**	**39.9**	**28.3**	**52.2**	**62 400**	**23 118**	**39 282**	**67 473**	**24 310**	**43 162**
Central and Eastern Europe	5.4	2.7	7.9	3.8	1.9	5.7	16 519	3 833	12 686	12 518	2 857	9 661
Central Asia	1.1	0.5	1.7	0.4	0.3	0.6	480	98	383	222	73	149
East Asia And The Pacific	19.8	12.0	27.9	13.5	7.6	19.5	232 904	71 924	160 979	186 404	53 412	132 992
Latin America And The Caribbean	14.9	13.2	16.6	11.1	10.1	12.1	41 932	18 243	23 689	39 254	17 436	21 819
North America and Western Europe	2.1	1.6	2.7	1.4	1.0	1.7	11 363	4 024	7 339	7 873	2 935	4 938
South And West Asia	52.5	40.3	65.5	44.7	33.6	56.4	382.151	151 980	230 171	412 242	159 705	252 538
Sub-Saharan Africa	**50.8**	**40.7**	**60.5**	**39.7**	**31.1**	**48.0**	**131 380**	**51 693**	**79 687**	**135 980**	**52 595**	**83 385**
World	24.7	18.3	31.1	20.3	14.8	25.8	879 130	324 914	554 216	861 966	313 323	548 643

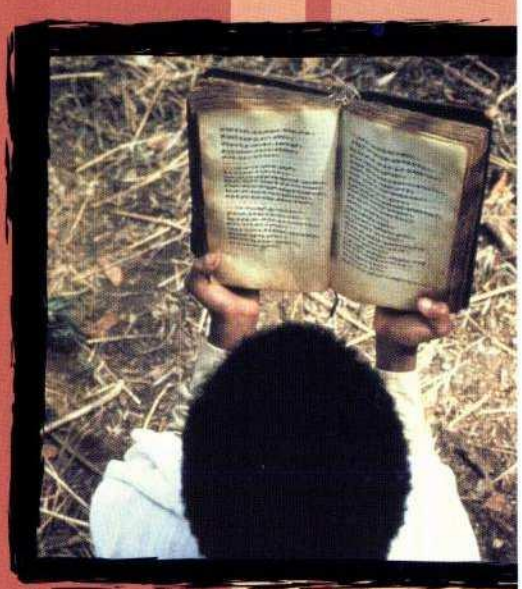
Source: UNESCO Institute of Statistics Literacy Estimates 2002

Table 1.12 *: Youth (15-24 years old) illiteracy, 1990 and 2000*

	1990			2000			Number of illiterates (000s) 1990			Number of illiterates (000s) 2000		
	MF	M	F	MF	M	F	MF	M	F	MF	M	F
Arab States And North Africa	**33.5**	**22.8**	**44.9**	**24.0**	**16.9**	**31.5**	**13 894**	**4 844**	**9 051**	**13 191**	**4 750**	**8 441**
Central and Eastern Europe	1.6	0.8	2.5	0.9	0.4	1.4	976	239	737	592	140	452
Central Asia	0.3	0.3	0.3	0.3	0.3	0.3	40	20	20	41	20	21
East Asia And The Pacific	4.9	3.1	6.9	2.8	2.0	3.6	17 726	5 660	12 066	8 895	3 287	5 609
Latin America And The Caribbean	7.3	7.3	7.2	5.0	5.2	4.7	6 377	3 222	3 154	5 023	2 675	2 348
North America and Western Europe	0.5	0.4	0.6	0.3	0.3	0.4	506	217	289	301	135	166
South And West Asia	38.4	28.9	48.8	30.3	22.5	38.8	87 239	34 243	52 997	82 974	31 916	51 058
Sub-Saharan Africa	**33.5**	**25.9**	**41.0**	**23.7**	**18.7**	**28.7**	**30 638**	**11 837**	**18 801**	**29 568**	**11 694**	**17 873**
World	15.8	11.8	20.0	13.2	10.1	16.6	157 396	60 281	97 115	140 585	54 616	85 969

Source: UNESCO Institute of Statistics Literacy Estimates 2002

2. Achieving Universal Primary Education of quality by 2015 : a huge challenge



The goal of universal primary education must first of all take into account an important demographic constraint: the increasing number of children to enrol at school. Indeed, there were 70 million children in the African schools in 1985 and almost 100 million in the year 2000. On the basis of the demographic projections made by the United Nations Population Division and an hypothesis of 10% of repeaters, **achieving universal primary education in 2015 (meaning access rate to grade 6 equal to 100% in every country), will require the enrolment of 180 million African children or so.** The Francophone countries will have to make much more efforts, they shall be able to enrol 71 million children in 2015 whereas they only enrolled 23 million in 1985 and 34 million in 2000.

Table 2.1 indicates the growth of the pupils' number between 1985 and 2000 along with the estimated goals by the year 2015. The comparison of the two periods gives a

Table 2.1 : *Increase in the number of pupils, past and required*

	Number of pupils (in thousands)			Average annual growth	
	1985	2000	2015	1985-2000	2000-2015
Anglophone countries	44 176	61 279	99 597	+ 2,2%	+ 3,3%
Francophone countries	23 502	33 710	71 085	+ 2,4%	+ 5,1%
Other countries	2 173	3 908	8 138	+ 4,0%	+ 5,1%
Total of Africa	69 851	98 897	178 820	+ 2,3%	+ 4,0%

Source : Computations from UIS raw data and United Nations Population Division data

clear idea of the challenge to take up.

Throughout the African continent, the number of pupils has on average increased by +2.3 % a year between 1985 and 2000. The average progress must necessarily reach +4 % a year so that all the school-age children can enter a school and complete primary level (or have at least completed 6 years) by 2015. Regarding the Francophone countries, the rhythm must be more than twice as high as that of the last 15 years, moving from +2.4 % a year up to +5.1 % a year.

What means do African countries have at their disposal to face this stake ?

First of all, they shall be able to mobilise national resources, through inter and intra-sectoral trade-offs. These countries shall also be able to optimise the use of available resources, thanks to a better diagnosis of the low enrolment issues, an improvement of the pupil flow management as well as a better administrative and pedagogical management. These are important levers for the education policy that can help in increasing the credibility of each nation in its quest for necessary additional financings.

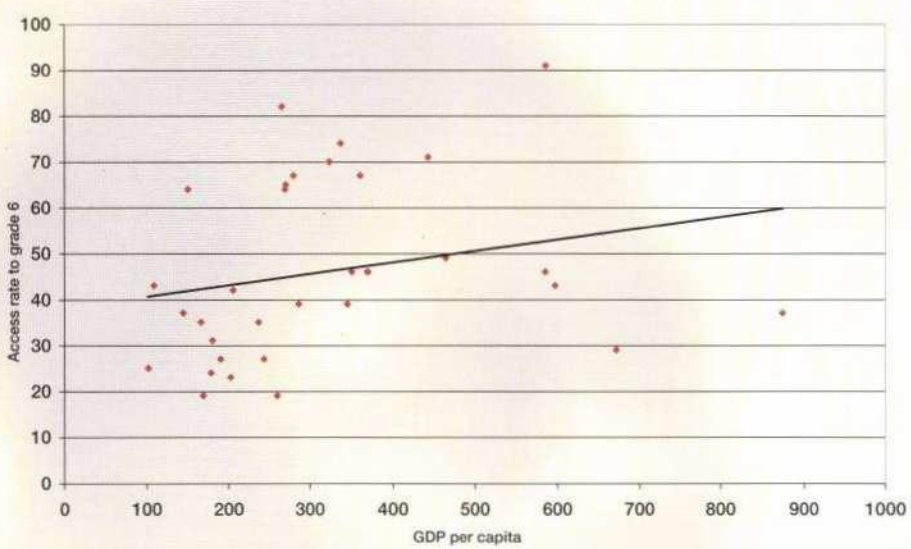
2.1 Mobilising enough national resources and making trade-offs

Considering the important differences that exist between countries in both the levels of income and schooling, we can first test, at the macro-level, the hypothesis of a significant correlation between the two variables. **Graph 2.1** compares the national income of the country (Gross Domestic Product per capita) with the access rate to grade 6, for the countries whose GDP per capita is lower than US $1,000.

The study of **graph 2.1** reveals a strong dispersion around the medium relation (that is represented by the straight line on the graph); some countries enrol a greater proportion of children than some others that have the same level of GDP per capita. For instance, among the countries whose GDP per capita is between US$ 200 and US$ 300, the access rate to grade 6 varies from 19 % to 82 %.

So, the differences in the level of the national resources are not the only causes of the differences regarding the progress towards universal primary education. It is then important to focus on the other factors affecting primary school enrolment, such as the mobilisation of national resources for education (and primary education in particular) and the use of those resources (turning means

Graph 2.1 : *Access rate to grade 6 and national income (countries whose GDP is lower than 1000$ per capita), 2000 or close*



Source : computations from UIS raw data and United Nations Population Division data

into results). Some of the factors are constraints (in the short term at least) with a decisive influence on the sector and some others come closer to political levers.

2.1.1 The macro-economic and demographic contexts as short and medium-term constraints

The demographic context is important since the higher the proportion of a country's school-age population is, the heavier its economic cost is. This factor does not depend on the education policy but is at least a short-term constraint on needs and on available resources. **Table 2.2** gives the average values of the proportion of primary school-age population out of the total population for each great region in the world.

It very clearly appears that the cost, in terms of relative weight of the population to enrol at school is in Sub-Saharan Africa the most important of the World. In spite of differences between countries, the proportion of school-age children represents on average, 16.4 % of the total population in Sub-Saharan Africa against less than 11 %, for instance, in the developing countries of East Asia/Oceania.

The HIV/AIDS implications must also be incorporated into the analysis. In addition to its numerical impact on the volume and age structure of the population, the virus hits the school-age population at two levels: not only does it increase infant morbidity, mortality, and above all that of teachers, but it also increases the number of orphans. The estimates on the issue reveal that there are 11 million African orphans today. The number will be as high as 33 million in 2010.

Besides, it is important to consider at the planning and simulation level of universal primary education, the additional costs inherent in HIV/AIDS corresponding to i) the increasing loss of teachers due to death, ii) the absenteeism of infected teachers, and iii) the necessary grants to favour the orphans' education demand[26].

Table 2.2 : *Primary school-age population, 2000*

	% of school-age population in the total population
Arab States and North Africa	**14.9**
Central and Eastern Europe	8.4
Central Asia	13.4
East Asia and Pacific	10.6
Latin America and The Caribbean	12.6
North America and Western Europe	7.7
South and West Asia	14.0
Sub-Saharan Africa	**16.8**
World	11.9

Source : computations from United Nations Population Division data

The proportion of the national revenue collected by the government (percentage of public resources in the GDP), which approximately corresponds to fiscal pressure, is also outside the scope of education policy in spite of its unquestionable influence on the available resources. It is at least a short-term exogenous constraint. In Africa, this constraint is very variable from one country to another. Domestic public resources (grants excluded) vary from 8 % of GDP in Chad to 56 % of GDP in Angola. Each country's values are presented in appendix 5 and in the country profiles.

2.1.2 Inter and intra-sectoral trade-offs in the mobilisation of resources

All countries in the world, be they more or less developed, are facing budgetary constraints. The education sector is no exception and, at the sector-wide level, every strategy of education policy allocates the available resources by using of trade-offs so as to stay within the limits of the budget devoted to the sector. As regards the primary education, this budgetary constraint can be expressed by an accounting equality that all governments have to face (see **box 2.1**). It is then up to policy makers to carry out trade-offs in the sharing out of the resources within the budgetary constraint.

- An inter-sectoral trade-off

All things being equal, the more important the share of the budget allocated to education is, the more resources the education system has at its disposal.

In Africa, the proportion allocated to education within the total current budget is on average 19 %. This allocation varies from one country to another from 8 % (Eritrea) to 33 % (Rwanda). **Map 2.1** shows the important differences regarding the priority given to education within the national budget.

- An intra-sectoral trade-off

Choices of sectoral policies are made within the budget allocated to education in order to distribute the resources between the various levels of education. The available financial means meant for primary education will be all the bigger as this level is given priority in the intra-sectoral trade-off. Considering that the duration of the level varies from one country to another and with a view to comparability, it is more appropriate to estimate for each country the proportion of the budget allocated to the first six years of schooling[27], starting from grade 1.

Graph 2.2 gives an insight of the differences between countries on both types of trade-offs. The countries can be divided into 4 categories:

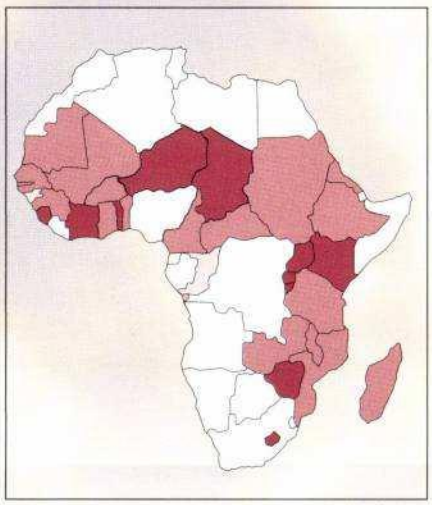
√ Countries in the upper-right part rather give, in relation to the average, a greater priority to both education and primary level in their trade-offs.

√ Countries in the lower-right part are those showing, in relation to the average, a greater priority for education. However, their trade-offs within the education budget are less in favour of the primary level.

√ On the contrary, the priority given to education by countries in the upper-left part is lower than the average; but their distribution of the education resources is more favourable to primary education.

√ Countries in the lower-left part are those whose trade-offs are less favourable to education and the primary level in particular.

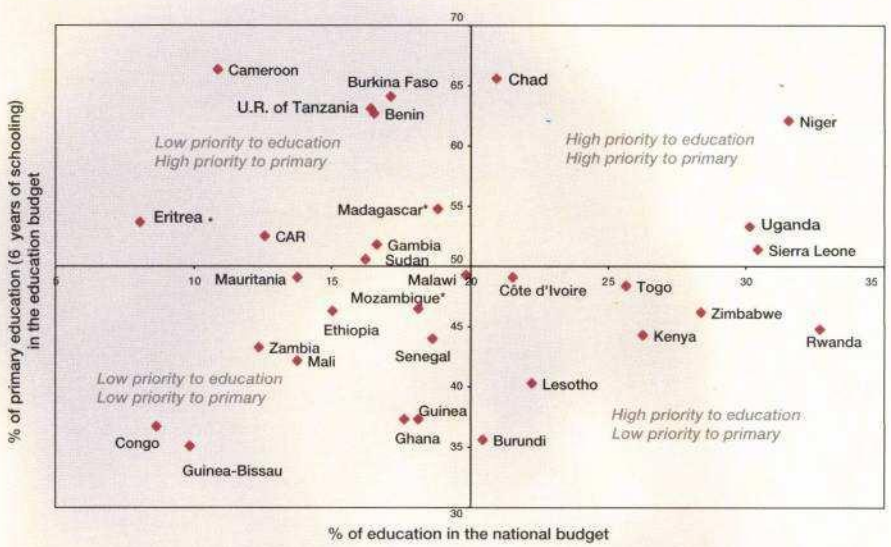
Map 2.1 : *Share of primary level in public education current spending, 2000 or close*



> 20 %
10% - 20%
< 10 %
Not available

Source : World Bank data

Graph 2.2 : *Inter and intra-sector trade offs in African countries, 2000 or close*



Source : World Bank data

[26] The simulations presented in part 2.3 include these effects.

[27] For the countries where primary level takes 6 years, this corresponds to the whole part of the budget allocated to primary education. The asterisked countries on maps 2.2 and 2.3 are those where primary level lasts 5 years.

2.1.3 Trade-offs in the public spending on education

The combination of fiscal pressure, part of the budget allocated to education and priority given to the primary level results in the level of national resources mobilised for primary education. This level of mobilisation can be seen as the percentage of GDP allocated to public spending on primary education (to the first six years of schooling).

Graph 2.3 compares this value with the level of primary schooling represented by the access rate to grade 6[28].

The very great variability in the level of resource mobilisation between countries is confirmed since the GDP part allocated to primary education varies from 0.6 % (Central African Republic) to more than 3 % (Zimbabwe).

There is also on average a positive effect of the resources on school enrolment. However, the quantity results (access rate to grade 6) vary a lot for equivalent levels of resource mobilisation. This denotes the great differences existing between the countries in their ability to turn the means at their disposal into enrolment. The curve on the graph represents the maximum efficiency for each mobilisation level. The closer a country is to this curve, the more efficient its system is to turn the mobilised means (be they weak or significant) into quantitative schooling results.

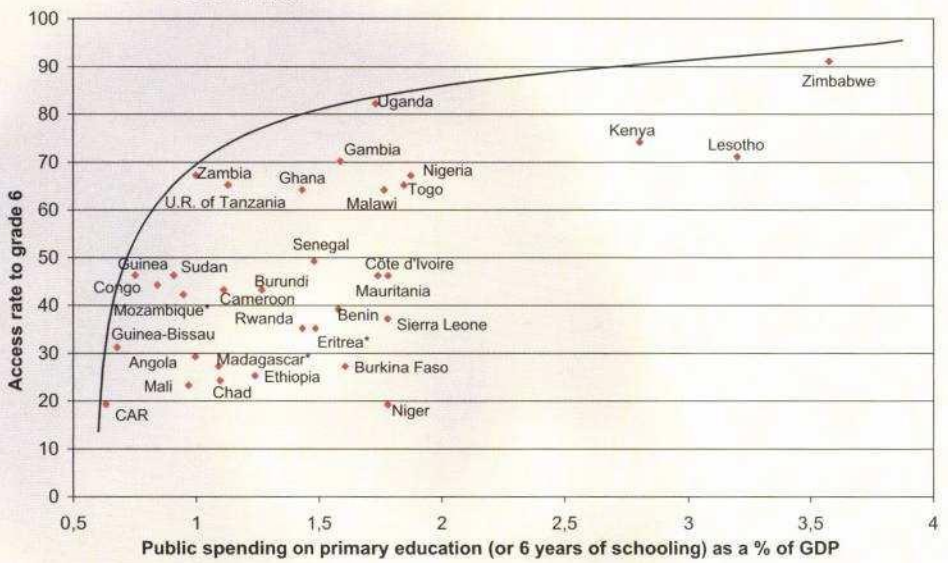
The fact that the level of resource mobilisation is not the unique cause of differences between countries as regards enrolment, confirms that some education systems' management (trade-offs in the combination of spending for primary education) are more efficient than others to move towards universal primary education.

- Quantity – Unit spending trade-off

The global choice in using public resources for primary education is a trade-off between quantity of enrolled children and spending allocated per pupil (unit cost). Within a given budget, the higher the number of enrolled children is, the lower the spending per pupil will be and *vice versa*, the higher the unit spending, the lower the quantity of enrolled children.

Graph 2.4 explains theoretically the trade-off all policy-makers face. The horizontal axis represents the spending per pupil (unit cost) and the vertical axis, the number of enrolled children (enrolment). These two variables are linked by the budgetary constraint (Budget = Enrolment x Unit cost). All the positions shown on the budgetary constraint curve (red-points) mobilise the same financial amount; but the way resources are allocated varies according to the position of the point. Two examples of trade-offs are presented on the curve: in the situation A1, preference was given to a high spending per pupil, that implies a smaller quantity of enrolled children. In the situation A2, the preference was on the contrary given to quantity rather than to unit cost. The number of enrolled children E2 is higher than E1 but the unit cost UC2 is lower than UC1.

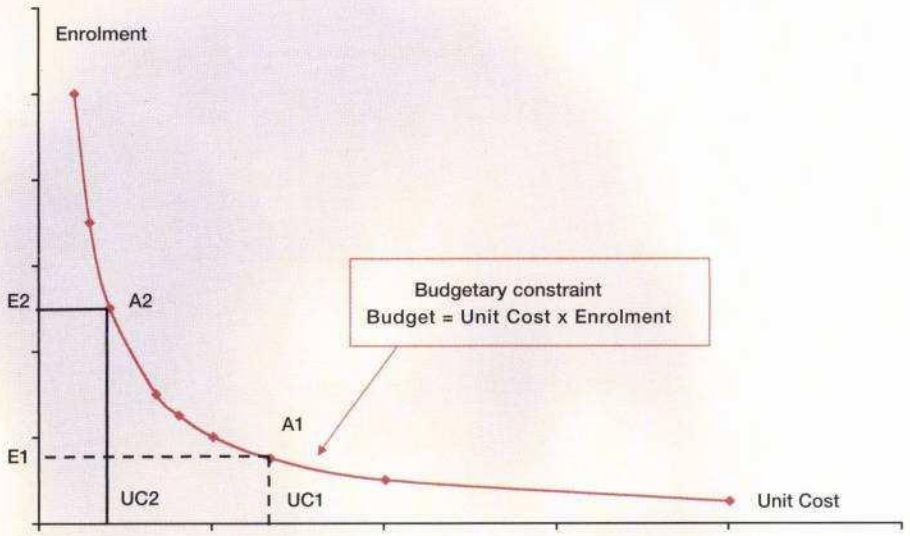
Graph 2.3 : *Mobilised resources and enrolment outcomes, primary education (6 years of schooling), 2000 or close*



Source : computations from World Bank data, UIS raw data and United Nations Population Division data

[28] With a view to comparability, we have only kept the countries whose revenue per capita is less than US $1000

Graph 2.4 : *Trade-off between quantity and unit cost*



- Trade-offs in the combination of spending

Let us refine the analysis of school organisation. The factorisation of the means at the disposal of primary education in terms of resources (refer to **box 2.1**) shows that for a given schooling level, the spending increases with lower pupil-teacher ratio, higher teachers' salaries, higher proportion of pupils enrolled at public schools and more important proportion of non teachers' salary current spending. Saving resources on one of these factors enables to reduce the unit cost and consequently to enrol more children with the same budget.

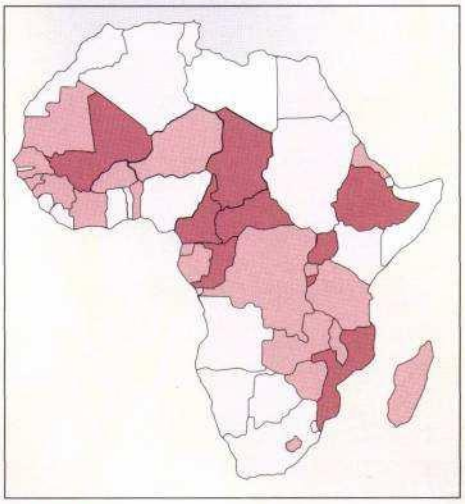
All these factors are reasonably endogenous and can be modified through suitable education policies. Even though the possibilities are still blocked between some limits, they can be regarded to a large extent as choices of education policies, as the impressive variety of these factors' values according to countries proves it.

Therefore, many African countries have substantial room for manoeuvre to move towards the goal of universal primary education. Let us however point out that those spaces of freedom do not have the same amplitudes and do not concern the same factors in all countries.

Maps 2.2 and **2.3** indicate the differences on two of those factors among the African countries: the pupil-teacher ratio and primary teachers' average salary as units of GDP per capita. The countries' values on the other factors are presented in appendix 5 and in the country profiles of part 3.

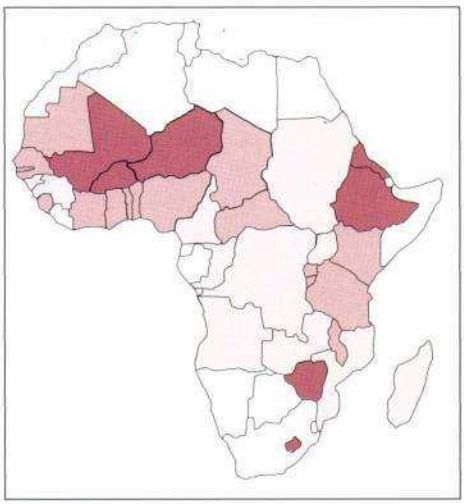
Eventually, these different factors, including level of enrolment, balance each other. Let us take an extreme case as an example: a country that allocates a small part

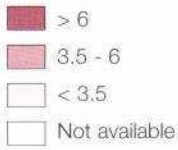
Map 2.2 : *Pupil-teacher ratio, 2000 or close*



Source: UIS

Map 2.3 : *Teachers' average salary as units of GDP per capita, 2000 or close*





Source: World Bank data

Box

Box 2.1 : *Which budgetary constraint for primary education ?*

The operating national budget devoted to primary education, as percentage of Gross Domestic Product (PRIMGDP) may be factorised as follows:

In terms of resources,

PRIMGDP = % Pub. Res. x % Edu x % Prim

where

- **% Pub.Res.** is the domestic government current revenue as % of GDP
- **% Edu** is the share of the whole operating budget allocated to education
- **% Prim** is the share of the education operating budget allocated to the primary cycle

In terms of spending, it can be factorised as follows:

PRIMGDP = (TSB (1+a) / Teach) x (Teach / Pupils) x (Pupils / SchPop) x (SchPop / Pop) x (Pop / GDP)

= (1 + a) x (TSB / Teach) / (GDP / Pop) x (Teach / (PubPup / (1-%priv)) x (Pupils / SchPopl) x (SchPop / Pop)

= (1 + a) x SALGDPC / PTR x (1 – %priv) x **GER** x AGEDEP

where

- TSB = teachers' salary bill
- Teach = number of public teachers
- Pupils = number of primary school pupils
- PubPup = number of pupils enrolled in public schools
- SchPop = primary school-age population
- Pop = total population
- %priv = share of pupils enrolled in private schools,
- a = % of current spending other than teachers' salary,
- SALGDPC = teachers' average salary as units of GDP per capita,
- PTR = pupil-teacher ratio in public schools
- GER = gross enrolment ratio
- AGEDEP = share of primary school-age population in the total population (pseudo age dependency ratio)

From the equality between resources and spending, we can write :

GER = %Pub.Res. x %Edu x %Prim x PTR x 1/SALGDPC x 1/AGEDEP x 1/(1 + a) x 1/(1-%priv)

In terms of accounting, the parameters relating to resource mobilisation for primary education have a positive impact on school enrolment; inversely the factors relating to costs have a negative impact on enrolment. The nature of each structural parameter's impact is summed up in the following table. Let us mention that the impacts of these factors on the school enrolment are of a mathematic and accounting nature and must be reported to the situation of each country. For instance, advocating an increase of the pupil-teacher ratio in a country where it is already as high as 70, under the pretext of wanting to move towards the completion of universal primary education, would for sure have disastrous effects.

Factors whose impact is positive on enrolment	Factors whose impact is negative on enrolment
- Share of public revenue in the GDP	- Share of school-age children within the total population
- Share of education in the national budget	- Teachers' average salary
- Share of primary education in the education budget	- Share of current spending other than teachers' salary
- Pupil-teacher ratio	
- Share of pupils in private schools	

of GDP to primary education, has a very high repetition rate and a high level of teachers' salary as well as small class sizes will only be able to enrol a low proportion of school-age children[29].

The role of a good education policy is for sure to be able to measure the rooms for manoeuvre on these different factors and be capable, with full knowledge of the facts, of making the necessary trade-offs in order to offer the best opportunities to attain the targeted goals and universal primary education in particular.

In other terms, a relevant policy shall be able to drive its system, by means of levers at its disposal (intra-sectoral trade-offs, trade-offs between the different levels of education, number of pupils per teacher, teachers' salaries...) in order to see to it that the system does not adjust by itself, most often in the worst way, that is to say at the expense of the out-of-school children and/or the teaching conditions.

2.2 Optimising the utilisation of available resources for primary education

Once the main trade-offs in the resource mobilisation and allocation within the primary education budget are chosen, the policy makers still have room for manoeuvre as for the efficiency of the education system, that is to say, in the ability to turn resources into results. Four main levers of education policy enable the optimisation of the available resources' use: the diagnosis of the reasons for low enrolment (access-survival, supply-demand issues), internal efficiency of the system (dropout-repetition), administrative management (resource allocation in the schools), and pedagogical management (turning the resources at the disposal of schools into learning achievements).

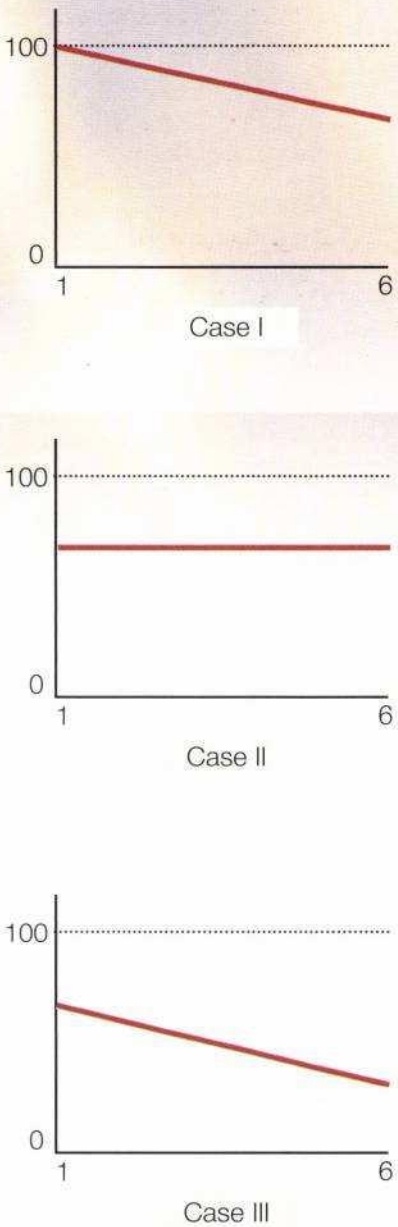
2.2.1 Properly diagnose the reasons for low enrolment

The improvement in the use of available resources, and consequently that of the education system's efficiency, first requires a diagnosis of the reason for low enrolment in order to better target the education policy (supply or demand policy towards school access and/or retention all along the primary cycle). In this respect, the primary schooling profile turns out to be an interesting tool since it describes the proportion of individuals who reach each grade of primary school out of a cohort of 100 children[30]. The typical schooling profiles **(graph 2.5)** facilitate the understanding of the access and survival issues.

On these schemes, the different primary grades are reported in horizontal axis and the percentage of the cohort attaining the corresponding grade in vertical axis.

These three diagrams describe the enrolment in each grade for a cohort of children. In case 1, all children have access to school, but many of them drop out before completion. It can then be said primary level is confronted with a survival issue. In case II, the access rate is lower than 100%, but all those who have access to school complete the level.

Graph 2.5 : *Primary schooling profile, theoretical cases*



[29] Appendix 1 presents the minimum, maximum, and average values of these factors in the continent.

[30] The primary schooling profiles are given for each country in a simplified way in the country profiles, by presenting the primary apparent intake rate (first point of the profile) and the access rate to grade 6 (last point of the profile.)

So, survival is good in the level, but there is an access issue. In case III, not all children have access to grade 1, and a significant proportion of those who have access to grade 1 drops out before the completion of the level. So, there are both access and survival issues.

Graph 2.6 shows the differences in the African situations as regards the access-survival issue. The countries can be divided into four groups:

√ Countries with both a good primary apparent intake rate (AIR equal to or higher than 100%[31]) and quite a good survival (higher than 70%) in the upper-right part of the graph,

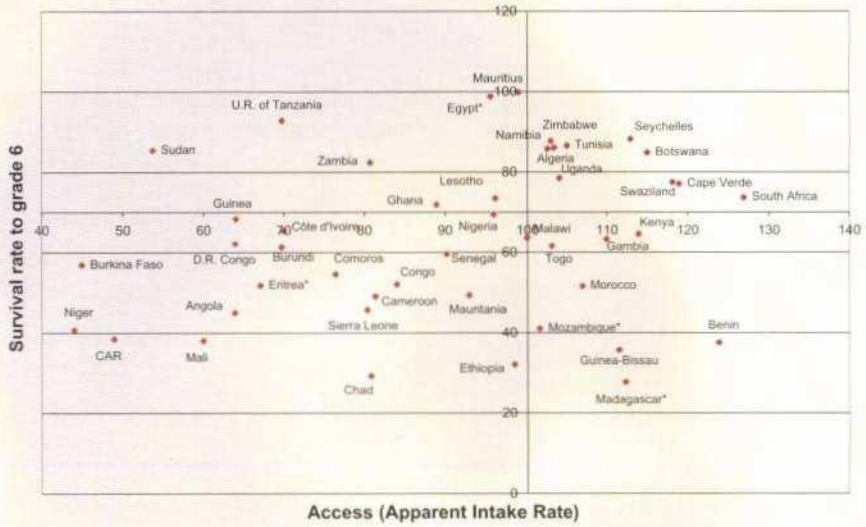
√ Countries characterised by a good survival but an access rate lower than 100% (upper-left part),

√ Countries characterised by a high access but a low survival (lower than 70%) in the lower-right part,

√ Countries with both low access and survival (lower-left part)

An ordinary practice consists in explaining access shortcomings and dropouts from the education system in terms of lack of education supply. According to this approach, building schools and training teachers would be enough to enrol all children and keep them at school until they complete primary education. This is for sure necessary but may not be enough, in some areas, since there may be an insufficient demand. This issue must be raised in regard to both access to school and survival during the cycle.

Graph 2.6 : *Access and survival in African countries, 2000 or close*



Source: computations from UIS raw data

• Access to education

Graph 2.7 shows what kind of problems are met in terms of supply and demand for the access to school.

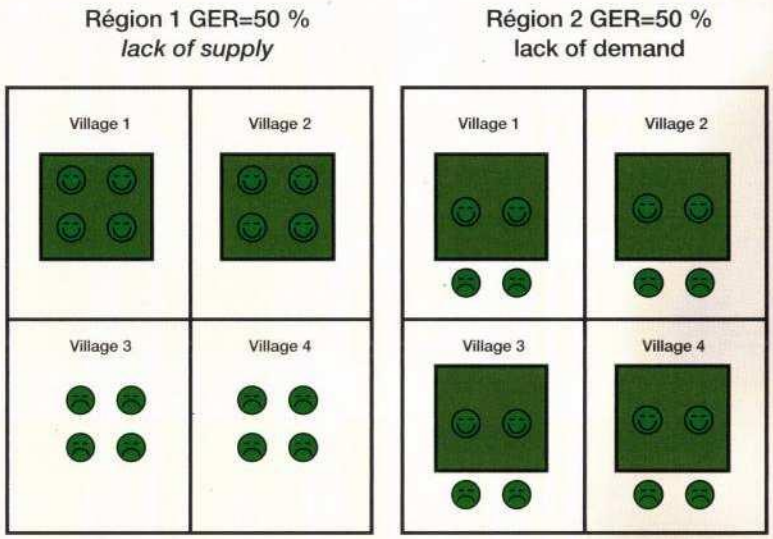
Let us examine the case of two regions with four villages each, that have the same primary gross enrolment ratio (GER) equal to 50 %; that is to say in each village, about 1 child out of 2 is enrolled at school. In Region 1, only two villages out of four have a school and it can be seen that as soon as there is a school in a village all children attend it. However, in the villages without any school, no child can go to school[32]. It clearly appears that villages 3 and 4 have an access issue and if the GER is 50 %, it is simply because the education system does not offer all children the opportunity to attend school. So, there is a lack of supply. People can reasonably believe that the construction of a school and appointment of teachers in the villages without any would enable the enrolment of all children.

The situation is quite different in the second region. Every village has a school but half of the children do not attend schools. Building additional schools in this region would not be useful because the education supply is complete. On the other hand, the schools seem to be unsuitable to the local context since they are not attended by half of the children. The policy to implement in order to enrol all children will be first to identify the causes of the demand's shortcomings in order to know what measure should be taken (flexible school hours, modifications of the curricula, awareness campaigns for the villages' heads, for instance).

[31] A primary apparent intake can be higher than 100% because children older than the theoretical entrance age enrol at school and are counted at the rate numerator without being counted at the denominator.

[32] Villages are supposed to be too far from each other for children to move from a village to another.

Graph 2.7 : *Supply and demand issue in terms of access*



• Survival

The supply and demand issue can also be tackled from the survival viewpoint. If the pupils leave school before completing the primary level, do they indeed drop school or does the school drop them?

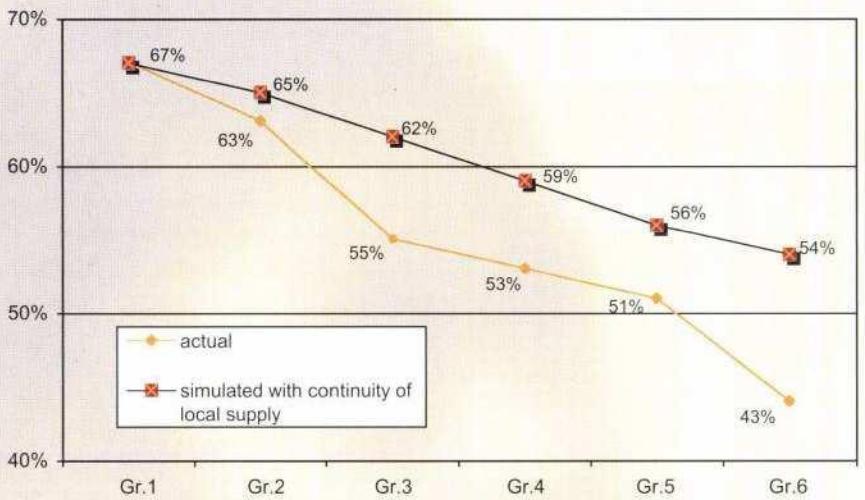
A weak survival rate may have three main explanations. Children give up school too soon because:

1. The school does not suit them enough. Parents may think the quality of the school is too poor and/or not sufficiently relevant (*curricula*);
2. Direct costs (school and stationery fees, etc.) and opportunity costs (children's contribution to productive activities) are valued too high to enable children to stay at school, whereas the relating advantages are not very well known;
3. The local school does not have all grades. So, attending a more distant school becomes a necessity to carry on primary education.

This reasoning explains the weakness of survival through education supply and demand arguments. Indeed, if the first two cases clearly reveal a general maladjustment of the school to local contexts and consequently a demand issue, the third one suggests that children are forsaken by school because it does not offer them the upper grade during the following school year. So, there is a lack of supply in this case.

The consequences of an incomplete supply on survival along the cycle can be illustrated by the Guinean example. In 1999/2000, 84 % of Guinean pupils were enrolled in schools proposing continuity from grade 1 to grade 6. In other terms, 16 % were enrolled in schools that were not offering to all pupils the upper grade during the following year (2000/01). After identifying these situations, we can compute the survival rate from grade 1 to grade 6 for the sample of schools offering continuity all along the cycle. The estimated figure is 81 %, to be compared with only 69 % for Guinean schools as a whole. This simply means that the creation of complete schools (or at least continuous schooling supply at the primary level) for all Guinean pupils would very significantly increase (by around 12 percentage points) the proportion of those attaining grade 6. **Graph 2.8** indicates the simulation of what the Guinean primary schooling profile would be if continuous schooling supply was offered in all schools. The access rate to grade 6 would then move from 43 % up to 54 %.

Graph 2.8 : *Actual schooling profile and simulation with continuity of local education supply, 2000*



Source: Guinean Country Status Report

2.2.2 Improving the system's internal efficiency : dropouts and repetitions

Considering that pupils who do not attain grade 6 are unlikely to be permanently literate, the use of pupil-years[33] consumed by pupils dropping out of school before the end of the primary level is, in a sense, a waste of public resources since those years are not profitable in terms of human capital. The repetitions can also be seen as additional costs because two years are used for only one validated grade. As an indicator, the internal efficiency coefficient enables us to comprehend this issue and compare countries. It also enables us to distinguish between the loss of internal efficiency due to dropouts and that due to repetitions. Regarding the particular repetition issue, an analysis at the macro-level, using all countries' national data, is completed, for some Francophone countries, by the PASEC[34] micro-level analysis carried out with individual data.

2.2.2.1 The internal efficiency coefficient

The internal efficiency coefficient (IEC) compares the number of pupil-years theoretically necessary to train the number of pupils who complete the level - or at least those who attain grade 6 - with the actual pupil-years used by all children who have been enrolled in primary school (including repeaters and those who dropped out during the level).

It is as well possible to distinguish between the loss of internal efficiency due to dropouts and the one due to repetitions by computing the partial efficiency coefficients: efficiency coefficient without repetition and efficiency coefficient without dropout, the product of both of them being equal to the global internal efficiency coefficient.

Once again, the analysis reveals a great diversity of situations among African countries. **Table 2.3** presents the average internal efficiency coefficients of African countries as well as the variants of this indicator without any repetition or dropout.

Anglophone countries seem to be more efficient than the Francophone ones as far as pupil flow management is concerned. Indeed, they have a higher average of global IEC (0.77 against 0.67 for the Francophone countries). Repetitions are much more common in the Francophone countries where they have a significant average impact on the pupil flow management. If there were no repetition, their IEC would increase from 0.67 to 0.78. This would create a substantial gain in the use of public resources[36].

The lesser frequency of repetitions on average in the Anglophone countries is partly due to the existence of systems with automatic promotion but that

Table 2.3 : *Internal Efficiency Coefficient, 2000 or close*[35]

Region	Global IEC	IEC without repetition	IEC without dropout
Anglophone countries	0.77	0.83	0.91
Francophone countries	0.67	0.78	0.81
All African countries	0.70	0.82	0.84

Source: computations from UIS data.

[33] One pupil year corresponds to a school year spent in a grade by a pupil.

[34] Education Systems Analysis Programme of the Conference of Ministers of Education of countries using the French Language

[35] The calculation could not be done for the Portuguese-speaking countries because information was available for two countries only.

[36] It does not mean that automatic promotion should be advocated, but it shows the negative impact of a too high repetition rate.

does not explain everything: the withdrawal from the average of countries resorting to automatic promotion leaves a significant difference between the Anglophone and Francophone countries on this issue.

Since the resources allocated to education are limited, it is vital to reduce the proportion of dropouts and in some countries think about the repetition issue. The reduction of the dropout phenomenon requires a policy that can distinguish between education supply issues and education demand issues so as to solve them properly (refer to paragraph 2.2.1). As far as repetitions are concerned, it is important to examine the factors favouring the decision to have a pupil repeat a year and its relevance in terms of learning outcomes considering its cost (two years of schooling paid by the system for only one grade completed per repeater).

2.2.2.2 The repetitions

The debate on repetition started many years ago. Those in favour of repetition focus on the sequential nature of the learning process, the necessity of level homogeneity within classes, the pupils' lack of motivation due to their rank within the class, and the punishment's incentive effect. On the contrary, those against repetitions mention the cost of the additional school year, the pupils' lack of motivation, first step towards dropout, and the subjective aspects of the decision to have a pupil repeat a year. The factual analysis of the phenomenon, at both the micro and macro levels, enables to free oneself from these unproved intuitions.

- At the macro level:

If the average of the French-speaking countries is lower than 20 %, some countries including Congo (39 % in 1998/1999 and 33 % in 1999/2000) and Rwanda (31 % in 2001/2002) have a much higher rate. The Portuguese-speaking countries also tend to have many pupils repeat a year: for instance, in Sao Tome and Principe 34 % of pupils are repeaters. As for the Anglophone countries, their average repetition rate is much lower; some of them even have a system with automatic promotion. Nevertheless, some others like Liberia (25 %) or Eritrea (20 %) have a higher repetition rate.

Table 2.4 : *Average percentage of repeaters, primary education, 2000 or close*

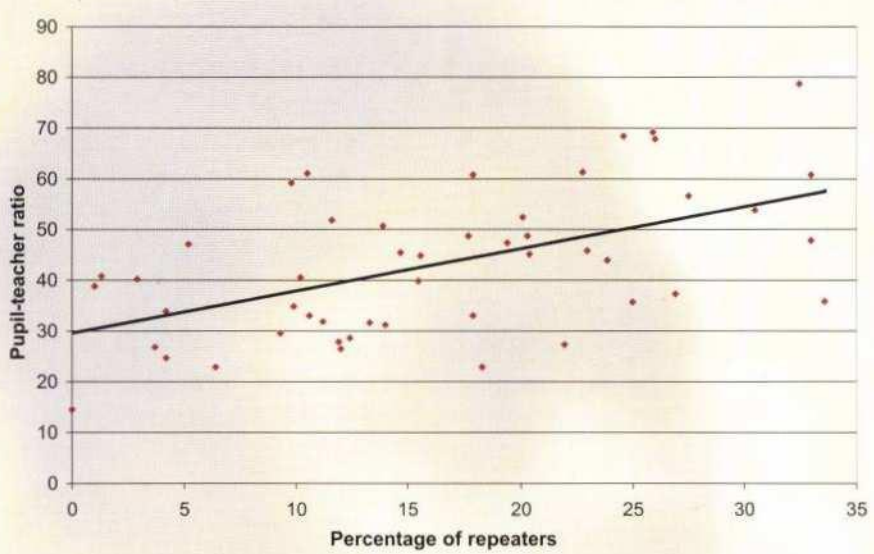
Countries	Average percen. of repeaters
Anglophone countries	10.3
Francophone countries	19.8
Portuguese-speaking countries	23.4
All African countries	17.5

Source: computations from UIS raw data.

Graph 2.9, which compares the percentage of repeaters with the pupil-teacher ratio (in most cases equal to the average class size), shows the correlation existing at the macro level between the repetitions and extra number of pupils in the classes. On the average, we estimate an additional 7 pupils per teacher for an additional 10 percentage points of repeaters.

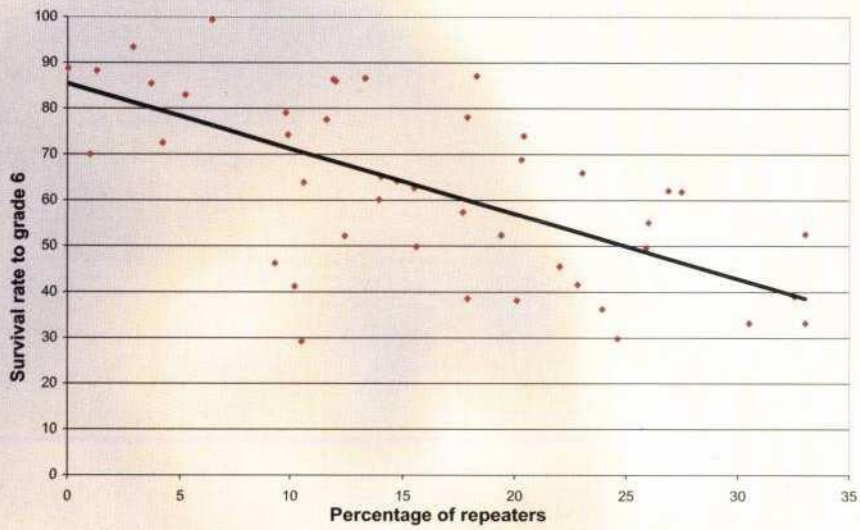
The correlation between the repetition and dropout is also visible.

Graph 2.9 : *Percentage of repeaters and pupil-teacher ratio, African countries, 2000 or close*



Source: UIS data

Graph 2.10 : *Percentage of repeaters and survival rate to grade 6, African countries, 2000 or close*



Source: computations from UIS raw data

Graph 2.10 puts the percentage of repeaters in the primary cycle in connection with the survival rate to grade 6 for all the African countries with available data. Thus, **at the macro level, 1 missing percentage point of repeaters results in about 1.4 additional percentage point of survival.**

• At the micro level:

Besides the level of the pupil, what other factors favour his/her repetition?

What are the effects of repetition on learning outcomes?

The PASEC's results on Côte d'Ivoire, Senegal and Burkina Faso, obtained through an analysis made on individual data of pupils whose progress is followed over several consecutive years, propose elements of answer. The findings are briefly summarised below:

√ **The pupil's school level is not the only cause of repetition.** In Côte d'Ivoire for instance, more than 30 % of the repeaters were not part of the weakest third of pupils at the national level. With the same level, those in good classes are more likely to repeat a year.

√ **The decision to repeat a year seems to be linked to the class characteristics** (all things being equal). The probability to repeat a year is reduced by 4 to 5 % for those in double-flow classes than for those in a simple flow class.

√ **The teachers' academic level has an influence.** In Senegal for instance, the higher the teacher's academic level is, the more demanding he seems to be to let his pupils move to the upper grade.

The decision to make a pupil repeat a year does not always seem to be fair, since it is influenced by other factors than pupils' achievement level. What about its impact on learning outcomes?

√ **The effect on pupils' learning is only temporary.** The outcomes are similar in the three countries surveyed by PASEC. Pupils who repeat for instance grade 2 (with a much lower level than the average of their class during the previous year) catch up and even exceed the average achievement level of their new class at the end of their second grade 2. However, this effect is not permanent, the next year, the same pupils in grade 3 very often have a lower level than the average of their class.

Moreover, comparing on several years two pupils with the same initial level shows that the one that repeated do not progress more than the other that moved to the upper class.

√ **Repetition leads to more dropouts**. The findings on individual data confirm those of the macro analysis. For instance, 54 % of pupils of the PASEC's Ivorian sample who repeated grade 2 dropped out the following year, whereas this dropout ratio is only 23 % for those who moved to the upper grade. In Senegal, having repeated increases by 11 % the probability of dropping school.

It seems vital for some countries to free themselves from the normative vision of primary education, whose unique goal is to pre-

box

pare pupils for secondary education, and move towards a more pragmatic vision trying to maximise the learning outcomes. For some countries in particular, this requires the implementation of policies meant to reduce the repetition rate[37].

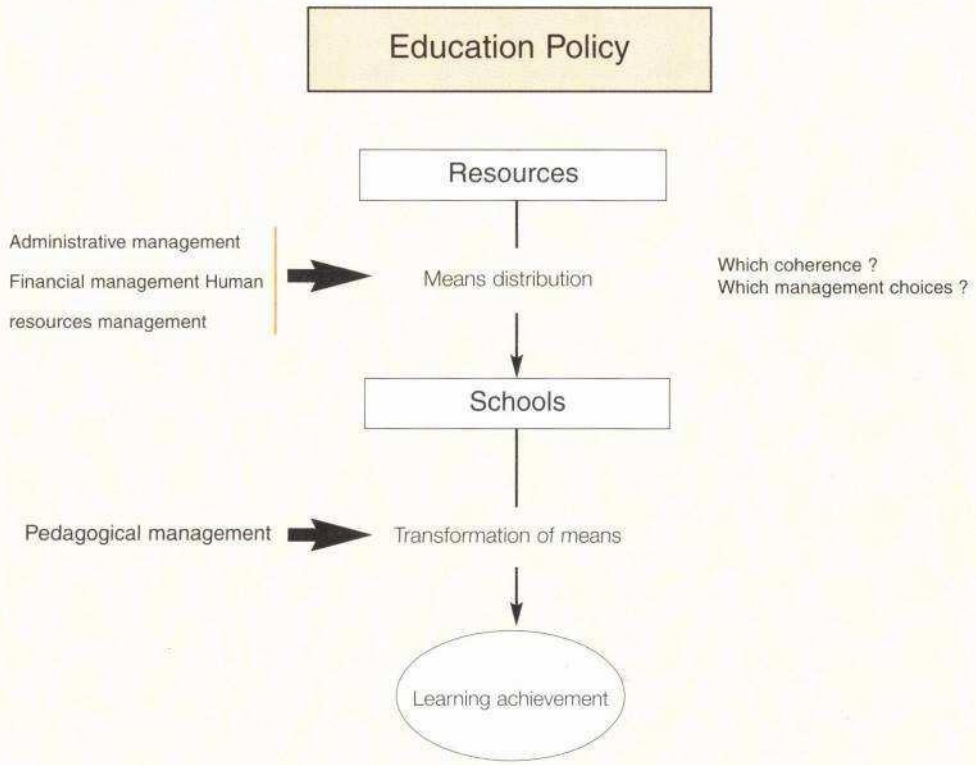
2.2.3 The system management: from resources to learning outcomes

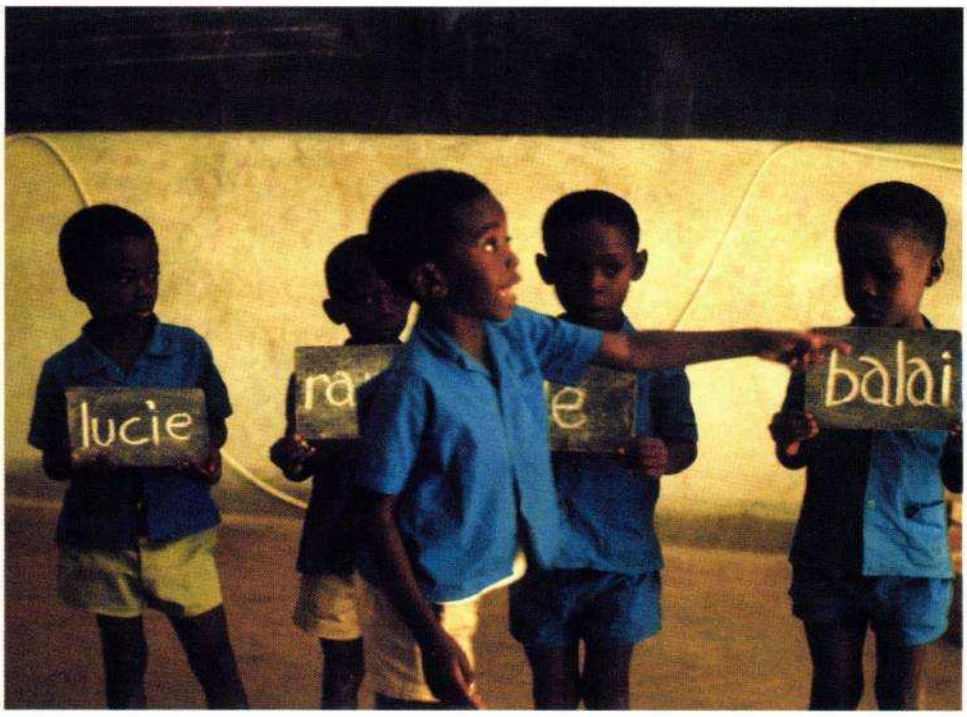
After the trade-off meant to allocate the budgetary resources between the different levels of education, the education policy has to define the allocation of the means for a given level so as to turn in the end the resources into learning outcomes. The process through which these decisions are implemented comprises two main dimensions. The first one, which is of an administrative and financial nature, deals with the resource allocation (including teachers whose salaries represent the biggest part of the overhead costs) in the different schools. The second dimension is pedagogical: it deals with the way the means at the disposal of schools are turned, within the class, into pupils' learning achievements.

2.2.3.1 Human resource management

180 million African children should be enrolled in school in 2015. This is the number forecasted by the simulation model (refer to the introduction of part 2), under the hypothesis of universal primary education. Taking up this challenge requires not only improvements of internal efficiency, but also significant increase in teachers' recruitments, that shall be accompanied by an improvement

Box 2.2 : *The different steps of the management process*





[37] The proposed indicative value in the "EFA 2015 fast track initiative" for the percentage of repeaters is 10 %.

of the human resources allocation in schools.

- **A huge recruitment must be planned in order to meet the goal**

In the same way it was possible to estimate the number of children to be enrolled at school by 2015, it is possible to simulate the number of public teachers African countries will need in order to enrol all children under the following hypotheses :

√ A pupil-teacher ratio equal to 40 (acceptable average class size) in 2015,

√ 10 % of private enrolment in 2015; this hypothesis corresponds to an effort of resource mobilisation that goes beyond the public sector[38],

√ 10 % of repeaters on average in the level.

The results of the simulations are presented in **table 2.5.**

The governments of African countries shall have to recruit more public teachers than they used to in order to properly deal with the necessary enrolment increase. Indeed, the average annual growth rate of the number of public teachers was +2 % in 1985-2000. But it shall from now on reach +3 % until 2015. The Francophone countries will have to make a more significant effort since the number of their public teachers has to move from 825,000 in 2000 up to 1,512,000 in 2015. Thus, the annual growth rate should come as high as + 4.1 % against only + 2.1 % over the last 15 years.

These figures mask great differences between countries. **Map 2.4** illustrates these differences by classifying countries according to their required growth rate of public teachers to meet the UPE goal[39].

However, these mass recruitments shall not free the education systems from improving the consistency of teachers' allocation in schools.

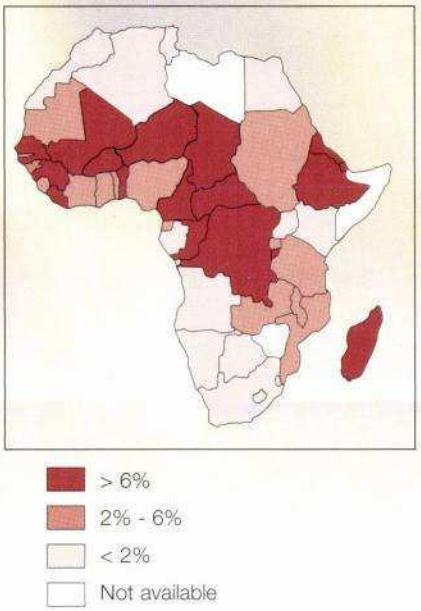
- **Coherence of the teaching staff allocation to schools**

Are there enough resources to manage the education systems?

Are those resources properly used?

These are the questions to ask in so far as administrative management is concerned. The allocation of teachers plays an important role in this management since the teachers' total wage bill represents the biggest part of the operating education costs.

Map 2.4 : *Public teachers required to meet the universal primary enrolment goal, average annual growth rate on the 2000-2015 period*



Source: World Bank simulations and computations from UIS raw data

Table 2.5 : *Increase in the number of public teachers, past and required*

	Public teachers (in thousands)			Average annual growth	
	1985	2000	2015	1985-2000	2000-2015
Anglophone countries	1 191	1 557	2 180	+ 1,8%	+ 2,3%
Francophone countries	601	825	1 512	+ 2,1%	+ 4,1%
Other countries	57	109	160	+ 4,4%	+ 2,6%
Total of Africa	1 848	2 490	3 852	+ 2,0%	+ 3,0%

Source: World Bank simulations and computations from UIS raw data

[38] The current value of countries whose private enrolment is already higher than 10% remains constant in the simulation model.

[39] Country data are presented in the country profiles of part 3.

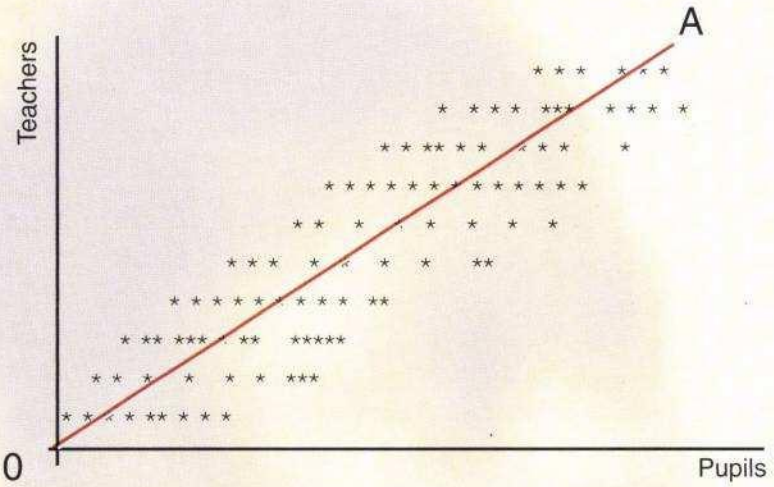
The pupil-teacher ratio is used as an indicator to determine, in a country, if there are enough teachers to teach all the pupils. It is obtained by relating the number of pupils to that of teachers. However, when computed at the national level, this indicator unfortunately masks disparities between schools and/or classes. Indeed, if a country has a pupil-teacher ratio equal to 40, we are tempted to think it has enough teachers to train pupils. Yet, that may not be the case. Some schools may have one teacher for 10 pupils (in rural zones for instance), whereas some others have only one teacher for 150 pupils or so.

A consistent distribution supposes:

1. For a given level of education and for each school, the means and number of teachers allocated to it must be proportional to its pupils' number.
2. Schools with the same number of pupils must more or less have the same means and number of teachers.
3. Schools with similar means and teaching staff must have more or less similar number of pupils, and so comparable pupil-teacher ratios.

A way of assessing the overall coherence of the means or teachers' distribution is to compare the means and/or the number of teachers with that of pupils. This can be done by representing the number of teachers mobilised in each school and its number of pupils in the same space (**graph 2.11**). If the schools' allocation is characterised by a perfect coherence, then, the position of all schools must be on a straight line (OA on the graph).

Graph 2.11 : *Allocation of teachers to schools according to their number of pupils*

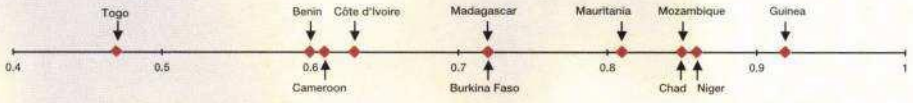


Source : CSR methodological guidelines

There is a statistical measure to summarize the overall correspondence, in all schools in the country, between the number of teachers and the number of pupils : the R^2 between the number of pupils and number of teachers that is computed out of all the country's schools. The R^2 ratio measures the coherence in the teaching staff allocation. It varies between 0 and 1. The closer it is to 1, the better the distribution of teachers is made with the view to appointing more teachers to the schools with bigger number of pupils. The more it diverges from 1, the more the allocation of teachers is made according to other criteria. **Graph 2.12** gives the value of this coherence measure for countries where it was computed.

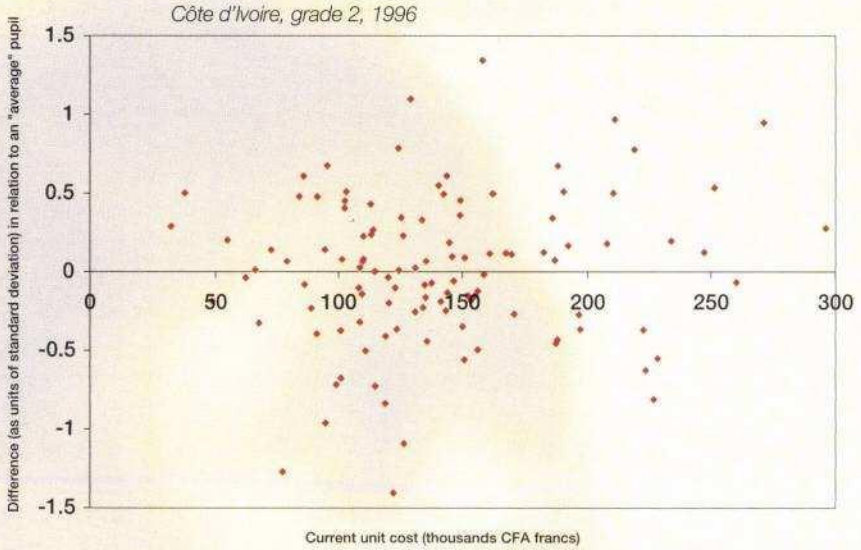
After dealing with administrative management, let us focus on the efficiency of the use made from resources allocated to schools, still with the view to improving the global efficiency of the education systems. The point is to see how the schools "turn" the received

Graph 2.12 : *Coherence level of teachers' distribution among primary schools in different African countries (R^2 value)*



Source : Country Status Reports of the countries

Graph 2.13 : *Progress of pupils' learning achievement[40] and unit cost[41], Côte d'Ivoire, grade 2, 1996*



Source : computations from PASEC data and administrative data provided by Ivorian Administration

resources into pupils' learning achievements. This is pedagogical management.

2.2.3.2 Pedagogical management

- Different situations from a class to another

Graph 2.13, built on the basis of the data of PASEC survey carried out on Ivorian pupils of grade 2 in 1996, compares the average progress of the classes with the training unit costs.

This graph suggests two remarks:

- The unit cost varies a lot from one class to another, for some classes the cost per pupil is FCFA 30,000 or so, whereas for some others, it is almost FCFA 300,000.
- The relation between unit cost and school progress is weak. For instance, if we consider the unit cost of FCFA 100,000, we can see evolutions from –1 point to +0.5 of standard deviation[42]. In addition to that, very different unit costs can be associated with similar progress. For example, both extreme unit costs (FCFA 30,000 and FCFA 300,000) of the graph are associated with almost identical progress of learning achievements.

This situation can also be observed in the other levels of education and in different countries[43]. It is then necessary to wonder which learning conditions positively influence the level of learning achievements. This will facilitate the elaboration of relevant education policies so as to improve the quality of education.

- Inputs favour more or less learning

The research of the factors favouring a quality education (with regard to pupils' results) classifies the variables concerning learning conditions into two categories[44] :

√ **The school factors**, including all that is related to the organisation of the education system: teachers' and headmaster's profiles, characteristics of the classrooms and pedagogical organisation within the school;

√ **The extra school factors**, which describe all the variables that are out of the planner's control but take part in the learning process: pupil's environment (family and socio-cultural characteristics), her/his personal characteristics (working capacity, characteristics relating to each pupil's intrinsic nature etc.)

Here is a summary of some results obtained from PASEC data[45], concerning both school and extra school factors. The following variables are among the school variables that influence learning.

The academic level and work experience of the teachers have variable effects. All the tested models reveal that teachers with the highest academic level are not the best teachers. A teacher who has a senior secondary school or university diploma does not have better results than a teacher who only has a junior secondary school diploma[46]. As for work experience, it has a positive effect on pupils' progress. However, the top level of this effect varies according to countries. In Côte

[40] The average progress per class is measured in reference to a fictitious pupil presenting the average sociological characteristics of his/her country.
[41] The costs are estimated on the basis of the available administrative data: teachers' pay scale, school construction costs, didactic material's costs, etc.
[42] The standard deviation measures the variety around the average.
[43] This graph is identical to those of the other countries where this analysis was carried out.
[44] The causal diagram model used in the analyses is presented in appendix 10.
[45] Except for a particular note, the results are valid for five countries surveyed by PASEC (Burkina Faso, Cameroon, Côte d'Ivoire, Madagascar, Senegal).

d'Ivoire for instance, the effect of one or more additional years of work experience is not significant beyond 15 years of teaching.

Repetition may prevent from learning. Indeed, a pupil who has repeated at least once a previous or her/his current grade progresses less than another one, with the same initial learning level, who has never repeated any grade. For instance, in Senegal and Burkina Faso, a pupil in grade 5 who repeated several times scores on average 0.39 points[47] less than another one who never repeated.

A policy meant to provide schools with schoolbooks is beneficial. The ideal thing would be the situation in which every pupil has her/his own schoolbooks (at least the reading and arithmetic books). A policy meant to provide schools with schoolbooks should see to it that there is at least one reading book for two pupils. In Côte d'Ivoire for instance, the fact of having only one book for three pupils negatively affects pupils' progress (negative effect of 0.20 points for pupils in grade 2).

The involvement of schoolchildren's parents in the school management, which can be measured through the existence of an active parents' association within the school, can be beneficial. In Senegal, the existence of such an association within a school improves the pupils' outcomes by 0.16 points on average.

A good integration of teachers in the pupils' living environment improves the pupils' outcomes. Pupils progress more with a teacher belonging to the immediate environment of the school (for instance if the teacher lives in the district or village and speaks the local language[48]). In Côte d'Ivoire for instance, the achievements of a pupil in grade 5 whose teacher speaks the local language increase by 0.25 points in comparison with another one whose teacher does not speak the local language.

The feedbacks among teachers and/or with the headmaster are favourable to learning. The meetings of the school headmaster with all teachers to discuss about the management of the school or progress of the lessons, favour significantly pupils' outcomes. In Cameroon for example, this practice increases by 0.17 points the achievements of pupils in grade 5. In this respect, the fact that a teacher consults very often her/his colleagues in order to solve the problems she/he faces in relation to her/his lessons, improves the progress of her/his class in comparison with that of her/his colleague who rarely does so.

Other school factors seem more or less significant. Organising regular controls of homework or individual tests is favourable to learning. Conversely, the double flow system is detrimental to learning (negative impact of 0.15 points compared to a pupil who has her/his courses in a single flow class). The effects of multi grade class are not significant. Finally, a too high class size can impede the learning. Beyond 70 pupils per class, the negative effect becomes significant[49].

Pupils' living environment (urban or rural), parents' literacy, home assistance for the studies, and speaking French at home are among the main extra school factors that influence pupils' outcomes. The results concerning parents' instruction, pupils' dwelling area and home monitoring are confirmed by the surveys carried out by SACMEQ and MLA.

In all countries on average, except for grade 2 in Burkina Faso, **pupils in rural areas make less progress than their colleagues in urban areas** during the school year (the difference is 0.08 points of standard deviation in grade 2 and 0.04 points in grade 5.)

Homework assistance has a positive impact on their progress. For the five countries, children who receive support at home have on average 0.13 additional points on their progress than children who receive no support. In Burkina Faso, this effect is as high as 0.22 points for pupils in grade 2.

Parents' literacy, that of mothers in particular, proves to be favourable for pupils' outcomes. Pupils whose mothers are literate progress more than those whose mothers are illiterate. In Côte d'Ivoire, the impact of mothers' literacy is 0.08 points on pupils' progress. It is as high as 0.10 points in Burkina Faso. Speaking French at pupils' home is also a factor of success at school. In the global model of the five countries, pupils in grade 2 at whose home French is spoken get on average 0.13 points more than those at whose home French is not spoken. This effect falls to 0.06 points in grade 5.

[47] Furthermore, the teacher's intention to partake in a competitive examination has a positive impact on pupils' progress

[47] The effects of each of these factors are equally measured in percentage points of standard deviation in relation to the progress average (difference between the score of the end and that of the beginning of the year) for example, an effect of 0.15 point of standard deviation corresponds to about 5 gained places in a class of 100 pupils. The correspondence is not linear: 0.55 point corresponds to about 20 gained places.

[48] This does not necessarily mean that the local language should systematically be used for teaching (impossible in some regions where several languages coexist), but this is simply a possible way of improving communication between the teacher and pupils, teacher and schoolchildren's parents or local official and traditional authorities. In this respect, all education policies should think about the opportunity of using the local languages.

[49] The test with a benchmark of 60 pupils does not reveal significant negative effects on learning achievements.

- **The use of resources seems to be more important than the resources themselves**

The school and extra school factors have all together a weak explanatory power. Indeed, most of the used statistical models only explain 10 to 15 % of the observed progress of pupils. There is still an important residual heterogeneity, that is to say, there are "other" factors more difficult to measure and yet decisive in pupils' progress. Indeed, two schools with the same means can have very different achievements. So, these differences are more likely due to the way the resources are used than to the resources themselves. So, a pertinent education policy should put the emphasis on the measures to optimise the resources use, such as :

√ Recruiting teachers who have a necessary and sufficient level of skills to teach pupils. At the same time, resorting to a staff whose level of skills is beyond the necessary level must probably be avoided,

√ Improving consistency of teachers' allocation in schools,

√ Encouraging the teaching staff to systematize their pedagogical meetings,

√ Reinforcing the attributions of the schools headmasters by urging them on to assess and monitor their teachers' work,

√ Reinforcing the role of inspectors by urging them on to monitor regularly the schools of their inspection on the basis of pupils' outcomes,

√ Urging on the pedagogical staff to meet schoolchildren's parents and involve them in the school management,

√ Introducing a regular assessment system, which enables to compare school outcomes with all the means at the disposal of schools in order to improve the monitoring of the education system at the local level,

√ Planning the implementation of allowances or advance process for teachers whose pupils have good outcomes considering the means allocated to their classes.

2.3 Financing the remaining needs

2.3.1 Producing credible plans

During the Dakar conference in April 2000, the financial partners committed themselves to see to it that no countries seriously committed (with a credible plan) to EFA would be thwarted in their achievement of this goal by a lack of resources. The meaning of "credible" remained then to be defined. The World Bank on the occasion of the analytical works meant to prepare the EFA 2015 Fast Track initiative gave an answer to this issue in 2002. That answer was lesson-learning and empirical. It consisted in studying the main previously analysed factors (resource mobilisation, combinations in spending, systems' organisation...) of the developing countries' education systems that got closest to universal primary education (the highest access rates to grade 6) and considering that these parameters were for sure good references to be targeted for countries lagging far behind the others. There are seven African countries whose parameters were taken as references (Gambia, Ghana, Kenya, Lesotho, Nigeria, Uganda, and Zambia).

Table 2.6 gives the average values of "reference" countries along with the chosen targets within the indicative framework of the initiative.

It can be observed that the target values for 2015 were chosen in accordance with the average of "reference" countries. There was an exception for the percentage of non teachers' salary spending in the total current spending; the proposed target value is 33 % whereas the average of "reference" countries is only 18 %. This gap was proposed to give countries financial rooms for manoeuvre on aspects such as quality, stimulation of education demand or creation of assessment tools.

So, the Fast Track initiative gives an answer to the goals of the international community in terms of quantity (100 % of children completing primary education in 2015), quality improvement (pupil-teacher ratio equal to 40, increase in the proportion of non teachers' salary spending in the total current spending), efficiency of systems (limited repetition rate for instance), and equity (100 % of children presupposes 100 % of girls in rural areas in particular).

It also meets the needs of each party as regards their responsibilities. In their budgetary trade-offs,

Table 2.6 : *Abstract of the EFA 2015 Fast Track initiative indicative framework*

Factor	Average of the best UPE achievers	Indicative target values for 2015
Ressource mobilsation		
Domestic current public revenue as % of GDP	18.8	14-18
% of education in public current spending	19.3	20
% of primary level in the education budget	44.4	42-64[50]
Student flow indicators (primary education)		
% of repeaters	9	10
Indicator of education service delivery (primary education)		
Pupil-Teacher Ratio	39	40
Teacher average salary as units of per capita GDP	3.8	3.5
% of current spending other than teachers' salary[51]	18	33
% of pupils enrolled in private schools	5	10

Source : World Bank

the beneficiary countries have to give priority to education and primary education in particular. The financial partners have to raise funds corresponding to the remaining needs after the domestic resource mobilisation and efficiency gains of the systems.

Finally, let us mention that the chosen reference values are part of an indicative framework and it may be more adapted, considering the national specificities, for some countries to slightly stray from the proposed values.

2.3.2 Receiving external financing: a need that differs from one country to another

On the basis of the Fast track indicative framework's values, and still within the context of the works meant to prepare the initiative, financial simulations have been carried out in 33 African countries whose population is higher than 1 million inhabitants and whose gross national income per capita is less than US $885 (2001 data)[52] . The purpose of this work was mainly to assess for each country the gaps between its available domestic resources and its needs (current spending, spending in capital, costs relating to AIDS) in order to achieve universal primary education.

Indeed, even if efficiency progress are made, in particular through policies meant to get closer to the reference values, most countries will be unable to finance universal primary education on their own.

Throughout the African continent, the external financial need was estimated on average to US $ 2.15 billion per year until 2015. This need is split as follows: 40 % for current spending, 26 % for costs relating to HIV/AIDS (in particular to support orphans' education and offset for the death or absence of infected teachers), and 34 % for the requirements of capital spending (mainly the construction of classrooms).

Considering the increasing number of pupils, the needs will be lower than the average at the beginning of the period and higher at its end.

The above-mentioned amount is to be added to the 4 billion that the countries will be able to mobilise by themselves. So, the additional foreign need represents one third of the all-necessary resources.

The estimate of the global amount of external need is used to inform the financial partners about the necessary budget. However, considering the important differences between the countries in all factors to be taken into account (current level of enrolment, demographic status and projected trends, rooms for manoeuvre in relation to efficiency gains...) the additional foreign financing needs vary a lot from one country to another in terms of amount and in terms of the proportion of global costs.

Table 2.7 presents the results of the simulations carried out, country by country, with the detailed needs and proportion of the foreign financing needs. These simulations are not commitments but estimates to be sharpened case by case according to the national policies of the countries eligible for the initiative. It reveals that the proportion of the external need in relation to the total need varies a lot, that is to say, from 14 % in Congo, or 15 % in Angola, to 68 % in Burundi or 77 % in the Democratic Republic of Congo.

[50] The target "indicative" benchmark by 2015 should be calibrated to the length of the first cycle of schooling, i.e. 42% if it is 5 years; 50% if 6 years; 58% if 7 years and 64% if 8 years.

[51] Spending on items other than teacher remuneration include: i) the remuneration of non-teaching staff in schools, as well as staff at the district, regional or central levels; ii) spending on pedagogical materials, maintenance and other running costs, iii) in-service teacher training; iv) running costs of student assessments and examinations; and v) students subsidies, school feeding and other services included under demand-side financing.

[52] Mingat A., Rakotomalala M., Tan J.P., Financing Education For All by 2015 in Africa : Simulations for 33 countries, 2002.

As a continuation to these works, a first list containing 11 African countries that are potentially eligible countries for the initiative was drawn up according to the following criteria:

√ A final, completed poverty reduction strategy paper (PRSP)

√ A credible education sector plan giving priority to primary education but maintaining a balance between the sub sectors

In a nutshell, the implications and responsibilities for the success of this initiative and its expansion to other countries concern all partners and can thus be synthesized.

Beneficiary countries: elaborating and implementating a credible plan:

√ Ensuring that primary education plan is part of a balanced plan of the whole sector

√ Mobilising an adequate volume of national resources

√ Reforming the system in order to improve the education service delivery

√ Seeing to it that the new external resources contributes to improving the efficiency of all the funds allocated to primary education

√ Including financial partners in the monitoring of spending

Financial partners: fund raising

√ Financing current spending, not only capital spending

√ Using new credit transfer mechanisms, not only through the project approach

Together: targeting the monitoring and assessment of progress based on the outcomes.

Table 2.7 : *Simulations of the annual average volume of available domestic resources for primary education and external financing need to achieve UPE by 2015 in 33 African countries (millions of US dollars of 2000 per year)*

Countries	National resources	External financial need (annual average within 2000-2015)				
	(annual average within 2000-2015)	Current education	Relating to HIV/AIDS	Capital	Total	% of the external need
Angola	253	36	5	5	46	15%
Benin	52	11	2	10	22	30%
Burkina Faso	51	25	22	23	71	58%
Burundi	12	6	10	11	26	68%
Cameroon	175	27	21	28	76	30%
Côte d'Ivoire	307	40	30	16	86	22%
Eritrea	13	3	1	6	11	46%
Ethiopia	141	58	60	128	245	63%
Gambia	9	2	1	1	4	31%
Ghana	100	7	12	14	33	25%
Guinea	53	23	2	12	38	42%
Guinea Bissau	4	2	0	1	4	50%
Kenya	316	113	38	0	152	32%
Lesotho	36	8	3	1	12	25%
Madagascar	58	12	0	21	33	36%
Malawi	33	9	20	9	39	54%
Mali	45	23	4	28	55	55%
Mauritania	23	4	0	3	8	26%
Mozambique	80	23	17	14	54	40%
Niger	46	26	3	27	56	55%
Nigeria	1275	92	113	122	328	20%
Uganda	146	49	47	14	110	43%
C.A.R.	15	3	4	7	14	48%
Congo	70	3	3	6	11	14%
D.R. Congo	54	43	34	103	180	77%
Rwanda	39	11	14	11	36	48%
Senegal	103	33	3	19	55	35%
Sierra Leone	15	4	4	6	10	40%
Sudan	205	85	3	20	105	34%
Tanzania	164	52	43	28	123	43%
Chad	28	11	5	19	30	52%
Togo	31	5	8	7	20	39%
Zambia	41	16	29	9	54	57%
Total	3993	865	559	728	2152	35%

Source : World Bank simulations

Conclusion

Counterpoint view on the specificity and generality of the national situations

At the end of these analyses, it may be useful to emphasize a certain number of points:

1. The first one is the great variability of the parameters defining the organisation of education systems in the different countries of the continent. This variability concerns both the volume of public spending allocated to the sector and the conditions of education service delivery. Thus, some countries allocate a bigger part of their national resources or budgetary resources for education knowing that a more or less important part of that budget may be allocated to primary education. This allocation indicates different trade-offs between the different education levels. Similarly, the analysis of education service delivery reveals considerable variations in pupil-teacher ratio (it varies from 15 to 79), the teachers' level of salary (it varies between 1.5 and 9.6 units of GDP per capita), the proportion of repeaters among enrolled pupils (it varies from 0 to 34 %), and the percentage of current spending other than teachers' salary.

2. In theory, it is difficult to distinguish, within this global variability, between the situations related to real national specificities and those related to inefficiencies or inappropriate choices. Since the international community is planning a global structural support for many countries, it is necessarily subjected to some pressure between an approach accepting the national specificities and an approach treating the different countries on an equal footing. In other terms, does the credible plan, which is generically referred to, have to be specific to each country or be common to the concerned countries?

3. A way to get ahead with in this difficult discussion was first to observe that within the low income countries, some turn out to be more efficient since they have achieved (or are about to achieve) the UPE goal, whereas some others *a priori* more or less comparable are still far away from it. On this basis, it was secondly observed that the structural parameters of those countries were, on average, different from those of the countries with little efficiency. This logically means that some combinations of structural parameters are indeed more efficient than others. This means as well that a significant proportion of the initially observed diversity relates back to inefficiency, and inappropriate education policies. Then, the conclusion was drawn that structural parameters of efficient countries could enable

to draw a unique image of the sought credible plan that would be adjusted in each country according to its specificities.

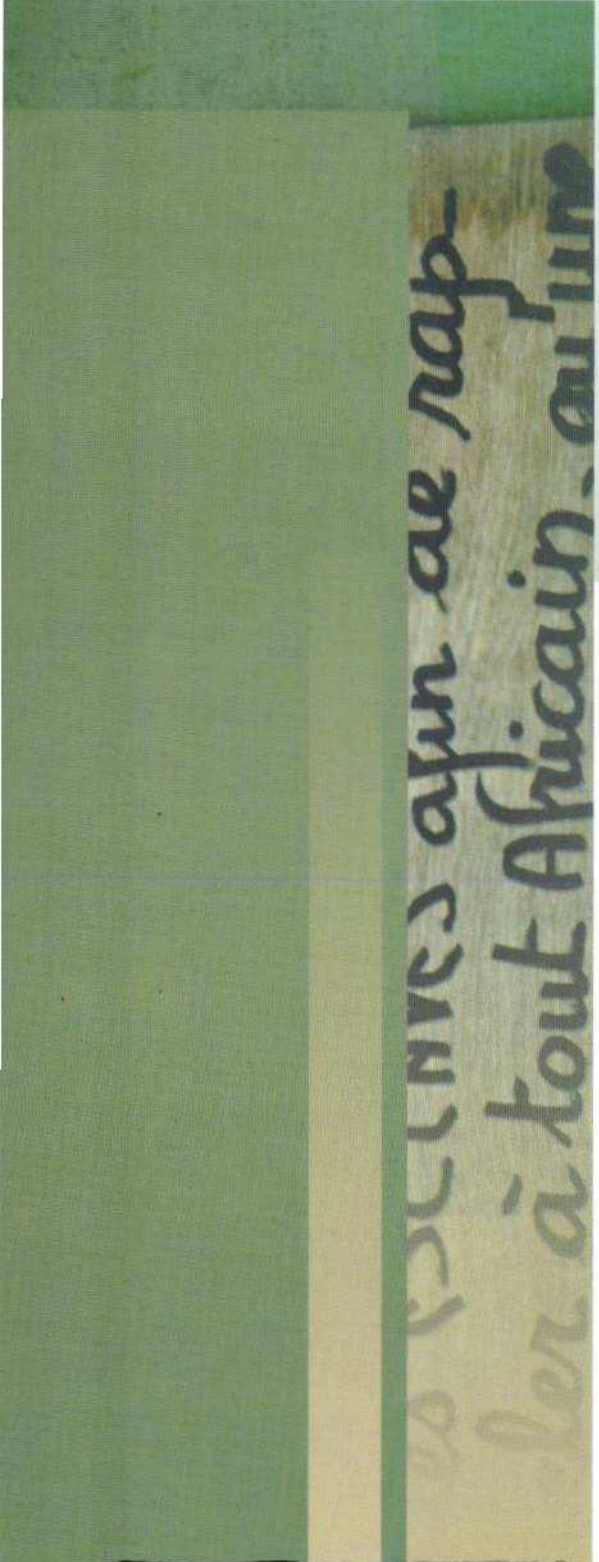
4. At this prospect, pursuing the UPE goal in 2015 requires the signature of a contract between each concerned African country and the Northern countries taken as a whole, knowing that the contract must be similar for all the beneficiary countries. On the other hand, the involved Northern countries must also adopt common measures of funding regardless of the countries they would bring support to.

5. For each of the beneficiary countries, the contract would concern the definition of structural parameters established in reference to the general indicative framework, adapted to the national situation, and the schedule planned for its progressive implementation. The new policies of education regarding the mobilisation of national public resources for education and primary education in particular, regarding education service delivery and the measures chosen for their actual implementation at the local level would be thus described.

6. As for the external financings, the contract should cover for 15 years the needs regarding spending in capital and current spending that could not be satisfied by national sources. Indeed, the analysis has shown that a significant proportion of the needs to be satisfied concerns current spending.

7. The necessity to improve significantly the countries' capacity to turn the resources into outcomes both in terms of quantity (completion of six years of schooling at least for all youths of a generation whatever their characteristics or location) and in terms of quality as well (actual achievement of the targeted learning level) is commonly shared by all beneficiary countries. However, it requires special treatments within each of those countries. So, the point is to improve the management and implementation of global policies at the local level.

8. Finally, monitoring through outcomes' assessment shall be systematized. The implementation or consolidation of the monitoring and assessment tools dealing with the quantity and quality achievements and not with inputs should facilitate management progress. Only such a monitoring would enable to evaluate the success of the implemented reforms and their relevance in order to get closer to the goals.



3. Country profiles

3.1. How to read the country profiles

The indicators included in the EFA country profiles may be grouped in several categories: the demographic and macro-economic context, the status indicators, those related to resource mobilisation and finally the structural parameters of primary education (primary education pattern).

The values in the profiles refer to the last year available which is different from a country to an other and colour-coded in the appendixes 2 to 6.

The demographic and macro-economic contexts

Gross Domestic Product (GDP) per capita : Domestic income of the country divided by the total population, expressed in US dollars of the year 2000.
Source: World Bank

HIV/AIDS prevalence rate : Proportion of people aged 15 to 40 years living with HIV/AIDS, expressed in percentage.
Source: UNAIDS

Percentage of school-age population (age dependency pseudo ratio) : Share of the primary school-age population in the total population. For the countries where the duration of primary education is different from 6 years, for a comparability purpose, this ratio is computed on the basis of 6 years of age starting from the official admission age to primary school.
Source: computations from United Nations Population Division data

The status indicators

- Outside the EFA triangle:

Primary Apparent Intake Rate (AIR): Ratio between the number of new entrants (non-repeaters) to grade 1, and the population of official primary entrance age, expressed in percentage[53].

$$AIR = \frac{\textit{Non-repeaters in grade 1}}{\textit{Population of official primary school entrance age}}$$

Source: UIS

Survival Rate to grade 6: Percentage of pupils having entered grade 1 who reach grade 6.
Source: computations from UIS raw data

[53] This ratio may be higher than 100% due to entries of some children after the official entrance age

Primary Gross Enrolment Ratio (GER): Number of pupils enrolled in primary education, as a percentage of the official age group population corresponding to this level of education, expressed in percentage. It may be higher than 100% due to repetitions and late entries (after the official age) of some children.

$$GER = \frac{\textit{Pupils in primary schools}}{\textit{Population of official primary school age group}}$$

Source: UIS

Percentage of public resources appropriated by the 10% most educated people : Share of public education spending accumulated by the 10% most educated people (those who have achieved the highest academic level) in the total public resources for education.
Source: computations from UIS raw data

Schooling profile : Average school-route of children under current conditions of schooling. It shows, for a cohort of 100 children, the proportion of those enrolled in each grade for the first time. The horizontal axis presents the different grades while the vertical one gives the percentage of the cohort reaching each corresponding grade. The first point (at the left side) of the schooling profile equals the apparent intake rate and then may be higher than 100% because of the early and late entries in the system. The last point of the schooling profile equals the access rate to grade 6.

The schooling profiles included in the EFA country profiles are a simplified version, presenting only the access rate to grade 1 (AIR) and the access rate to grade 6.
Source: computations from UIS raw data

- Within the EFA triangle:

Access rate to grade 6 : Ratio between the number of new entrants (non repeaters) to grade 6 and the population of the official age for grade 6, expressed in percentage. In the countries where the primary level lasts 5 years, this indicator is replaced with the access rate to grade 5.

$$\text{Acces rate to grade 6} = \frac{\textit{Non-repeaters in grade 6}}{\textit{Population of official age for grade 6}}$$

Source: computations from UIS raw data

Literacy rate (Literacy 15+) : Proportion of the 15 years and over aged population who can read and write within the whole 15 years and over aged population, expressed in percentage.

Source: UIS estimates

Gender parity index on the primary gross enrolment ratio (Parity) : Ratio between the female primary gross enrolment ratio and the male one, expressed in percentage.

$$\text{Gender parity index} = \frac{\textit{Female GER}}{\textit{Male GER}}$$

Source: computations from UIS raw data

Domestic resource mobilisation

Domestic public current revenue as % of GDP : Ratio between the government revenues (grants excluded) and the gross domestic product, expressed in percentage. This indicator resembles the fiscal pressure.
Source: World Bank

Percentage of education in public current spending : Ratio between the public current spending devoted to education and the whole public current spending
Source: World Bank

Percentage of primary (5 or 6 years of schooling) in the education budget : Share of the education budget devoted to primary education. For countries where the duration of primary education is different from 5 or 6 years, for a comparability purpose, calculations are made to assess the share of spending allocated to the first 6 years.
Source: World Banko

Primary education pattern

Pupil-teacher ratio (PTR) : Ratio between the number of pupils and that of teachers. It represents the average number of pupils per teacher. For primary education, for instance, it is calculated as follows:

$$\text{PTR} = \frac{\textit{Pupils in primary schools}}{\textit{Teachers in primary schools}}$$

Source: UIS

Current unit cost as percentage of per capita GDP : Ratio between the average spending per pupil and GDP per capita, expressed in percentage.
Source: World Bank

Teachers' average salary as units of per capita GDP : Ratio between the teachers' average salary and GDP per capita.
Source: World Bank

Percentage of current spending other than teachers' salary : Ratio between current spending other than teachers' salary and the total current spending
Source: World Bank

Percentage of repeaters : Proportion of pupils enrolled in the same grade as during the previous year, expressed as a percentage of all enrolled pupils.
Source: UIS

Internal efficiency coefficient (IEC) : Ratio between the number of pupil-years theoretically required to produce the number of pupils reaching grade 6 (without counting repeaters) in a system without repetition or dropout and the actual number of pupil-years spent to produce the same number of pupils, expressed in percentage.

Calculations can be made on the basis of the schooling profile, using a pseudo-cohort of 100 pupils entering grade 1 in a level of 6 grades.
Let N_j be the number of non-repeaters enrolled in grade j (100 in grade 1).

R_j the percentage of repeaters in grade $_j$.
The ideal number of pupil-years for the actual production is $[N_6 \times 6]$,
that is to say 6 years of schooling achieved by N_6 pupils having reached grade 6 (without repetition).
But the number of pupil-years spent is $\sum_{j=1...6} [N_j /(1- R_j)]$, so:

$$IEC = [N_6 \times 6] / \sum_{j=1...6} [N_j /(1- R_j)]$$

This coefficient ranges theoretically between 0 (school system where no child reaches grade 6) and 1 (system without repetition or drop-out).
Source: computations from UIS raw data

Percentage of pupils in private schools : Ratio between the number of pupils enrolled in schools not managed by the government and the total number of pupils, expressed in percentage.
Source: UIS

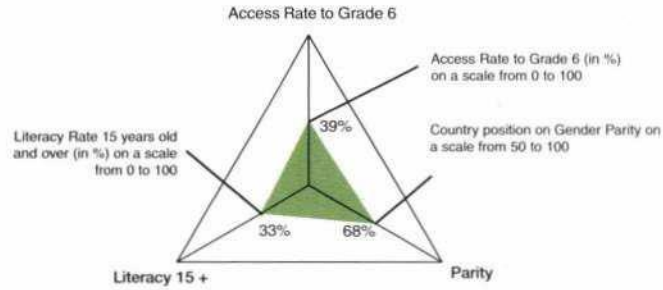
[54] A pupil-year corresponds to a school year done by a pupil

EFA African Development index

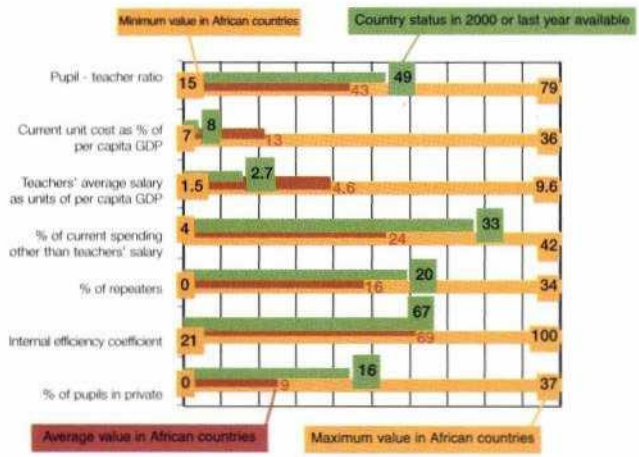
It is built similarly to the United Nations Development Programme (UNDP) Human Development Index. **It summarizes in one figure the country status regarding three EFA goals: primary schooling, gender parity and adult literacy.**

EFA Triangle

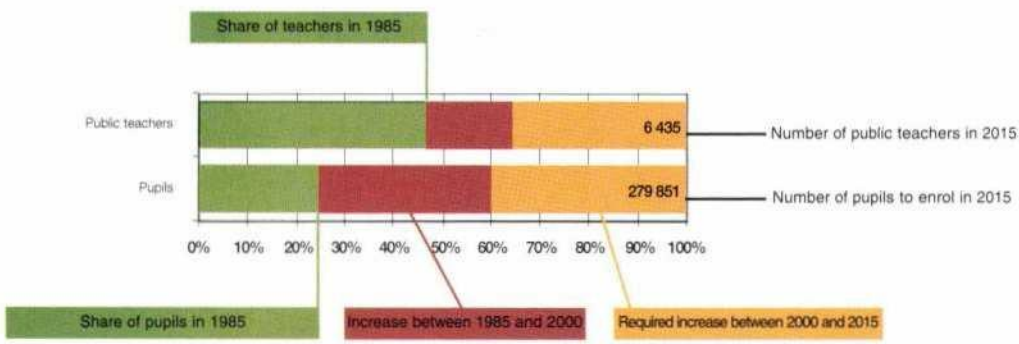
The EFA triangle shows the relative position of the country regarding those three EFA goals. Its size and its shape give a visual measure of the current country status and the remaining way to go.



Status, Resource mobilisation and Primary Education pattern



Simulation : Universal Primary completion (6 years of schooling) in 2015



3.2 Country profiles (53 countries)

South Africa

1999/2000

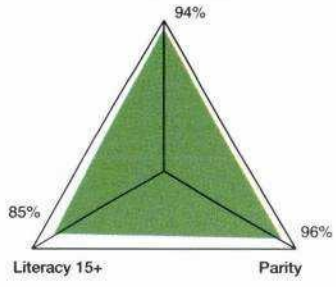
EFA African development index 88.7

Reminder 1990 87.6

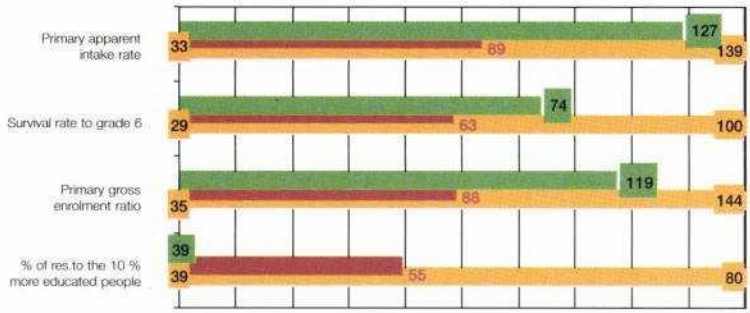
Population and macro-economic context (2000)

GDP per capita (US$)	2 907
Total population (000)	43 309
% of school-age population	13.2
Adult (15-49 years old) living with HIV/AIDS	20.1 %

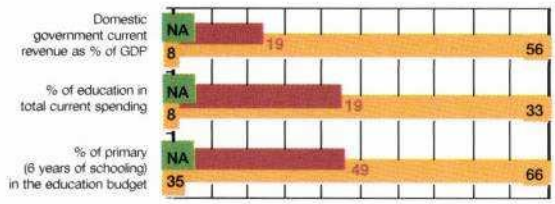
Access Rate to Grade 6



Status



Domestic resources mobilisation



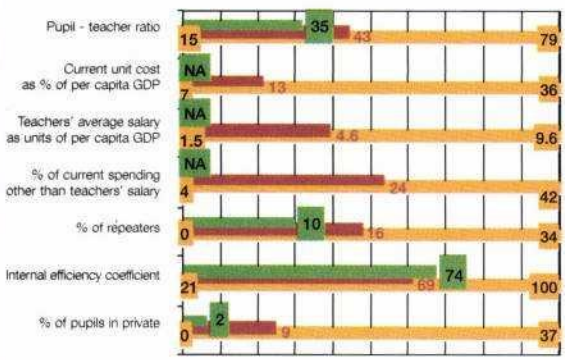
South Africa

African countries average

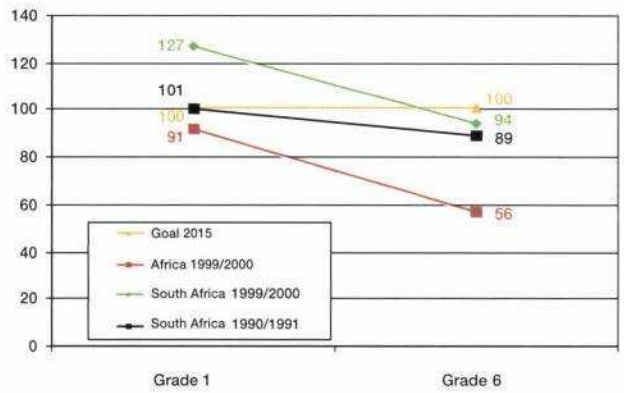
African countries minimum-maximum

NA : Data not available

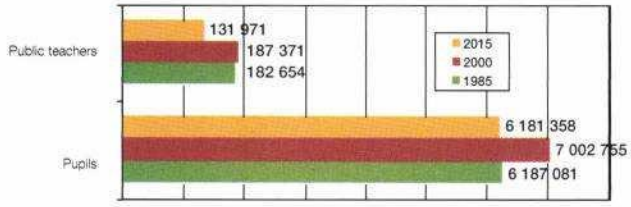
Primary education (6 years of schooling) pattern



Schooling profile



Simulations: Universal Primary Enrolment in 2015 and Financing Gap



Domestic resources and external financing needs under a "good policy" scenario (millions of year 2000 US$)

	By year, average on the 2000-2015 period
Domestic resources	NA
Financing gap	NA

Sources: UIS, World Bank, United Nations Population Division, UNAIDS

Algeria

1999/2000

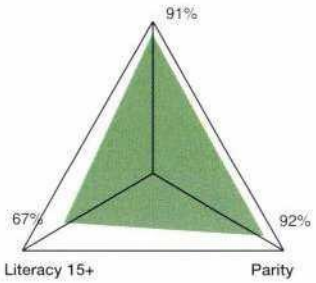
EFA African development index 77.8

Reminder 1990 66.1

Population and macro-economic context (2000)

GDP per capita (US$)	1 760
Total population (000)	30 291
% of school-age population	13.9
Adult (15-49 years old) living with HIV/AIDS	NA

Access Rate to Grade 6



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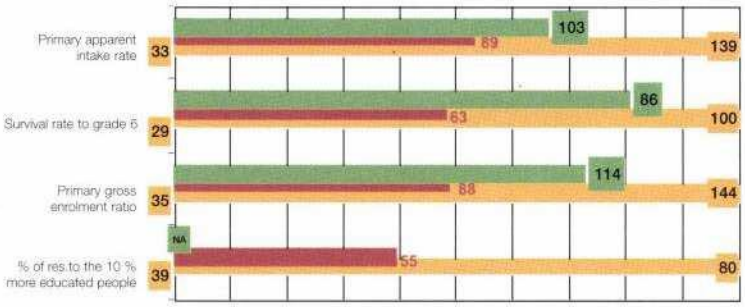
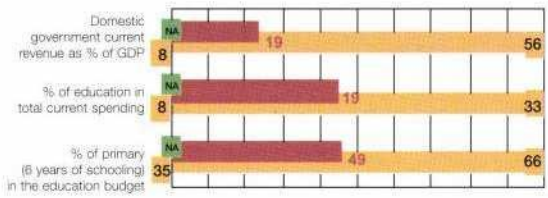


Domestic resources mobilisation



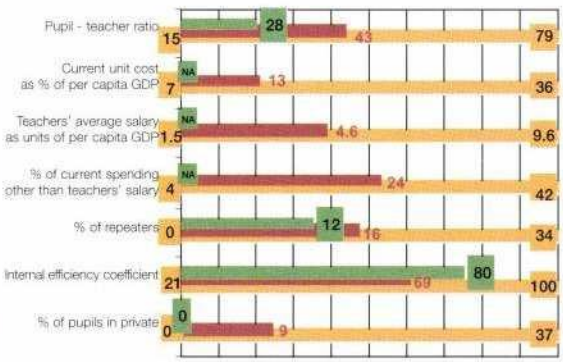
Algeria

African countries average

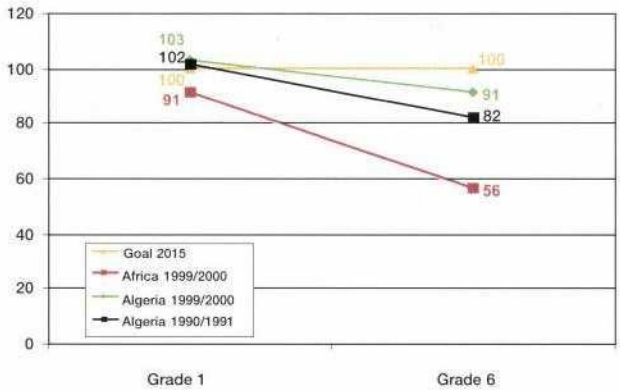
African countries minimum-maximum

NA : Data not available

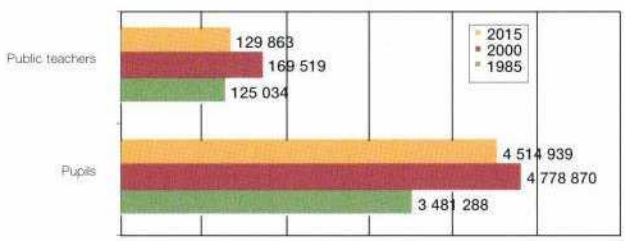
Primary education (6 years of schooling) pattern



Schooling profile



Simulations: Universal Primary Enrolment in 2015 and Financing Gap



Domestic resources and external financing needs under a "good policy" scenario (millions of year 2000 US$)

	By year, average on the 2000-2015 period
Domestic resources	NA
Financing gap	NA

Sources: UIS, World Bank, United Nations Population Division, UNAIDS

Angola

1999/2000

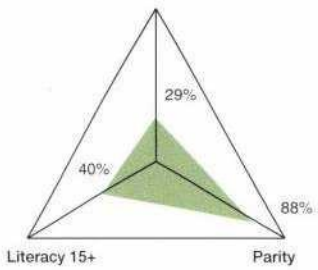
EFA African development index 39.0

Reminder 1990 NA

Population and macro-economic context (2000)

GDP per capita (US$)	672
Total population (000)	13 134
% of school-age population	17.6
Adult (15-49 years old) living with HIV/AIDS	5.5 %

Access Rate to Grade 6



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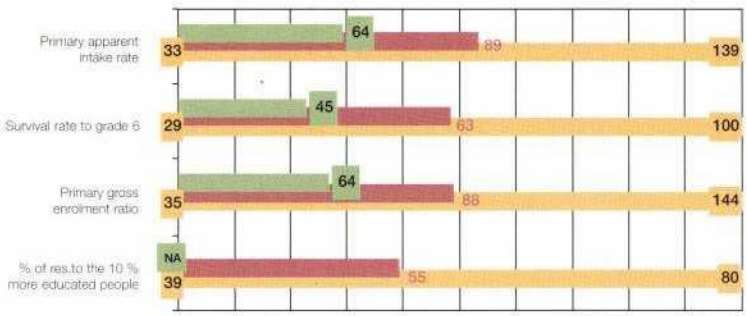
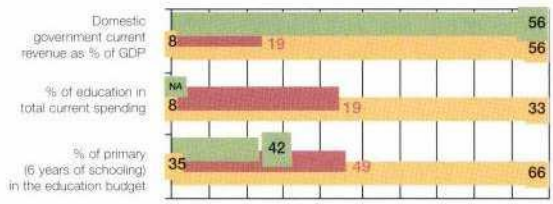


Domestic resources mobilisation



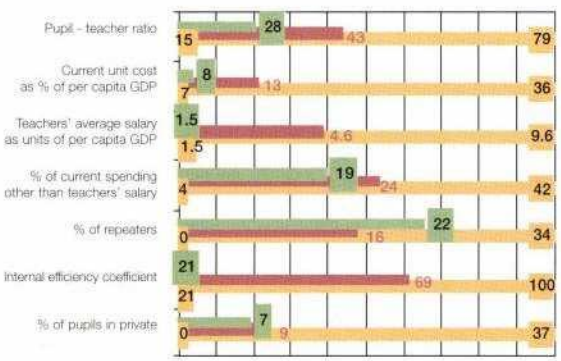
Angola

African countries average

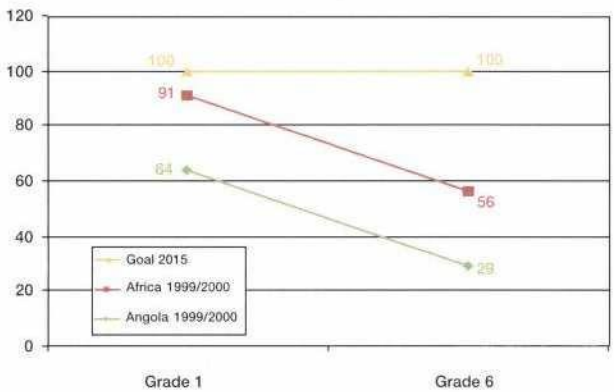
African countries minimum-maximum

NA : Data not available

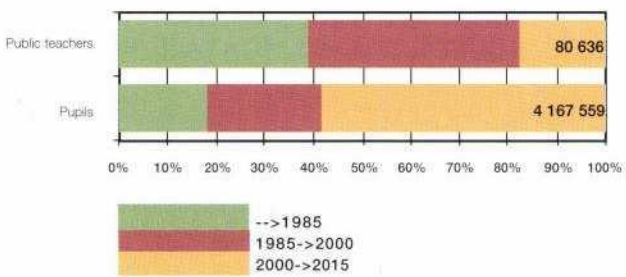
Primary education (6 years of schooling) pattern



Schooling profile



Simulations: Universal Primary Enrolment in 2015 and Financing Gap



Domestic resources and external financing needs under a "good policy" scenario (millions of year 2000 US$)

	By year, average on the 2000-2015 period
Domestic resources	253
Financing gap	46

Sources: UIS, World Bank, United Nations Population Division, UNAIDS

Benin

2000/2001

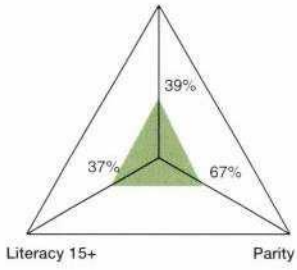
EFA African development index 28.3

Reminder 1990 13.1

Population and macro-economic context (2000)

GDP per capita (US$)	346
Total population (000)	6 272
% of school-age population	17.6
Adult (15-49 years old) living with HIV/AIDS	3.6 %

Access Rate to Grade 6



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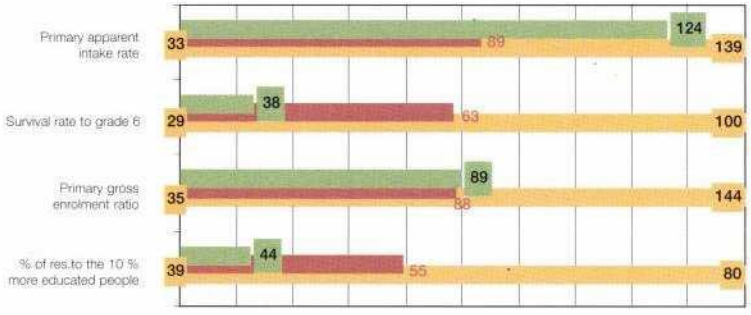
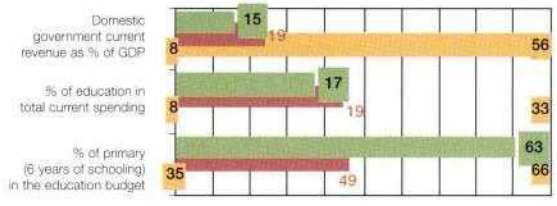


Domestic resources mobilisation



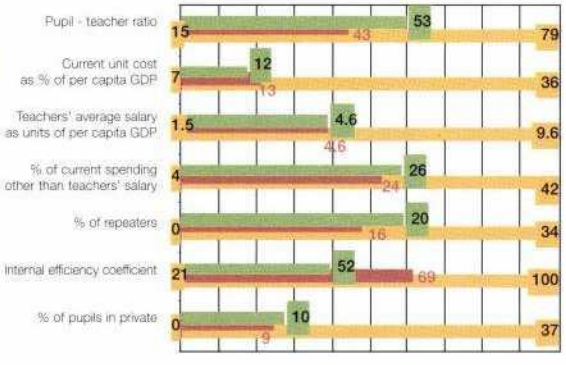
Benin

African countries average

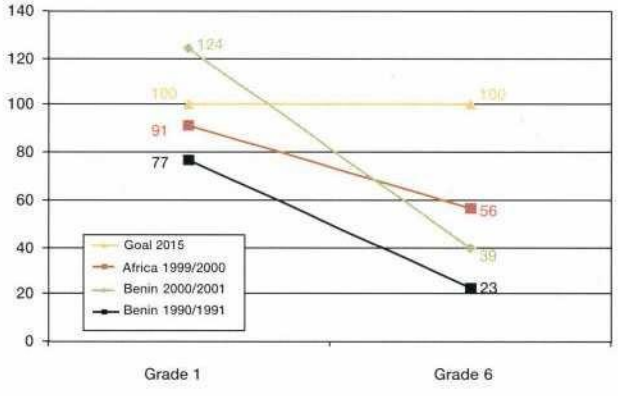
African countries minimum-maximum

NA : Data not available

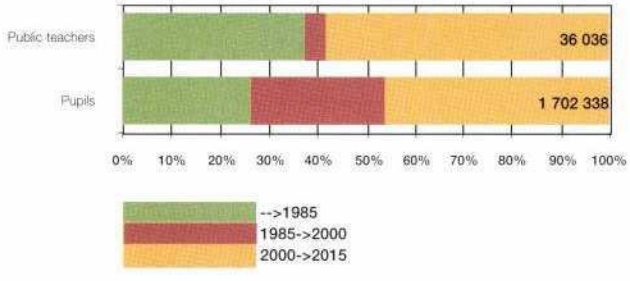
Primary education (6 years of schooling) pattern



Schooling profile



Simulations: Universal Primary Enrolment in 2015 and Financing Gap



Domestic resources and external financing needs under a "good policy" scenario (millions of year 2000 US$)

	By year, average on the 2000-2015 period
Domestic resources	52
Financing gap	22

Sources: UIS, World Bank, United Nations Population Division, UNAIDS

Botswana

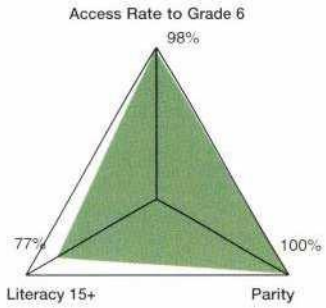
1999/2000

EFA African development index 90.2

Reminder 1990 88.0

Population and macro-economic context (2000)

GDP per capita (US$)	3 429
Total population (000)	1 541
% of school-age population	16.7
Adult (15-49 years old) living with HIV/AIDS	38.8 %



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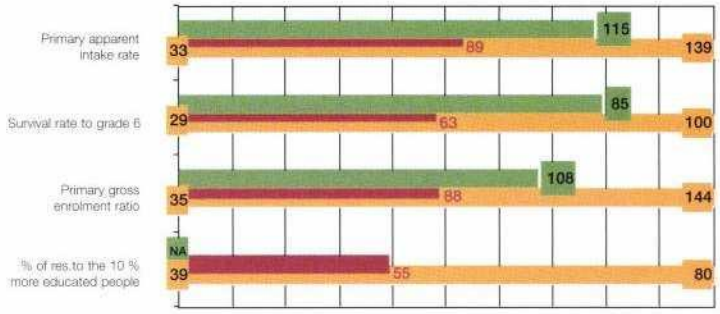
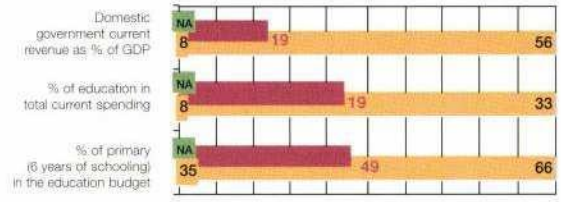


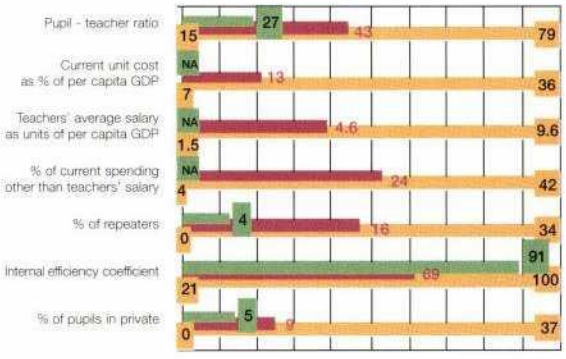
Domestic resources mobilisation



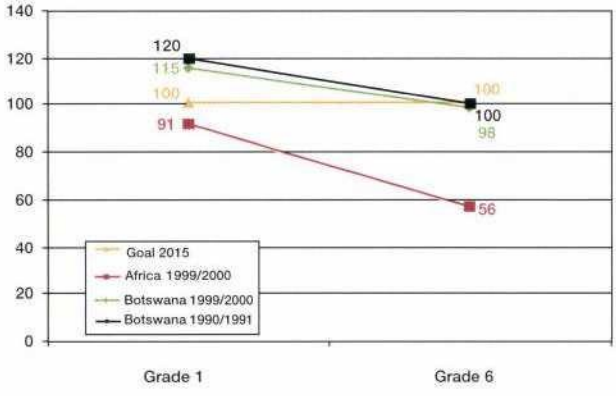
Botswana
African countries average
African countries minimum-maximum

NA : Data not available

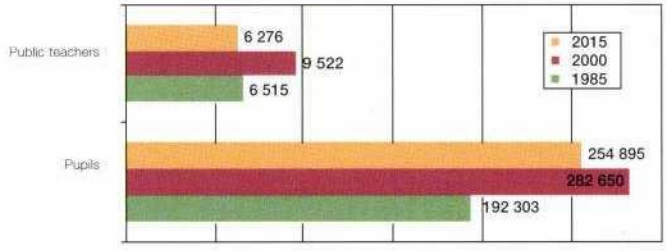
Primary education (6 years of schooling) pattern



Schooling profile



Simulations: Universal Primary Enrolment in 2015 and Financing Gap



Domestic resources and external financing needs under a "good policy" scenario (millions of year 2000 US$)

	By year, average on the 2000-2015 period
Domestic resources	NA
Financing gap	NA

Sources: UIS, World Bank, United Nations Population Division, UNAIDS

Burkina Faso

2000/2001

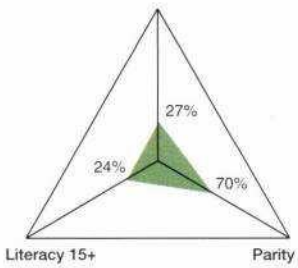
EFA African development index 19.6

Reminder 1990 15.8

Population and macro-economic context (2000)

GDP per capita (US$)	190
Total population (000)	11 535
% of school-age population	17.6
Adult (15-49 years old) living with HIV/AIDS	6.5 %

Access Rate to Grade 6



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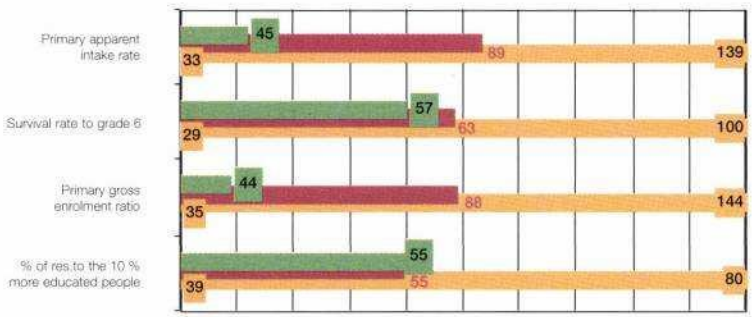
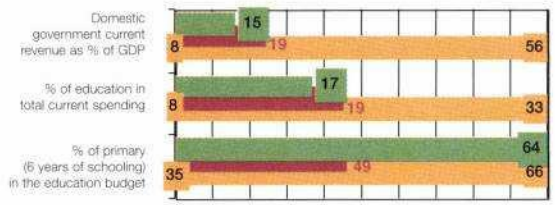


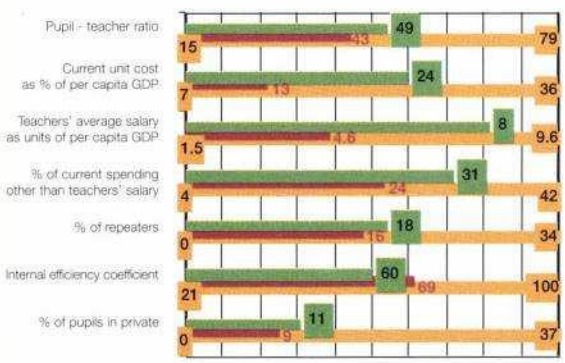
Domestic resources mobilisation



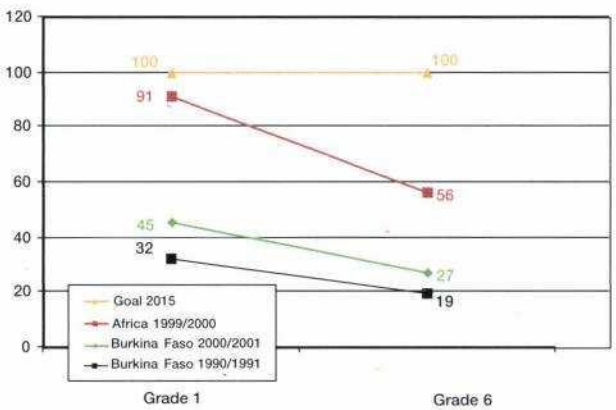
Burkina faso
African countries average
African countries minimum-maximum

NA : Data not available

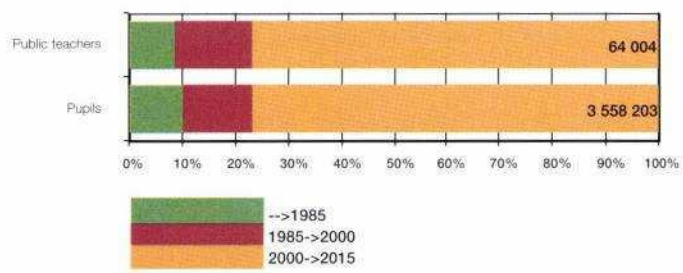
Primary education (6 years of schooling) pattern



Schooling profile



Simulations: Universal Primary Enrolment in 2015 and Financing Gap



Domestic resources and external financing needs under a "good policy" scenario (millions of year 2000 US$)

	By year, average on the 2000-2015 period
Domestic resources	51
Financing gap	71

Sources: UIS, World Bank, United Nations Population Division, UNAIDS

Burundi

1997/1998

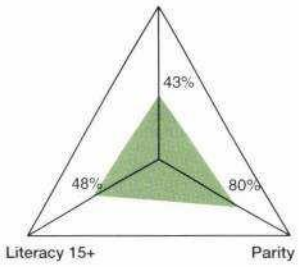
EFA African development index 42.6

Reminder 1990 46.1

Population and macro-economic context (2000)

GDP per capita (US$)	108
Total population (000)	6 356
% of school-age population	18.1
Adult (15-49 years old) living with HIV/AIDS	8.3 %

Access Rate to Grade 6



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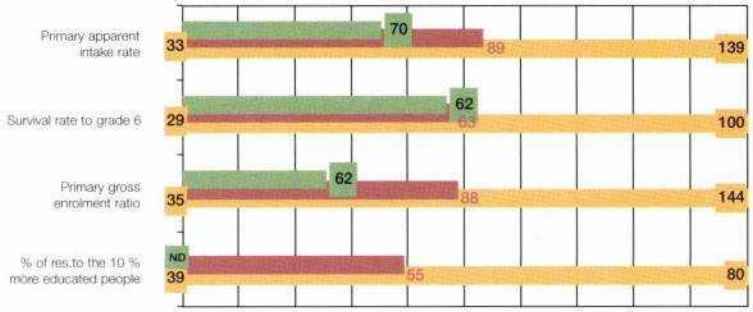
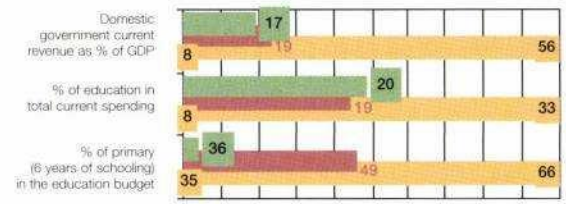


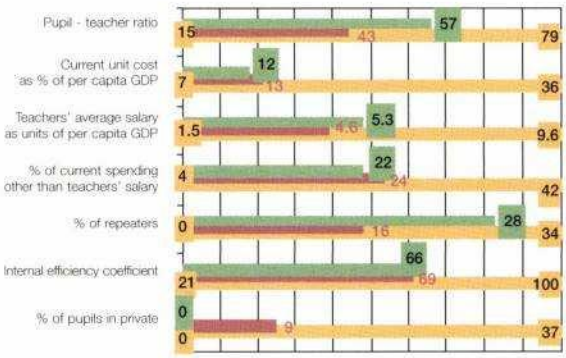
Domestic resources mobilisation



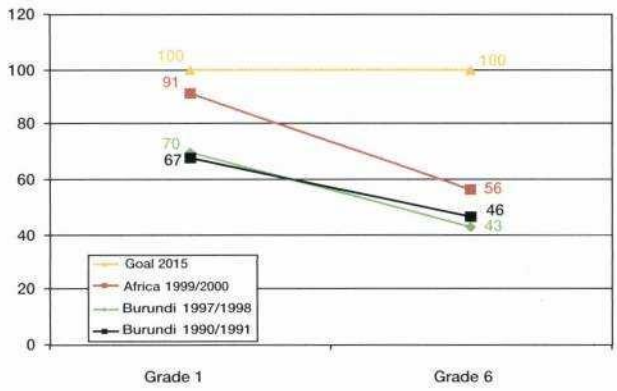
Burundi
African countries average
African countries minimum-maximum

NA : Data not available

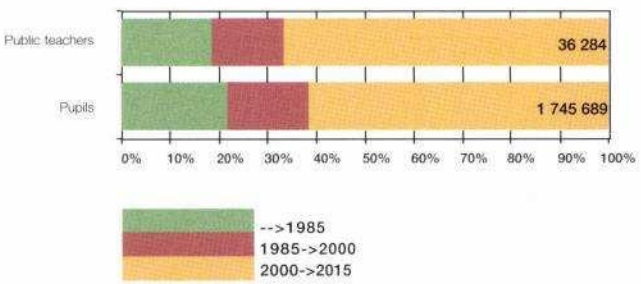
Primary education (6 years of schooling) pattern



Schooling profile



Simulations: Universal Primary Enrolment in 2015 and Financing Gap



Domestic resources and external financing needs under a "good policy" scenario (millions of year 2000 US$)

	By year, average on the 2000-2015 period
Domestic resources	12
Financing gap	26

Sources: UIS, World Bank, United Nations Population Division, UNAIDS

Cameroon

1998/1999

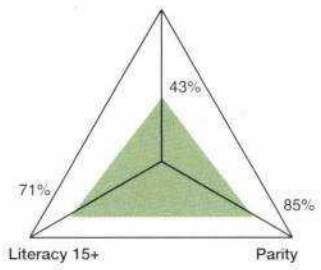
EFA African development index 55.4

Reminder 1990 59.5

Population and macro-economic context (2000)

GDP per capita (US$)	597
Total population (000)	14 876
% of school-age population	16.8
Adult (15-49 years old) living with HIV/AIDS	11.8 %

Access Rate to Grade 6



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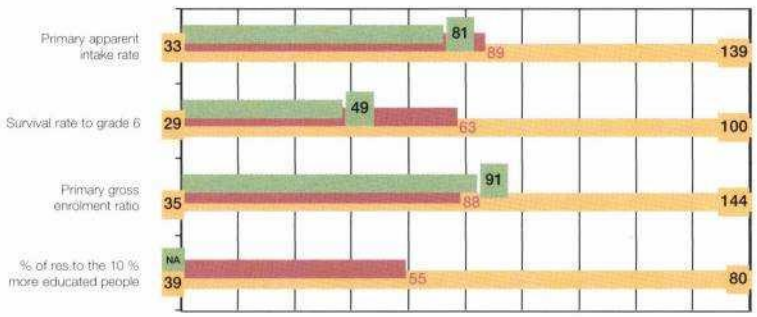
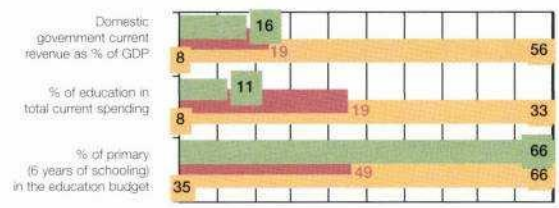


Domestic resources mobilisation



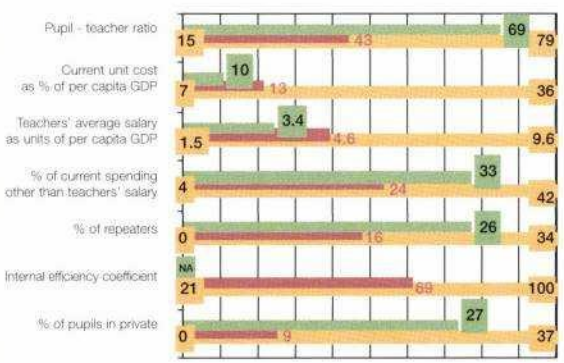
Cameroon

African countries average

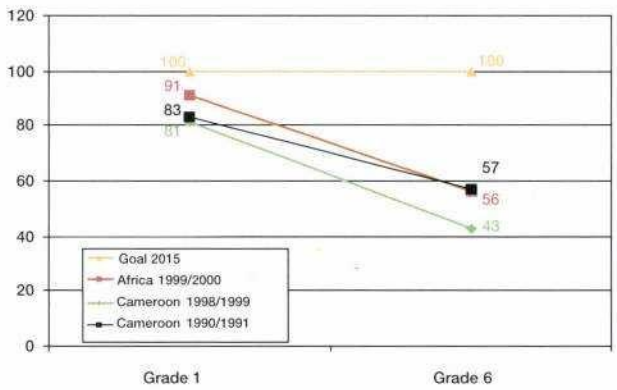
African countries minimum-maximum

NA : Data not available

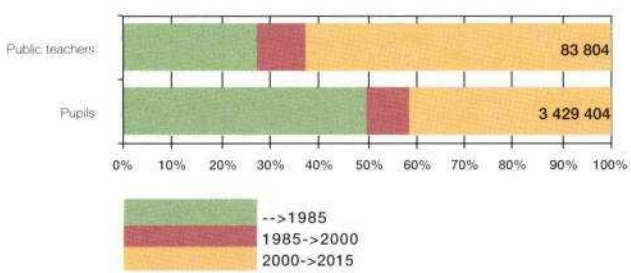
Primary education (6 years of schooling) pattern



Schooling profile



Simulations: Universal Primary Enrolment in 2015 and Financing Gap



Domestic resources and external financing needs under a "good policy" scenario (millions of year 2000 US$)

	By year, average on the 2000-2015 period
Domestic resources	175
Financing gap	76

Sources: UIS, World Bank, United Nations Population Division, UNAIDS

Cape Verde

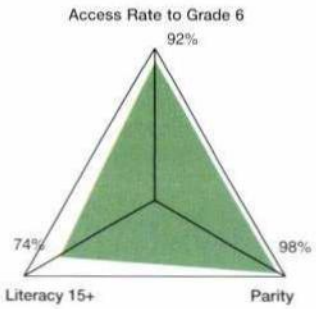
1998/1999

EFA African development index 85.0

Reminder 1990 65.9

Population and macro-economic context (2000)

GDP per capita (US$)	1 307
Total population (000)	427
% of school-age population	15.3
Adult (15-49 years old) living with HIV/AIDS	NA



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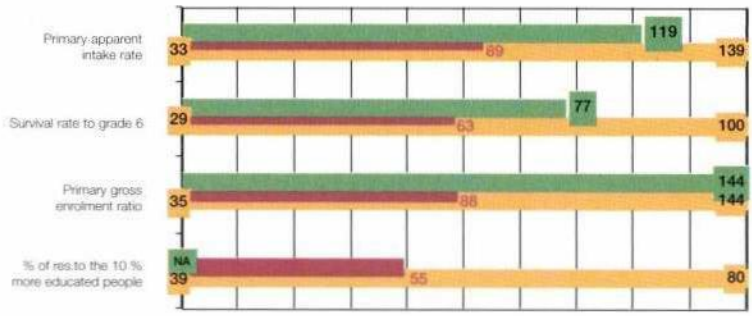
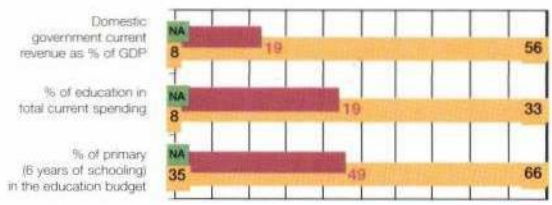


Domestic resources mobilisation



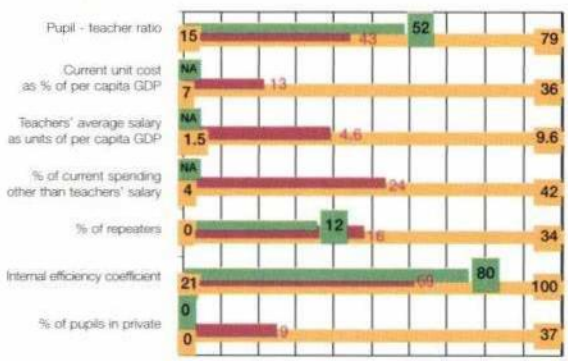
Cape Verde

African countries average

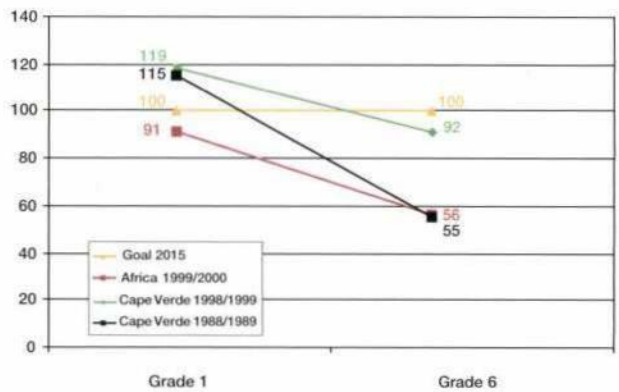
African countries minimum-maximum

NA : Data not available

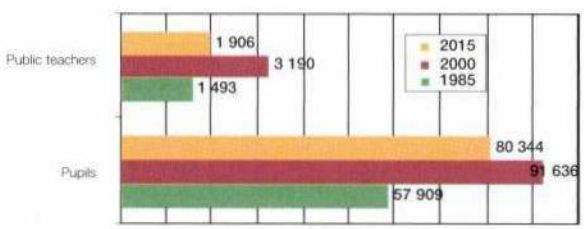
Primary education (6 years of schooling) pattern



Schooling profile



Simulations: Universal Primary Enrolment in 2015 and Financing Gap



Domestic resources and external financing needs under a "good policy" scenario (millions of year 2000 US$)

	By year, average on the 2000-2015 period
Domestic resources	NA
Financing gap	NA

Sources: UIS, World Bank, United Nations Population Division, UNAIDS

Comoros

1998/1999

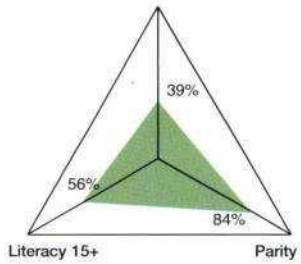
EFA African development index 46.7

Reminder 1990 41.8

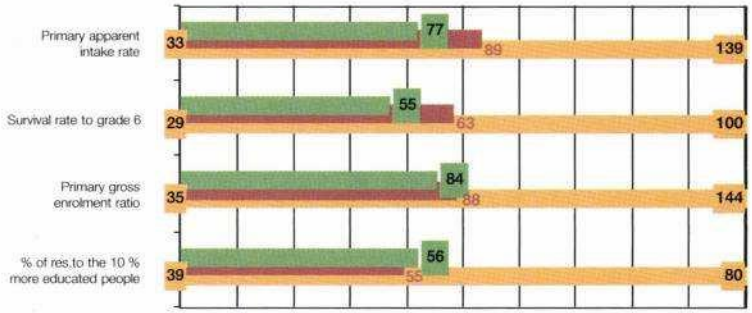
Population and macro-economic context (2000)

GDP per capita (US$)	286
Total population (000)	706
% of school-age population	15.7
Adult (15-49 years old) living with HIV/AIDS	NA

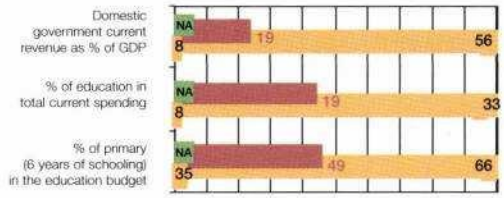
Access Rate to Grade 6



Status



Domestic resources mobilisation



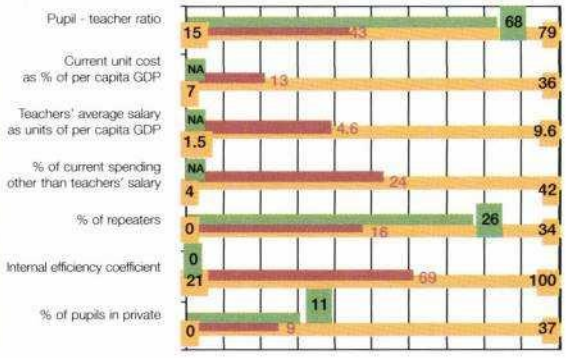
Comoros

African countries average

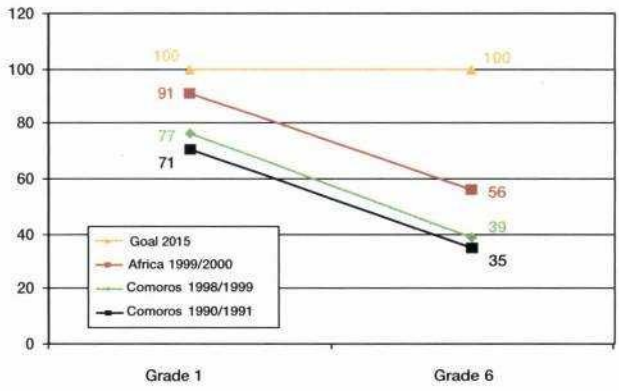
African countries minimum-maximum

NA : Data not available

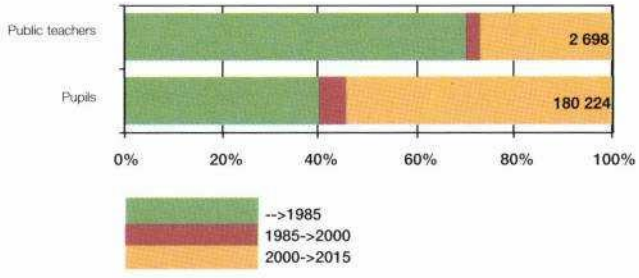
Primary education (6 years of schooling) pattern



Schooling profile



Simulations: Universal Primary Enrolment in 2015 and Financing Gap



Domestic resources and external financing needs under a "good policy" scenario (millions of year 2000 US$)

	By year, average on the 2000-2015 period
Domestic resources	NA
Financing gap	NA

Sources: UIS, World Bank, United Nations Population Division, UNAIDS

Congo

1999/2000

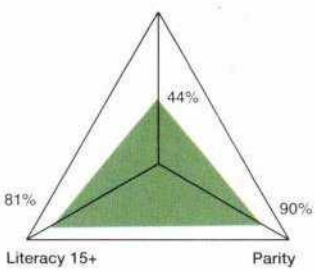
EFA African development index 62.7

Reminder 1990 65.9

Population and macro-economic context (2000)

GDP per capita (US$)	1 065
Total population (000)	3 018
% of school-age population	17.1
Adult (15-49 years old) living with HIV/AIDS	7.2 %

Access Rate to Grade 6



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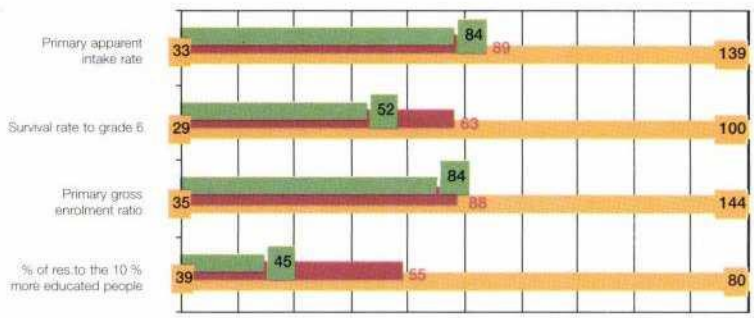
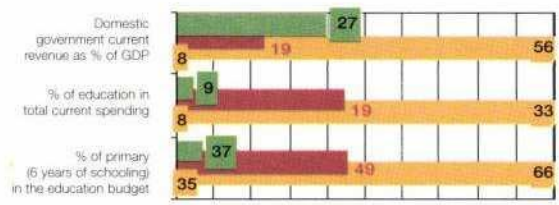


Domestic resources mobilisation



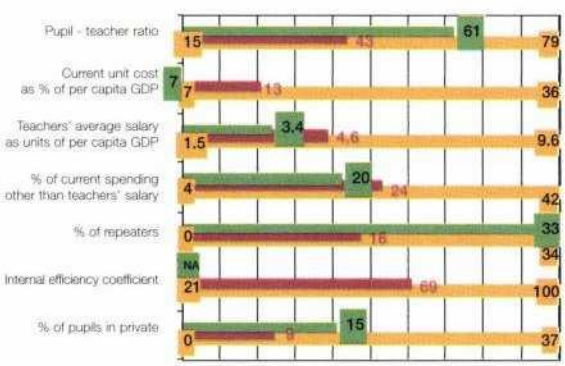
Congo

African countries average

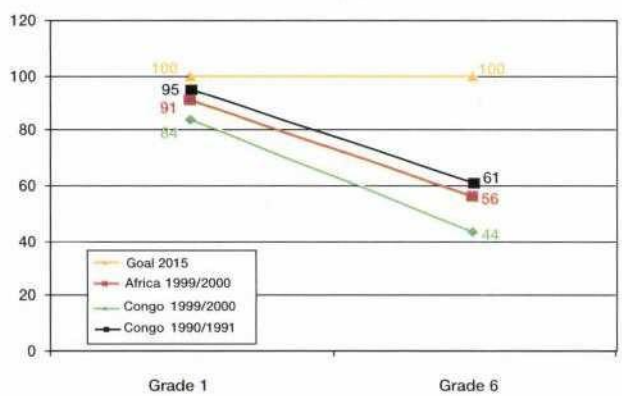
African countries minimum-maximum

NA : Data not available

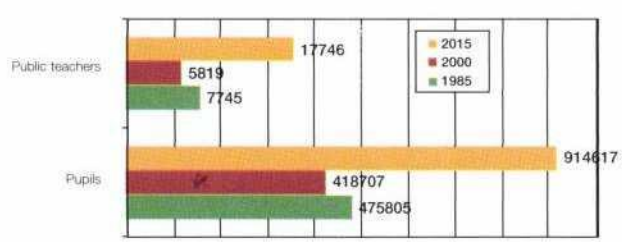
Primary education (6 years of schooling) pattern



Schooling profile



Simulations: Universal Primary Enrolment in 2015 and Financing Gap



Domestic resources and external financing needs under a "good policy" scenario (millions of year 2000 US$)

	By year, average on the 2000-2015 period
Domestic resources	70
Financing gap	11

Sources: UIS, World Bank, United Nations Population Division, UNAIDS

Côte d'Ivoire

2000/2001

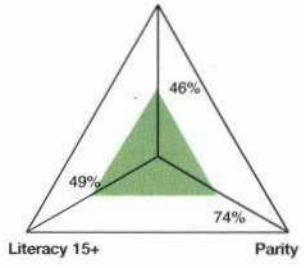
EFA African development index 39.9

Reminder 1990 39.8

Population and macro-economic context (2000)

GDP per capita (US$)	585
Total population (000)	16 013
% of school-age population	16.2
Adult (15-49 years old) living with HIV/AIDS	9.7%

Access Rate to Grade 6



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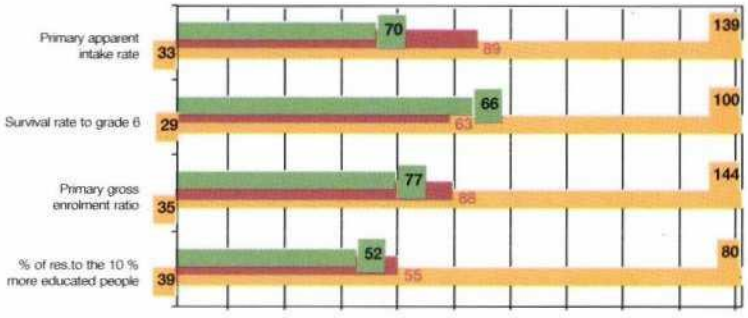
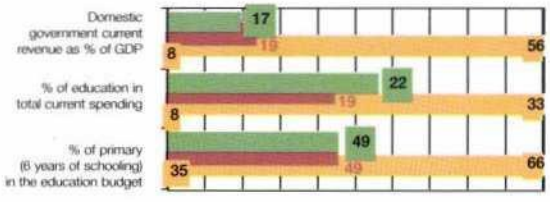


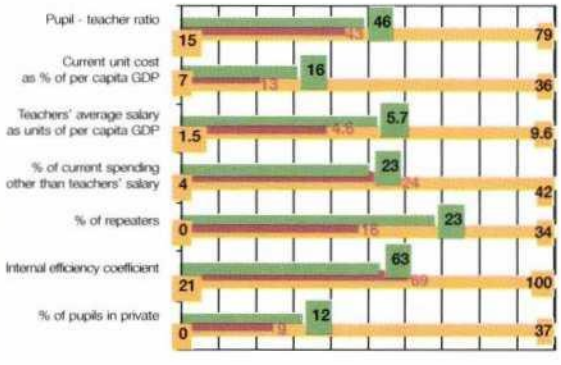
Domestic resources mobilisation



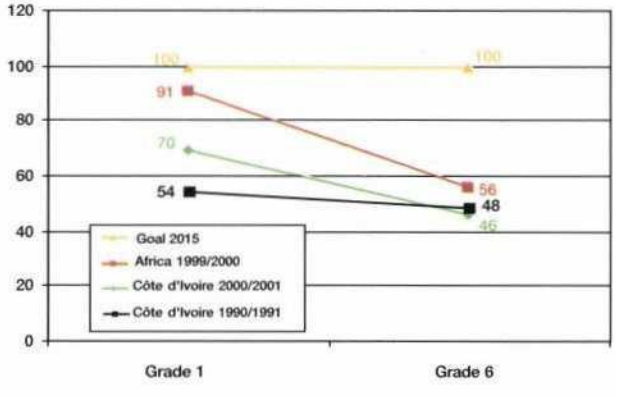
Côte d'Ivoire
African countries average
African countries minimum-maximum

NA : Data not available

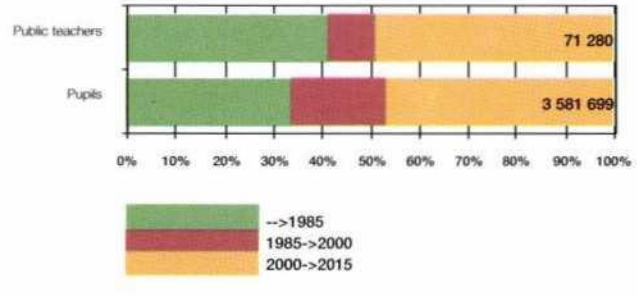
Primary education (6 years of schooling) pattern



Schooling profile



Simulations: Universal Primary Enrolment in 2015 and Financing Gap



Domestic resources and external financing needs under a "good policy" scenario (millions of year 2000 US$)

	By year, average on the 2000-2015 period
Domestic resources	307
Financing gap	86

Sources: UIS, World Bank, United Nations Population Division, UNAIDS

Djibouti

2001/2002

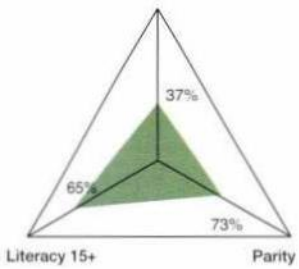
EFA African development index 42.2

Reminder 1990 39.3

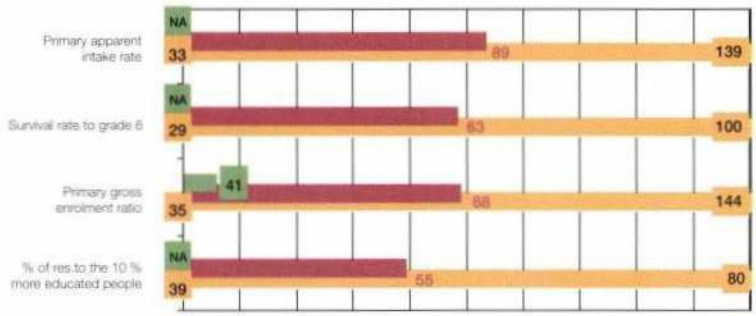
Population and macro-economic context (2000)

GDP per capita (US$)	875
Total population (000)	632
% of school-age population	16.7
Adult (15-49 years old) living with HIV/AIDS	NA

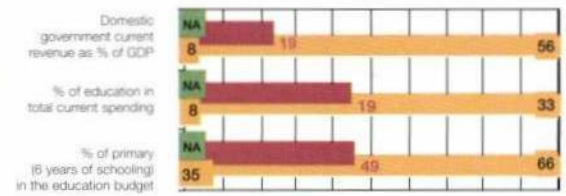
Access Rate to Grade 6



Status



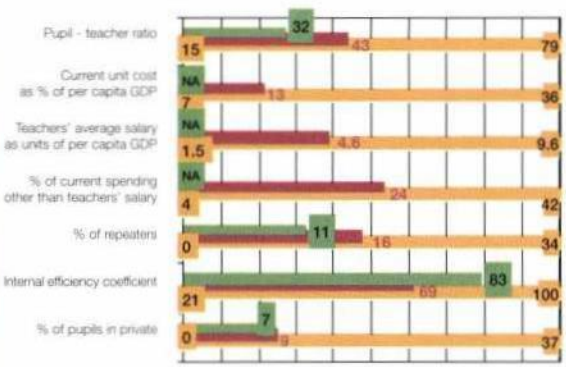
Domestic resources mobilisation



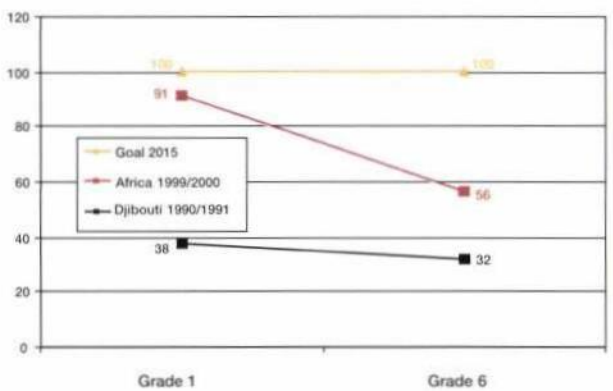
Djibouti
African countries average
African countries minimum-maximum

NA : Data not available

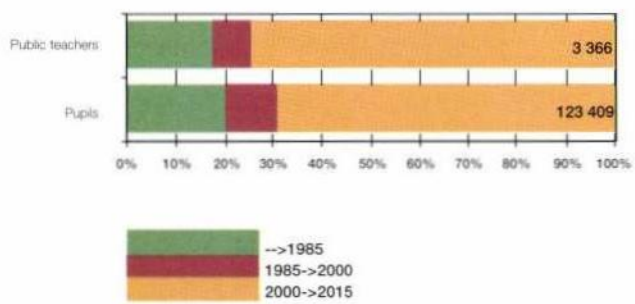
Primary education (6 years of schooling) pattern



Schooling profile



Simulations: Universal Primary Enrolment in 2015 and Financing Gap



Domestic resources and external financing needs under a "good policy" scenario (millions of year 2000 US$)

	By year, average on the 2000-2015 period
Domestic resources	NA
Financing gap	NA

Sources: UIS, World Bank, United Nations Population Division, UNAIDS

Egypt

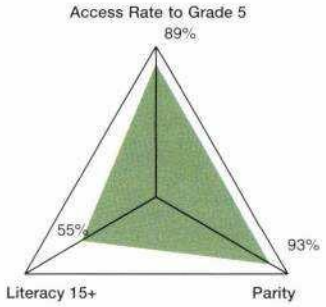
1998/1999

EFA African development index 72.8

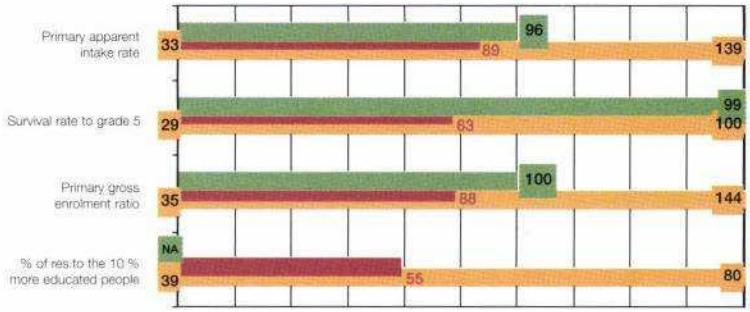
Reminder 1990 62.2

Population and macro-economic context (2000)

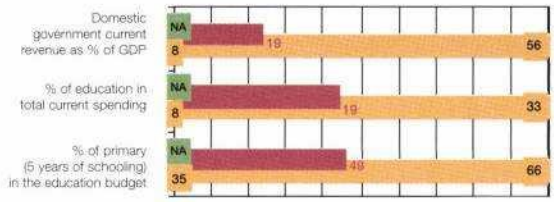
GDP per capita (US$)	1 454
Total population (000)	67 884
% of school-age population	14.0
Adult (15-49 years old) living with HIV/AIDS	NA



Status



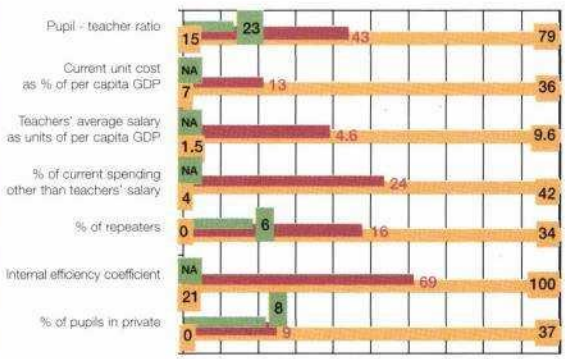
Domestic resources mobilisation



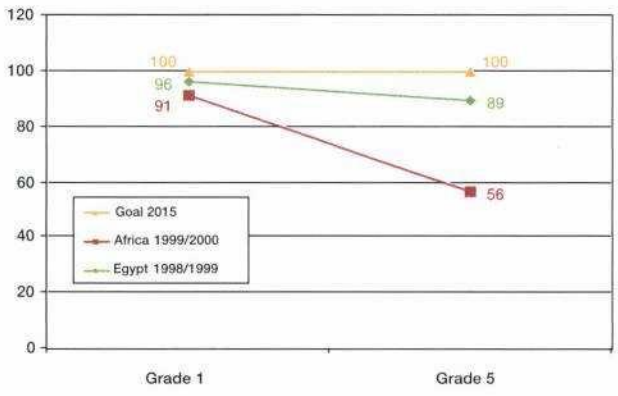
Egypt
African countries average
African countries minimum-maximum

NA : Data not available

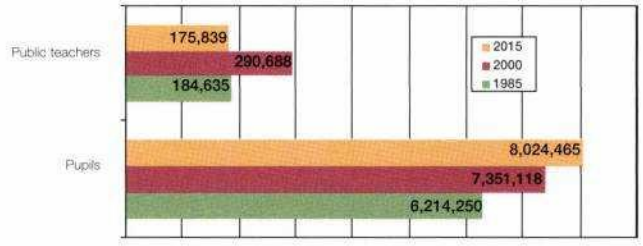
Primary education (5 years of schooling) pattern



Schooling profile



Simulations: Universal Primary Enrolment in 2015 and Financing Gap



Domestic resources and external financing needs under a "good policy" scenario (millions of year 2000 US$)

	By year, average on the 2000-2015 period
Domestic resources	NA
Financing gap	NA

Sources: UIS, World Bank, United Nations Population Division, UNAIDS

Eritrea

1999/2000

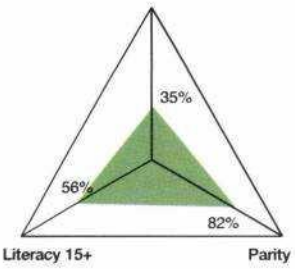
EFA African development index 43.6

Reminder 1990 40.3

Population and macro-economic context (2000)

GDP per capita (US$)	166
Total population (000)	3 659
% of school-age population	16.2
Adult (15-49 years old) living with HIV/AIDS	2.8 %

Access Rate to Grade 5



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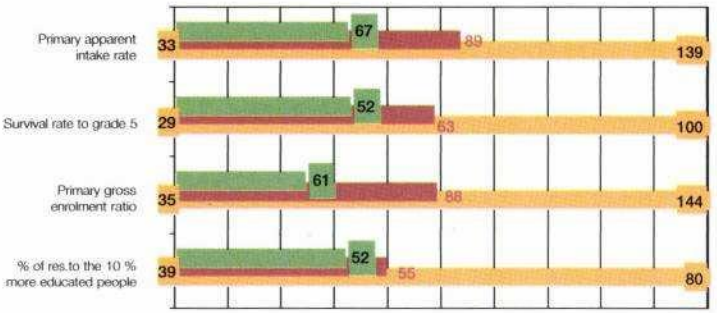
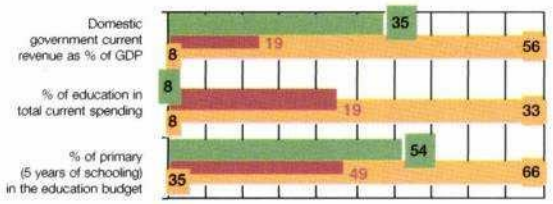


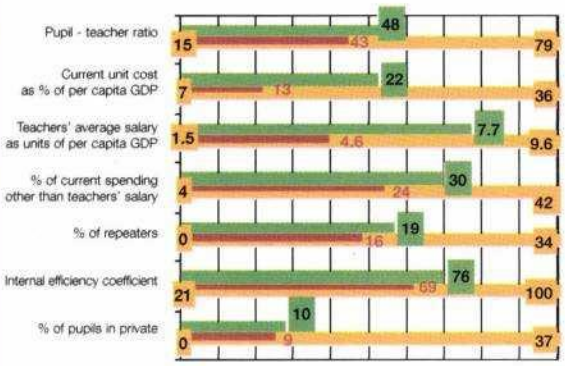
Domestic resources mobilisation



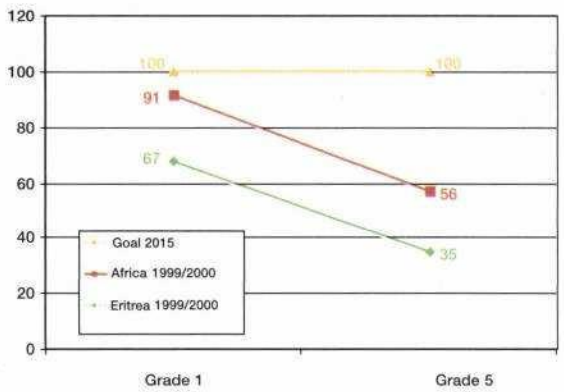
Eritrea
African countries average
African countries minimum-maximum

NA : Data not available

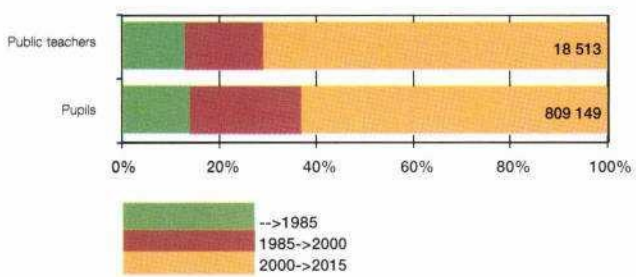
Primary education (5 years of schooling) pattern



Schooling profile



Simulations: Universal Primary Enrolment in 2015 and Financing Gap



Domestic resources and external financing needs under a "good policy" scenario (millions of year 2000 US$)

	By year, average on the 2000-2015 period
Domestic resources	13
Financing gap	11

Sources: UIS, World Bank, United Nations Population Division, UNAIDS

Ethiopia

1998/1999

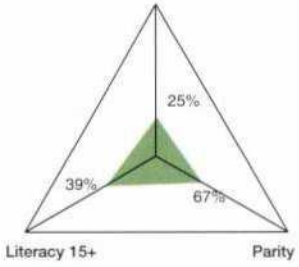
EFA African development index 22.9

Reminder 1990 24.3

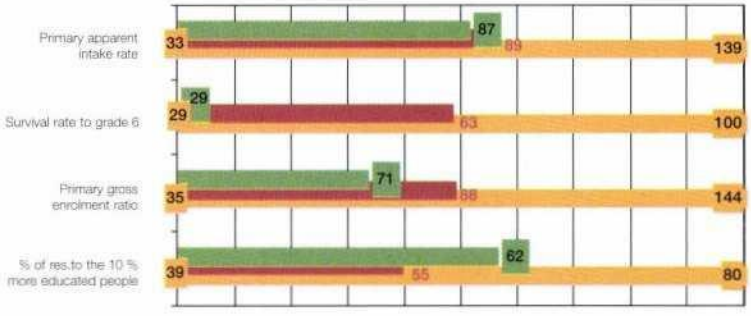
Population and macro-economic context (2000)

GDP per capita (US$)	102
Total population (000)	62 908
% of school-age population	16.4
Adult (15-49 years old) living with HIV/AIDS	6.4 %

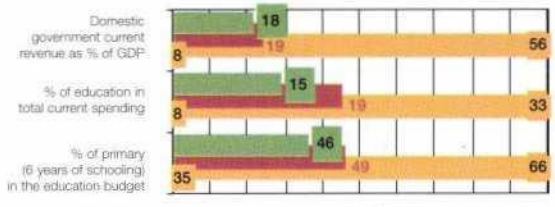
Access Rate to Grade 6



Status



Domestic resources mobilisation



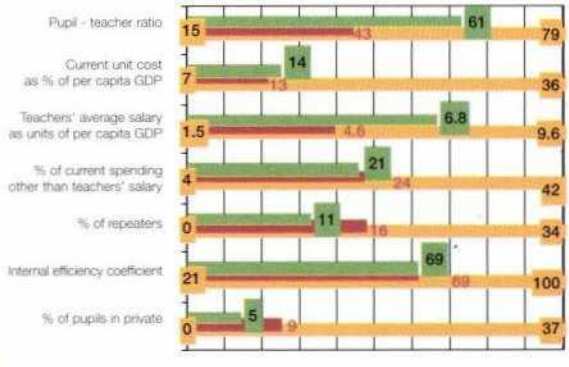
Ethiopia

African countries average

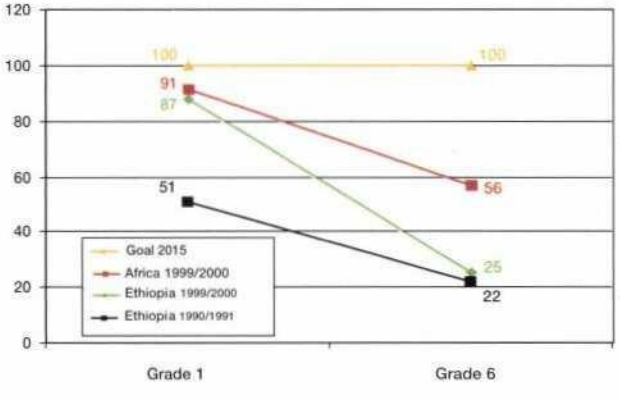
African countries minimum-maximum

NA : Data not available

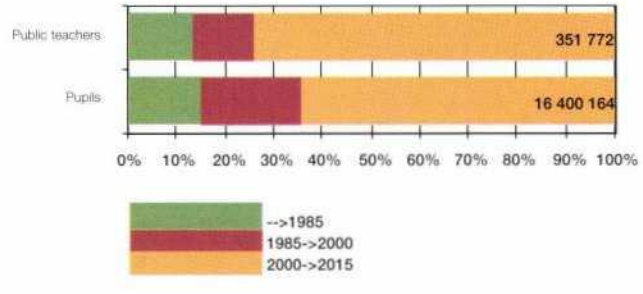
Primary education (6 years of schooling) pattern



Schooling profile



Simulations: Universal Primary Enrolment in 2015 and Financing Gap



Domestic resources and external financing needs under a "good policy" scenario (millions of year 2000 US$)

	By year, average on the 2000-2015 period
Domestic resources	141
Financing gap	245

Sources: UIS, World Bank, United Nations Population Division, UNAIDS

Gabon

1994/1995

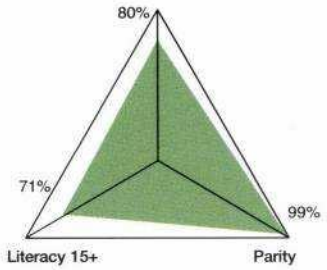
EFA African development index 79.8

Reminder 1990 71.7

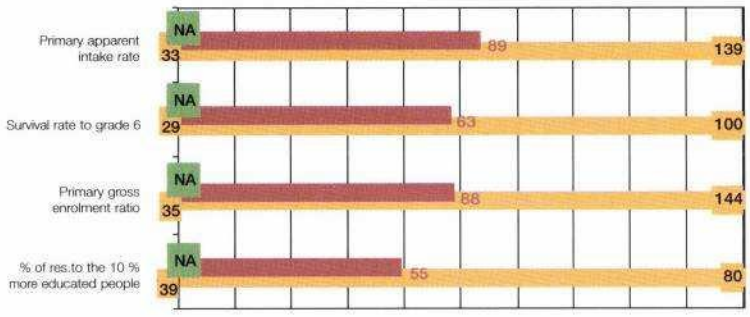
Population and macro-economic context (2000)

GDP per capita (US$)	4 009
Total population (000)	1 230
% of school-age population	15.0
Adult (15-49 years old) living with HIV/AIDS	NA

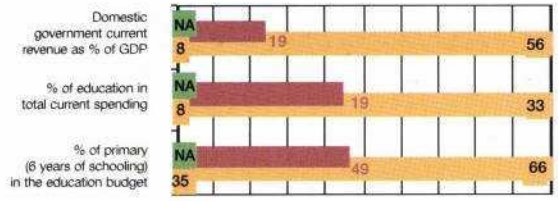
Access Rate to Grade 6



Status



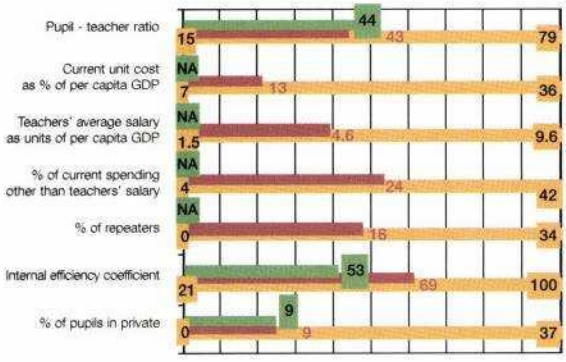
Domestic resources mobilisation



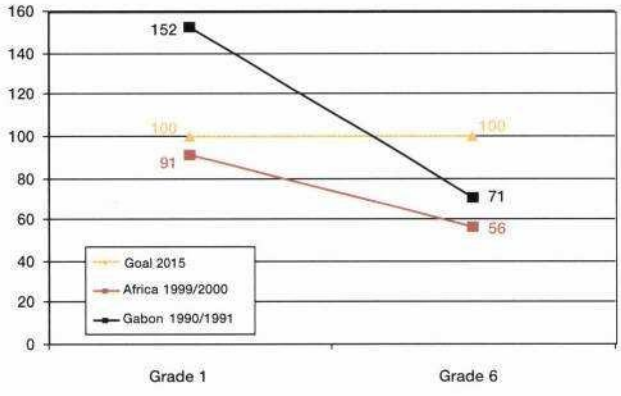
Gabon
African countries average
African countries minimum-maximum

NA : Data not available

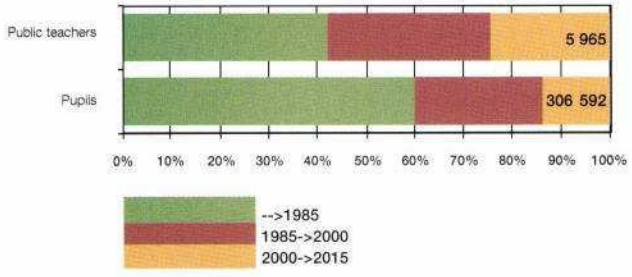
Primary education (6 years of schooling) pattern



Schooling profile



Simulations: Universal Primary Enrolment in 2015 and Financing Gap



Domestic resources and external financing needs under a "good policy" scenario (millions of year 2000 US$)

	By year, average on the 2000-2015 period
Domestic resources	NA
Financing gap	NA

Sources: UIS, World Bank, United Nations Population Division, UNAIDS

Gambia

1999/2000

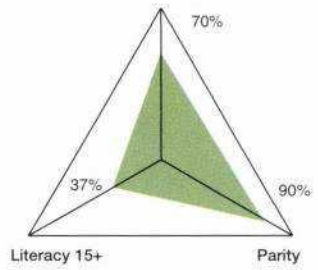
EFA African development index 55.9

Reminder 1990 30.1

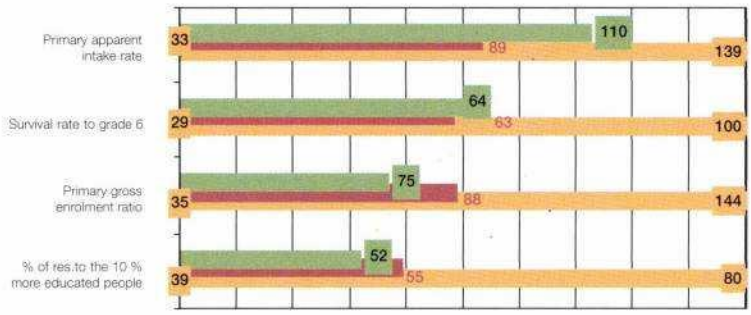
Population and macro-economic context (2000)

GDP per capita (US$)	324
Total population (000)	1 303
% of school-age population	15.1
Adult (15-49 years old) living with HIV/AIDS	1.6 %

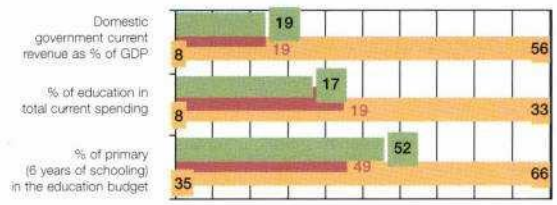
Access Rate to Grade 6



Status



Domestic resources mobilisation



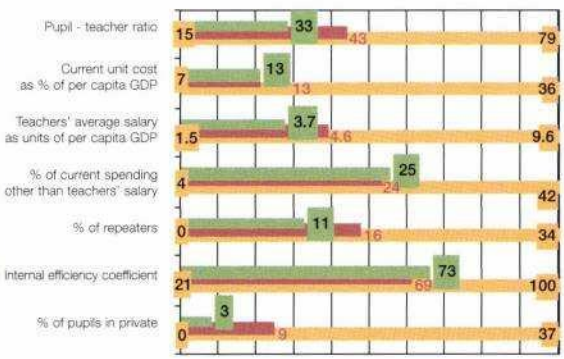
Gambia

African countries average

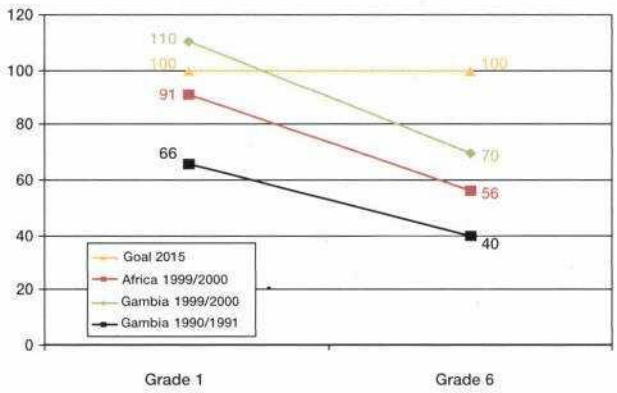
African countries minimum-maximum

NA : Data not available

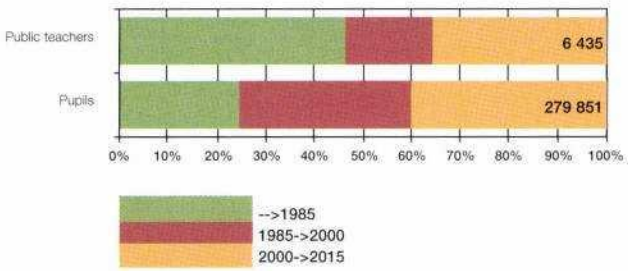
Primary education (6 years of schooling) pattern



Schooling profile



Simulations: Universal Primary Enrolment in 2015 and Financing Gap



Domestic resources and external financing needs under a "good policy" scenario (millions of year 2000 US$)

	By year, average on the 2000-2015 period
Domestic resources	9
Financing gap	4

Sources: UIS, World Bank, United Nations Population Division, UNAIDS

Ghana

1999/2000

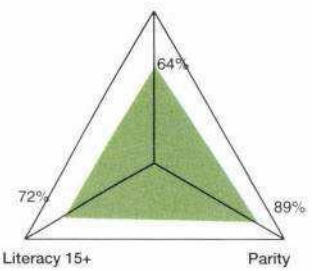
EFA African development index 66.6

Reminder 1990 60.4

Population and macro-economic context (2000)

GDP per capita (US$)	269
Total population (000)	19 306
% of school-age population	16.0
Adult (15-49 years old) living with HIV/AIDS	3.0 %

Access Rate to Grade 6



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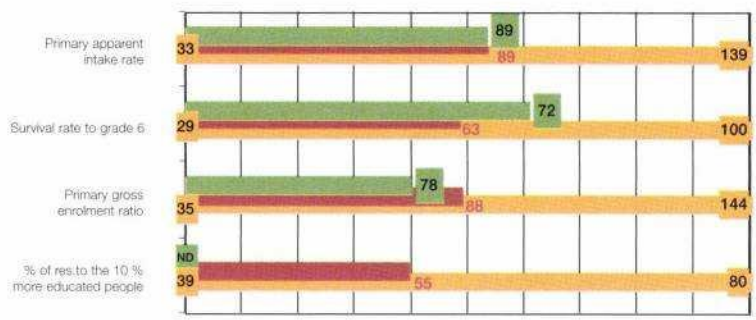
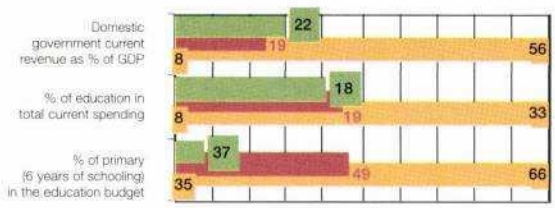


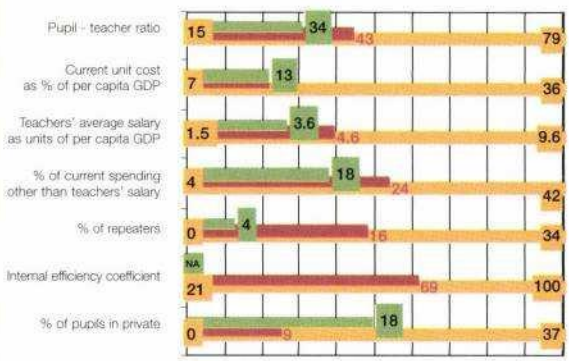
Domestic resources mobilisation



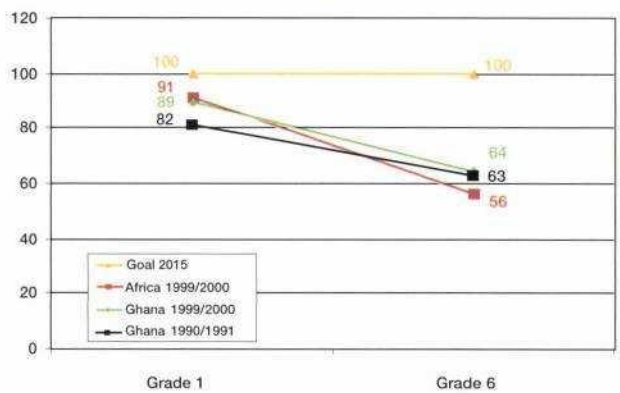
Ghana
African countries average
African countries minimum-maximum

NA : Data not available

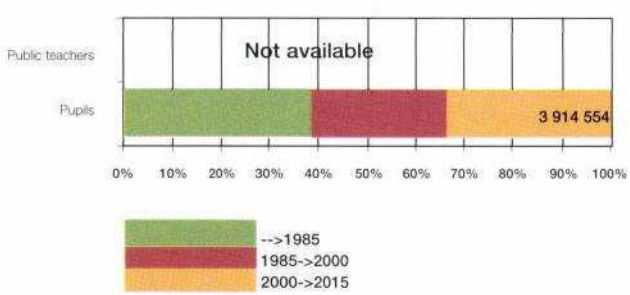
Primary education (6 years of schooling) pattern



Schooling profile



Simulations: Universal Primary Enrolment in 2015 and Financing Gap



Domestic resources and external financing needs under a "good policy" scenario (millions of year 2000 US$)

	By year, average on the 2000-2015 period
Domestic resources	100
Financing gap	33

Sources: UIS, World Bank, United Nations Population Division, UNAIDS

Guinea

2000/2001

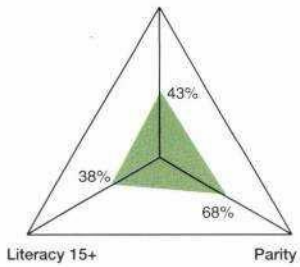
EFA African development index 35.3

Reminder 1990 10.1

Population and macro-economic context (2000)

GDP per capita (US$)	369
Total population (000)	8 154
% of school-age population	15.6
Adult (15-49 years old) living with HIV/AIDS	NA

Access Rate to Grade 6



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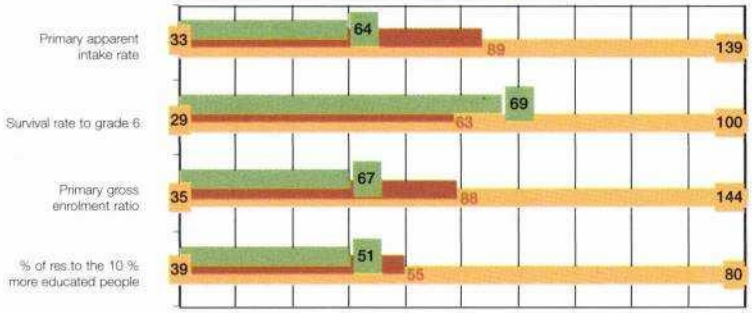
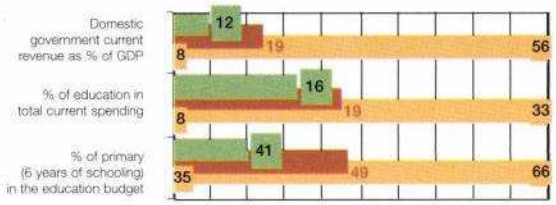


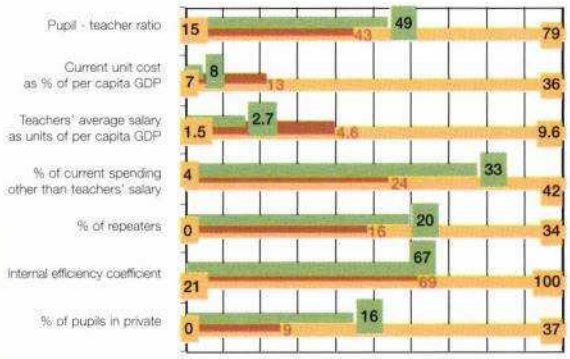
Domestic resources mobilisation



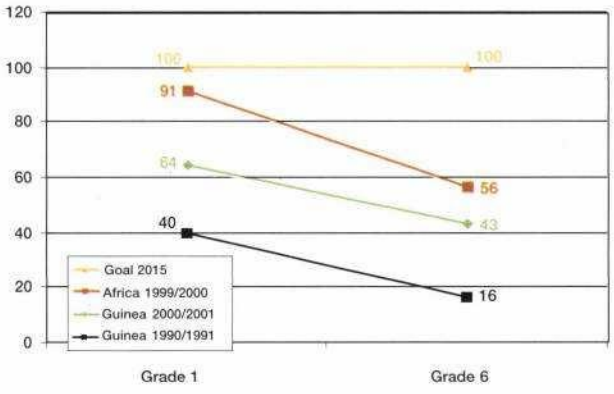
Guinea
African countries average
African countries minimum-maximum

NA : Data not available

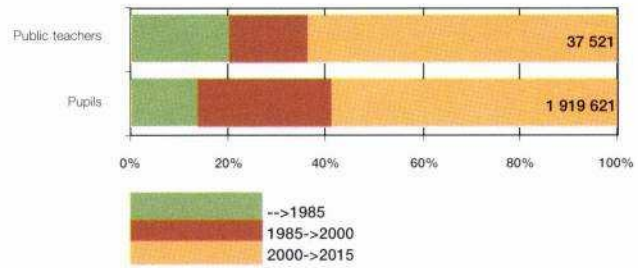
Primary education (6 years of schooling) pattern



Schooling profile



Simulations: Universal Primary Enrolment in 2015 and Financing Gap



Domestic resources and external financing needs under a "good policy" scenario (millions of year 2000 US$)

	By year, average on the 2000-2015 period
Domestic resources	53
Financing gap	38

Sources: UIS, World Bank, United Nations Population Division, UNAIDS

Equatorial Guinea

1992/1993

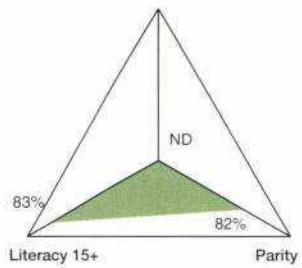
EFA African development index NA

Reminder 1990 61.0

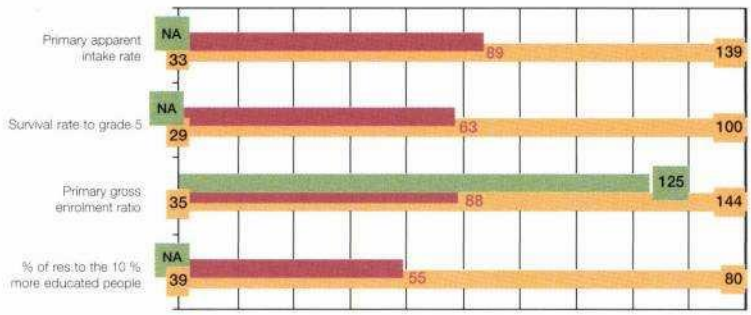
Population and macro-economic context (2000)

GDP per capita (US$)	2 936
Total population (000)	457
% of school-age population	15.6
Adult (15-49 years old) living with HIV/AIDS	3.4 %

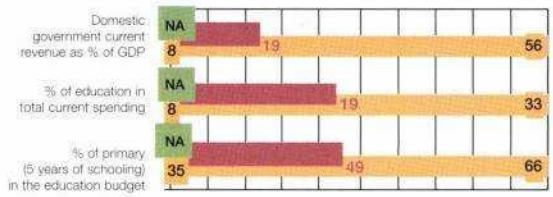
Access Rate to Grade 5



Status



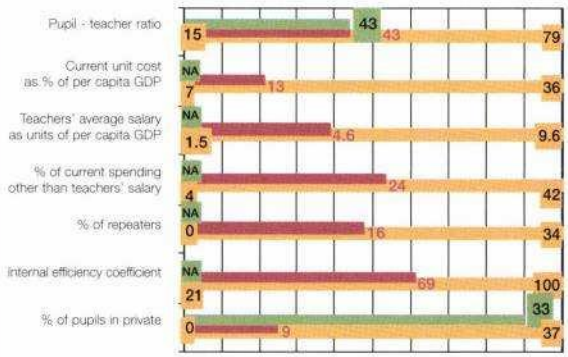
Domestic resources mobilisation



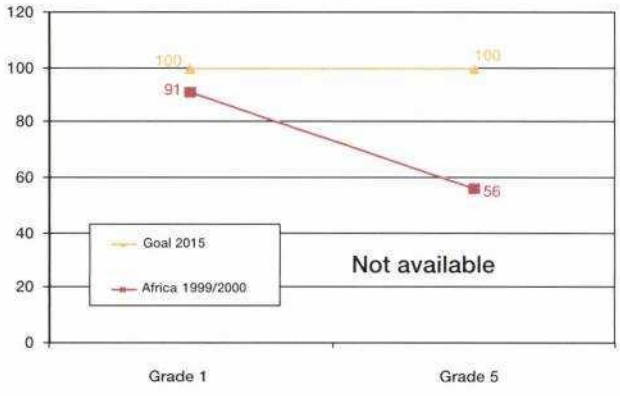
Equatorial Guinea
African countries average
African countries minimum-maximum

NA : Data not available

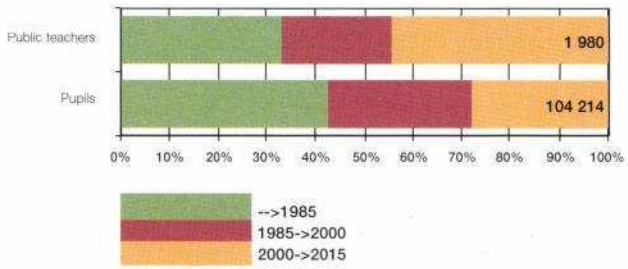
Primary education (5 years of schooling) pattern



Schooling profile



Simulations: Universal Primary Enrolment in 2015 and Financing Gap



Domestic resources and external financing needs under a "good policy" scenario (millions of year 2000 US$)

	By year, average on the 2000-2015 period
Domestic resources	NA
Financing gap	NA

Sources: UIS, World Bank, United Nations Population Division, UNAIDS

Guinea Bissau

1999/2000

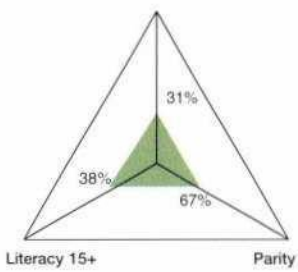
EFA African development index 25.2

Reminder 1990 13.8

Population and macro-economic context (2000)

GDP per capita (US$)	180
Total population (000)	1 199
% of school-age population	15.5
Adult (15-49 years old) living with HIV/AIDS	2.8 %

Access Rate to Grade 6



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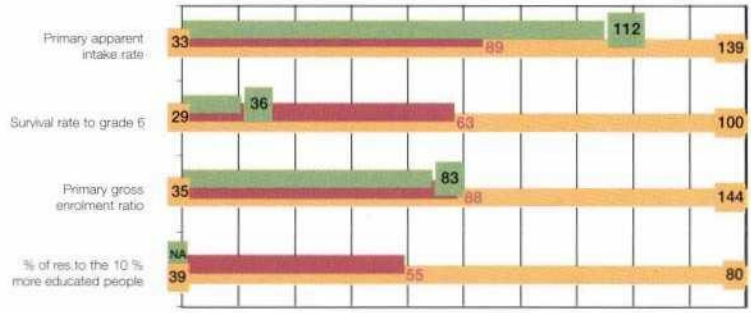
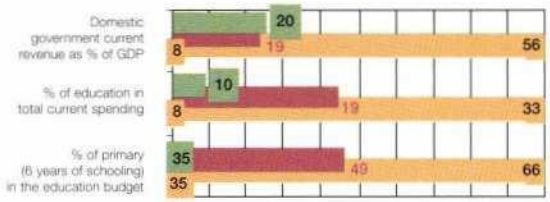


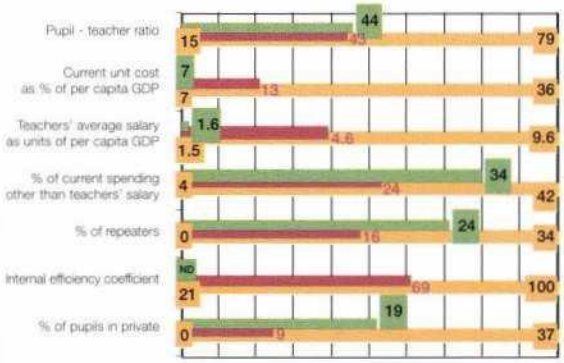
Domestic resources mobilisation



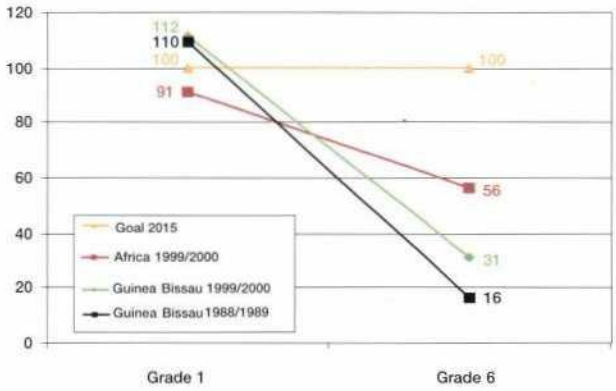
Guinea Bissau
African countries average
African countries minimum-maximum

NA : Data not available

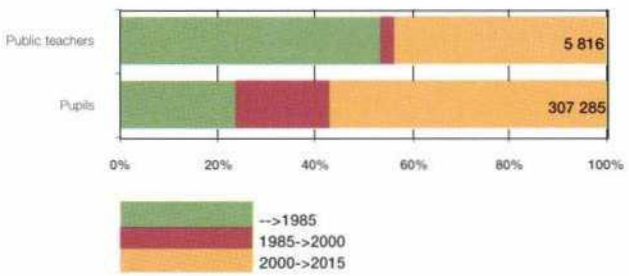
Primary education (6 years of schooling) pattern



Schooling profile



Simulations: Universal Primary Enrolment in 2015 and Financing Gap



Domestic resources and external financing needs under a "good policy" scenario (millions of year 2000 US$)

	By year, average on the 2000-2015 period
Domestic resources	4
Financing gap	4

Sources: UIS, World Bank, United Nations Population Division, UNAIDS

Libyan Arab Jamahiriya 1999/2000

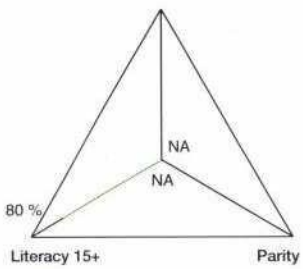
EFA African development index NA

Reminder 1990 NA

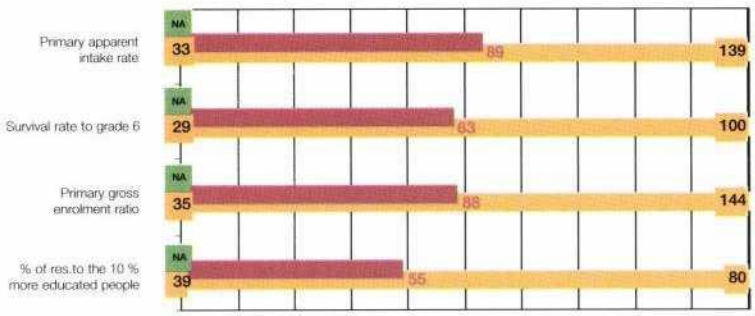
Population and macro-economic context (2000)

GDP per capita (US$)	NA
Total population (000)	NA
% of school-age population	NA
Adult (15-49 years old) living with HIV/AIDS	NA

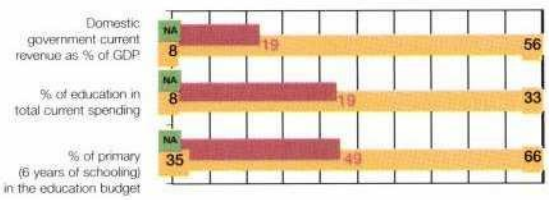
Access Rate to Grade 6



Status



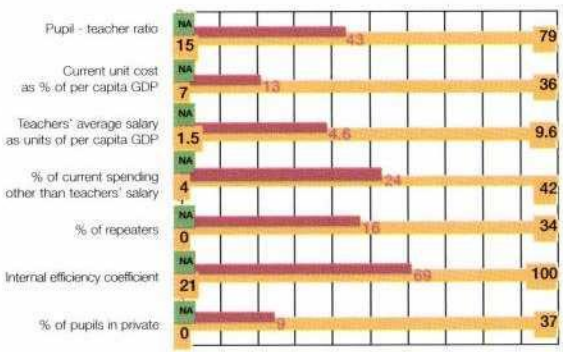
Domestic resources mobilisation



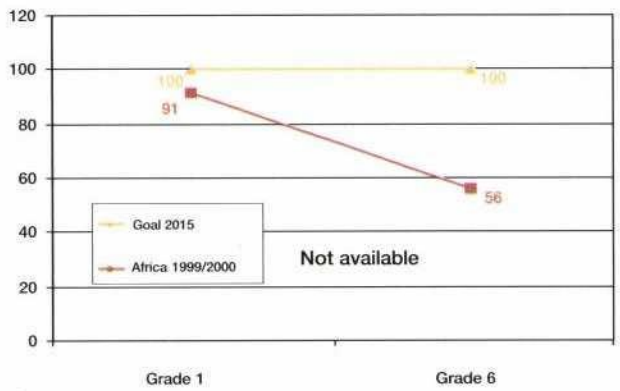
Libyan Arab Jamahirirya
African countries average
African countries minimum-maximum

NA : Data not available

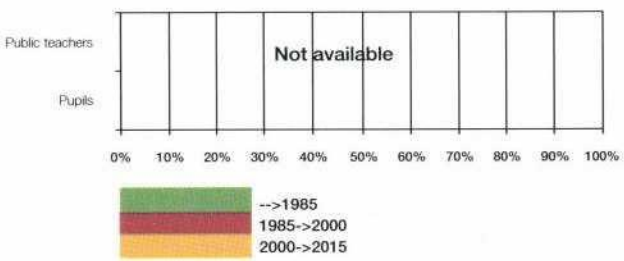
Primary education (6 years of schooling) pattern



Schooling profile



Simulations: Universal Primary Enrolment in 2015 and Financing Gap



Domestic resources and external financing needs under a "good policy" scenario (millions of year 2000 US$)

	By year, average on the 2000-2015 period
Domestic resources	NA
Financing gap	NA

Sources: UIS, World Bank, United Nations Population Division, UNAIDS

Kenya

1999/2000

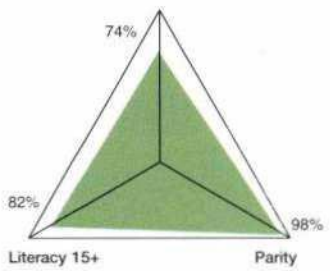
EFA African development index 81.0

Reminder 1990 80.8

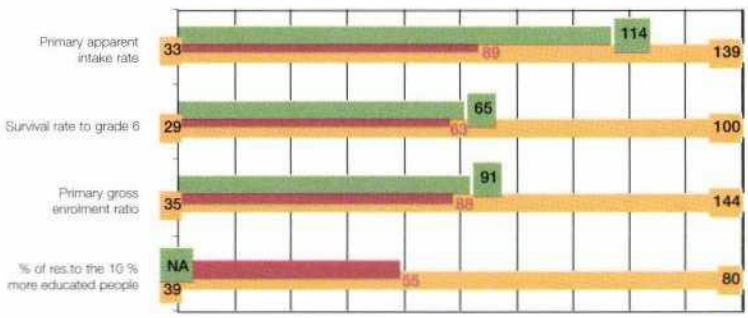
Population and macro-economic context (2000)

GDP per capita (US$)	338
Total population (000)	30 669
% of school-age population	16.9
Adult (15-49 years old) living with HIV/AIDS	15.0 %

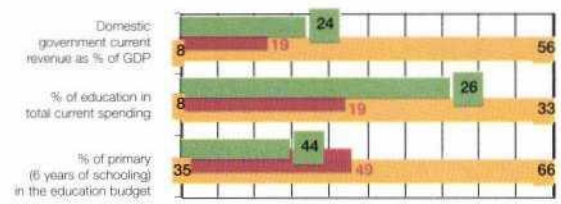
Access Rate to Grade 6



Status



Domestic resources mobilisation



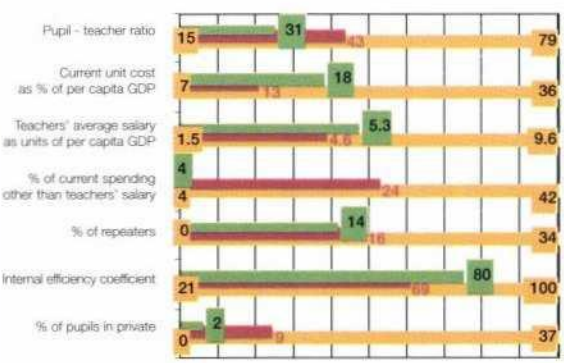
Kenya

African countries average

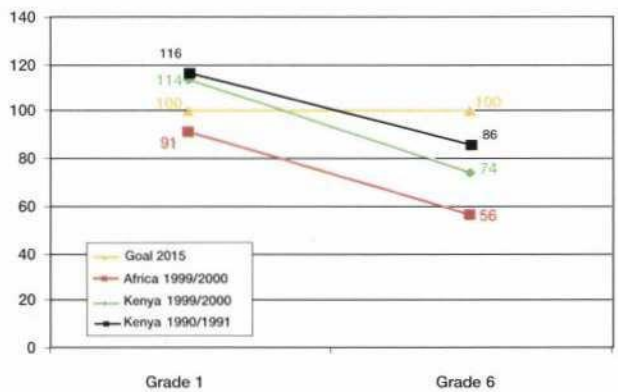
African countries minimum-maximum

NA : Data not available

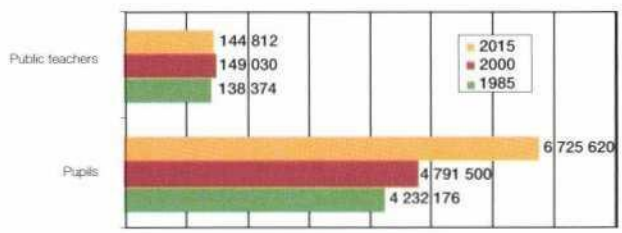
Primary education (6 years of schooling) pattern



Schooling profile



Simulations: Universal Primary Enrolment in 2015 and Financing Gap



Domestic resources and external financing needs under a "good policy" scenario (millions of year 2000 US$)

	By year, average on the 2000-2015 period
Domestic resources	316
Financing gap	152

Sources: UIS, World Bank, United Nations Population Division, UNAIDS

Lesotho

1999/2000

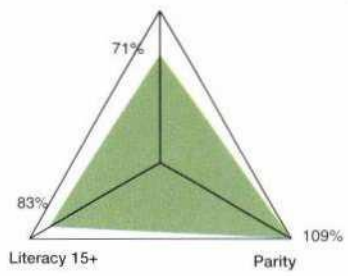
EFA African development index 81.5

Reminder 1990 81.2

Population and macro-economic context (2000)

GDP per capita (US$)	442
Total population (000)	2 035
% of school-age population	15.2
Adult (15-49 years old) living with HIV/AIDS	31.0 %

Access Rate to Grade 6



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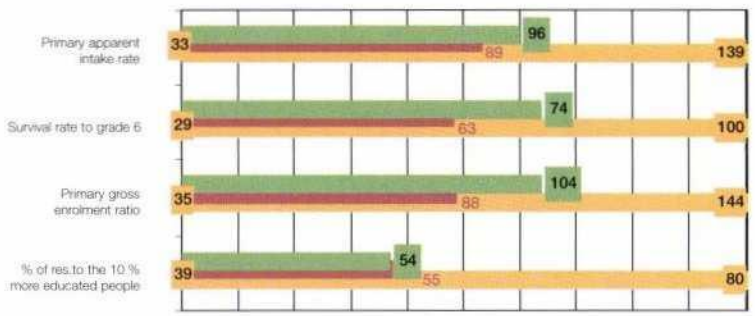
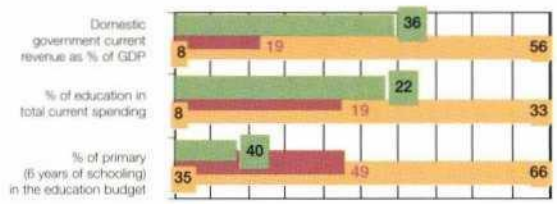


Domestic resources mobilisation



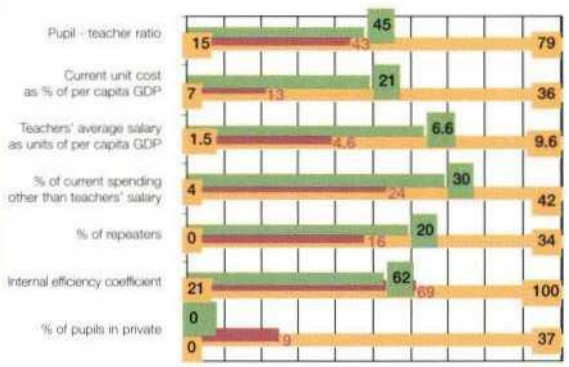
Lesotho

African countries average

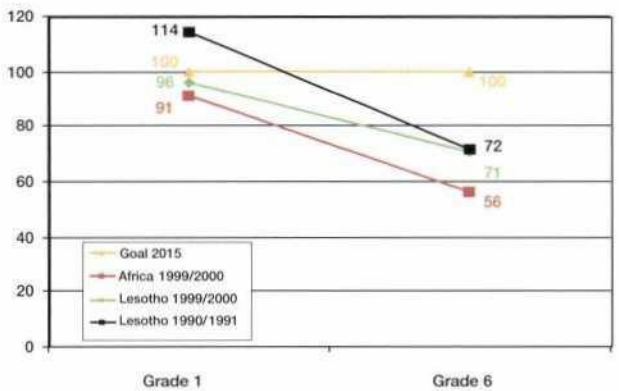
African countries minimum-maximum

NA : Data not available

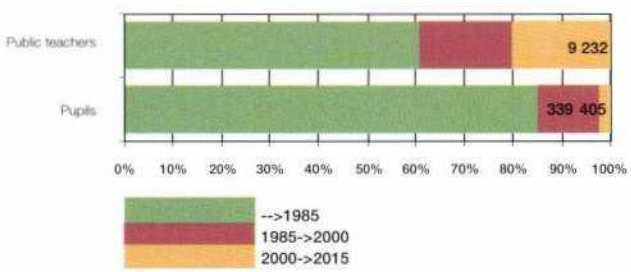
Primary education (6 years of schooling) pattern



Schooling profile



Simulations: Universal Primary Enrolment in 2015 and Financing Gap



Domestic resources and external financing needs under a "good policy" scenario (millions of year 2000 US$)

	By year, average on the 2000-2015 period
Domestic resources	36
Financing gap	12

Sources: UIS, World Bank, United Nations Population Division, UNAIDS

Liberia

1999/2000

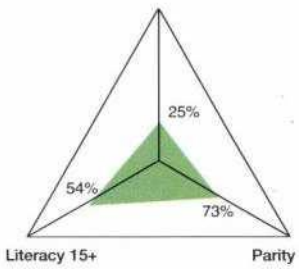
EFA African development index 32.6

Reminder 1990 NA

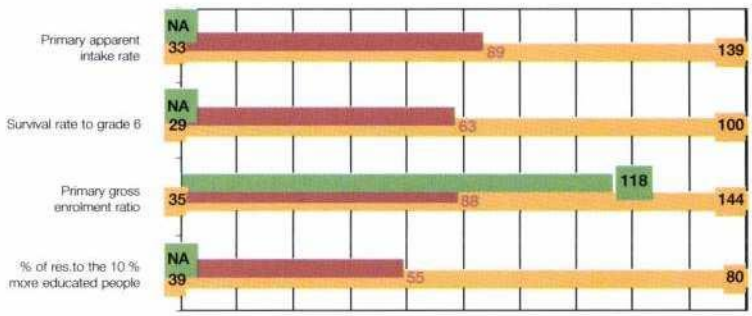
Population and macro-economic context (2000)

GDP per capita (US$)	NA
Total population (000)	2 913
% of school-age population	13.6
Adult (15-49 years old) living with HIV/AIDS	NA

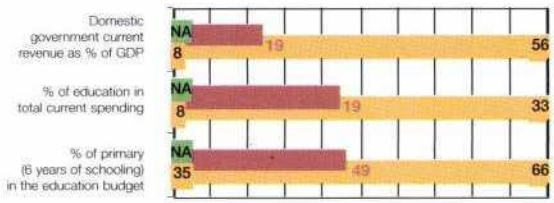
Access Rate to Grade 6



Status



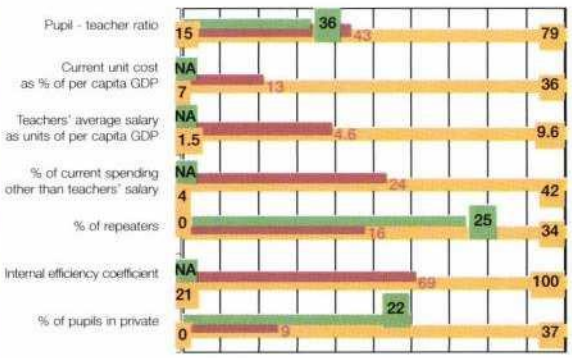
Domestic resources mobilisation



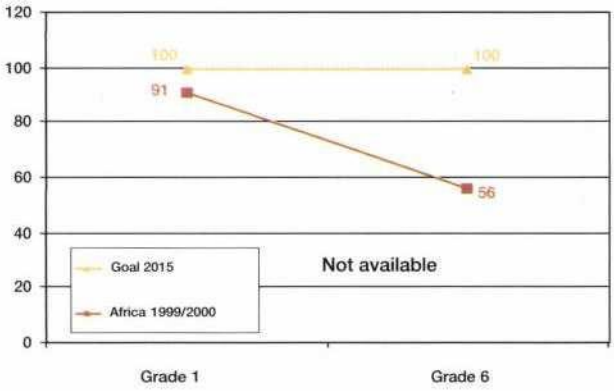
Liberia
African countries average
African countries minimum-maximum

NA : Data not available

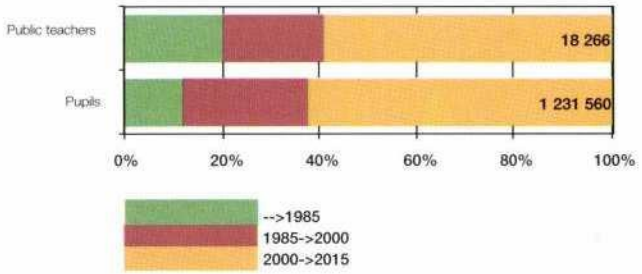
Primary education (6 years of schooling) pattern



Schooling profile



Simulations: Universal Primary Enrolment in 2015 and Financing Gap



Domestic resources and external financing needs under a "good policy" scenario (millions of year 2000 US$)

	By year, average on the 2000-2015 period
Domestic resources	NA
Financing gap	NA

Sources: UIS, World Bank, United Nations Population Division, UNAIDS

Madasgascar 1997/1998

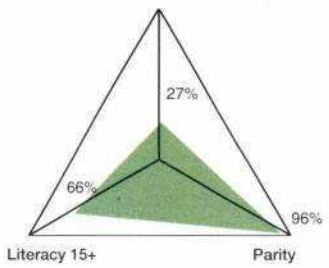
EFA African development index 54.1

Reminder 1990 59.5

Population and macro-economic context (2000)

GDP per capita (US$)	243
Total population (000)	15 970
% of school-age population	16.5
Adult (15-49 years old) living with HIV/AIDS	0.3 %

Access Rate to Grade 5



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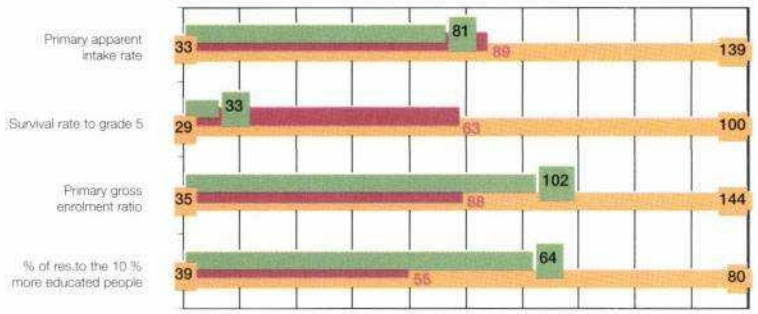
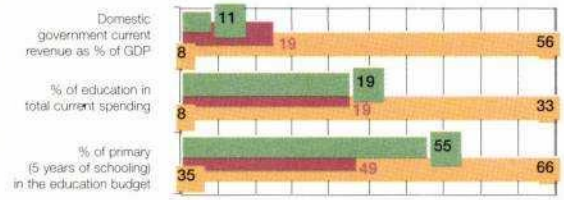


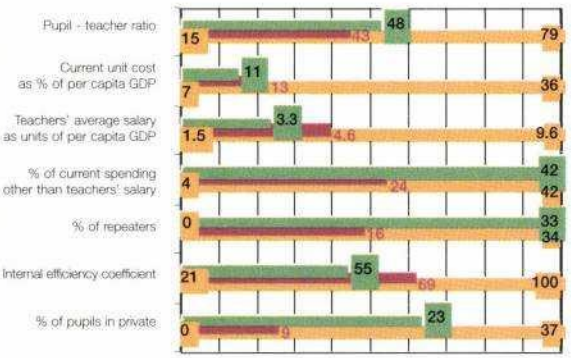
Domestic resources mobilisation



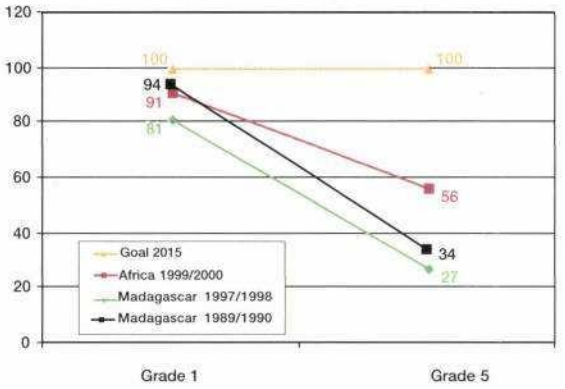
Madagascar
African countries average
African countries minimum-maximum

NA : Data not available

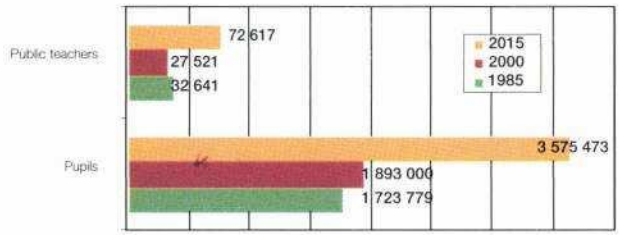
Primary education (5 years of schooling) pattern



Schooling profile



Simulations: Universal Primary Enrolment in 2015 and Financing Gap



Domestic resources and external financing needs under a "good policy" scenario (millions of year 2000 US$)

	By year, average on the 2000-2015 period
Domestic resources	58
Financing gap	33

Sources: UIS, World Bank, United Nations Population Division, UNAIDS

Malawi

1998/1999

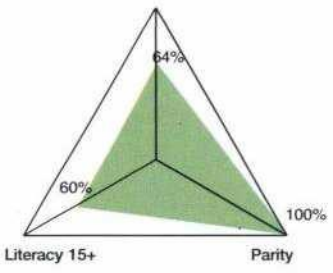
EFA African development index 69.4

Reminder 1990 46.6

Population and macro-economic context (2000)

GDP per capita (US$)	150
Total population (000)	11 308
% of school-age population	17.4
Adult (15-49 years old) living with HIV/AIDS	15.0 %

Access Rate to Grade 6



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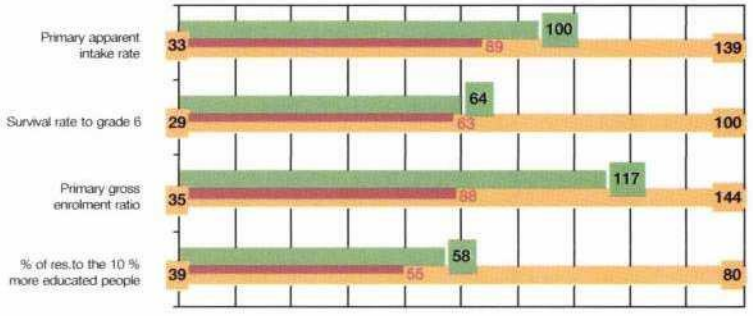
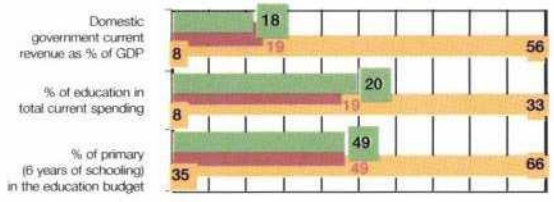


Domestic resources mobilisation



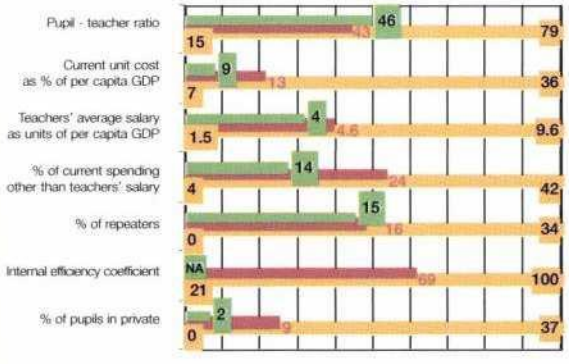
Malawi

African countries average

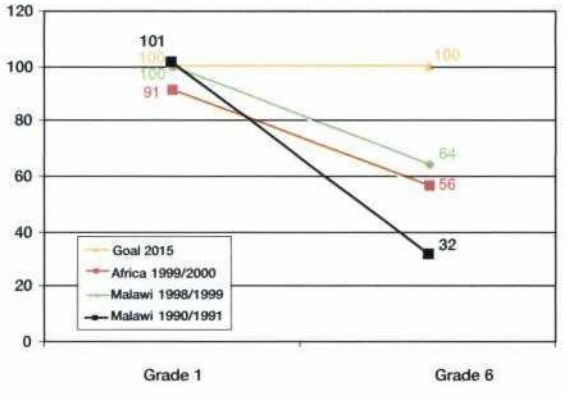
African countries minimum-maximum

NA : Data not available

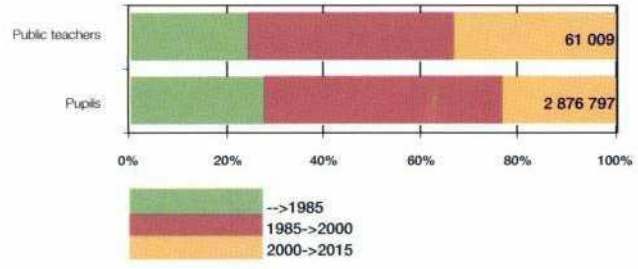
Primary education (6 years of schooling) pattern



Schooling profile



Simulations: Universal Primary Enrolment in 2015 and Financing Gap



Domestic resources and external financing needs under a "good policy" scenario (millions of year 2000 US$)

	By year, average on the 2000-2015 period
Domestic resources	33
Financing gap	39

Sources: UIS, World Bank, United Nations Population Division, UNAIDS

Mali

1997/1998

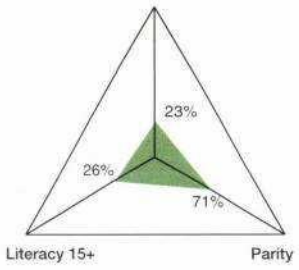
EFA African development index 19.5

Reminder 1990 10.8

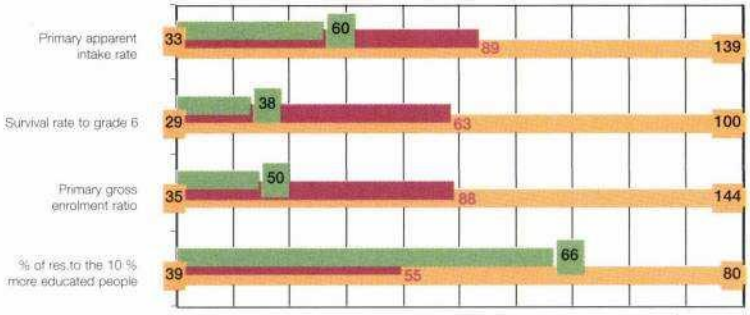
Population and macro-economic context (2000)

GDP per capita (US$)	202
Total population (000)	11 351
% of school-age population	16.2
Adult (15-49 years old) living with HIV/AIDS	1.7 %

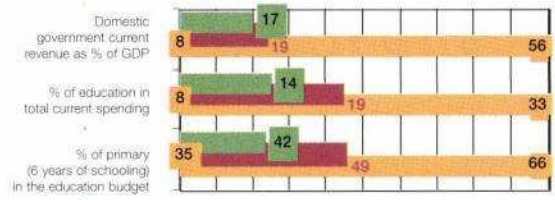
Access Rate to Grade 6



Status



Domestic resources mobilisation



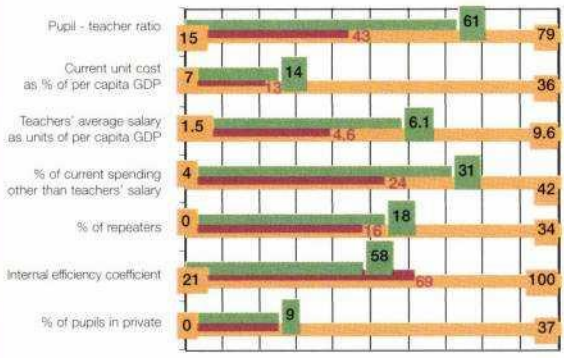
Mali

African countries average

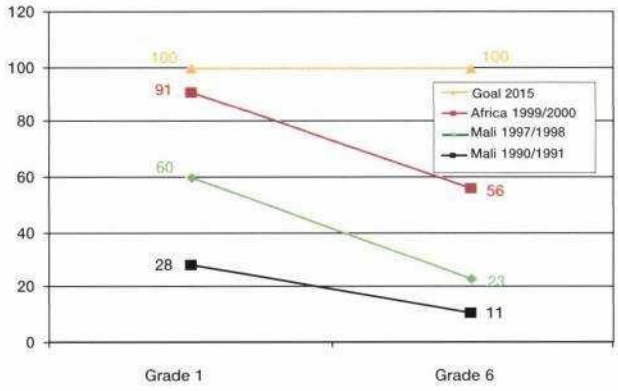
African countries minimum-maximum

NA : Data not available

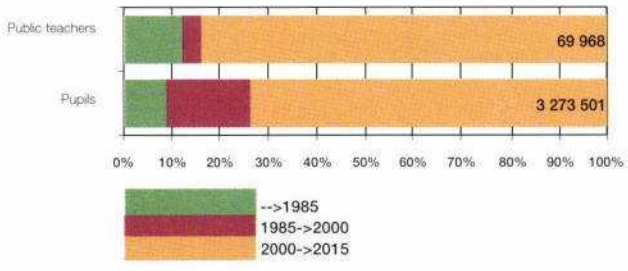
Primary education (6 years of schooling) pattern



Schooling profile



Simulations: Universal Primary Enrolment in 2015 and Financing Gap



Domestic resources and external financing needs under a "good policy" scenario (millions of year 2000 US$)

	By year, average on the 2000-2015 period
Domestic resources	45
Financing gap	55

Sources: UIS, World Bank, United Nations Population Division, UNAIDS

Morocco

1998/1999

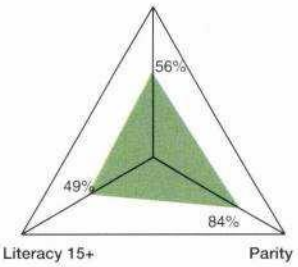
EFA African development index 51.1

Reminder 1990 42.0

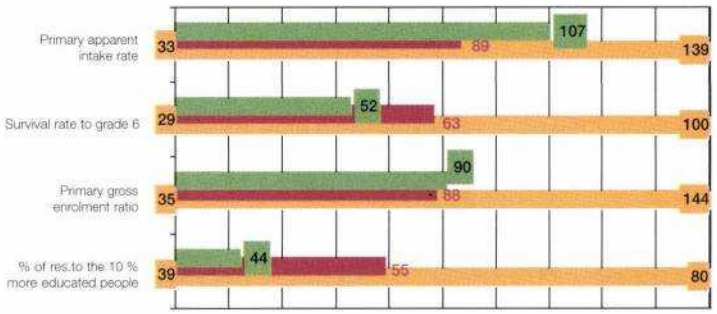
Population and macro-economic context (2000)

GDP per capita (US$)	1 116
Total population (000)	29 878
% of school-age population	13.6
Adult (15-49 years old) living with HIV/AIDS	NA

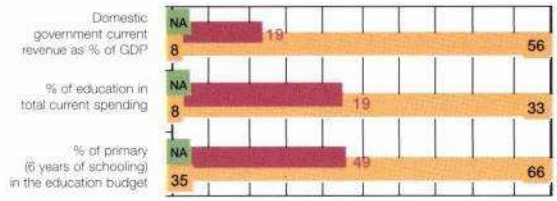
Access Rate to Grade 6



Status



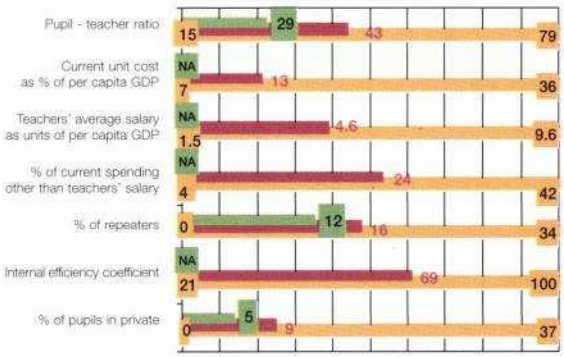
Domestic resources mobilisation



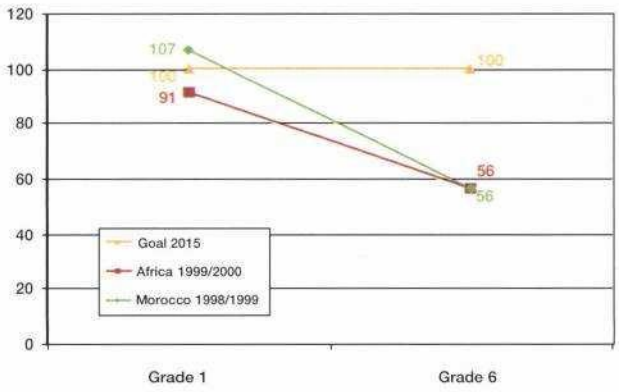
Morocco
African countries average
African countries minimum-maximum

NA : Data not available

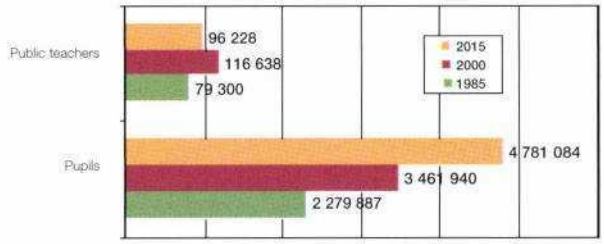
Primary education (6 years of schooling) pattern



Schooling profile



Simulations: Universal Primary Enrolment in 2015 and Financing Gap



Domestic resources and external financing needs under a "good policy" scenario (millions of year 2000 US$)

	By year, average on the 2000-2015 period
Domestic resources	NA
Financing gap	NA

Sources: UIS, World Bank, United Nations Population Division, UNAIDS

Mauritius

2000/2001

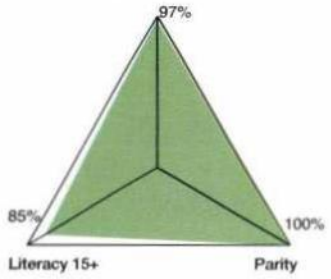
EFA African development index 92.6

Reminder 1990 91.3

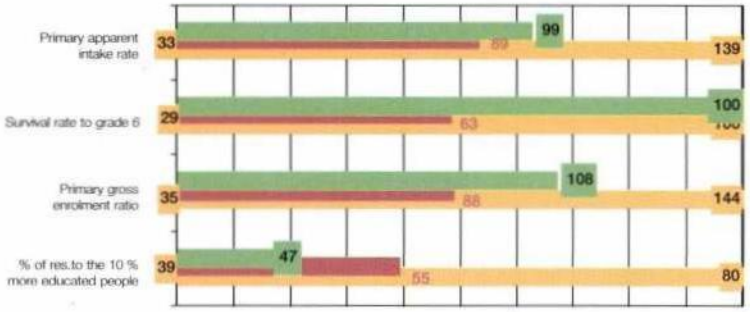
Population and macro-economic context (2000)

GDP per capita (US$)	3 773
Total population (000)	1 161
% of school-age population	10.7
Adult (15-49 years old) living with HIV/AIDS	0.1 %

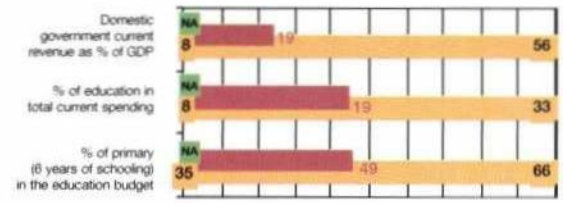
Access Rate to Grade 6



Status



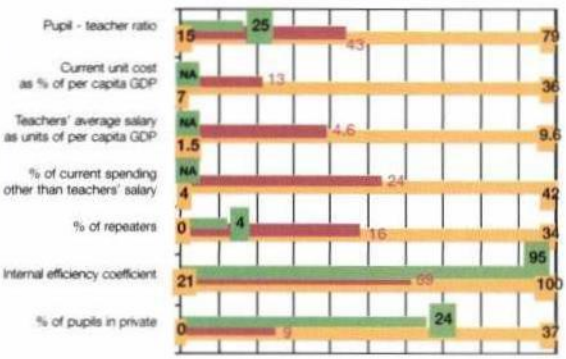
Domestic resources mobilisation



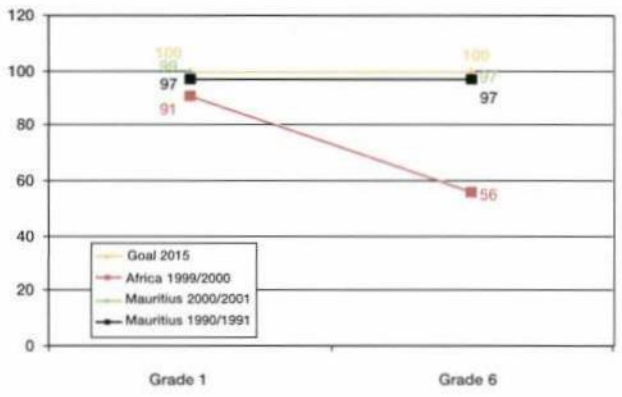
Mauritius
African countries average
African countries minimum-maximum

NA : Data not available

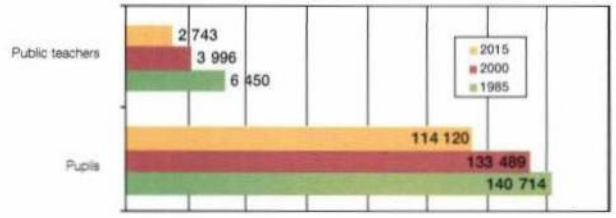
Primary education (6 years of schooling) pattern



Schooling profile



Simulations: Universal Primary Enrolment in 2015 and Financing Gap



Domestic resources and external financing needs under a "good policy" scenario (millions of year 2000 US$)

	By year, average on the 2000-2015 period
Domestic resources	NA
Financing gap	NA

Sources: UIS, World Bank, United Nations Population Division, UNAIDS

Mauritania

1998/1999

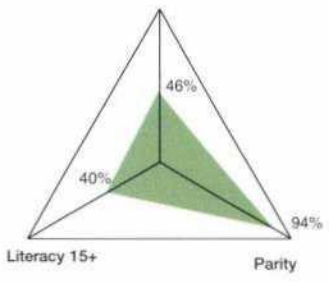
EFA African development index 50.2

Reminder 1990 35.1

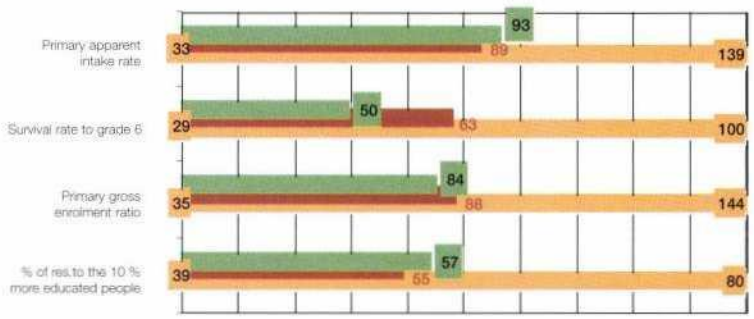
Population and macro-economic context (2000)

GDP per capita (US$)	351
Total population (000)	2 665
% of school-age population	16.3
Adult (15-49 years old) living with HIV/AIDS	NA

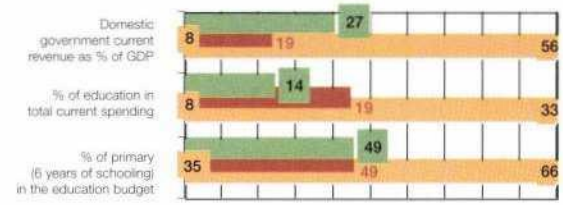
Access Rate to Grade 6



Status



Domestic resources mobilisation



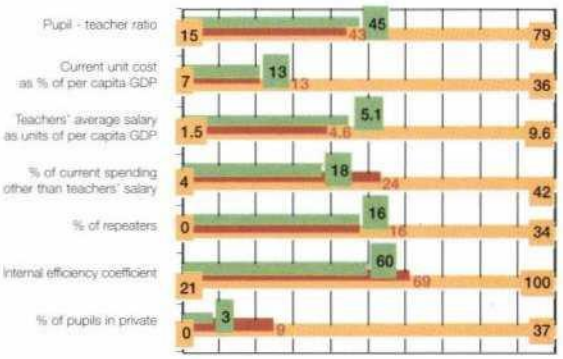
Mauritania

African countries average

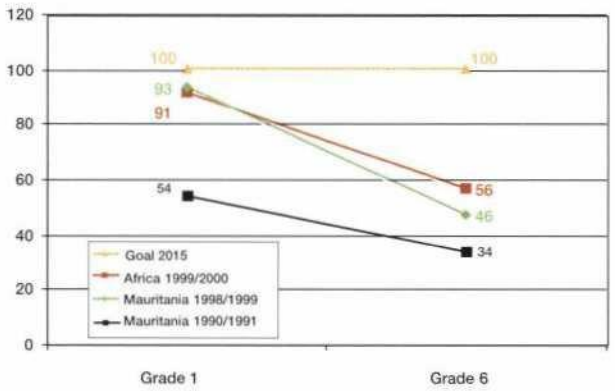
African countries minimum-maximum

NA : Data not available

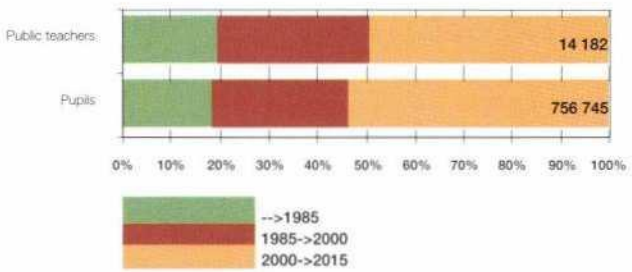
Primary education (6 years of schooling) pattern



Schooling profile



Simulations: Universal Primary Enrolment in 2015 and Financing Gap



Domestic resources and external financing needs under a "good policy" scenario (millions of year 2000 US$)

	By year, average on the 2000-2015 period
Domestic resources	23
Financing gap	8

Sources: UIS, World Bank, United Nations Population Division, UNAIDS

Mozambique

2001/2002

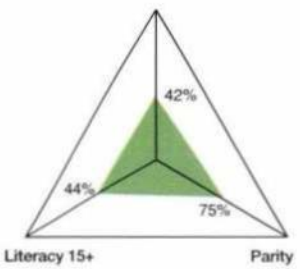
EFA African development index 37.0

Reminder 1990 33.7

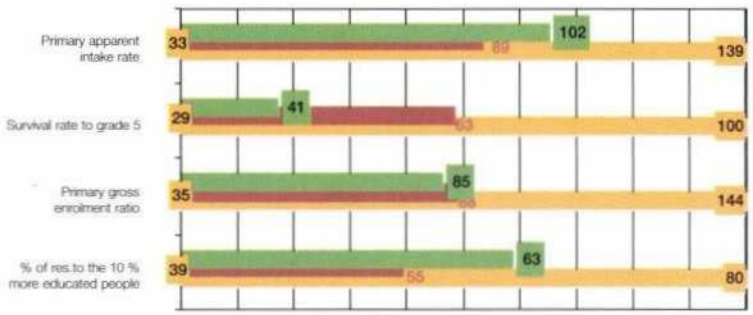
Population and macro-economic context (2000)

GDP per capita (US$)	205
Total population (000)	18 292
% of school-age population	16.4
Adult (15-49 years old) living with HIV/AIDS	13.0 %

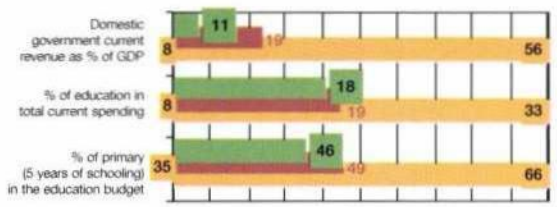
Access Rate to Grade 5



Status



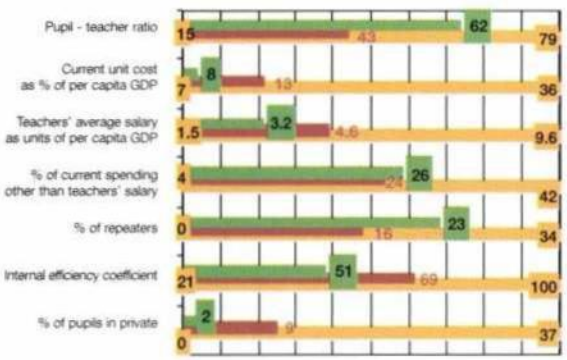
Domestic resources mobilisation



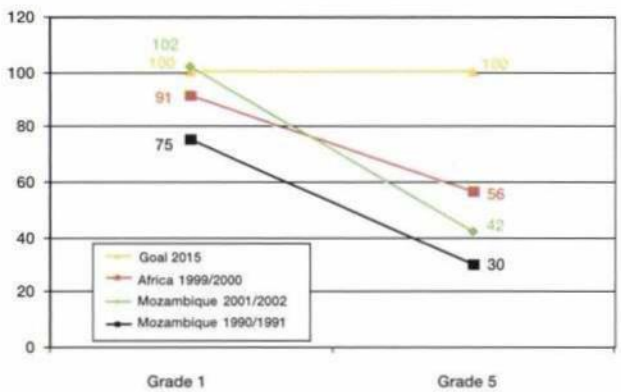
Mozambique
African countries average
African countries minimum-maximum

NA : Data not available

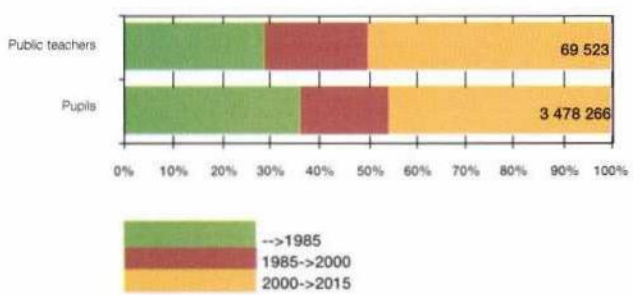
Primary education (5 years of schooling) pattern



Schooling profile



Simulations: Universal Primary Enrolment in 2015 and Financing Gap



Domestic resources and external financing needs under a "good policy" scenario (millions of year 2000 US$)

	By year, average on the 2000-2015 period
Domestic resources	80
Financing gap	54

Sources: UIS, World Bank, United Nations Population Division, UNAIDS

Namibia

1996/1997

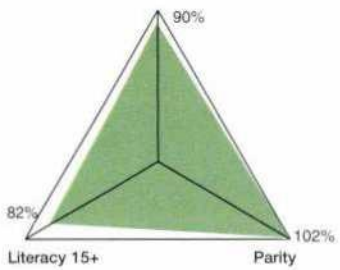
EFA African development index 88.7

Reminder 1990 79.3

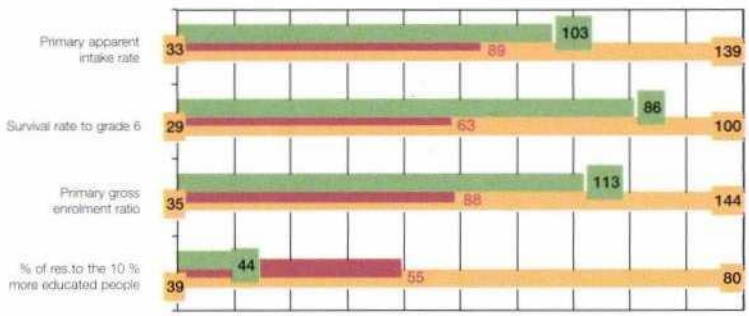
Population and macro-economic context (2000)

GDP per capita (US$)	1 981
Total population (000)	1 757
% of school-age population	17.2
Adult (15-49 years old) living with HIV/AIDS	22.5 %

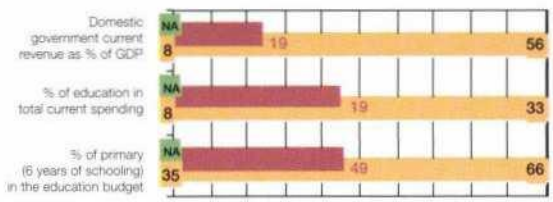
Access Rate to Grade 6



Status



Domestic resources mobilisation



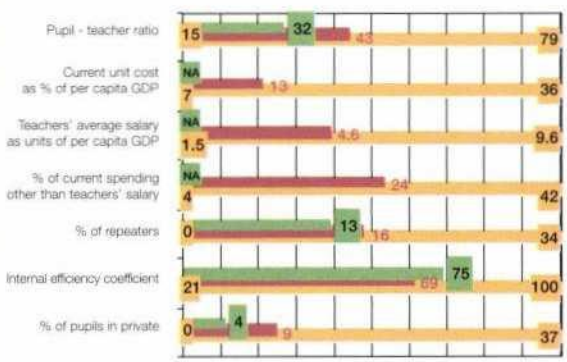
Namibia

African countries average

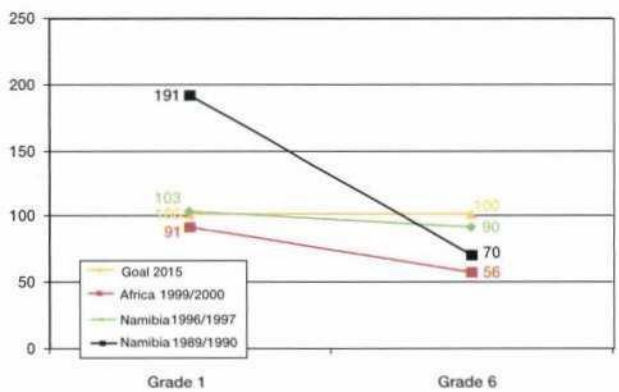
African countries minimum-maximum

NA : Data not available

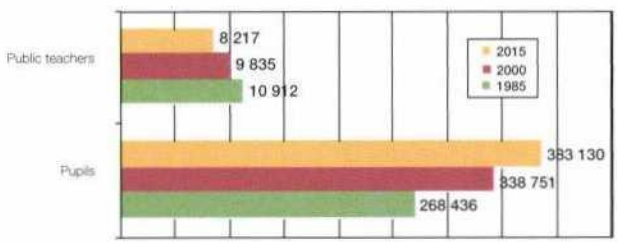
Primary education (6 years of schooling) pattern



Schooling profile



Simulations: Universal Primary Enrolment in 2015 and Financing Gap



Domestic resources and external financing needs under a "good policy" scenario (millions of year 2000 US$)

	By year, average on the 2000-2015 period
Domestic resources	NA
Financing gap	NA

Sources : ISU, Banque Mondiale, Division des Nations Unies, ONUSIDA

Niger

2001/2002

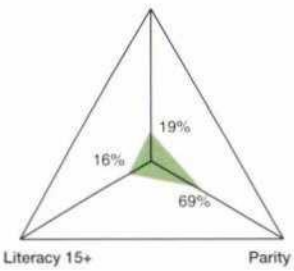
EFA African development index 12.7

Reminder 1990 9.7

Population and macro-economic context (2000)

GDP per capita (US$)	169
Total population (000)	10 832
% of school-age population	17.1
Adult (15-49 years old) living with HIV/AIDS	NA

Access Rate to Grade 6



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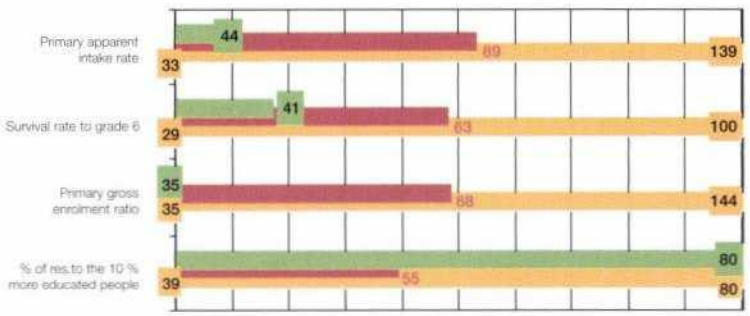
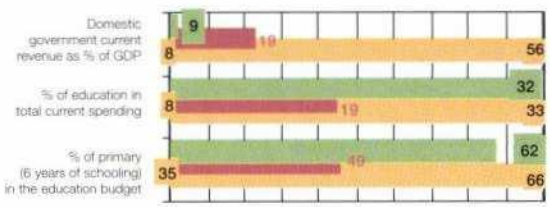


Domestic resources mobilisation



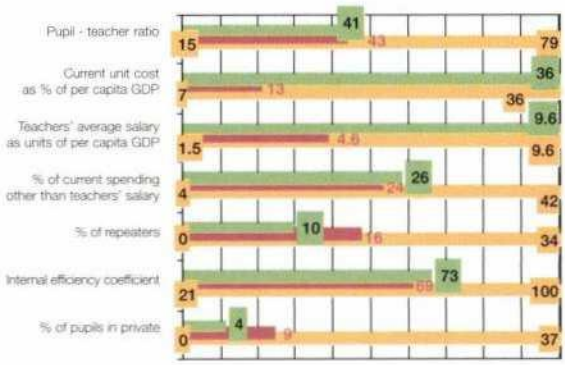
Niger

African countries average

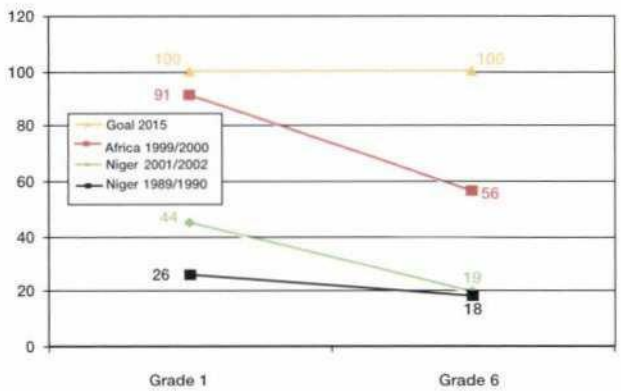
African countries minimum-maximum

NA : Data not available

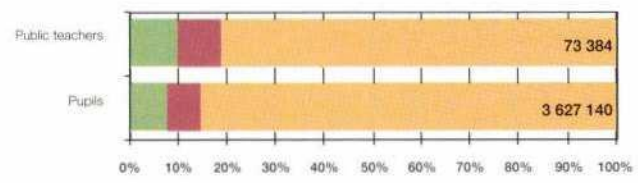
Primary education (6 years of schooling) pattern

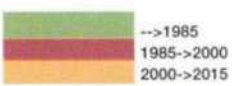


Schooling profile



Simulations: Universal Primary Enrolment in 2015 and Financing Gap





Domestic resources and external financing needs under a "good policy" scenario (millions of year 2000 US$)

	By year, average on the 2000-2015 period
Domestic resources	46
Financing gap	56

Sources: UIS, World Bank, United Nations Population Division, UNAIDS

Nigeria

1999/2000

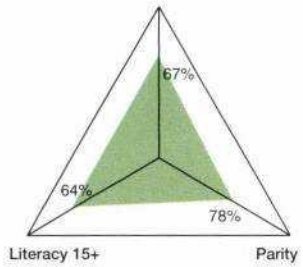
EFA African development index 57.5

Reminder 1990 55,.9

Population and macro-economic context (2000)

GDP per capita (US$)	361
Total population (000)	113 862
% of school-age population	17.1
Adult (15-49 years old) living with HIV/AIDS	5.8%

Access Rate to Grade 6



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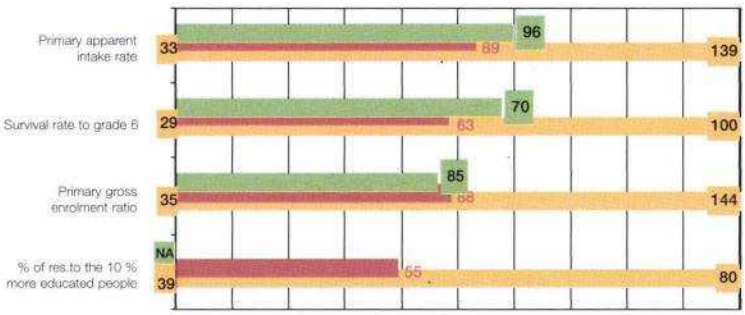
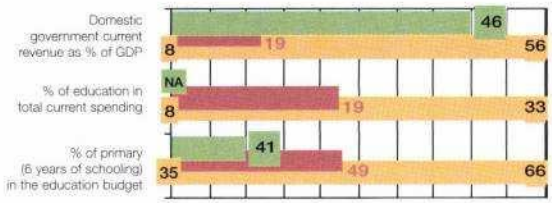


Domestic resources mobilisation



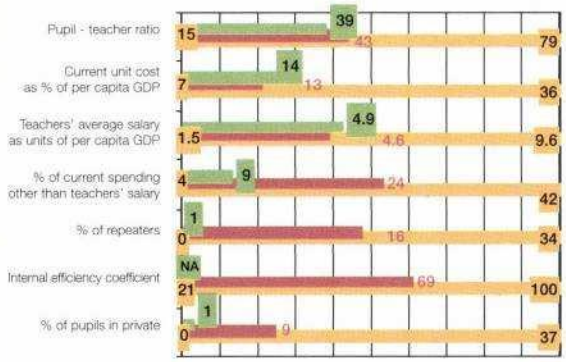
Nigeria

African countries average

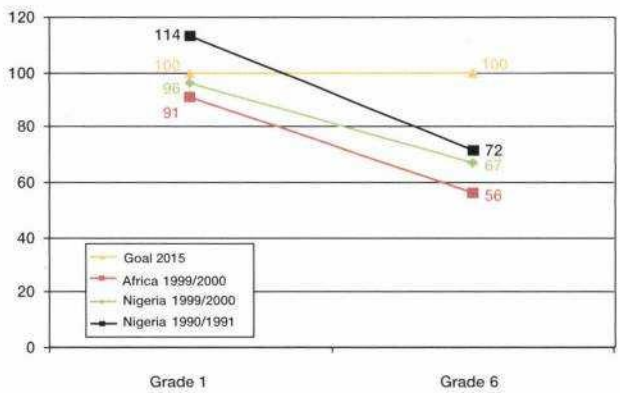
African countries minimum-maximum

NA : Data not available

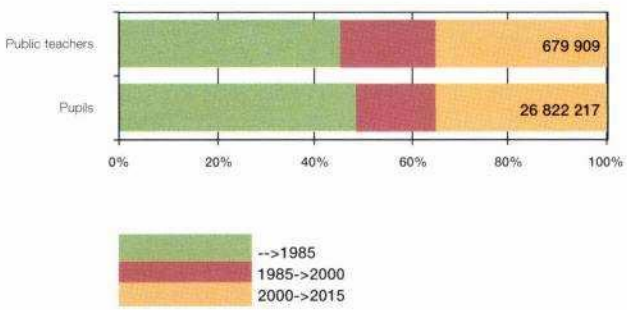
Primary education (6 years of schooling) pattern



Schooling profile



Simulations: Universal Primary Enrolment in 2015 and Financing Gap



Domestic resources and external financing needs under a "good policy" scenario (millions of year 2000 US$)

	By year, average on the 2000-2015 period
Domestic resources	1 275
Financing gap	328

Sources: UIS, World Bank, United Nations Population Division, UNAIDS

Uganda

1999/2000

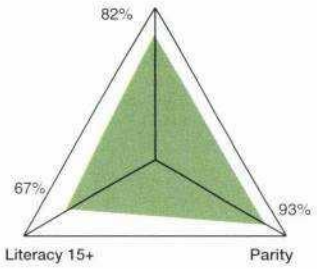
EFA African development index 75.1

Reminder 1990 51.8

Population and macro-economic context (2000)

GDP per capita (US$)	265
Total population (000)	23 300
% of school-age population	18.0
Adult (15-49 years old) living with HIV/AIDS	5.0 %

Access Rate to Grade 6



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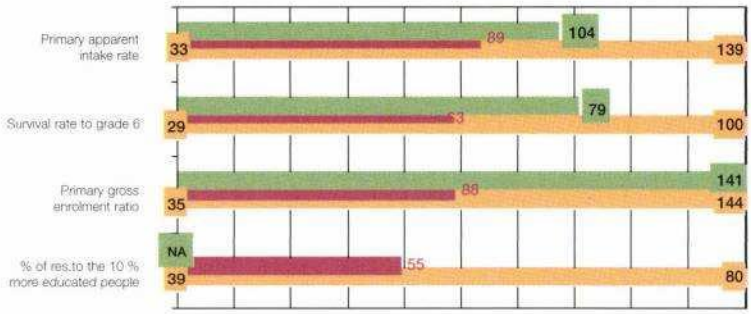
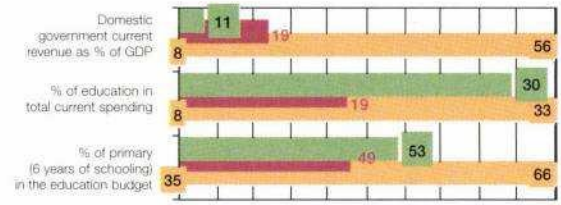


Domestic resources mobilisation



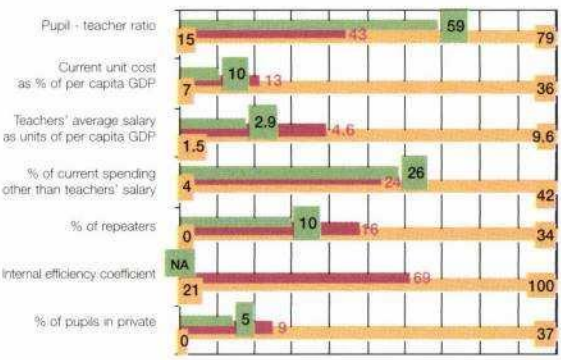
Uganda

African countries average

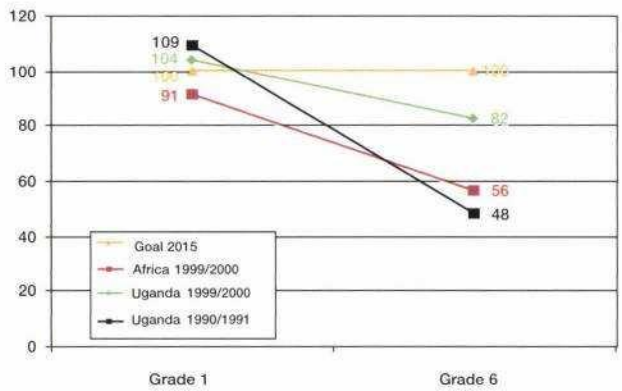
African countries minimum-maximum

NA : Data not available

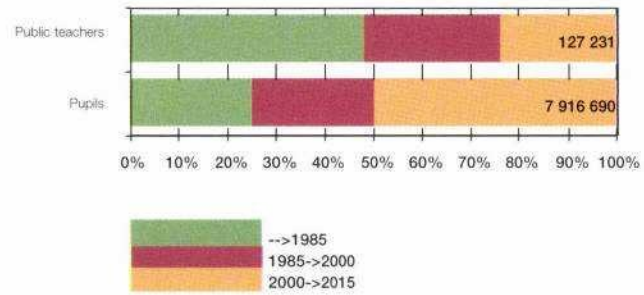
Primary education (6 years of schooling) pattern



Schooling profile



Simulations: Universal Primary Enrolment in 2015 and Financing Gap



Domestic resources and external financing needs under a "good policy" scenario (millions of year 2000 US$)

	By year, average on the 2000-2015 period
Domestic resources	146
Financing gap	110

Sources: UIS, World Bank, United Nations Population Division, UNAIDS

Central African Republic 1999/2000

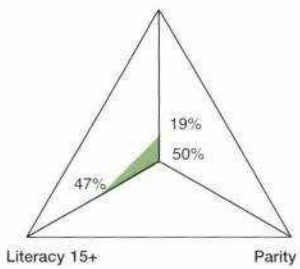
EFA African development index 12.2

Reminder 1990 25.9

Population and macro-economic context (2000)

GDP per capita (US$)	259
Total population (000)	3 717
% of school-age population	16.4
Adult (15-49 years old) living with HIV/AIDS	12.9 %

Access Rate to Grade 6



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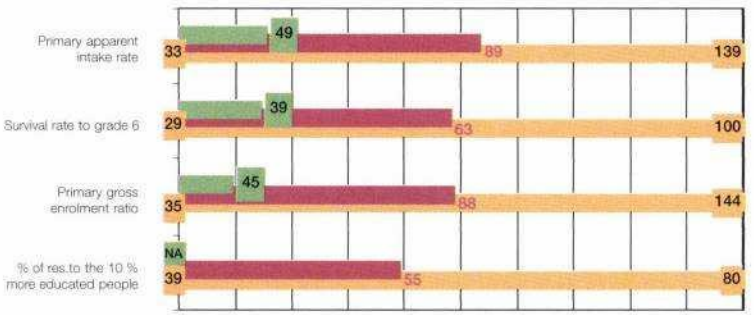
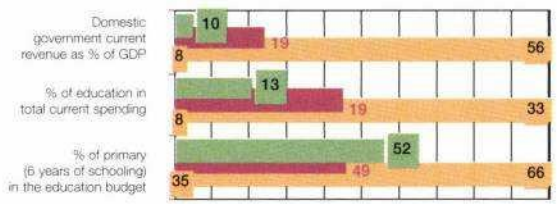


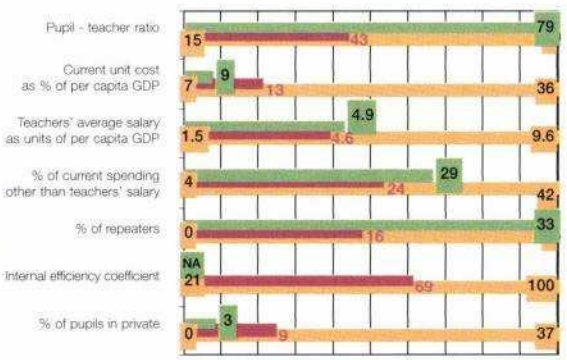
Domestic resources mobilisation



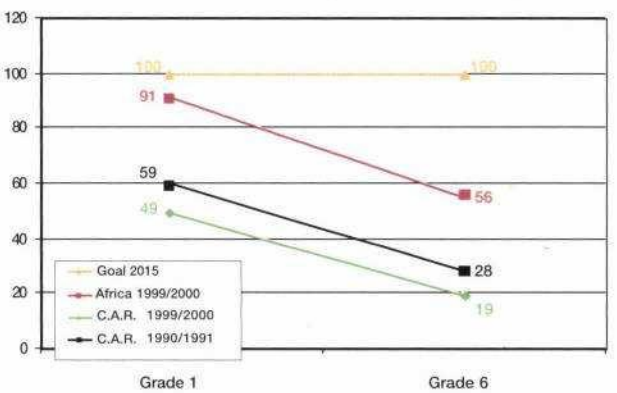
Central African Republic
African countries average
African countries minimum-maximum

NA : Data not available

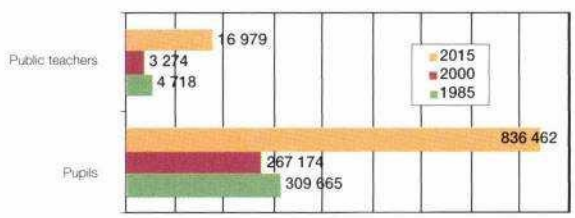
Primary education (6 years of schooling) pattern



Schooling profile



Simulations: Universal Primary Enrolment in 2015 and Financing Gap



Domestic resources and external financing needs under a "good policy" scenario (millions of year 2000 US$)

	By year, average on the 2000-2015 period
Domestic resources	15
Financing gap	14

Sources: UIS, World Bank, United Nations Population Division, UNAIDS

Democratic Rep. of the Congo 1999/2000

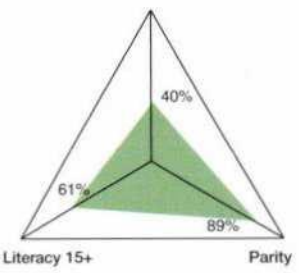
EFA African development index 33.3

Reminder 1990 44.8

Population and macro-economic context (2000)

GDP per capita (US$)	NA
Total population (000)	50 948
% of school-age population	18.1
Adult (15-49 years old) living with HIV/AIDS	4.9 %

Access Rate to Grade 6



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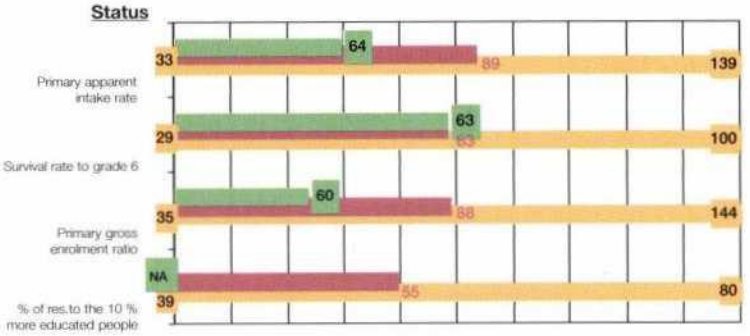
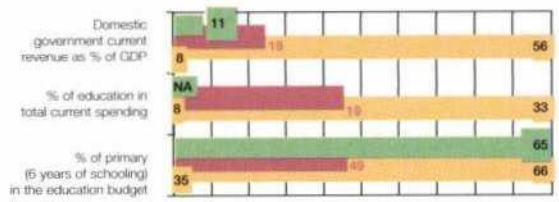


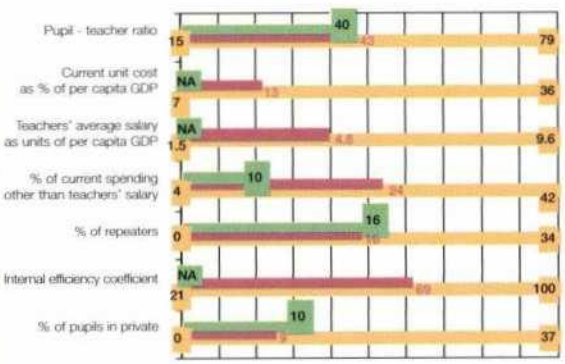
Domestic resources mobilisation



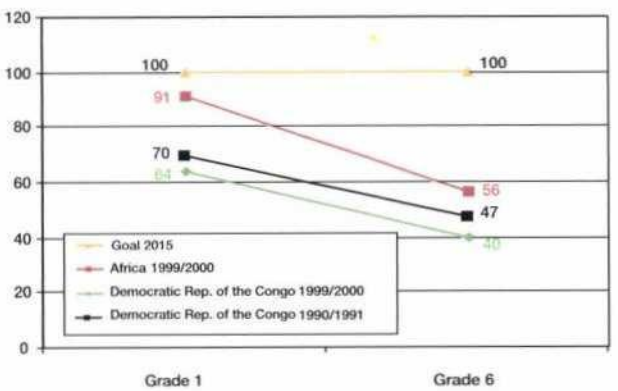
Democratic Rep. of the Congo
African countries average
African countries minimum-maximum

NA : Data not available

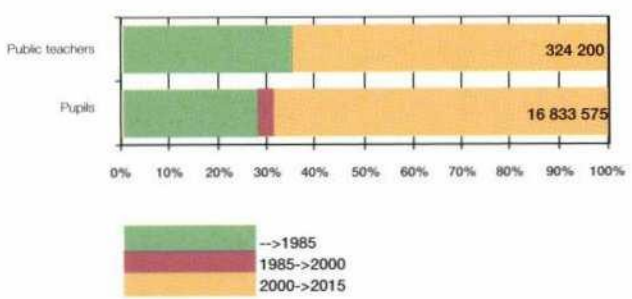
Primary education (6 years of schooling) pattern



Schooling profile



Simulations: Universal Primary Enrolment in 2015 and Financing Gap



Domestic resources and external financing needs under a "good policy" scenario (millions of year 2000 US$)

	By year, average on the 2000-2015 period
Domestic resources	54
Financing gap	180

Sources: UIS, World Bank, United Nations Population Division, UNAIDS

United Republic of Tanzania 2000/2001

Tanzania mainland only

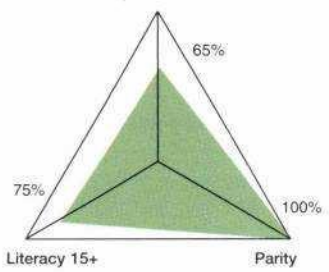
EFA African development index 75.7

Reminder 1990 67.1

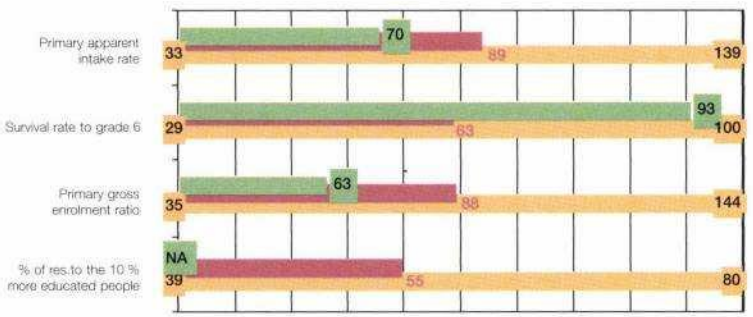
Population and macro-economic context (2000)

GDP per capita (US$)	NA
Total population (000)	35 119
% of school-age population	16.8
Adult (15-49 years old) living with HIV/AIDS	7.8 %

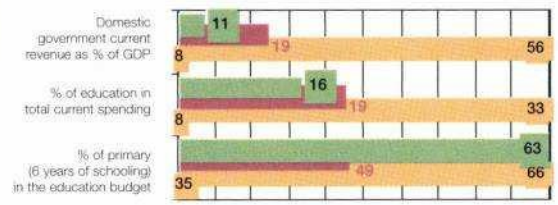
Access Rate to Grade 6



Status



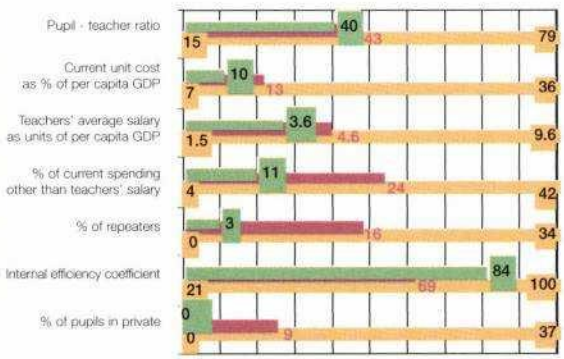
Domestic resources mobilisation



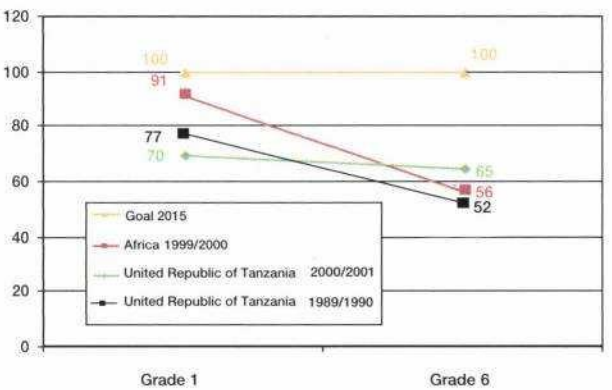
United Republic of Tanzania
African countries average
African countries minimum-maximum

NA : Data not available

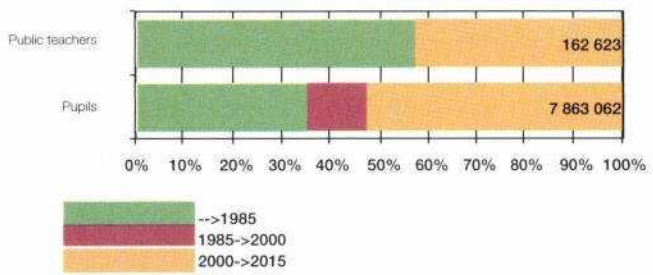
Primary education (6 years of schooling) pattern



Schooling profile



Simulations: Universal Primary Enrolment in 2015 and Financing Gap



Domestic resources and external financing needs under a "good policy" scenario (millions of year 2000 US$)

	By year, average on the 2000-2015 period
Domestic resources	164
Financing gap	123

Sources: UIS, World Bank, United Nations Population Division, UNAIDS

Rwanda

2001/2002

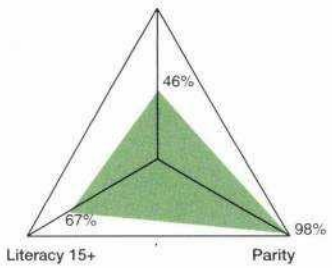
EFA African development index 63.0

Reminder 1990 60.5

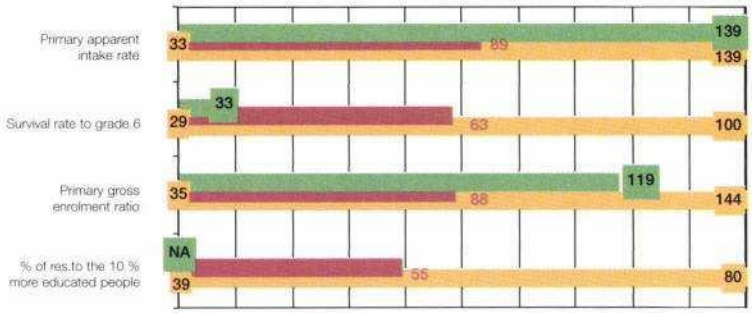
Population and macro-economic context (2000)

GDP per capita (US$)	236
Total population (000)	7 609
% of school-age population	16.3
Adult (15-49 years old) living with HIV/AIDS	8.9 %

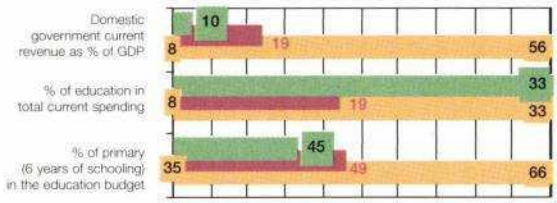
Access Rate to Grade 6



Status



Domestic resources mobilisation



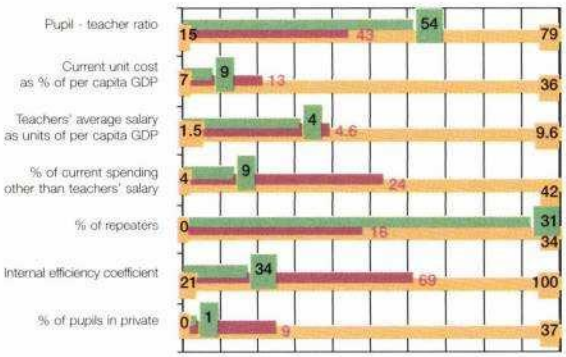
Rwanda

African countries average

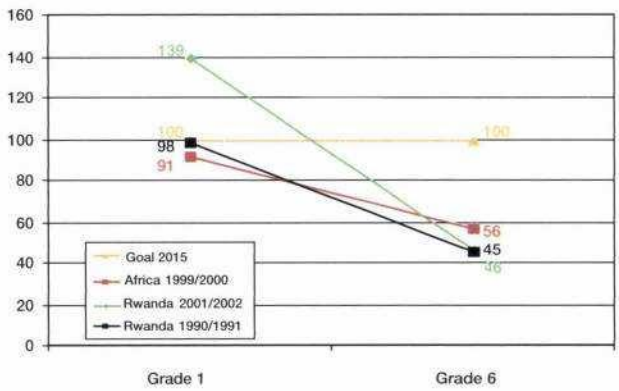
African countries minimum-maximum

NA : Data not available

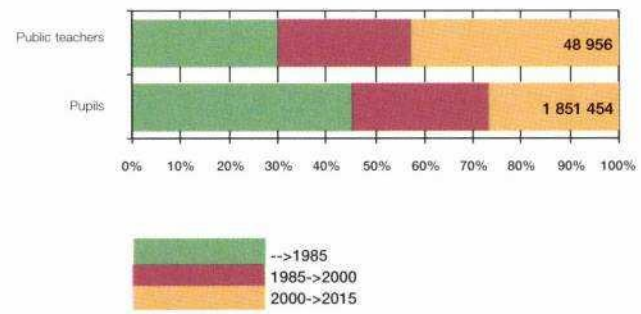
Primary education (6 years of schooling) pattern



Schooling profile



Simulations: Universal Primary Enrolment in 2015 and Financing Gap



Domestic resources and external financing needs under a "good policy" scenario (millions of year 2000 US$)

	By year, average on the 2000-2015 period
Domestic resources	39
Financing gap	36

Sources: UIS, World Bank, United Nations Population Division, UNAIDS

Sao Tome and Principe

1999/2000

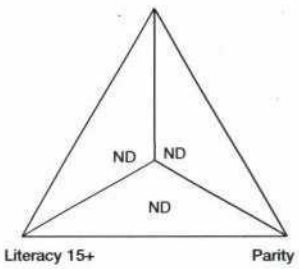
EFA African development index NA

Reminder 1990 NA

Population and macro-economic context (2000)

GDP per capita (US$)	NA
Total population (000)	NA
% of school-age population	NA
Adult (15-49 years old) living with HIV/AIDS	NA

Access Rate to Grade 6



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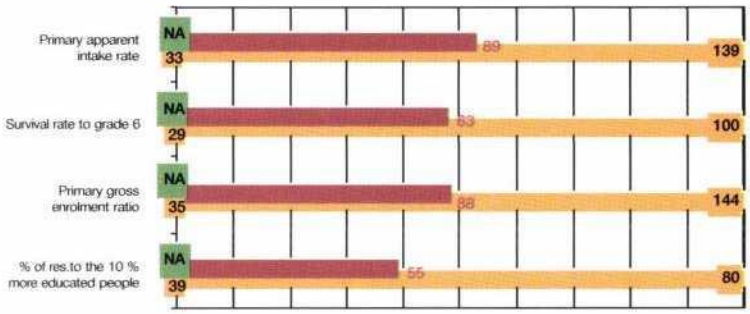
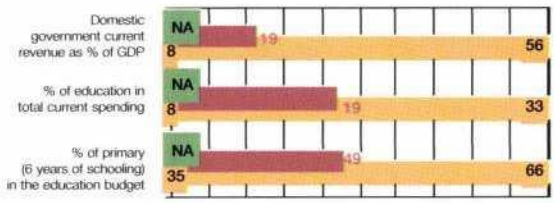


Domestic resources mobilisation



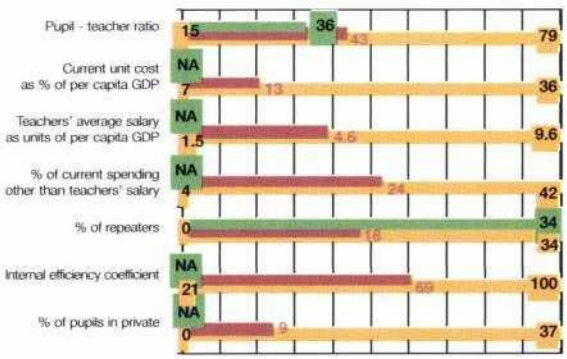
Sao Tome and Principe

African countries average

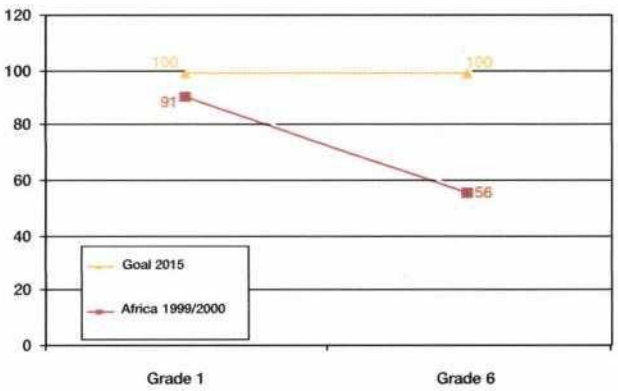
African countries minimum-maximum

NA : Data not available

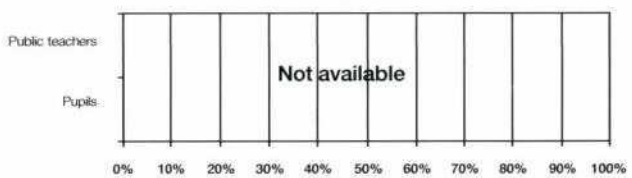
Primary education (6 years of schooling) pattern



Schooling profile



Simulations: Universal Primary Enrolment in 2015 and Financing Gap



-->1985

1985->2000

2000->2015

Domestic resources and external financing needs under a "good policy" scenario (millions of year 2000 US$)

	By year, average on the 2000-2015 period
Domestic resources	NA
Financing gap	NA

Sources: UIS, World Bank, United Nations Population Division, UNAIDS

Senegal

2000/2001

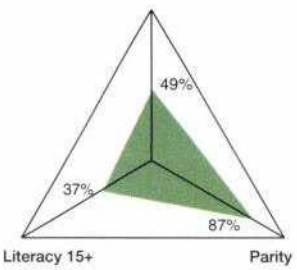
EFA African development index 45.2

Reminder 1990 35.3

Population and macro-economic context (2000)

GDP per capita (US$)	464
Total population (000)	9 421
% of school-age population	16.5
Adult (15-49 years old) living with HIV/AIDS	0.5 %

Access Rate to Grade 6



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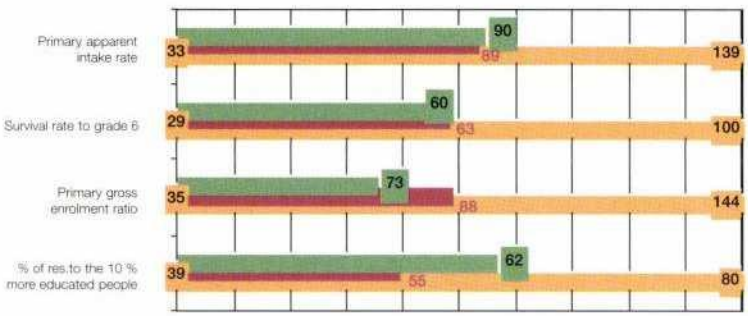
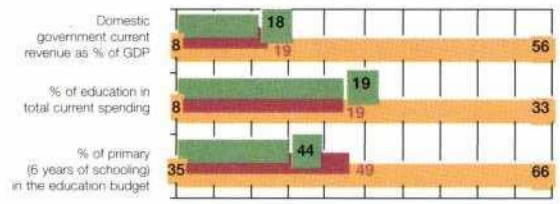


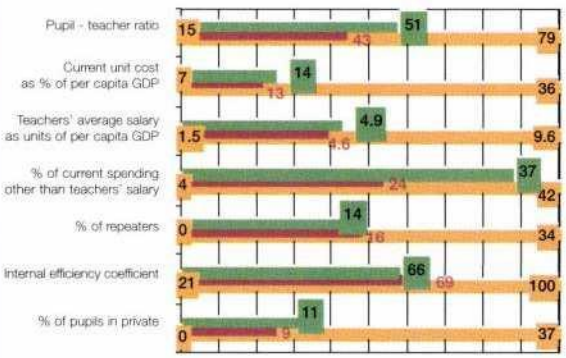
Domestic resources mobilisation



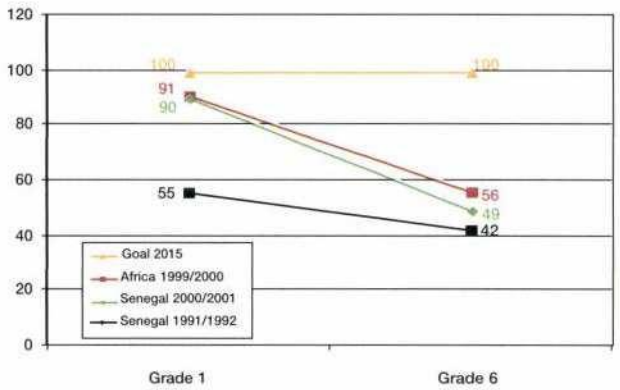
Senegal
African countries average
African countries minimum-maximum

NA : Data not available

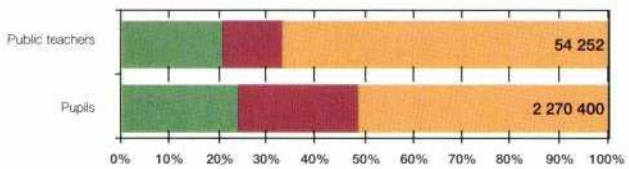
Primary education (6 years of schooling) pattern



Schooling profile



Simulations: Universal Primary Enrolment in 2015 and Financing Gap



Domestic resources and external financing needs under a "good policy" scenario (millions of year 2000 US$)

	By year, average on the 2000-2015 period
Domestic resources	103
Financing gap	55

-->1985
1985->2000
2000->2015

Sources: UIS, World Bank, United Nations Population Division, UNAIDS

Seychelles

1999/2000

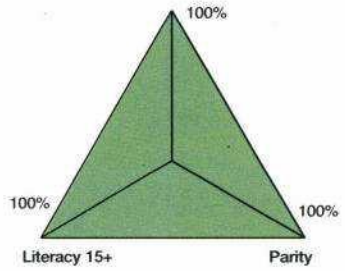
EFA African development index 100.0

Reminder 1990 100.0

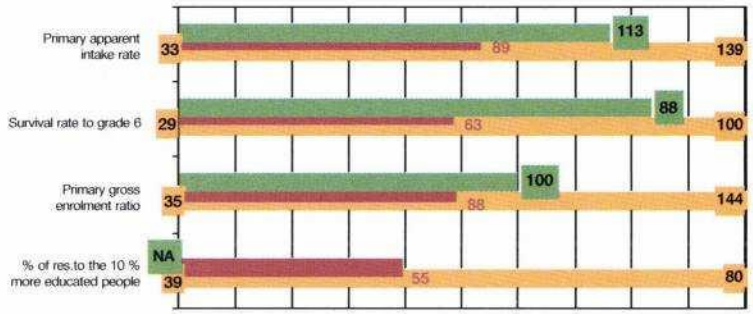
Population and macro-economic context (2000)

GDP per capita (US$)	NA
Total population (000)	NA
% of school-age population	NA
Adult (15-49 years old) living with HIV/AIDS	NA

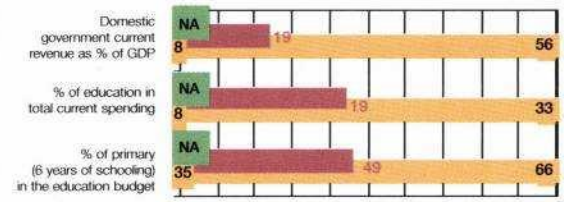
Access Rate to Grade 6



Status



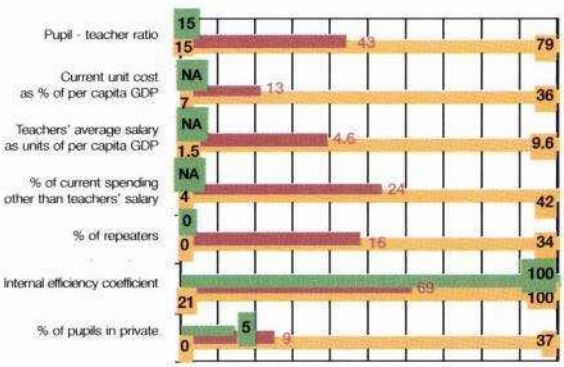
Domestic resources mobilisation



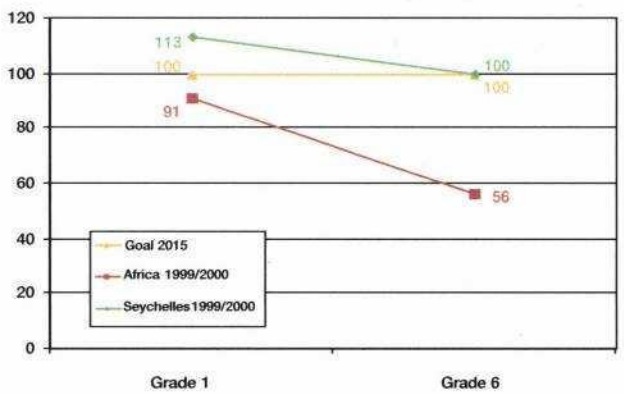
Seychelles
African countries average
African countries minimum-maximum

NA : Data not available

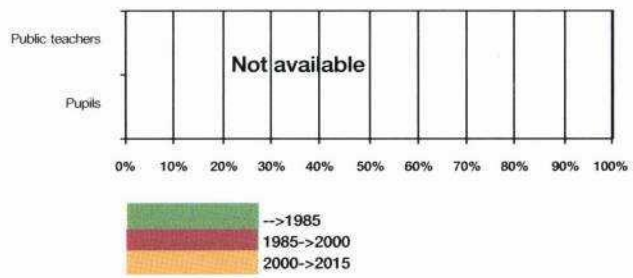
Primary education (6 years of schooling) pattern



Schooling profile



Simulations: Universal Primary Enrolment in 2015 and Financing Gap



Domestic resources and external financing needs under a "good policy" scenario (millions of year 2000 US$)

	By year, average on the 2000-2015 period
Domestic resources	NA
Financing gap	NA

Sources: UIS, World Bank, United Nations Population Division, UNAIDS

Sierra Leone

1999/2000

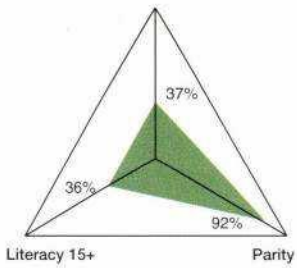
EFA African development index 43.8

Reminder 1990 NA

Population and macro-economic context (2000)

GDP per capita (US$)	144
Total population (000)	4 405
% of school-age population	15.9
Adult (15-49 years old) living with HIV/AIDS	7.0 %

Access Rate to Grade 6



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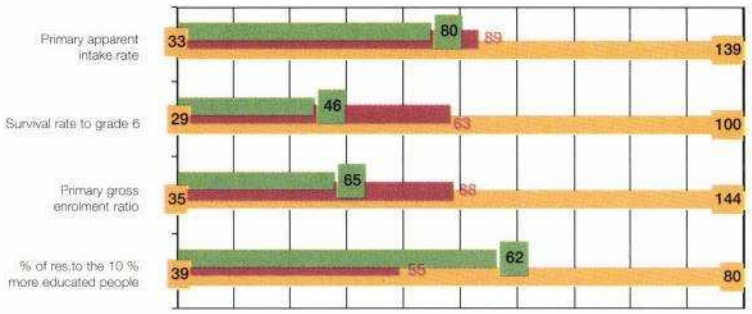
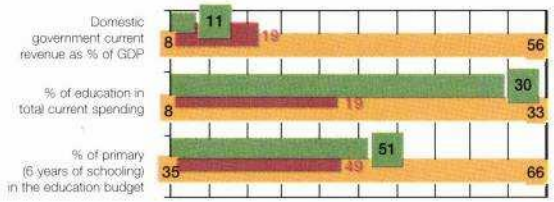


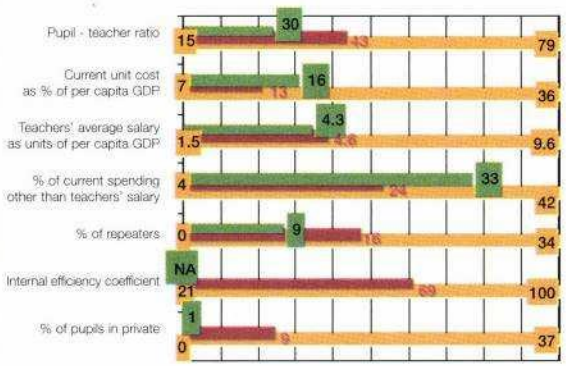
Domestic resources mobilisation



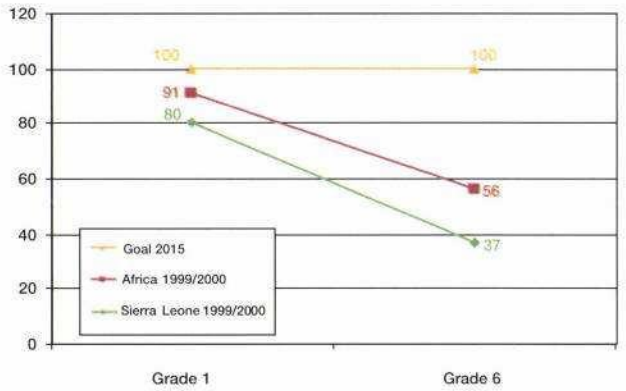
Sierra Leone
African countries average
African countries minimum-maximum

NA : Data not available

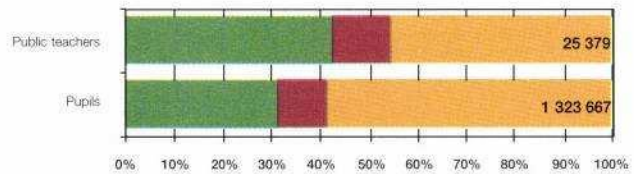
Primary education (6 years of schooling) pattern

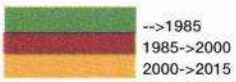


Schooling profile



Simulations: Universal Primary Enrolment in 2015 and Financing Gap





Domestic resources and external financing needs under a "good policy" scenario (millions of year 2000 US$)

	By year, average on the 2000-2015 period
Domestic resources	15
Financing gap	10

Sources: UIS, World Bank, United Nations Population Division, UNAIDS

Somalia

NA

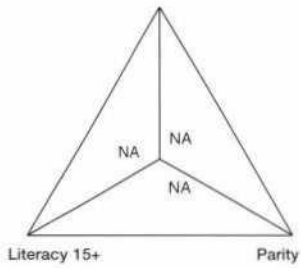
EFA African development index **NA**

Reminder 1990 **NA**

Population and macro-economic context (2000)

GDP per capita (US$)	NA
Total population (000)	8 778
% of school-age population	16.9
Adult (15-49 years old) living with HIV/AIDS	1.0 %

Access Rate to Grade 6



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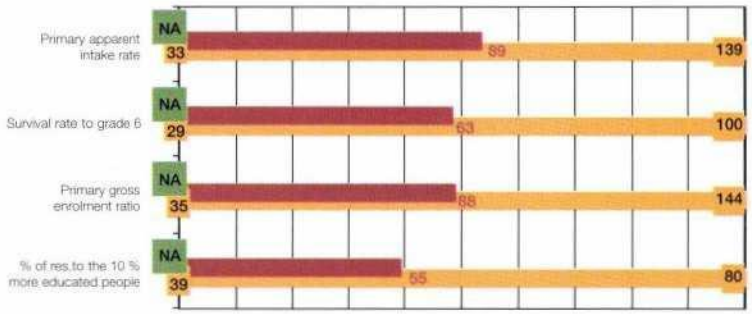
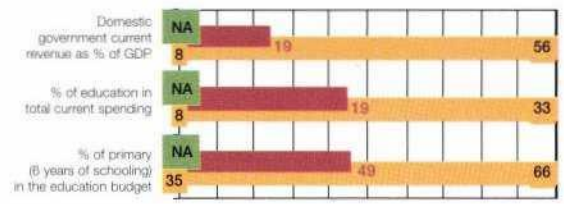
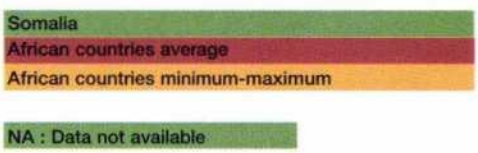
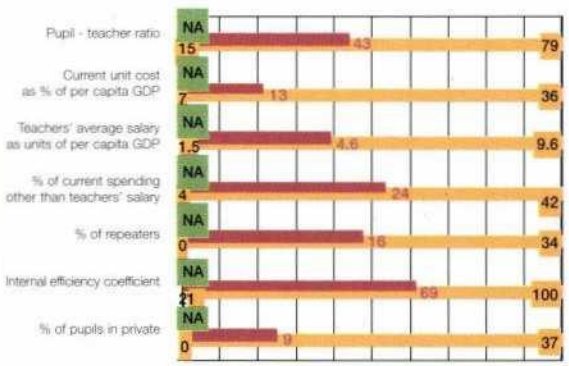


Domestic resources mobilisation

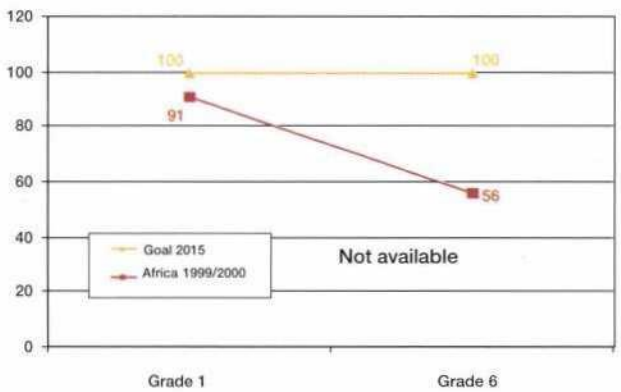




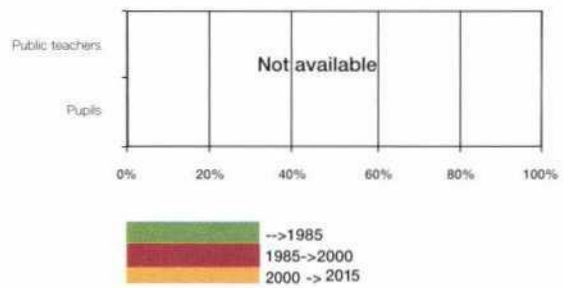
Primary education (6 years of schooling) pattern



Schooling profile



Simulations: Universal Primary Enrolment in 2015 and Financing Gap



Domestic resources and external financing needs under a "good policy" scenario (millions of year 2000 US$)

	By year, average on the 2000-2015 period
Domestic resources	NA
Financing gap	NA

Sources: UIS, World Bank, United Nations Population Division, UNAIDS

Sudan

1999/2000

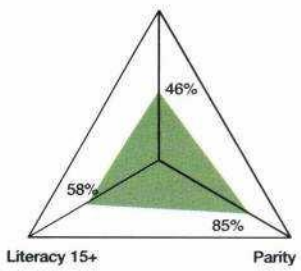
EFA African development index 51.3

Reminder 1990 45.6

Population and macro-economic context (2000)

GDP per capita (US$)	310
Total population (000)	31 095
% of school-age population	15.3
Adult (15-49 years old) living with HIV/AIDS	NA

Access Rate to Grade 6



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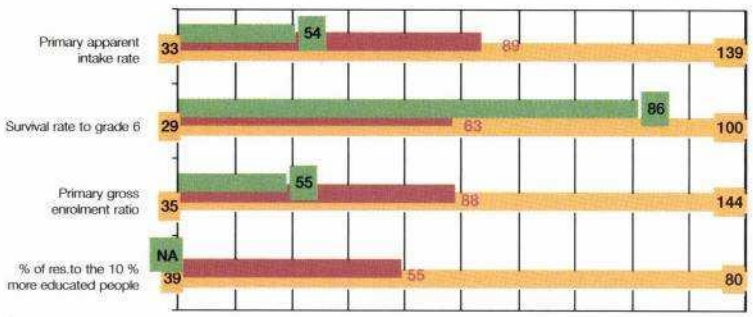
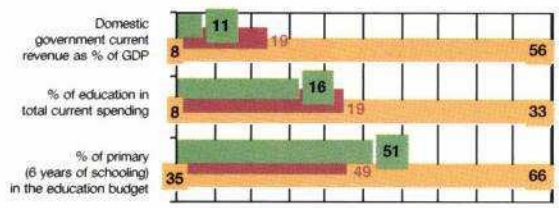


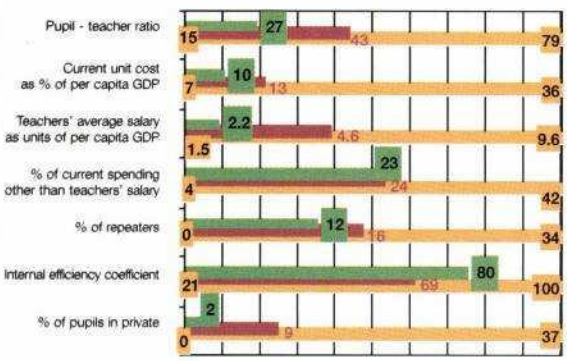
Domestic resources mobilisation



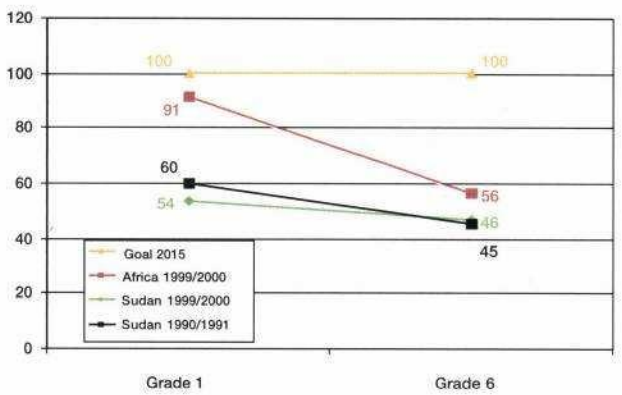
Sudan
African countries average
African countries minimum-maximum

NA : Data not available

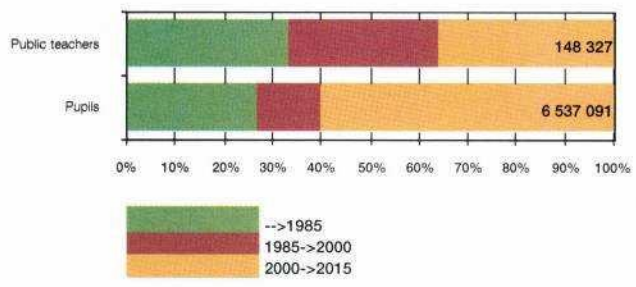
Primary education (6 years of schooling) pattern



Schooling profile



Simulations: Universal Primary Enrolment in 2015 and Financing Gap



Domestic resources and external financing needs under a "good policy" scenario (millions of year 2000 US$)

	By year, average on the 2000-2015 period
Domestic resources	205
Financing gap	105

Sources: UIS, World Bank, United Nations Population Division, UNAIDS

Swaziland

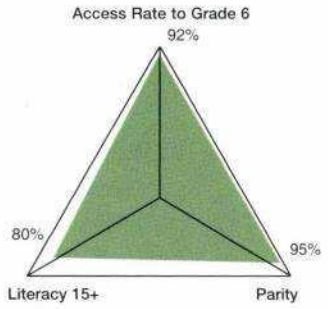
1999/2000

EFA African development index 85.1

Reminder 1990 77.2

Population and macro-economic context (2000)

GDP per capita (US$)	1 599
Total population (000)	925
% of school-age population	16.3
Adult (15-49 years old) living with HIV/AIDS	33.4 %



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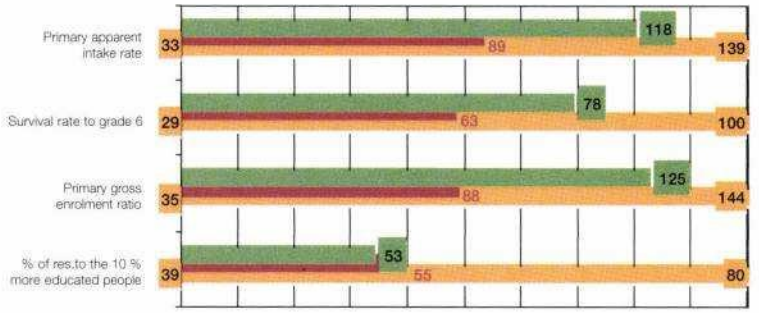
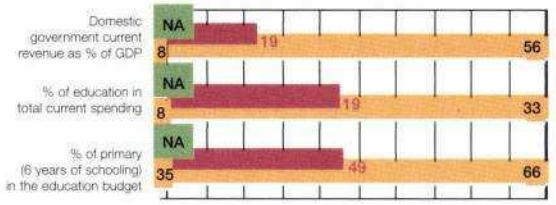


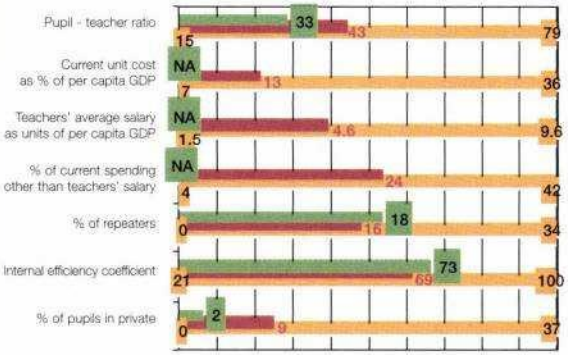
Domestic resources mobilisation



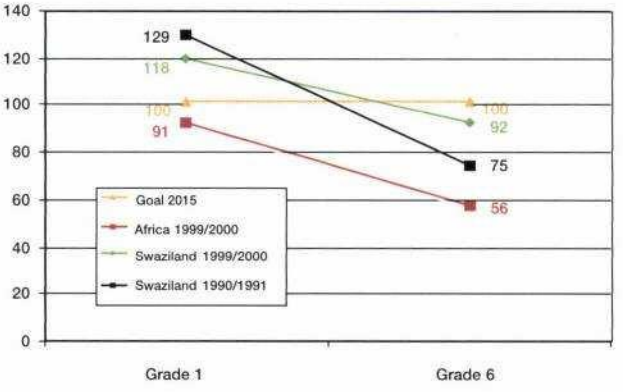
Swaziland
African countries average
African countries minimum-maximum

NA : Data not available

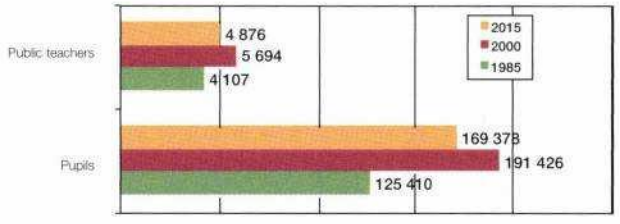
Primary education (6 years of schooling) pattern



Schooling profile



Simulations: Universal Primary Enrolment in 2015 and Financing Gap



Domestic resources and external financing needs under a "good policy" scenario (millions of year 2000 US$)

	By year, average on the 2000-2015 period
Domestic resources	NA
Financing gap	NA

Sources: UIS, World Bank, United Nations Population Division, UNAIDS

Chad

1999/2000

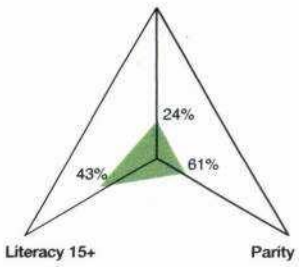
EFA African development index 19.8

Reminder 1990 9.1

Population and macro-economic context (2000)

GDP per capita (US$)	178
Total population (000)	7 885
% of school-age population	17.1
Adult (15-49 years old) living with HIV/AIDS	3.6 %

Access Rate to Grade 6



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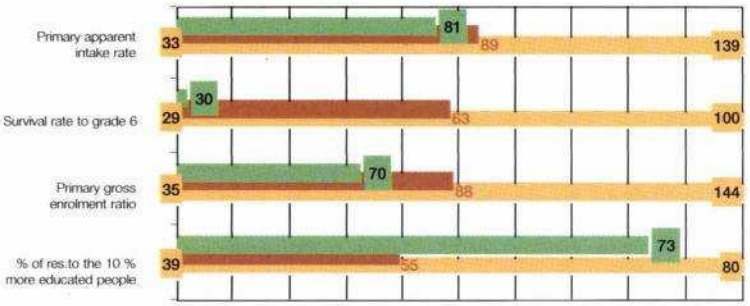
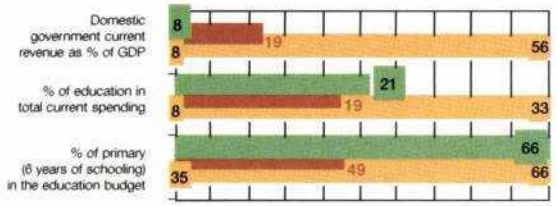


Domestic resources mobilisation



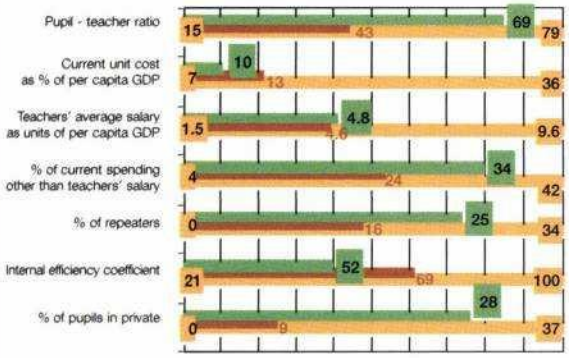
Chad

African countries average

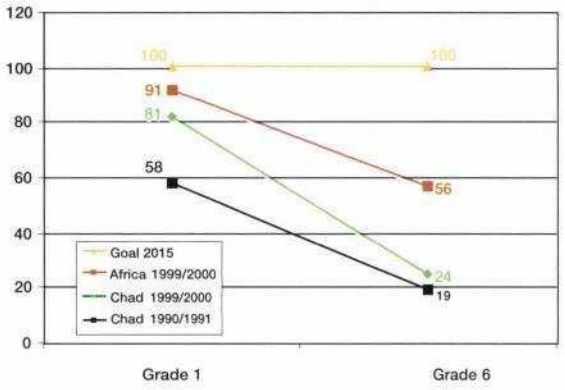
African countries minimum-maximum

NA : Data not available

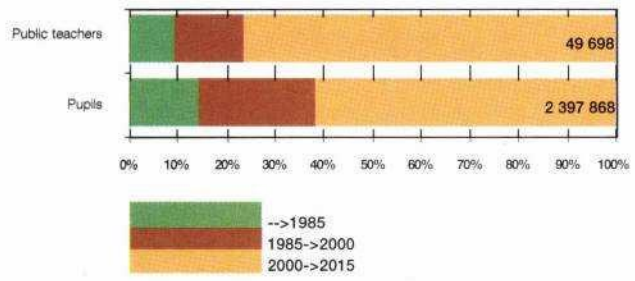
Primary education (6 years of schooling) pattern



Schooling profile



Simulations: Universal Primary Enrolment in 2015 and Financing Gap



Domestic resources and external financing needs under a "good policy" scenario (millions of year 2000 US$)

	By year, average on the 2000-2015 period
Domestic resources	28
Financing gap	30

Sources: UIS, World Bank, United Nations Population Division, UNAIDS

Togo

1999/2000

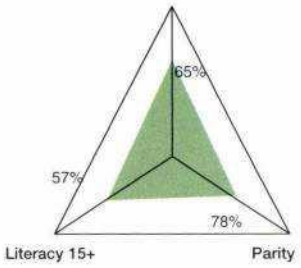
EFA African development index 54.2

Reminder 1990 35.7

Population and macro-economic context (2000)

GDP per capita (US$)	269
Total population (000)	4 527
% of school-age population	16.8
Adult (15-49 years old) living with HIV/AIDS	6.0 %

Access Rate to Grade 6



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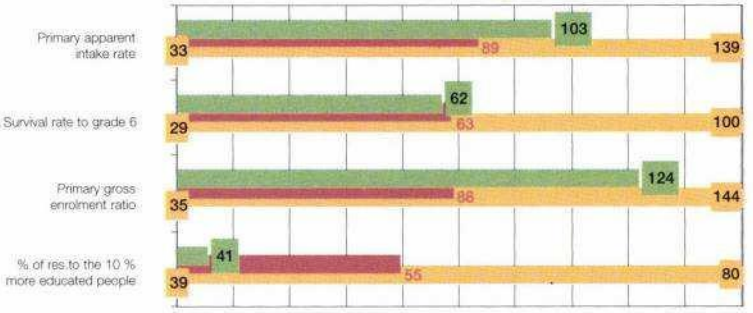
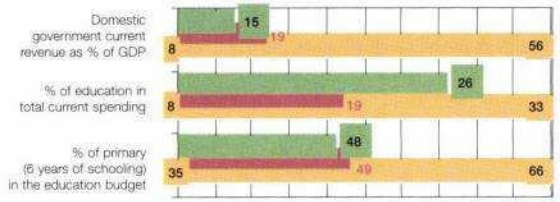


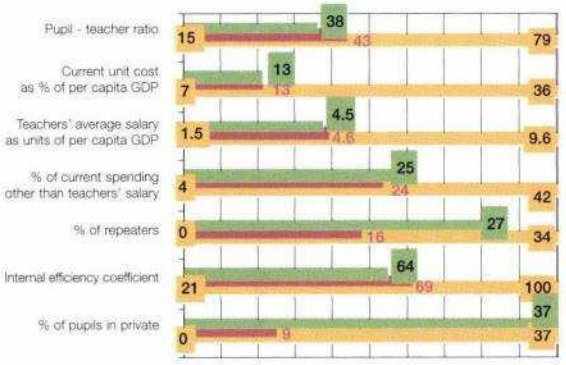
Domestic resources mobilisation



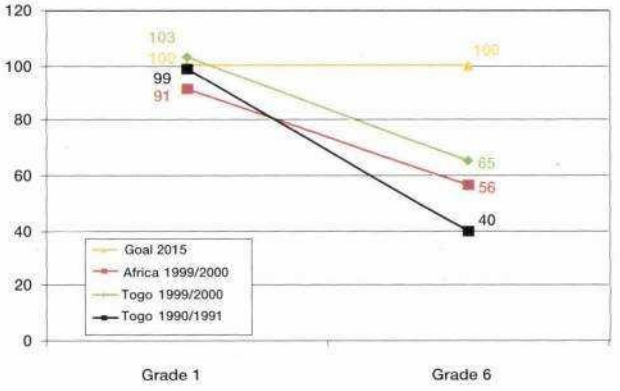
Togo
African countries average
African countries minimum-maximum

NA : Data not available

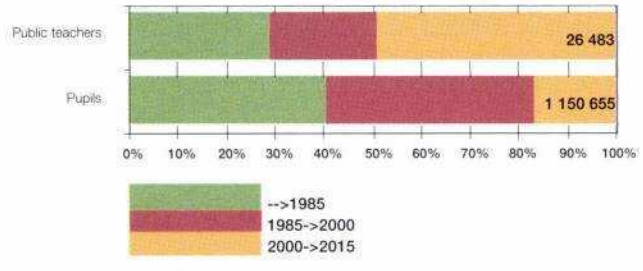
Primary education (6 years of schooling) pattern



Schooling profile



Simulations: Universal Primary Enrolment in 2015 and Financing Gap



Domestic resources and external financing needs under a "good policy" scenario (millions of year 2000 US$)

	By year, average on the 2000-2015 period
Domestic resources	31
Financing gap	20

Sources: UIS, World Bank, United Nations Population Division, UNAIDS

Tunisia

1998/1999

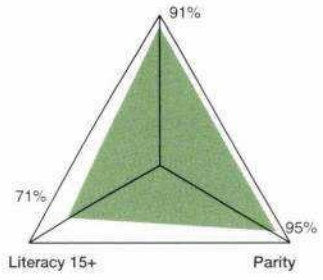
EFA African development index 81.4

Reminder 1990 68.7

Population and macro-economic context (2000)

GDP per capita (US$)	2 058
Total population (000)	9 459
% of school-age population	12.4
Adult (15-49 years old) living with HIV/AIDS	NA

Access Rate to Grade 6



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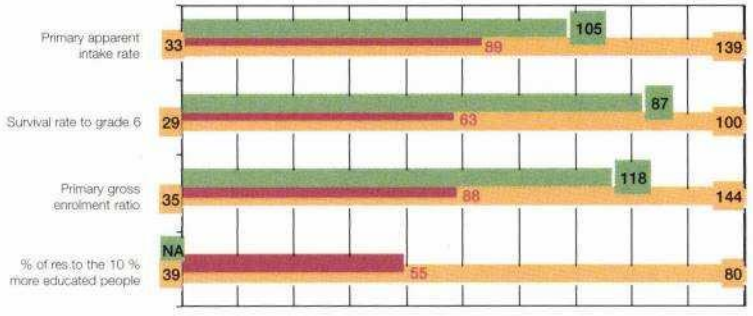
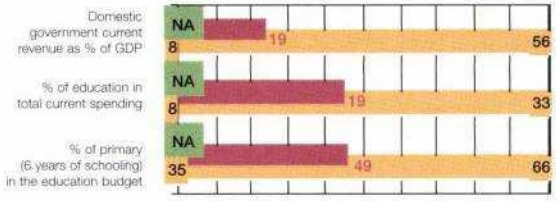


Domestic resources mobilisation



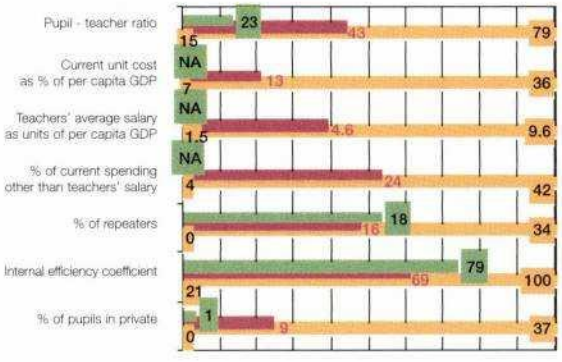
Tunisia

African countries average

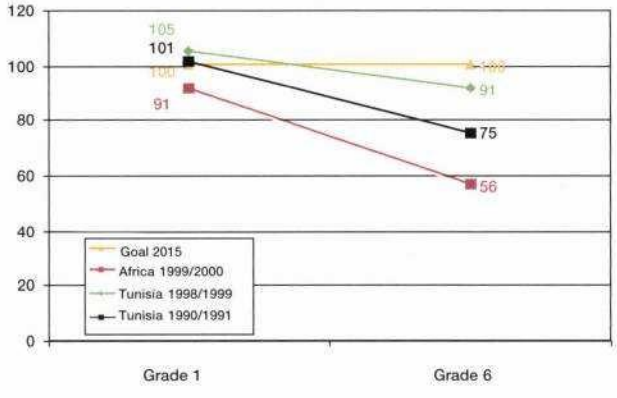
African countries minimum-maximum

NA : Data not available

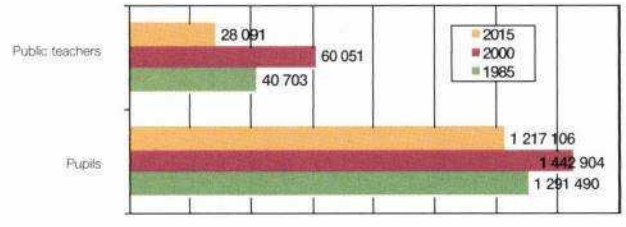
Primary education (6 years of schooling) pattern



Schooling profile



Simulations: Universal Primary Enrolment in 2015 and Financing Gap



Domestic resources and external financing needs under a "good policy" scenario (millions of year 2000 US$)

	By year, average on the 2000-2015 period
Domestic resources	NA
Financing gap	NA

Sources: UIS, World Bank, United Nations Population Division, UNAIDS

Zambia

1999/2000

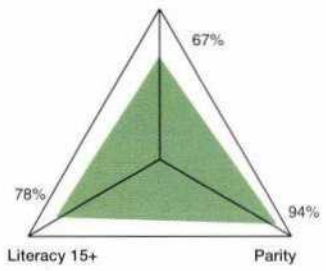
EFA African development index 73.4

Reminder 1990 77.9

Population and macro-economic context (2000)

GDP per capita (US$)	279
Total population (000)	10 421
% of school-age population	17.0
Adult (15-49 years old) living with HIV/AIDS	21.5 %

Access Rate to Grade 6



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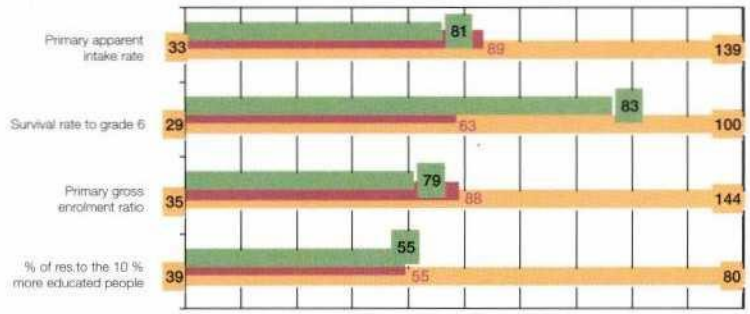
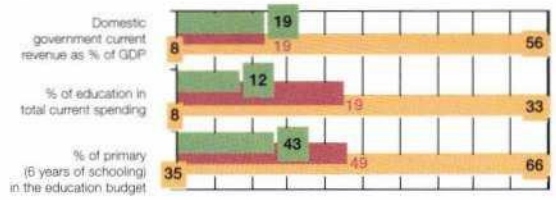


Domestic resources mobilisation



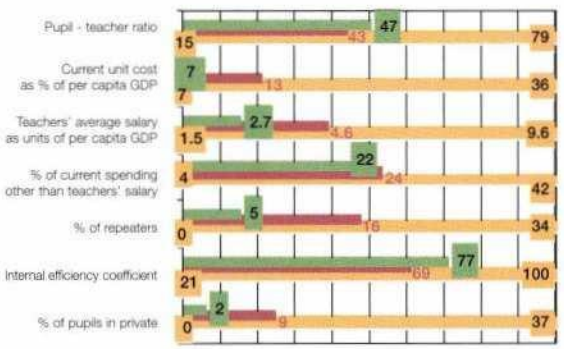
Zambia

African countries average

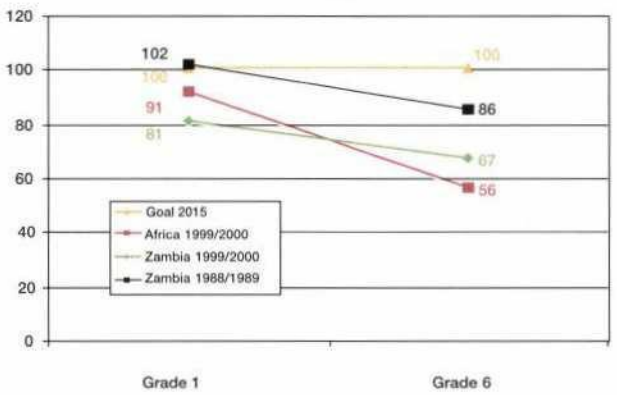
African countries minimum-maximum

NA : Data not available

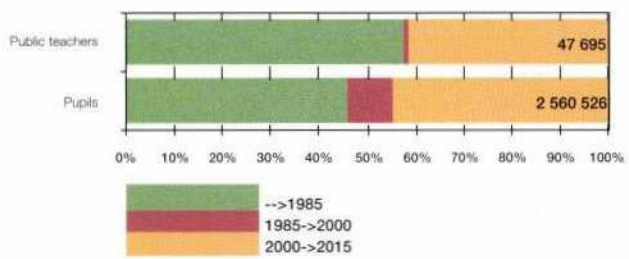
Primary education (6 years of schooling) pattern



Schooling profile



Simulations: Universal Primary Enrolment in 2015 and Financing Gap



Domestic resources and external financing needs under a "good policy" scenario (millions of year 2000 US$)

	By year, average on the 2000-2015 period
Domestic resources	41
Financing gap	54

Sources: UIS, World Bank, United Nations Population Division, UNAIDS

Zimbabwe

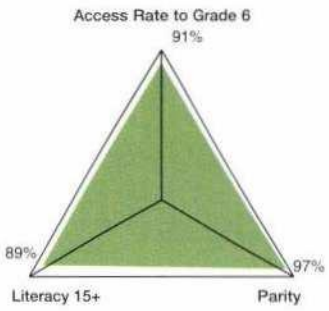
2000/2001

EFA African development index 89.7

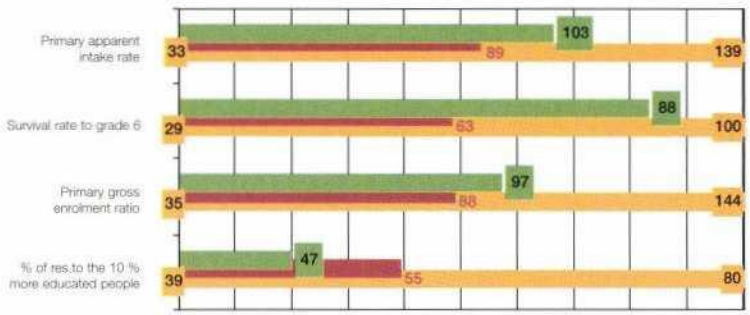
Reminder 1990 91.8

Population and macro-economic context (2000)

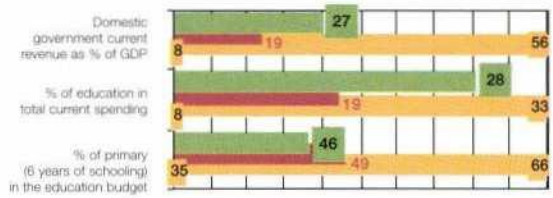
GDP per capita (US$)	585
Total population (000)	12 627
% of school-age population	17.6
Adult (15-49 years old) living with HIV/AIDS	33.7 %



Status



Domestic resources mobilisation



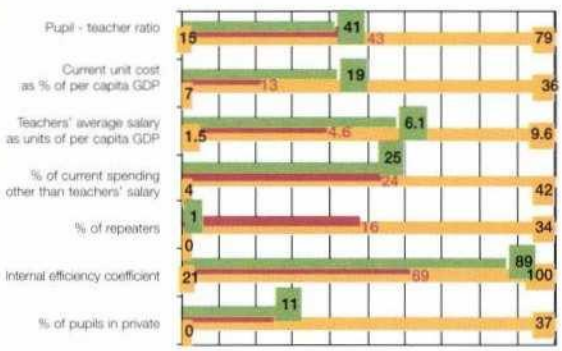
Zimbabwe

African countries average

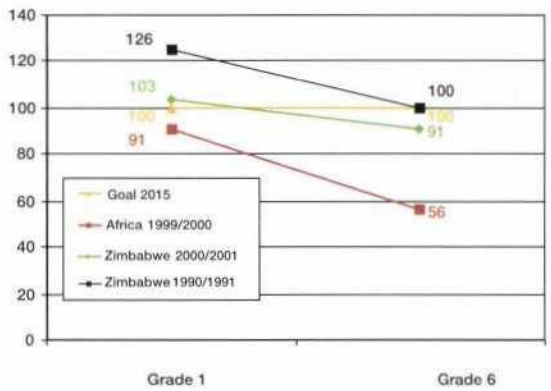
African countries minimum-maximum

NA : Data not available

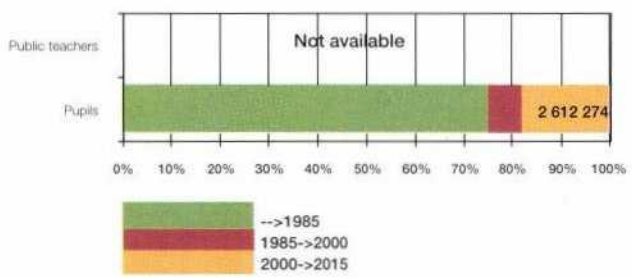
Primary education (6 years of schooling) pattern



Schooling profile



Simulations: Universal Primary Enrolment in 2015 and Financing Gap



Domestic resources and external financing needs under a "good policy" scenario (millions of year 2000 US$)

	By year, average on the 2000-2015 period
Domestic resources	NA
Financing gap	NA

Sources: UIS, World Bank, United Nations Population Division, UNAIDS

Appendixes

appendixes

Appendix 1 : *Key indicators: minimum, maximum, average and "Fast Track" indicative framework values, 2000 or close*

	Minimum	Maximum	Average	Indicative framework value in EFA 2015 Fast Track
Domestic Resource Mobilisation				
Domestic public current revenue as % of GDP	8	56	19	14/16/18
% of education in public current spending	8	33	19	20
% of primary (6 years of schooling) in the education budget	35	66	49	40/50/60
Primary education current budget as % of GDP	0.6	3.6	1.5	-
Primary Education (6 years of schooling) pattern				-
% of pupils in private	0	38	8	10
% of school-age population	11	18	16	-
Internal efficiency coefficient	21	100	69	-
% of repeaters	0	34	16	10
Pupil-teacher ratio (PTR)	15	79	43	40
Teacher average salary as units of per capita GDP	1.5	9.6	4.6	3.5
% of current spending other than teachers' salary	4	42	24	33
Primary gross enrolment ratio (GER)	36	144	88	110
Access rate to grade 6	19	100	57	100

The following appendixes 2 to 6 present data for a variety of indicators regarding African countries for which they are available. The figures stand for the 1999/2000 school-year, or the 2000 calendar year, otherwise mentioned with the column heading or thanks to the colour-coding as follows:

1988/1989

1989/1990

1991/1992

1996/1997

1997/1998

1998/1999

2000/2001

2001/2002

Appendix 2 : *EFA African development index and components*

	EFA African development index			Access rate to grade 6 (%)		Adult literacy rate (%)		GER gender parity index (x100)	
	1990	2000	Evolution	1990/91	1999/00	1990	2000	1990/91	1999/00
South Africa	87.6	88.7	+1.1	89	94	81	85	98	97
Algeria	66.1	77.8	+11.8	82	91	53	67	85	92
Angola	-	39.0	-	-	29	-	40	-	87
Benin	13.1	28.3	+15.2	23	39	26	37	49	67
Botswana	88.0	90.2	+2.1	100	98	68	77	107	100
Burkina Faso	15.8	19.6	+3.7	19	27	16	24	63	70
Burundi	46.1	42.6	-3.5	46	43	37	48	83	80
Cameroon	59.5	55.4	-4.1	57	43	58	71	86	85
Cap-Verde	65.9	85.0	+19.1	55	92	64	74	94	98
Comoros	41.8	46.7	+4.9	35	39	54	56	73	84
Congo	65.9	62.7	-3.3	61	44	67	81	88	90
Côte d'Ivoire	39.8	39.9	+0.1	48	46	38	48	71	74
Djibouti	39.3	42.2	+2.9	32	37	53	65	71	73
Egypt	62.2	72.8	+10.5	77	89	47	55	85	93
Eritrea	40.3	43.6	+3.4	19	35	46	56	85	82
Ethiopia	24.3	22.9	-1.4	22	25	29	39	67	67
Gabon	71.7	79.8	+8.1	71	-	56	71	98	99
Gambia	30.1	55.9	+25.8	40	70	26	37	68	90
Ghana	60.4	66.6	+6.2	63	64	58	72	83	89
Guinea	10.1	35.3	+25.2	16	43	29	38	47	68
Equatorial Guinea	61.0	-	-	46	-	73	83	86	82
Guinea-Bissau	13.8	25.2	+11.4	16	31	27	38	55	67
Libyan Arab Jamahiriya	-	-	-	-	-	68	80	94	-
Kenya	80.8	81.0	+0.2	86	74	71	82	95	98
Lesotho	81.2	81.5	+0.3	72	71	78	83	123	109
Liberia	-	32.6	-	-	25	39	54	-	73
Madagascar	59.5	54.1	-5.4	34	27	58	66	100	96
Malawi	46.6	69.4	+22.8	32	64	52	60	84	100
Mali	10.8	19.5	+8.7	11	23	19	26	58	71
Morocco	42.0	51.1	+9.0	47	56	39	49	75	84
Mauritius	91.3	92.6	+1.3	97	97	80	85	100	100
Mauritania	35.1	50.2	+15.2	34	46	35	40	74	94
Mozambique	33.7	37.0	+3.2	30	42	33	44	75	75
Namibia	79.3	88.7	+9.4	70	90	75	82	110	102
Niger	9.7	12.7	+3.0	18	19	11	16	56	69
Nigeria	55.9	57.5	+1.6	72	67	49	64	76	78
Uganda	51.8	75.1	+23.4	48	82	56	67	80	93
Dem. Rep. of the Congo	44.8	33.3	-11.5	47	40	47	61	74	60
Central African Republic	25.9	12.2	-13.7	28	19	33	47	63	50
United Republic of Tanzania	67.1	75.7	+8.6	52	65	63	75	98	100
Rwanda	60.5	63.0	+2.5	45	46	53	67	98	98
Sao Tome and Principe	-	-	-	-	-	-	-	-	-
Senegal	35.3	45.2	+9.9	42	49	28	37	73	87
Seychelles	100.0	100.0	0.0	100	100	100	100	100	100
Sierra Leone	-	43.8	-	-	37	27	36	69	92
Somalia	-	-	-	-	-	-	-	-	-
Sudan	45.6	51.3	+5.7	45	46	46	58	78	85
Swaziland	77.2	85.1	+7.9	75	92	72	80	95	95
Chad	9.1	19.8	+10.7	19	24	28	43	45	61
Togo	35.7	54.2	+18.5	40	65	44	57	65	78
Tunisia	68.7	81.4	+12.7	75	91	59	71	89	95
Zambia	77.9	73.4	-4.4	86	67	68	78	92	94
Zimbabwe	91.8	89.7	-2.1	100	91	81	89	98	97

Appendix 3 : *Equity indicators, 2000 or close*

	Access rate to grade 6 (%)			% of resource to the 10% more educated people
	Girls	Boys	Gender parity index	
South Africa	96	93	1.03	39
Algeria	90	92	0.98	-
Angola	29	27	1.07	-
Benin	26	52	0.50	44
Botswana	100	94	1.06	-
Burkina Faso	24	31	0.77	55
Burundi	39	48	0.81	-
Cameroon	42	44	0.95	-
Cape Verde	95	89	1.07	-
Comoros	37	41	0.90	56
Congo	43	45	0.96	45
Côte d'Ivoire	36	55	0.65	52
Djibouti	32	43	0.74	-
Egypt	86	93	0.92	-
Eritrea	31	38	0.82	52
Ethiopia	17	32	0.53	62
Gabon	80	79	1.01	-
Gambia	53	72	0.74	52
Ghana	59	69	0.86	-
Guinea	36	54	0.67	51
Equatorial Guinea	-	-	-	-
Guinea-Bissau	22	40	0.55	-
Libyan Arab Jamahiriya	-	-	-	-
Kenya	73	74	0.99	-
Lesotho	82	60	1.37	54
Liberia	12	37	0.32	-
Madagascar	27	26	1.04	64
Malawi	61	68	0.90	58
Mali	25	29	0.86	66
Morocco	49	62	0.79	44
Mauritius	97	97	1.00	47
Mauritania	44	49	0.90	57
Mozambique	32	51	0.63	63
Namibia	94	86	1.09	44
Niger	15	24	0.63	80
Nigeria	-	-	-	-
Uganda	75	89	0.84	-
Dem. Rep. of the Congo	37	43	0.86	-
Central African Republic	14	23	0.61	-
United Republic of Tanzania	64	66	0.97	-
Rwanda	45	47	0.96	-
Sao Tome and Principe	-	-	-	-
Senegal	45	52	0.87	62
Seychelles	100	100	1.00	-
Sierra Leone	27	48	0.56	62
Somalia	-	-	-	-
Sudan	43	50	0.86	-
Swaziland	95	89	1.07	53
Chad	16	32	0.50	73
Togo	50	76	0.66	41
Tunisia	91	92	0.99	-
Zambia	63	70	0.90	55
Zimbabwe	90	92	0.98	47

Appendix 4 : *Population and macro-economic context, primary schooling status*

	Population and macro-economic context 2000				Primary schooling status			
	GDP per capita	Total population (000)	% of school-age population	Adult (15-49) living with HIV/AIDS	Primary schooling duration	Primary apparent intake rate 1999-2000	Survival rate to grade 6 (%)	Net enrolment ratio (%)
South Africa	2 907	43 309	13.2	20.1	7	127	74	-
Algeria	1 760	30 291	13.9	-	6	103	86	97
Angola	672	13 134	17.6	5.5	4	64	45	27
Benin	346	6 272	17.6	3.6	6	124	38	70
Botswana	3 429	1 541	16.7	38.8	7	115	85	84
Burkina Faso	190	11 535	17.6	6.5	6	45	57	35
Burundi	108	6 356	18.1	8.3	6	70	62	44
Cameroon	597	14 876	16.8	11.8	6	81	49	-
Cape Verde	1 307	427	15.3	-	6	119	77	-
Comoros	286	706	15.7	-	6	77	55	55
Congo	1 065	3 018	17.1	7.2	6	84	52	-
Côte d'Ivoire	585	16 013	16.2	9.7	6	70	66	58
Djibouti	875	632	16.7	-	6	-	-	31
Egypt	1 454	67 884	14.0	-	5	96	99	92
Eritrea	166	3 659	16.2	2.8	5	67	52	40
Ethiopia	102	62 908	16.4	6.4	6	87	29	-
Gabon	4 009	1 230	15.0	-	6	-	-	-
Gambia	324	1 303	15.1	1.6	6	110	64	70
Ghana	269	19 306	16.0	3.0	6	89	72	-
Guinea	369	8 154	15.6	-	6	64	69	49
Equatorial Guinea	2 936	457	15.6	3.4	5	-	-	79
Guinea Bissau	180	1 199	15.5	2.8	6	112	36	54
Libyan Arab Jamahiriya	-	-	-	-	-	-	-	-
Kenya	338	30 669	16.9	15.0	8	114	65	-
Lesotho	442	2 035	15.2	31.0	7	96	74	58
Liberia	-	2 913	13.6	-	6	-	-	-
Madagascar	243	15 970	16.5	0.3	5	81	33	66
Malawi	150	11 308	17.4	15.0	8	100	64	-
Mali	202	11 351	16.2	1.7	6	60	38	-
Morocco	1 116	29 878	13.6	-	6	107	52	74
Mauritius	3 773	1 161	10.7	0.1	6	99	100	94
Mauritania	351	2 665	16.3	-	6	93	50	-
Mozambique	205	18 292	16.4	13.0	5	102	41	50
Namibia	1 981	1 757	17.2	22.5	7	103	86	80
Niger	169	10 832	17.1	-	6	44	41	21
Nigeria	361	113 862	17.1	5.8	6	96	70	-
Uganda	265	23 300	18.0	5.0	7	104	79	-
Democratic Rep. of the Congo	-	50 948	18.1	4.9	6	64	63	-
Central African Republic	259	3 717	16.4	12.9	6	49	39	-
United Republic of Tanzania	-	35 119	16.8	7.8	7	70	93	47
Rwanda	236	7 609	16.3	8.9	6	139	33	97
Sao Tome and Principe	-	-	-	-	-	-	-	-
Senegal	464	9 421	16.5	0.5	6	90	60	62
Seychelles	-	-	-	-	6	113	88	-
Sierra Leone	144	4 405	15.9	7.0	6	80	46	65
Somalia	-	8 778	16.9	1.0	8	-	-	-
Sudan	370	31 095	15.3	-	8	54	86	45
Swaziland	1 599	925	16.3	33.4	7	118	78	93
Chad	178	7 885	17.1	3.6	6	81	30	57
Togo	269	4 527	16.8	6.0	6	103	62	91
Tunisia	2 058	9 459	12.4	-	6	105	87	98
Zambia	279	10 421	17.0	21.5	7	81	83	66
Zimbabwe	585	12 627	17.8	33.7	7	103	88	80

Appendix 5 : *Resource mobilisation and primary education pattern, 2000 or close*

	Domestic Resource Mobilisation			Primary Education Pattern						
	Public current revenue as % of GDP	% of education in public current spending	% of primary in the education budget	Pupil-teacher ratio	Current unit cost as % of per capita GDP	Teacher average salary (as units of per capita GDP)	% of current spending other than teachers' salary	% of repeaters	Internal efficiency coefficient	% of pupils in private
South Africa	-	-	-	35.0	-	-	-	9.9	74.0	1.7
Algeria	-	-	-	28.0	-	-	-	11.9	80.5	0.0
Angola	55.7	-	41.6	27.5	7.8	1.5	19.0	25.0	18.3	6.0
Benin	15.3	16.5	62.6	52.6	11.6	4.6	26.4	20.1	51.8	10.1
Botswana	-	-	-	27.0	-	-	-	3.7	90.7	4.7
Burkina Faso	14.7	17.1	64	48.9	23.6	8.0	30.7	17.7	59.9	11.4
Burundi	17.4	20.4	35.5	56.8	12.4	5.3	22.1	27.5	66.4	0.0
Cameroon	15.5	10.8	66.3	69.4	9.5	3.4	32.5	25.9	-	27.3
Cape Verde	-	-	-	52.0	-	-	-	11.6	80.1	0.0
Comoros	-	-	-	68.0	-	-	-	26.0	48.0	10.7
Congo	26.7	8.6	36.6	61.0	7	3.4	20.3	33.0	-	15.2
Côte d'Ivoire	16.5	21.5	49	46.0	16	5.7	22.5	23.0	63.4	11.6
Djibouti	-	-	-	32.0	-	-	-	11.2	83.3	6.8
Egypt	-	-	-	23.0	-	-	-	-	-	7.9
Eritrea	34.6	8	53.6	47.5	22.2	7.7	29.6	19.4	75.6	10.1
Ethiopia	17.8	15	46.2	61.3	14	6.8	20.5	10.5	68.8	5.0
Gabon	-	-	-	44.0	-	-	-	-	53.3	8.5
Gambia	18.5	16.6	51.7	33.2	13.2	3.7	24.9	10.6	73.0	3.2
Ghana	21.8	17.6	37.2	34.1	12.7	3.6	17.7	4.2	86.6	18.0
Guinea	11.1	18.1	37.2	48.9	8.4	2.7	34.7	20.3	67.2	16.1
Equatorial Guinea	-	-	-	43.4	-	-	-	-	-	32.8
Guinea-Bissau	19.6	9.8	35	44.1	6.7	1.6	34.3	23.9	-	19.4
Libyan Arab Jamahiriya	-	-	-	-	-	-	-	-	-	-
Kenya	24.2	26.2	44.2	31.4	17.6	5.3	4.2	14.0	80.3	2.2
Lesotho	35.9	22.2	40.2	45.3	20.8	6.6	29.9	20.4	62.5	0.0
Liberia	-	-	-	35.9	-	-	-	25.0	-	22.0
Madagascar	10.6	18.8	54.7	48.0	10.8	3.3	42.4	33.0	55.1	22.6
Malawi	18.1	19.8	49.2	45.6	8.8	4.0	14	14.7	-	2.0
Mali	16.8	13.7	42.1	61.0	14.3	6.1	31.1	17.9	57.8	9.1
Morocco	-	-	-	28.8	-	-	-	12.4	-	4.7
Mauritius	-	-	-	24.9	-	-	-	4.2	95.1	23.8
Mauritania	26.5	13.7	49	45.0	13.1	5.1	18.2	15.6	59.5	2.8
Mozambique	11.3	18.1	46.4	61.5	7.9	3.2	26.1	22.8	50.8	1.6
Namibia	-	-	-	31.8	-	-	-	-	74.9	4.1
Niger	9.1	31.5	62	40.7	35.5	9.6	25.9	10.2	73.1	4.3
Nigeria	46.1	-	41	39.0	13.8	4.9	9.1	1.0	-	1.0
Uganda	10.8	30.1	53.2	59.4	9.8	2.9	26.2	9.8	-	4.7
Dem. Rep. of the Congo	10.6	-	65.1	40.0	-	0.9	10.3	15.5	-	10.0
Central African Republic	9.6	12.5	52.4	78.9	8.7	4.9	28.5	32.5	-	3.3
United Republic of Tanzania	10.9	16.4	63	40.4	10	3.6	11.2	2.9	83.6	0.2
Rwanda	9.8	32.6	44.7	54.0	9.1	4.0	8.6	30.5	33.8	0.8
Sao Tome and Principe	-	-	-	36.0	-	-	-	33.6	-	-
Senegal	18.1	18.6	43.9	50.9	14.2	4.9	36.6	13.9	66.0	10.6
Seychelles	-	-	-	14.7	-	-	-	0.0	100.0	4.7
Sierra Leone	11.4	30.4	51.3	29.7	16.4	4.3	33.1	9.3	-	1.1
Somalia	-	-	-	-	-	-	-	-	-	-
Sudan	11.1	16.2	50.5	26.7	10.3	2.2	22.5	12.0	79.5	2.4
Swaziland	-	-	-	33.2	-	-	-	17.9	73.3	1.5
Chad	8	20.9	65.5	68.6	10.1	4.8	34.2	24.6	51.7	27.8
Togo	14.9	25.6	48.3	37.5	13.2	4.5	25.2	26.9	64.1	36.9
Tunisia	-	-	-	23.0	-	-	-	18.3	78.6	1.0
Zambia	18.8	12.3	43.2	47.3	6.9	2.7	21.7	5.2	77.4	1.6
Zimbabwe	27.4	28.3	46.1	41.0	19.4	6.1	25.0	1.3	88.8	11.0

Appendix 6 : *Gross enrolment ratio (%), 1999/2000*

	Primary			Secondary			Tertiary		
Pays	MF	F	M	MF	F	M	MF	F	M
South Africa	119	117	121	-	-	-	-	-	-
Algeria	114	110	119	67	69	65	-	-	-
Angola	64	60	69	15	13	18	0.7	0.5	0.8
Benin	89	72	107	22	14	30	3.6	1.4	5.8
Botswana	108	-	-	82	85	78	4.0	3.4	4.6
Burkina Faso	44	37	52	10	8	12	-	-	-
Burundi	62	56	69	-	-	-	1.8	1.0	2.5
Cameroon	91	84	98	-	-	-	4.9	1.4	8.4
Cape Verde	144	143	146	-	-	-	-	-	-
Comoros	84	76	91	21	18	23	1.1	0.9	1.3
Congo	84	79	88	-	-	-	6.0	2.8	9.4
Côte d'Ivoire	77	66	88	-	-	-	-	-	-
Djibouti	41	36	43	15	17	13	0.4	0.3	0.4
Egypt	100	96	104	84	81	86	-	-	-
Eritrea	61	55	67	28	23	33	1.3	0.4	2.2
Ethiopia	71	57	85	5	4	6	1.3	0.5	2.0
Gabon	151	151	152	-	-	-	-	-	-
Gambia	75	71	79	27	23	31	1.1	0.5	1.7
Ghana	78	73	82	-	-	-	2.4	1.2	3.6
Guinea	67	58	78	-	-	-	-	-	-
Equatorial Guinea	125	112	137	31	19	43	2.7	1.6	3.8
Guinea-Bissau	83	66	99	20	14	26	0.4	0.1	0.8
Libyan Arab Jamahiriya	-	-	-	-	-	-	51.2	50.6	51.7
Kenya	91	-	-	-	-	-	1.4	0.9	1.9
Lesotho	104	108	99	28	32	24	1.9	2.3	1.5
Liberia	118	99	137	23	18	27	14.9	12.9	16.8
Madagascar	102	100	104	-	-	-	2.3	2.1	2.4
Malawi	117	117	119	-	-	-	-	-	-
Mali	50	42	59	-	-	-	-	-	-
Morocco	90	83	98	39	35	44	9.3	8.0	10.6
Mauritius	108	109	108	107	106	108	7.6	6.9	8.2
Mauritania	84	82	87	18	15	21	-	-	-
Mozambique	85	73	98	14	11	17	0.5	0.2	0.7
Namibia	113	114	112	60	63	56	5.9	6.6	5.3
Niger	35	29	42	7	5	8	-	-	-
Nigeria	85	-	-	-	-	-	-	-	-
Uganda	141	136	146	-	-	-	2.7	1.8	3.6
Dem. Rep. of the Congo	60	56	63	-	-	-	-	-	-
Central African Republic	45	30	60	-	-	-	1.9	0.6	3.3
United Republic of Tanzania	63	63	63	5	5	6	0.6	0.3	1.0
Rwanda	122	121	124	12	12	12	-	-	-
Sao Tome and Principe	-	-	-	-	-	-	-	-	-
Senegal	73	68	78	-	-	-	3.5	-	-
Seychelles	100	99	100	-	-	-	-	-	-
Sierra Leone	65	63	68	24	22	26	1.7	1.5	1.9
Somalia	-	-	-	-	-	-	-	-	-
Sudan	55	51	59	29	36	22	-	-	-
Swaziland	125	121	128	-	-	-	5.1	4.8	5.5
Chad	70	53	87	11	5	18	0.9	0.3	1.5
Togo	124	109	139	36	22	50	3.7	1.3	6.2
Tunisia	118	115	121	75	76	73	19.3	19.0	19.6
Zambia	79	76	81	-	-	-	2.3	1.5	3.2
Zimbabwe	97	95	98	45	43	48	3.6	1.8	5.3

Appendix 7 : *Estimated literacy rate (15 years old and over) by gender (%), 1990 and 2000*

	Adult literacy rate (%)			
	1990		2000	
	M	F	M	F
South Africa	82.2	80.3	86.0	84.6
Algeria	63.9	41.1	76.2	57.1
Angola	-	-	-	-
Benin	38.1	15.5	52.1	23.6
Botswana	65.8	70.3	74.5	79.8
Burkina Faso	25.0	8.0	33.9	14.1
Burundi	48.5	26.6	56.2	40.4
Cameroon	68.7	47.5	79.1	63.7
Cape Verde	76.3	54.3	84.5	65.7
Comoros	61.4	46.4	63.2	48.7
Congo	77.1	57.9	87.5	74.4
Côte d'Ivoire	50.5	25.7	59.5	37.2
Djibouti	66.8	39.7	75.6	54.4
Egypt	60.4	33.6	66.6	43.8
Eritrea	58.5	34.8	67.3	44.5
Ethiopia	37.5	19.8	47.2	30.9
Gabon	-	-	-	-
Gambia	31.8	19.6	44.0	29.4
Ghana	70.1	47.0	80.3	62.9
Guinea	-	-	-	-
Equatorial Guinea	85.8	61.1	92.5	74.4
Guinea-Bissau	42.5	12.9	54.4	23.3
Libyan Arab Jamahiriya	82.9	51.2	90.8	68.2
Kenya	81.0	60.8	88.9	76.0
Lesotho	65.4	89.5	72.5	93.6
Liberia	55.3	23.1	70.1	37.7
Madagascar	66.4	49.8	73.6	59.7
Malawi	68.8	36.2	74.5	46.5
Mali	27.9	10.4	35.8	16.0
Morocco	52.8	24.9	61.8	36.1
Mauritius	84.8	75.0	87.8	81.3
Mauritania	46.3	23.9	50.7	30.1
Mozambique	49.3	18.4	60.1	28.7
Namibia	77.4	72.4	82.8	81.2
Niger	18.0	5.1	23.8	8.4
Nigeria	59.6	38.1	72.4	55.7
Uganda	69.3	43.4	77.5	56.8
Dem. Rep. of the Congo	61.4	34.4	73.1	50.2
Central African Republic	47.2	20.7	59.7	34.9
United Republic of Tanzania	75.6	51.0	83.9	66.5
Réunion	80.0	84.6	85.8	89.6
Rwanda	63.0	43.9	73.7	60.2
Sao Tome and Principe	-	-	-	-
Senegal	38.2	18.6	47.3	27.6
Seychelles	100	100	100	100
Sierra Leone	-	-	-	-
Sudan	60.3	31.6	69.5	46.3
Swaziland	73.7	69.9	80.8	78.6
Chad	37.0	18.8	51.6	34.0
Togo	60.5	28.7	72.4	42.5
Tunisia	71.6	46.5	81.4	60.6
Zambia	78.6	58.7	85.2	71.5
Zimbabwe	86.6	75.0	92.8	84.7

Appendix 8 : *Composition of regions*

Nota bene : The designations employed throughout this publication do not imply the expression of any opinion whatsoever on the part of UNESCO concerning the legal status of any country, territory, city or area, or of its authorities, or the concerning delimitation of its frontiers or boundaries.

Arab States and North Africa
Algeria, Bahrain, Djibouti, Egypt, Iraq, Jordan, Kuwait, Lebanon, Libyan Arab Jamahiriya, Mauritania, Morocco, Oman, Palestine, Qatar, Saudi Arabia, Sudan, Syrian Arab Republic, Tunisia, United Arab Emirates, Yemen.

Central and Eastern Europe
Albania, Belarus, Bosnia and Herzegovina, Bulgaria, Croatia, Czech Republic, Estonia, Federal Republic of Yugoslavia, Hungary, Latvia, Lithuania, Moldova, Poland, Romania, Russian Federation, Slovakia, Slovenia, The Former Yugoslav Rep. of Macedonia, Turkey, Ukraine.

Central Asia
Armenia, Azerbaijan, Georgia, Kazakstan, Kyrgyzstan, Mongolia, Tajikistan, Turkmenistan, Uzbekistan.

East Asia and Pacific
Australia, Cambodia, China, Cook Islands, Fiji, Indonesia, Japan, Kiribati, Korea, Democratic People's Rep, Korea, Republic of, Lao People's Democratic Republic, Malaysia, Marshall Islands, Myanmar, Nauru, New Zealand, Niue, Papua New Guinea, Philippines, Samoa, Solomon Islands, Thailand, Tonga, Tuvalu, Vanuatu, Republic of, Viet Nam.

Latin America and The Caribbean
Anguilla, Antigua and Barbuda, Argentina, Aruba, Bahamas, Barbados, Belize, Bermuda, Bolivia, Brazil, British Virgin Islands, Cayman Islands, Chile, Colombia, Costa Rica, Cuba, Dominica, Dominican Republic, Ecuador, El Salvador, Grenada, Guatemala, Guyana, Haiti, Honduras, Jamaica, Mexico, Montserrat, Netherlands Antilles, Nicaragua, Panama, Paraguay, Peru, St. Kitts and Nevis, St. Lucia, St. Vincent and the Grenadines, Suriname, Trinidad and Tobago, Turks and Caicos Islands, Uruguay, Venezuela.

North America and Western Europe
Andorra, Austria, Belgium, Canada, Cyprus, Denmark, Finland, France, Germany, Greece, Iceland, Ireland, Israel, Italy, Luxembourg, Malta, Monaco, Netherlands, Norway, Portugal, San Marino, Spain, Sweden, Switzerland, United Kingdom, United States.

South and West Asia
Afghanistan, Bangladesh, Bhutan, India, Islamic Republic of Iran, Maldives, Nepal, Pakistan, Sri Lanka.

Sub-Saharan Africa
Angola, Benin, Botswana, Burkina Faso, Burundi, Cameroon, Cape Verde, Central African Republic, Chad, Comoros, Congo, Côte d'Ivoire, Democratic Republique of the Congo, Equatorial Guinea, Eritrea, Ethiopia, Gabon, Gambia, Ghana, Guinea, Guinea-Bissau, Kenya, Lesotho, Liberia, Madagascar, Malawi, Mali, Mauritius, Mozambique, Namibia, Niger, Nigeria, Rwanda, Sao Tome and Principe, Senegal, Seychelles, Sierra Leone, Somalia, South Africa, Swaziland, Togo, Uganda, United Republic of Tanzania, Zambia, Zimbabwe.

Appendix 9 : *Dakar goals and Millennium Development goals*

Dakar Goals

The World Educational Forum that took place in Dakar (26-28 April 2000) has reaffirmed the vision of the World Declaration on Education For All through six goals:

1. Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.
2. Ensuring that by 2015, all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to a complete free and compulsory primary education of good quality.
3. Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes.
4. Achieving a 50% improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.
5. Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to an achievement in basic education of good quality.
6. Improving every aspect of the quality of education and ensuring their excellence so that recognized and measurable learning outcomes are achieve by all, especially in literacy, numeracy and essential life skills.

Source: Dakar Framework of Action

Millennium Development Goals

The Millennium Development Goals have been defined in September 2000 by the United Nations.

1. Eradicate extreme poverty and hunger: Reduce by half the proportion of people living on less than a dollar a day; reduce by half the proportion of people who suffer from hunger.

2. Achieve universal primary education: Ensure that all boys and girls complete a full course of primary schooling.

3. Promote gender equality and empower women: Eliminate gender disparity in primary and secondary education preferably by 2005, and at all levels by 2015.

4. Reduce child mortality: Reduce by two thirds the mortality rate among children under five.

5. Improve maternal health: Reduce by three quarters the maternal mortality ratio.

6. Combat HIV/AIDS, malaria and other diseases: Halt and begin to reverse the spread of HIV/AIDS; halt and begin to reverse the incidence of malaria and other major diseases.

7. Ensure environmental sustainability: Integrate the principles of sustainable development into country policies and programmes; reverse loss of environmental resources; reduce by half the proportion of people without sustainable access to safe drinking water; achieve significant improvement in lives of at least 100 million slum dwellers, by 2020.

8. Develop a global partnership for development.

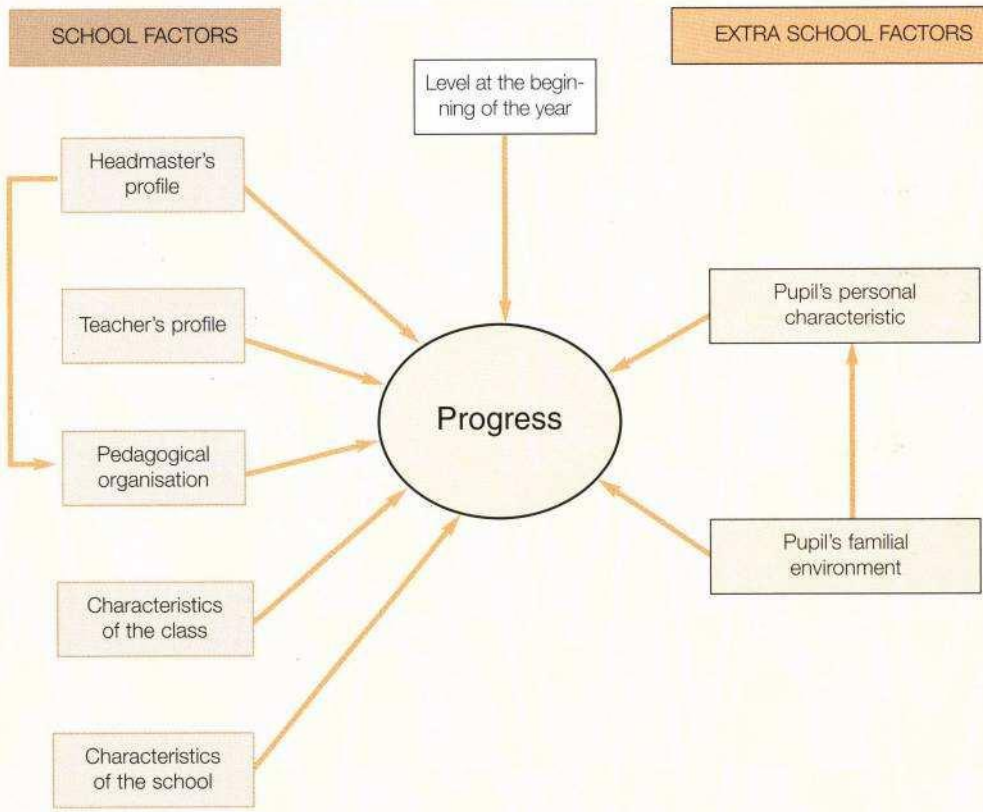
Source: World Bank website

Appendix 10 : *Causal diagram of learning achievement progress*

The factors influencing the learning achievement progress of a pupil can be divided into two main categories:

- The school factors, including all that relates to the organisation of the school system (pedagogical organisation, characteristics of the school...)
- The extra school factors, referring to all the variables peculiar to the pupil's environment (family, sociocultural characteristics) or to her/his personal characteristics (related to everybody's intrinsic nature such as work capacity...)

During a school year, the statistical modelling of learning is then done according to the following causal diagram:



Appendix 11 : *List of acronyms*

AIR	Apparent Intake Rate
BREDA	UNESCO Regional Office for Education in Africa
CONFEMEN	Conference of ministers of education of countries using the French language
CSR	Country Status Report
EFA	Education For All
EFA-FTI	Education For All - Fast track initiative
GDP	Gross Domestic Product
GER	Gross Enrolment Ratio
GPI	Gender Parity Index
HIV/AIDS	Human immunodeficiency virus / Acquired Immune deficiency syndrome
IEC	Internal Efficiency Coefficient
MFA	French ministry of foreign affairs
MICS	Multiple indicators cluster survey
MLA	Monitoring learning achievement
NER	Net Enrolment Ratio
NGO	Non Governmental Organization
PASEC	Education systems analysis programme of CONFEMEN
PTR	Pupil Teacher Ratio
SACMEQ	Southern Africa consortium of monitoring education quality
UC	Unit cost
UIS	UNECO Institute for Statistics
UNAIDS	Joint UN Programme on HIV/AIDS
UNDP	United Nations Development Programme
UNESCO	United Nations for education, science and culture organization
UPE	Universal Primary Education

CI	Grade 1
CP	Grade 2
CP1	Grade 1
CP2	Grade 2
CE1	Grade 3
CE2	Grade 4
CM1	Grade 5
CM2	Grade 6

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