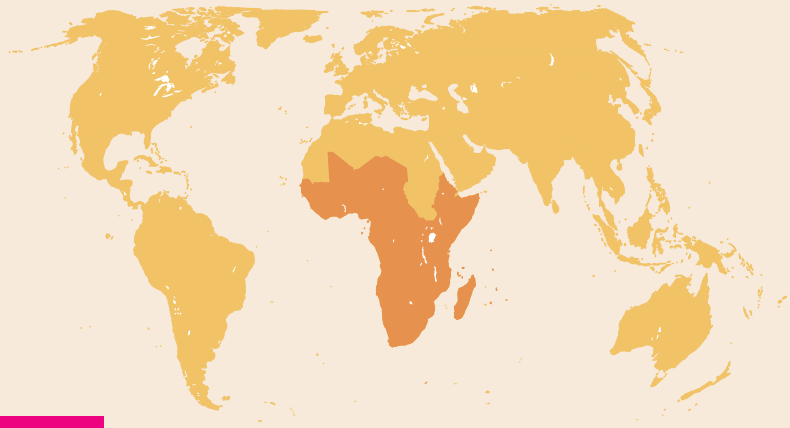

EFA Global Monitoring Report
2005
Education for All
THE QUALITY IMPERATIVE

Regional overview

Sub-Saharan Africa[1]

This region is characterized by massive educational deprivation. Not only are large numbers of children, in particular girls, denied access to school, but many do not complete the primary cycle: the survival rate to grade 5 is less than 67% in half the countries for which data are available. Education quality is poor: an enormous gap exists between the number of pupils graduating from school and those among them mastering a minimum set of cognitive skills. Yet, achieving education for all, which underlies a wide range of individual and development goals, fundamentally depends upon the quality of education available. The Dakar Framework for Action (2000) recognizes that the two are inextricably linked and declares access to high-quality education to be the right of every child.

Early childhood care and education (ECCE): important for future performance, but participation is low

The benefits derived from learning opportunities in early childhood promote subsequent achievement in school and further lifelong learning. Most countries in the region, however, have low enrolment levels, with gross enrolment ratios (GERs) in pre-primary education below 6% in half the countries and declining in some between 1998 and 2001. GERs are above 30% in about ten countries, however, and some of these experienced significant increases. In South Africa, for instance, the enrolment ratio in pre-primary education rose by 45% from 1998 to 2001.

While research has shown that children from the poorest backgrounds benefit most from ECCE provision in terms of care, health and education, the data indicate that they are also more likely to be excluded from it. Attendance rates in pre-primary programmes are considerably higher for urban children than for those living in rural areas and those from better-off households.

Given the general very low participation level, a child in sub-Saharan Africa can expect, on average, only 0.3 years of pre-primary education compared to 1.6 years in Latin America and the Caribbean, 1.8 years in Central and Eastern Europe and 2.2 years in North America and Western Europe.

Several indicators point to low quality in ECCE programmes. For example, in Burundi, Chad, the Central African Republic, the Democratic Republic of Congo, the Niger and Guinea Bissau, only a small proportion of 3- to 4-year-olds attend a programme, and for only a few hours per week. Pre-primary pupil/teacher ratios (PTRs) are higher in this region than in any other, at between 25:1 and 34:1 in over 40% of countries in 2001. This allows limited room for the individual care and attention required at this age. Finally, the quality of ECCE is constrained in some countries by poor staff qualifications. Many teachers are employed on a contract basis, receive a low salary and have limited or no professional training. Less than one-quarter of the staff is trained in Cape Verde, Ghana and Guinea-Bissau. In contrast, the proportion of trained teachers in pre-primary education is about 90% or above in Mauritius, the Niger and Senegal, indicating efforts towards achieving good quality of care, health, education and development of young children.

Participation in primary education and beyond: far from universal

Sub-Saharan Africa experienced progress towards universal primary education (UPE) over the decade

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

(1990–2001)[2] and during its last third (1998–2001). The average net enrolment ratio (NER) rose from 54% in 1990 to 58% in 1998 and 63% in 2001. Despite this expansion, in 2001 more than 40 million children of primary-school age were not in school. Only a handful of small states had both GERs of 100% or above and NERs above 90% (Cape Verde, Mauritius, Sao Tome and Principe, Seychelles and Togo). Some larger countries combine GERs below 100% and NERs under 70%, or even 50% in the case of Burkina Faso, Eritrea, Ethiopia, Guinea Bissau and the Niger, indicating the need to expand their primary school system capacity in order to enrol all children. Meanwhile, delayed enrolment is widespread: 20% to 40% of children in first grade are at least two years above the official age. School completion is a major concern, with many children pushed out by costs, unfriendly school environments and/or the need to supplement family income. In half the countries the survival rate to grade 5 is below 67% and grade repetition is frequent. More than a quarter of all pupils are repeaters in Burundi, Cameroon, Chad, Comoros, Equatorial Guinea, Gabon, Madagascar, Rwanda, and Sao Tome and Principe.

Participation is even lower at the higher levels of education. Although several countries have committed to some compulsory secondary education, a large proportion of primary school graduates do not make the transition to the next level. In 2001, the region's GER was only about 27% in secondary education, though the level of participation was above 50% in Botswana, Cape Verde, Gabon, Mauritius, Namibia, Seychelles and South Africa. At the tertiary level, participation was less than 2.5% in half the countries with data.

Literacy improves adults' commitment to educating their children, besides being an intrinsic right. Sub-Saharan Africa has one of the world's lowest adult literacy rates: in 2002 only 62% of the population aged 15 and above could read and write. The rate was below 40% in Benin, Burkina Faso, Mali, the Niger and Senegal, but above 90% in Seychelles and Zimbabwe.

Enrolment disparities detrimental to girls and women are pervasive. Girls' participation in primary education remains substantially lower than boys', and they account for more than half of all out-of-school children. Only eighty-six girls to 100 boys are enrolled in primary schools. Disparities between the sexes are even worse at higher levels, with half the countries having GPIs below 0.79 in secondary education. More than 60% of the region's adult illiterates are women. The average GPI for literacy rates is 0.77, and values below 0.50 are found in some countries (Benin, Burkina Faso, Mali, the Niger), which also have the lowest literacy rates.

2. However, some countries had fallen back by 2001. Net enrolment ratio dropped by more than 10 percentage points in Zambia from 1990 to 2001.

As a consequence of low participation, a child in Sub-Saharan Africa can expect to receive, on average, seven years of education – six to nine years less than in Western Europe and the Americas.

Quantity alone is not enough

The EFA goal of UPE implies not only that all children have access to school and complete it, but also, and equally importantly, that they receive an education of good quality. Only in these conditions can people enjoy the range of individual and societal benefits that quality education provides. Yet, in many countries, the expansion of schooling is happening at the expense of quality. In Malawi, for example, the number of primary school students doubled in the decade after school fees were abolished, but funding per pupil fell significantly, suggesting a decline in the quality of education provided.

Very weak levels of performance in some countries

In addition to low enrolment and survival rates, only a small proportion of school leavers achieve minimum mastery levels, as defined by their own national governments. In Malawi, for example, about 90% of children attended primary school in the mid-1990s but only about 30% survived to grade 5, and as few as 7% met minimally acceptable standards in reading at grade 6. In seven southern African countries included in the SACMEQ study (1995–98), between 1% and 37% of grade 6 students reached the 'desirable' level in reading while 22% to 65% were at 'minimum' level. In six of these countries, achievement levels fell in the late 1990s, by about 4% on average. In six French-speaking African countries covered in the PASEC study (1996–2001), 14% to 43% of grade 5 pupils had 'low' achievement in either French or mathematics. Comparisons between two SACMEQ studies (1995–96 and 2000–2001) point to a 4% decline in literacy scores, with the biggest differences occurring in Malawi, Namibia and Zambia.

Learning achievement tends to vary within countries. Results from national and international assessments suggest that pupils from rural areas and disadvantaged socio-economic backgrounds are particularly vulnerable.

Achieving better quality in education: what makes a difference

While there is no generally accepted theory as to what determines the quality of education, studies conducted in developing countries at the micro level point to significant relationships between cognitive achievement and school expenditure, teacher education and school facilities. Evidence from a growing body of experimental studies suggests that school performance (as measured by test scores) is significantly improved by textbook provision

(Kenya), smaller class sizes (South Africa), adequate instructional time and sound teaching practices. These findings hold particularly for children from disadvantaged social backgrounds.

Yet, students in the region are not benefiting widely from these enabling factors. First, PTRs in primary education are quite high: above 44:1 in half the region's countries in 2001, with increases over the 1990s in several (notably Benin, Ethiopia, Uganda and the United Republic of Tanzania). Thus, the number of teachers remains problematic in the very countries that still need to significantly increase the coverage of their primary school systems. In some countries, such as the Central African Republic and Chad, the PTR exceeds 70:1. Putting further demands on teachers in such countries could reduce teacher capacity and morale, and result in diminished learning outcomes among students.

Teacher qualifications remain low. In some countries (Guinea Bissau, Malawi, Mozambique, Namibia), fewer than 60% of primary school teachers have received some pedagogical training. By contrast, the percentage of trained teachers is relatively high in Kenya, Mauritius, Senegal, Zambia and Zimbabwe, at 90% to 100%. In twenty-six countries surveyed in 2001, national standards for becoming a primary school teacher ranged from twelve to seventeen years of education, but less than 10% of teachers met even the minimum standards of lower secondary and many others fell short of standards set at upper secondary level. Poor mastery of the curriculum and rigid teaching practices are also cause for concern: a recent study in seven southern African countries found that some maths teachers at the primary level possess only basic numeracy and score less than students on the same tests. Recent findings on pedagogical renewal and teacher development in the region conclude that undesirable teaching practices, characterized by rote learning and placing students in a passive role, remain the norm.

The distribution of teachers is often unequal within countries, with disadvantaged areas typically receiving fewer trained teachers. The situation is aggravated in difficult circumstances, such as are found in conflict and post-conflict countries.

In many countries, teacher absenteeism and attrition remain persistent problems. A World Bank study in 2003 revealed that up to 45% of teachers in Ethiopia were absent at least one day in the week before a visit; the corresponding figures in Uganda and Zambia were 26% and 17%, respectively. Common causes include the need to hold second jobs, lax professional standards, weak support from educational authorities and the HIV/AIDS pandemic. Zambia estimated that 815 primary school teachers died from AIDS in 2001, corresponding to 45% of teachers trained that year. Kenya's Ministry of Health has stated that HIV/AIDS has impaired the effectiveness of the education sector by increasing the rate of teacher deaths and attrition over the last decade. With the epidemic growing in many countries, there is a strong risk of AIDS digging even deeper inroads into education systems.

Textbooks are in short supply. A lack of textbooks in classrooms can result from an inefficient distribution system, malpractice and corruption. A study in Zambia (2000) found that fewer than 10% of books procured had actually reached classrooms. The structure of public expenditure on education is another cause: in many countries, teachers' salary costs absorb the overwhelming majority of current spending on primary education, often leaving a fraction (less than 2% in South Africa) for textbooks and other teaching materials vital for better learning. However, earmarking resources for other inputs has to be balanced against the need to pay teachers well enough to attract and retain qualified individuals. Teachers' earnings are often too low to provide a reasonable standard of living. Over time, teachers' salaries have tended to decline relative to those of comparable groups. In French-speaking Africa , teachers' earnings in 2000 were lower in real terms than in 1970.

Use of instructional time

Research shows consistently positive correlations between instructional time and students' achievement at primary and secondary level. In sub-Saharan Africa, the average annual amount of schooling is 866 hours in primary and lower secondary education. While the mean intended instructional time in grade 9 is 965 hours per year, it is less than 800 hours at grades 1 and 2 – well below the broadly agreed benchmark recommended for effective learning, 850 to 1,000 hours. More worrying is the decrease in the number of hours of instruction in grades 1–4 between 1980 and 2000, reflecting pressure to meet higher demand under tight resource constraints. Teacher and pupil absenteeism, shortage of classrooms, lack of learning materials and weak discipline are also causes of decreased instructional time.

Policies for improved learning: The findings of the 2005 EFA Report

Judging by their broad statements of education policy, most governments recognize the importance of improving the quality of education. In low-income countries and others with severe resource constraints, however, governments face difficult choices. Nevertheless, lessons from countries that have tackled the quality issue show that much can be achieved, even in unfavourable contexts,

by making better use of existing resources and focusing on targeted measures that respond to specific weaknesses. Studies also suggest that successful qualitative reforms require a strong leading role by the government, with central importance assigned to the quality of the teaching profession.

While there are no universal recipes for improving quality, one approach is to define a minimum package of essentials. The evidence cited in the Report suggests that this package should include a commitment to provide a stated minimum of instructional time for each student, a safe and healthy place in which to learn,[3] individual access to learning materials[4] and teachers who are sufficiently trained and have mastery of content and pedagogy.

An emphasis on minimum standards, however, should not preclude more innovative activities. Some suggested areas for policy include investment in teachers (recruitment practice, pay and conditions of service, in-service and school-based training); structured, child-centred teaching practices;[5] appropriate language policies;[6] regular assessments;[7] and stronger school leadership.[8] Knowledge creation and sharing are also instrumental in building a culture of quality.[9] Good quality must in addition be synonymous with inclusion, recognizing the special needs of children living with HIV/AIDS and disabilities, working children and those from disadvantaged backgrounds.

Although none of these areas for policy change and reform are without cost, a first step is to create a national consensus around quality.

Financial resources and aid

The dual challenge of improving quality and equitably expanding access requires sustained investment from the countries concerned. It has been argued that governments should invest at least 6% of GNP in education, though this does not in itself guarantee quality. Half the sub-Saharan African countries with data available were spending less than 3.4% of GNP on education in 2001, compared to 4.2% on average for developing countries in general.

Even with efforts to increase spending within countries, external aid will be required to achieve EFA. Sub-Saharan Africa currently receives 30% of total bilateral education aid.[10] Recent estimates suggest that total aid to basic education may reach US$3–3.5 billion by 2006 (twice the current total), potentially increasing funds received by countries. This amount, however, falls far short of the estimated US$7 billion per year likely to be required just to reach the UPE and gender parity goals by 2015.[11]

The likely shortage of resources means there is a particular premium on ensuring that aid is used as effectively as possible and that it is directed towards the countries that need it most. The effectiveness of external aid is undermined by excessive fragmentation: the average number of countries receiving education aid from the twenty-one OECD-DAC countries is over sixty per donor, and recipient countries deal with seven to twelve donors, on average. The figure tends to be much higher in many sub-Saharan African countries that depend heavily on aid, such as Mozambique, Uganda and Zambia. In several countries, further efforts are needed to better harmonize and coordinate aid programmes.

Although external assistance can help in reaching appropriate resource levels and in managing school systems, it cannot make up for the absence of a societal project for educational improvement. Such a project can arise only from within each individual society – it cannot be engineered by outsiders. The domestic process political is ultimately the guarantor of successful reform.

3. Clean water and sanitation facilities are vital in schools, especially for girls. However, in Chad, for example, latrines have only been included in primary school construction projects since 2000.

4. Opening up the textbook market has contributed to higher availability in many countries. In Uganda, textbook prices dropped by 50% as a result of liberalization.

5. Mali's Convergent Pedagogy encourages child-centred, active pedagogy, cooperative learning, critical thinking and development of problem-solving skills.

6. Zambia has developed its own bilingual model, now integrated in education sector reforms to improve quality.

7. Some countries (e.g. Ghana and South Africa) have introduced formative assessment, as a complement to formal exams, to improve learning achievement.

8. South Africa is strengthening school leadership and Kenya's Primary School Management Programme (PRISM) has provided skilled development for 16,700 teachers.

9. To enhance the relevance of education research, countries such as South Africa and the United Republic of Tanzania have set up bodies bringing together policy makers, practitioners, academics and representatives of NGOs and/or funding agencies.

10. That is, aid from twenty-one of the member countries of the OECD Development Assistance Committee (OECD-DAC).

11. This figure is the sum of current aid to basic education (US$1.54 billion) and the additional resources (US$5.6 billion) required per year to achieve UPE and gender parity in schooling.

The Education for All Development Index

While all the EFA goals are important individually, it is useful to have a summary means of indicating progress towards EFA as a whole. The EFA Development Index (EDI), a composite of relevant indicators, is one way of doing this. It provides a summary quantitative measure of the extent to which countries are meeting four of the six EFA goals: UPE, adult literacy, gender parity and quality.* It shows severe educational deprivation continuing to be concentrated in sub-Saharan Africa, as well as in some of the Arab States and South and West Asia. Among the thirty countries in sub-Saharan Africa for which the EDI has been calculated, none has achieved the four most quantifiable EFA goals, and only one (Seychelles) is close to doing so, with an EDI value of 0.97. Twenty-two countries, or about three-quarters of those studied, are very far from achieving the EFA goals, with EDI values lower than 0.80. These countries account for about two-thirds of the thirty-five countries worldwide in this category. Most are characterized by low achievement on each of the four goals: primary school enrolments are low, gender ratios are highly unequal (generally in favour of boys), illiteracy is widespread and education quality is poor. A number of the low-EDI countries recorded progress, sometimes substantial, between 1998 and 2001 (Comoros, Ethiopia, Liberia, Mozambique, the Niger), but others, such as Ghana, experienced significant decline.** Whatever the direction of change, education quality (measured by survival rate to grade 5) played an important role. In any case, these countries face multiple challenges that will have to be tackled simultaneously if EFA is to be reached.

*At present, the EDI incorporates only the four most quantifiable EFA goals – UPE as measured by the NER, adult literacy as measured by the adult literacy rate, gender parity as measured by the simple average GPIs for the GERs in primary and secondary education and for adult literacy, and quality of education as measured by the survival rate to grade 5. The EDI for a country is the arithmetical mean of the values of the indicators selected to measure the four EFA goals. It varies from 0 to 1. The higher it is, the closer a country is to the goal and the greater its EFA achievement. This composite index aims to give a broader picture of progress towards EFA and identifies countries doing well on all fronts, those succeeding in only some areas and those with difficulties (for further explanation, see the Appendix to the Report).

**Survival rate to grade 5 in Ghana went from 98% in 1998 to 66% in 2000. The 1998 value is probably inflated, because substantially more children were reported in 1999 than in 1998 in several grades, suggesting that relatively large numbers of children who had dropped out re-entered school that year.

Mean distance from the four EFA goals

Achieved [EDI: 0.98-1.00]: None

Close to the goals [EDI: 0.95-0.97] (1): Seychelles

Intermediate position [EDI: 0.80-0.94] (7): Botswana, Cape Verde, Mauritius, Namibia, South Africa, Swaziland, Zimbabwe.

Far from the goals [EDI: less than 0.80] (22): Benin, Burkina Faso, Burundi, Chad, Comoros, Côte d'Ivoire, Equatorial Guinea, Eritrea, Ethiopia, Gambia, Ghana, Guinea Bissau, Lesotho, Liberia, Malawi, Mozambique, Niger, Rwanda, Senegal, Togo, United Republic of Tanzania, Zambia.

Abbreviations

GER Gross enrolment ratio. Total enrolment in a specific level of education, regardless of age, expressed as a percentage of the population in the official age group corresponding to this level of education. The GER can exceed 100% due to late entry and/or repetition.

GPI Gender parity index. Ratio of female to male values (or male to female, in certain cases) of a given indicator. A GPI of 1 indicates parity between sexes; a GPI between 0 and 1 means a disparity in favour of boys/men; a GPI greater than 1 indicates a disparity in favour of girls/women.

GNP Gross national product. Gross domestic product plus net receipts of income from abroad. As these receipts may be positive or negative, GNP may be greater or smaller than GDP.

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

Sub-Saharan Africa: selected education indicators, 2001

Countries	Total population (thousands)	Compulsory education (age group)	Adult literacy rate (%)		Pre-primary education		Primary education						Secondary education		Tertiary education		Total public expenditure on education as % of GNP	EFA Development Index (EDI)
			Total	GPI	GER (%) Total	GPI	NER (%) Total	GPI in GER	Survival rate to grade 5 (%)	% of female teachers	% of trained teachers	Pupil/ teacher ratio	GER (%) Total	GPI	GER (%) Total	GPI		
Angola	12 768	6-14	...	...	...	...	...	...	...	*40.8*	...	35	19.1	0.78	**0.7**	**0.56**	3.4	...
Benin	6 387	6-11	39.8	0.47	6.2	0.95	**71.3**	0.70	...	19.0	...	53	26.0	0.46	**3.6**	**0.24**	3.3	0.623
Botswana	1 750	6-15	78.9	1.07	...	...	80.9	1.00	89.5	79.9	89.5	27	72.7	1.06	4.4	0.81	*2.3*	0.863
Burkina Faso[1]	12 259	6-16	12.8	0.44	1.1	1.07	35.0	0.71	63.7	22.9	...	47	10.2	0.65	1.4	0.33	...	0.429
Burundi	6 412	7-12	50.4	0.76	1.3	0.95	53.4	0.79	64.0	53.6	...	49	10.7	0.73	1.9	0.44	3.7	0.609
Cameroon	15 429	6-11	67.9	0.78	14.3	1.00	...	0.86	...	35.1	...	61	32.6	0.82	5.4	0.64	*3.4*	...
Cape Verde	445	6-16	75.7	0.80	55.5	1.00	99.4	0.96	92.8	64.5	67.2	29	65.9	1.05	3.6	0.85	...	0.895
Central African Republic	3 770	...	48.6	0.52	...	...	...	0.67	...	*18.3*	...	*74*	...	...	**1.9**	**0.18**	...	...
Chad	8 103	6-14	45.8	0.69	...	...	58.3	0.63	45.3	10.1	...	71	*11.2*	*0.28*	**0.9**	**0.20**	**2.0**	0.507
Comoros	726	6-14	56.2	0.77	**1.7**	**1.07**	...	0.82	...	...	...	39	27.7	0.84	**1.1**	**0.69**	...	0.677
Congo	3 542	6-16	82.8	0.87	4.2	1.07	...	0.93	...	37.6	...	56	32.0	0.71	3.8	0.18	4.6	...
Côte d'Ivoire	16 098	6-15	...	...	3.2	0.99	62.6	0.74	...	21.8	...	44	**22.8**	**0.54**	...	...	*4.9*	0.631
Democratic Rep. of the Congo	49 785	6-15	...	...	0.8	0.98	...	...	...	...	...	...	...	...	...	...	...	...
Equatorial Guinea	468	7-11	...	...	35.1	...	84.6	0.91	32.6	23.7	...	*43*	29.7	0.57	**2.7**	**0.42**	2.2	0.697
Eritrea	3 847	7-13	...	...	5.3	0.92	42.5	0.81	82.1	38.3	72.6	44	27.6	0.65	1.5	0.15	2.7	0.634
Ethiopia	67 266	7-12	41.5	0.69	1.8	0.96	46.2	0.71	61.3	30.5	69.3	57	19.0	0.62	1.7	0.36	*4.8*	0.541
Gabon	1 283	6-16	...	...	13.2	...	*78.3*	0.99	...	40.5	...	49	50.9	...	...	...	*4.6*	...
Gambia[1]	1 351	...	...	...	**19.7**	...	72.9	0.92	...	29.9	...	38	34.3	0.71	...	...	*2.8*	0.648
Ghana[1]	20 028	6-15	73.8	0.80	41.5	0.99	60.2	0.91	**66.3**	32.1	64.9	32	37.6	0.82	3.4	0.40	**4.2**	0.712
Guinea[1]	8 242	7-16	...	...	...	...	61.5	0.75	...	23.6	...	47	...	...	...	...	*1.9*	...
Guinea-Bissau	1 407	7-12	...	...	**3.2**	**1.05**	**45.2**	**0.67**	*38.1*	**20.2**	**35.1**	**44**	**17.8**	**0.54**	**0.4**	**0.14**	**2.3**	0.450
Kenya	31 065	6-13	84.3	0.87	44.4	0.98	69.9	0.98	...	41.5	98.0	32	32.0	0.90	2.9	0.53	*6.3*	...
Lesotho	1 794	6-12	81.4	1.23	21.4	1.02	84.4	1.02	66.8	80.1	74.8	47	33.7	1.26	2.5	1.27	*8.0*	0.797
Liberia	3 099	6-16	55.9	0.54	**56.1**	**0.89**	**69.9**	**0.73**	...	**28.0**	...	**38**	**34.1**	**0.69**	**16.9**	**0.76**	...	0.562
Madagascar	16 439	6-14	...	...	3.4	1.02	68.6	0.96	33.6	57.8	...	48	...	...	2.2	0.83	2.5	...
Malawi	11 627	...	61.8	0.64	...	...	81.0	0.96	53.6	*37.9*	*51.2*	**63**	34.0	0.76	...	...	**4.2**	0.688
Mali	12 256	7-15	19.0	0.44	1.6	1.00	...	0.75	84.1	24.6	...	56	...	...	2.5	...	**2.9**	...
Mauritius	1 198	6-11	84.3	0.91	87.5	1.02	93.2	1.00	99.3	56.6	100.0	25	79.5	0.96	11.3	1.28	3.3	0.931
Mozambique[1]	18 204	6-12	46.5	0.50	...	...	59.7	0.79	51.9	26.9	59.9	66	13.3	0.66	**0.6**	**0.71**	**2.5**	0.558
Namibia	1 930	6-15	83.3	0.99	23.4	1.19	78.2	1.01	94.2	60.1	37.0	32	61.4	1.14	7.5	0.83	**7.7**	0.877
Niger[1]	11 134	7-12	17.1	0.37	1.3	0.97	34.2	0.68	71.0	33.8	72.7	41	6.5	0.65	1.5	0.32	2.4	0.448
Nigeria	117 823	6-11	66.8	0.80	8.2	0.94	...	0.80	...	49.0	...	40	...	...	...	...	...	...
Rwanda	8 066	7-12	69.2	0.84	2.5	0.99	84.0	0.99	40.0	50.1	81.2	59	14.4	0.88	1.7	0.38	*2.8*	0.709
Sao Tome and Principe	153	7-13	...	...	25.8	1.11	97.1	0.94	61.5	61.9	...	33	39.2	0.84	1.0	0.54	...	...
Senegal	9 621	7-12	39.3	0.61	3.3	1.13	57.9	0.91	67.5	22.8	90.5	49	18.7	0.67	...	...	*3.2*	0.594
Seychelles	80	6-15	91.9	1.01	91.5	0.96	99.7	0.99	...	86.2	77.7	14	110.0	1.05	.	.	**7.8**	0.971
Sierra Leone	4 573	...	...	...	*4.1*	...	...	*0.70*	...	*38.4*	*78.9*	*37*	*26.4*	*0.70*	2.2	0.39	...	...
Somalia	9 088	6-13	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
South Africa	44 416	7-15	86.0	0.98	35.1	1.00	89.5	0.96	**64.8**	77.8	67.6	37	86.4	1.09	15.0	1.14	**5.8**	0.839
Swaziland	1 058	6-12	80.9	0.98	...	...	76.7	0.95	73.9	74.8	...	32	45.2	1.00	4.7	1.16	5.4	0.823
Togo	4 686	6-15	59.6	0.61	2.7	1.03	91.8	0.82	84.3	12.3	80.5	35	**36.5**	**0.44**	**3.7**	**0.21**	*4.9*	0.745
Uganda	24 225	...	68.9	0.75	4.2	1.03	...	0.96	...	...	...	54	16.8	0.77	3.2	0.51	**2.5**	...
United Republic of Tanzania	35 565	7-13	77.1	0.81	...	...	54.4	0.98	78.1	45.4	...	46	**5.8**	**0.81**	*0.7*	*0.17*	...	0.741
Zambia	10 570	7-13	79.9	0.85	...	...	66.0	0.94	76.7	50.5	*100.0*	45	24.1	0.80	*2.4*	*0.45*	**2.0**	0.773
Zimbabwe	12 756	6-12	90.0	0.92	38.7	1.03	82.7	0.97	...	48.2	95.3	38	42.9	0.89	4.4	0.57	**11.1**	0.847
Sub-Saharan Africa	632 788	...	62.0	0.77	5.8	0.92	62.8	0.86	66.6	38.3	...	44	26.8	0.79	2.5	...	3.4	...
Developing countries	863 977	...	76.4	0.83	35.0	0.95	82.5	0.92	83.3	61.4	...	28	56.6	0.89	11.3	1.28	4.2	...
World	134 038	...	81.7	0.88	48.6	1.02	84.0	0.93	...	73.1	...	22	63.7	0.92	23.2	...	4.5	...

Notes: Data in bold italics are for 1998. Data in bold are for 1999. Data in italics are for 2000. For detailed notes on countries, see source tables.

1. Fast-Track Initiative (FTI) countries.

Source: UNESCO Institute for Statistics; *EFA Global Monitoring Report 2005*, Statistical annex.