



School resources and learning environments in Africa

Key results from a regional survey on factors affecting quality of education (July 2015)

The African regional questionnaire: Coverage, key items and main results

Coverage: All countries in Africa are covered in the current survey

Items on factors which affect the quality of education

The results can feed into programme design and policy development in order to improve the quality of education in schools of the region.



Two items on class size and textbooks

Class size is a key factor affecting learning outcomes especially where classes are very large or cover several grades.



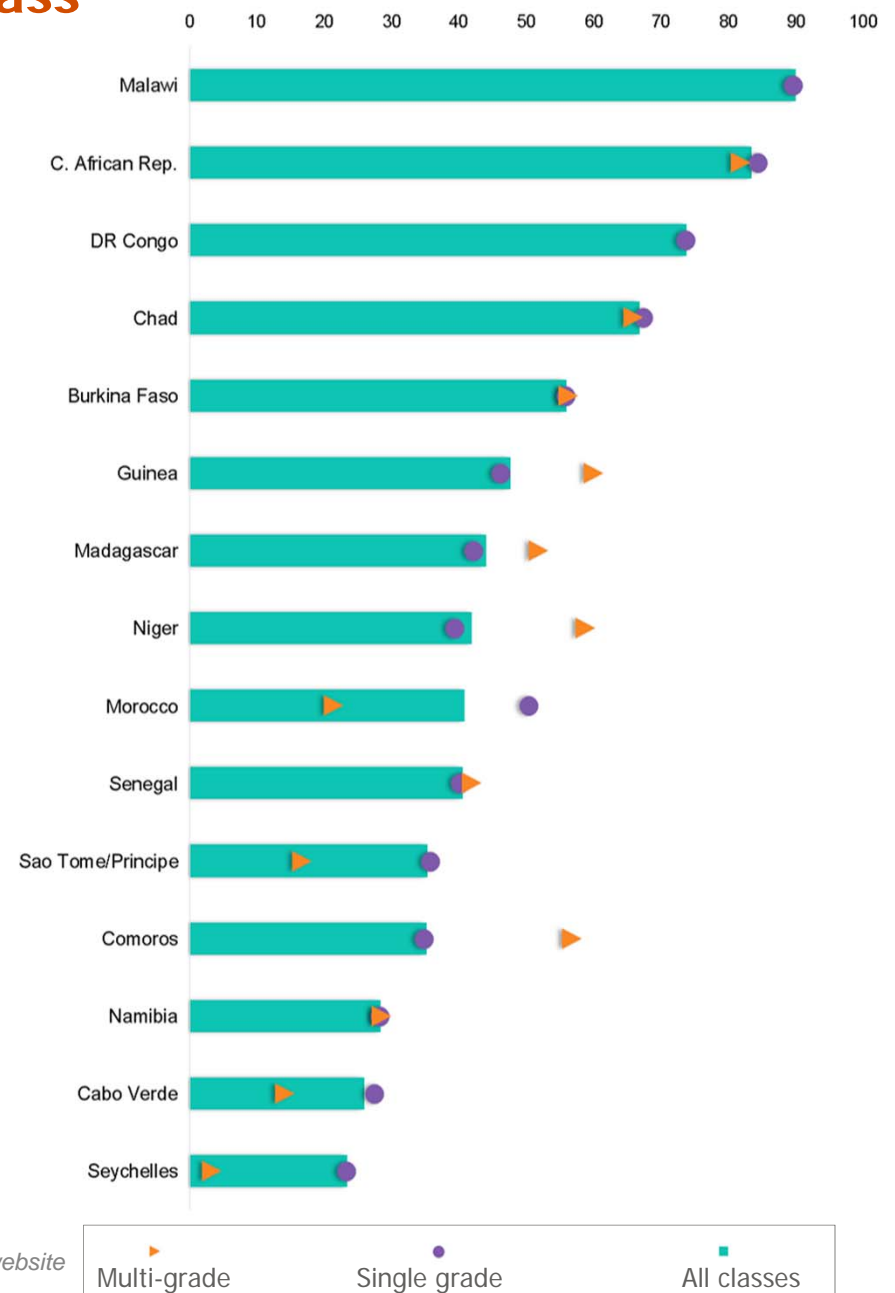
Textbooks are one of the educational inputs that have the greatest influence on learning achievement.

In nearly half of countries with data there are more than 50 pupils per class*

The average class size exceeds 80 pupils per class in Malawi and the Central African Republic.

In Chad, there are about 70 pupils per class, and more than 2 in 5 pupils are taught in multi-grade classes.

Average class size in primary schools*



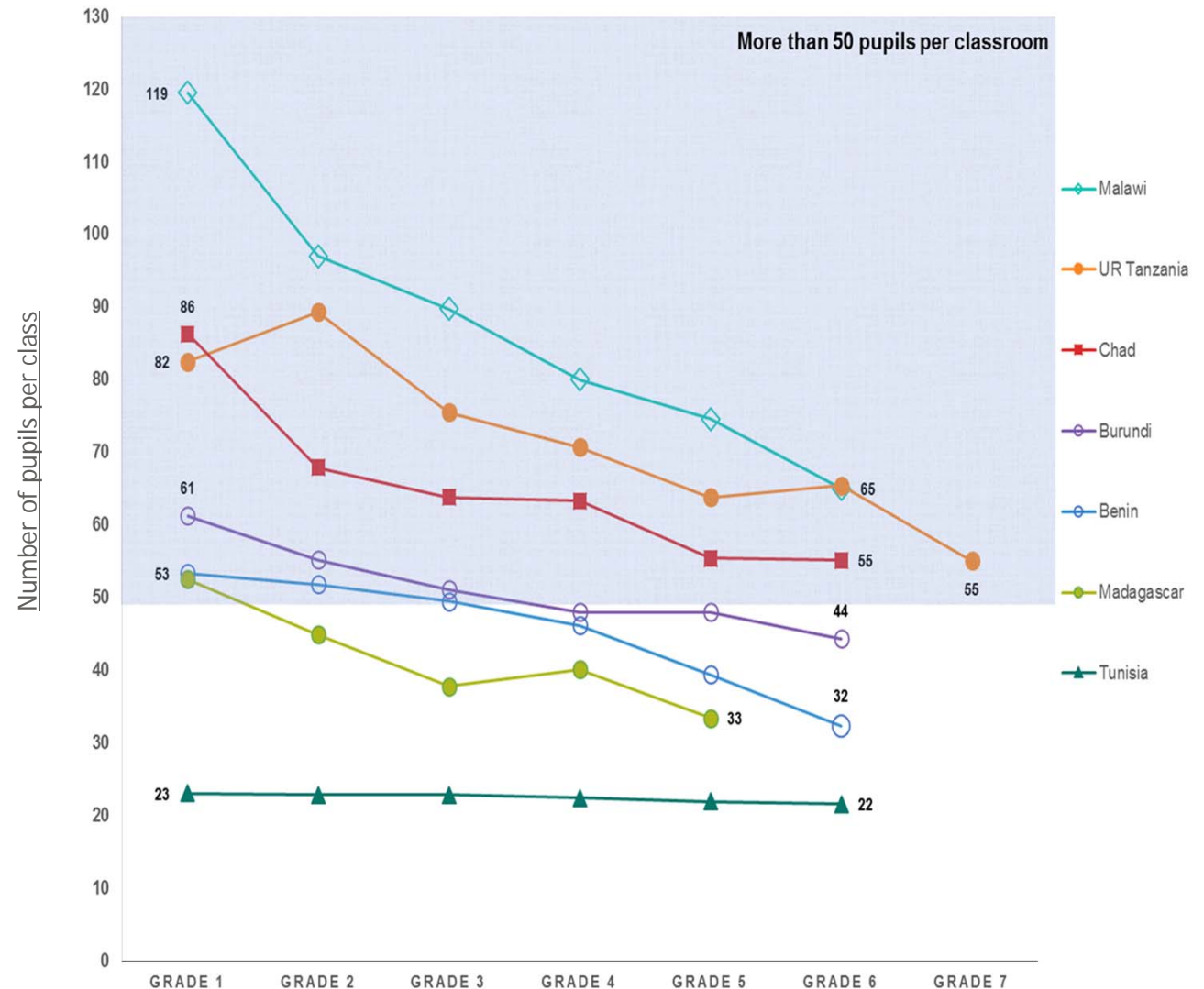
The Democratic Republic of the Congo and Malawi have no multi-grade classes

*Source: UNESCO Institute for Statistics. *Data for more countries are available on the UIS website*

Early grades: most critical and most crowded*

Grade 1 classes exceed 50 pupils in most countries with data.

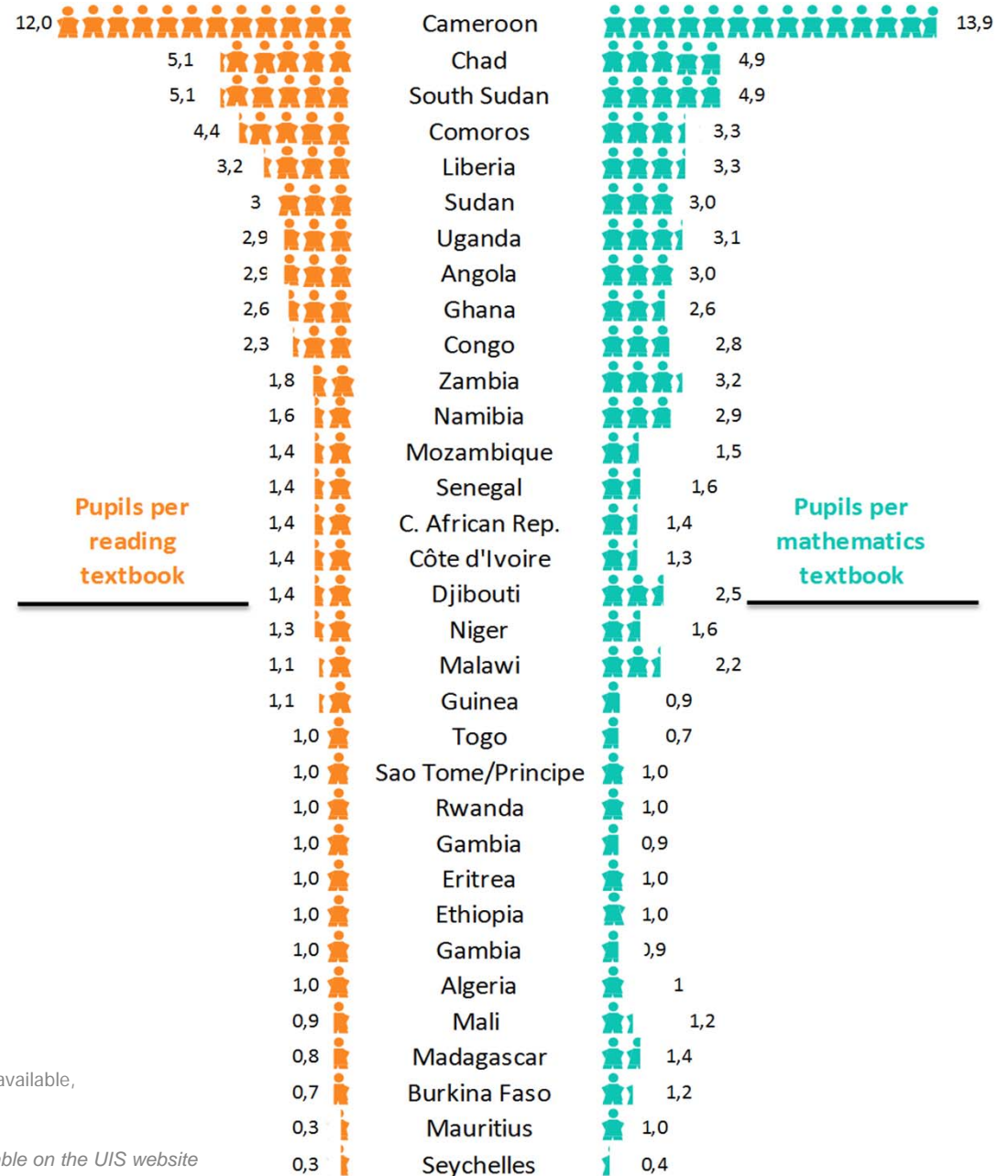
There are about 100 pupils or more per class in the first 2 grades of primary in Malawi, and about 80 or more per class in 1st grade in Chad and Tanzania.



In most countries, primary school pupils have to share textbooks*

On average, 14 pupils share 1 mathematics textbook in Cameroon, 5 in Chad and South Sudan, and 3 in Angola, Comoros, Liberia, Sudan, Uganda and Zambia.

There is on average 1 reading textbook for 2 pupils or more in sub-Saharan Africa and 1 mathematics textbook for about 3 pupils.



Institutions report the total number of reading and mathematics textbooks available, regardless of their condition.

Source: UNESCO Institute for Statistics. *Data for more countries are available on the UIS website



Building more classrooms and providing textbooks would be a straight-forward, yet effective way to boost learning

Item on teachers: newly recruited teachers

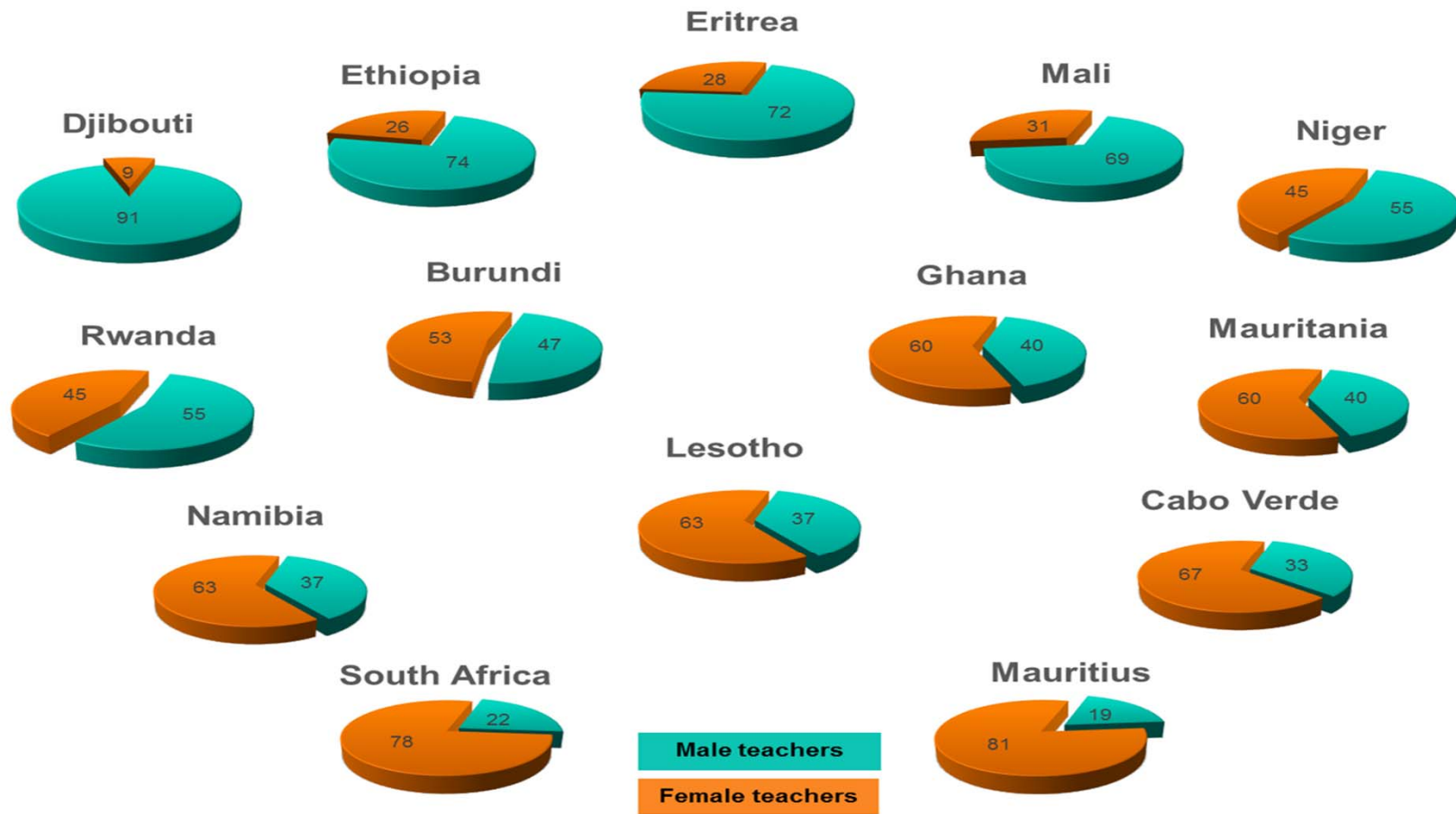


Teachers are the cornerstone of quality education.

The item on newly recruited teachers assesses the level and the characteristics of recruitment in a country, i.e. its efforts to provide a sufficient number of teachers and improve the educational system.



The presence of female teachers is associated with higher pupil performance



Percentage of newly recruited teachers *

Source: UNESCO Institute for Statistics. *Data for more countries are available on the UIS website

But, among newly recruited teachers, the share of females varies from more than 75% in South Africa and Mauritius, to less than 30% in Djibouti, Ethiopia, and Eritrea.



Promoting the training and recruitment of **female teachers** can help increase enrolment and performance, especially for girls.

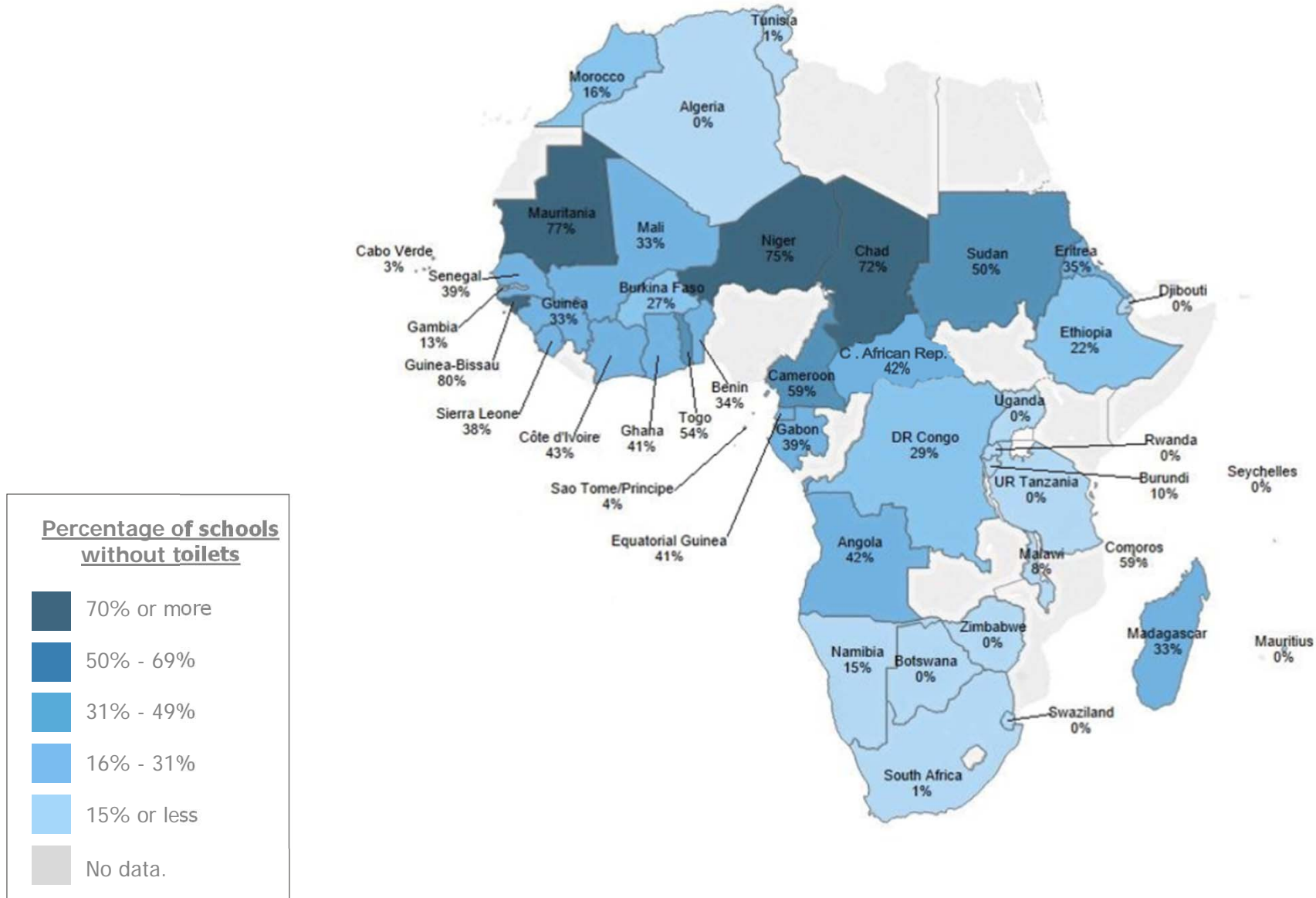
A key item: Access to basic services

The availability of sanitation facilities improves the learning environment and pupils' health, boosts school attendance and achievement and promotes gender equality.



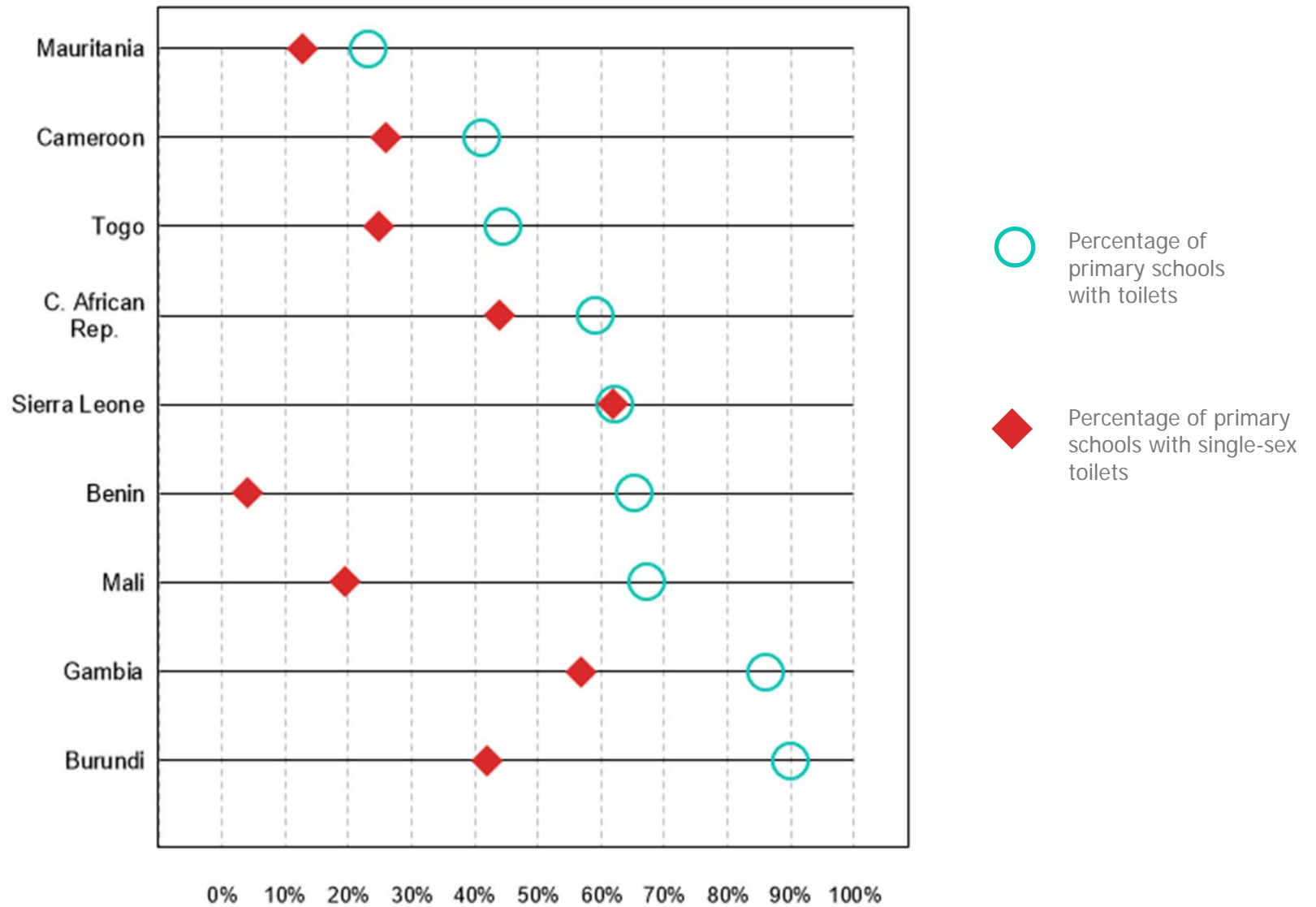
Lack of fresh water and sanitation is one of the reasons why pupils, especially girls in many developing countries, opt out of school.

About 1 in 3 primary schools do not have toilets



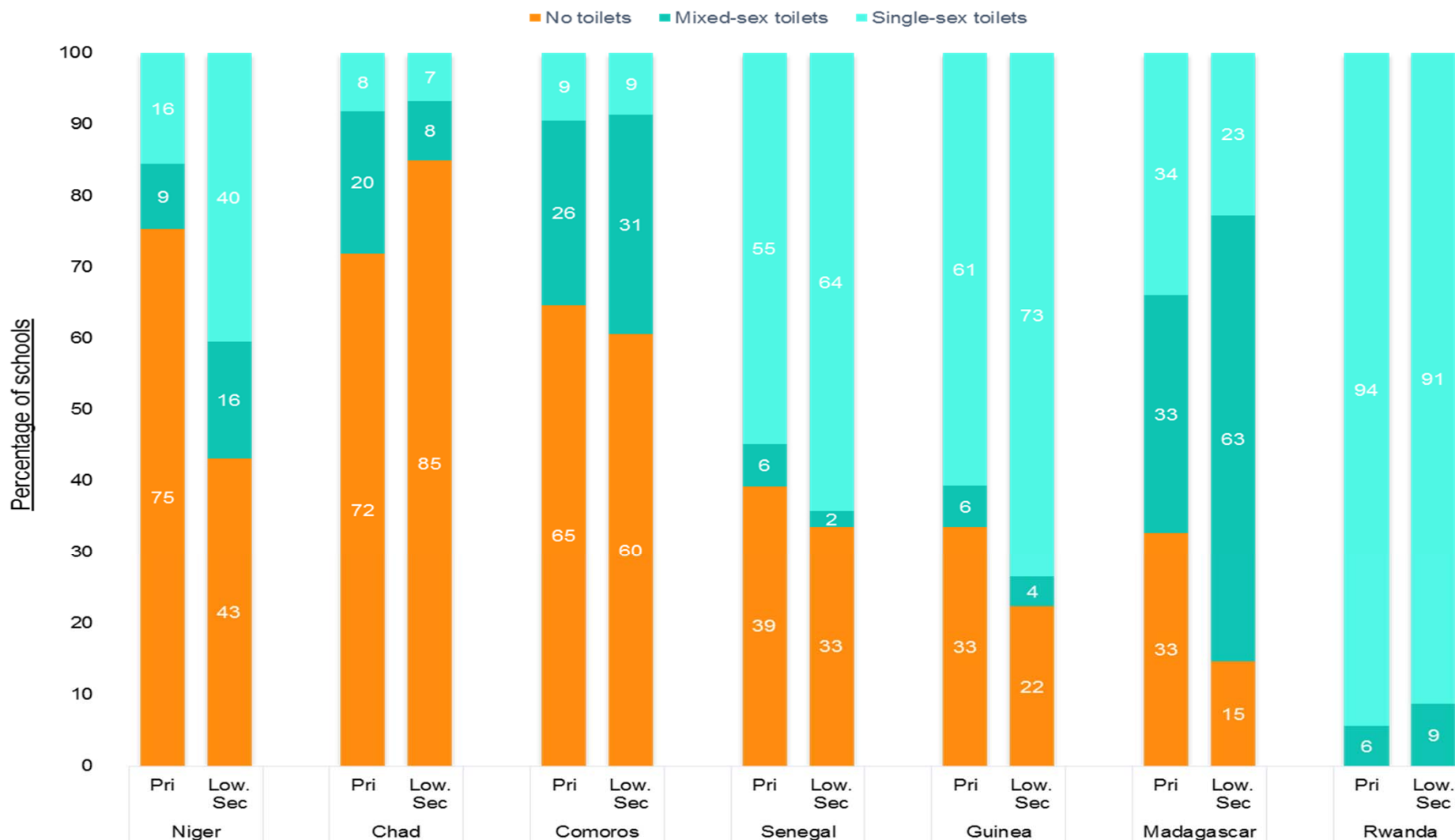
Source: UNESCO Institute for Statistics

Even when toilets are available, girls have to share with boys*



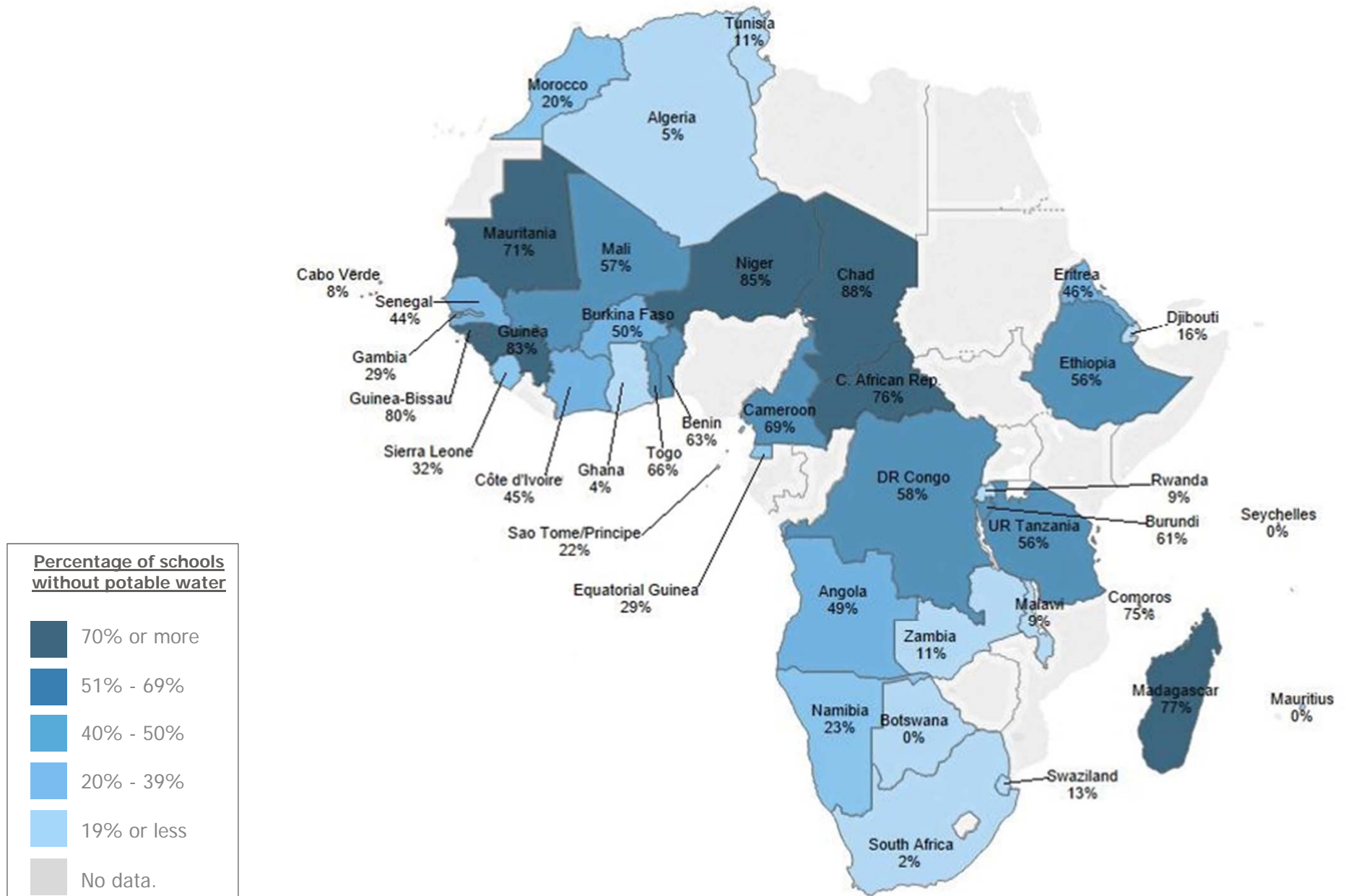
Source: UNESCO Institute for Statistics database. *Data for more countries are available on the UIS website

Access to sanitation is better overall in lower secondary schools but remains low, with consequences for girls' safety, health, dignity and school performance*



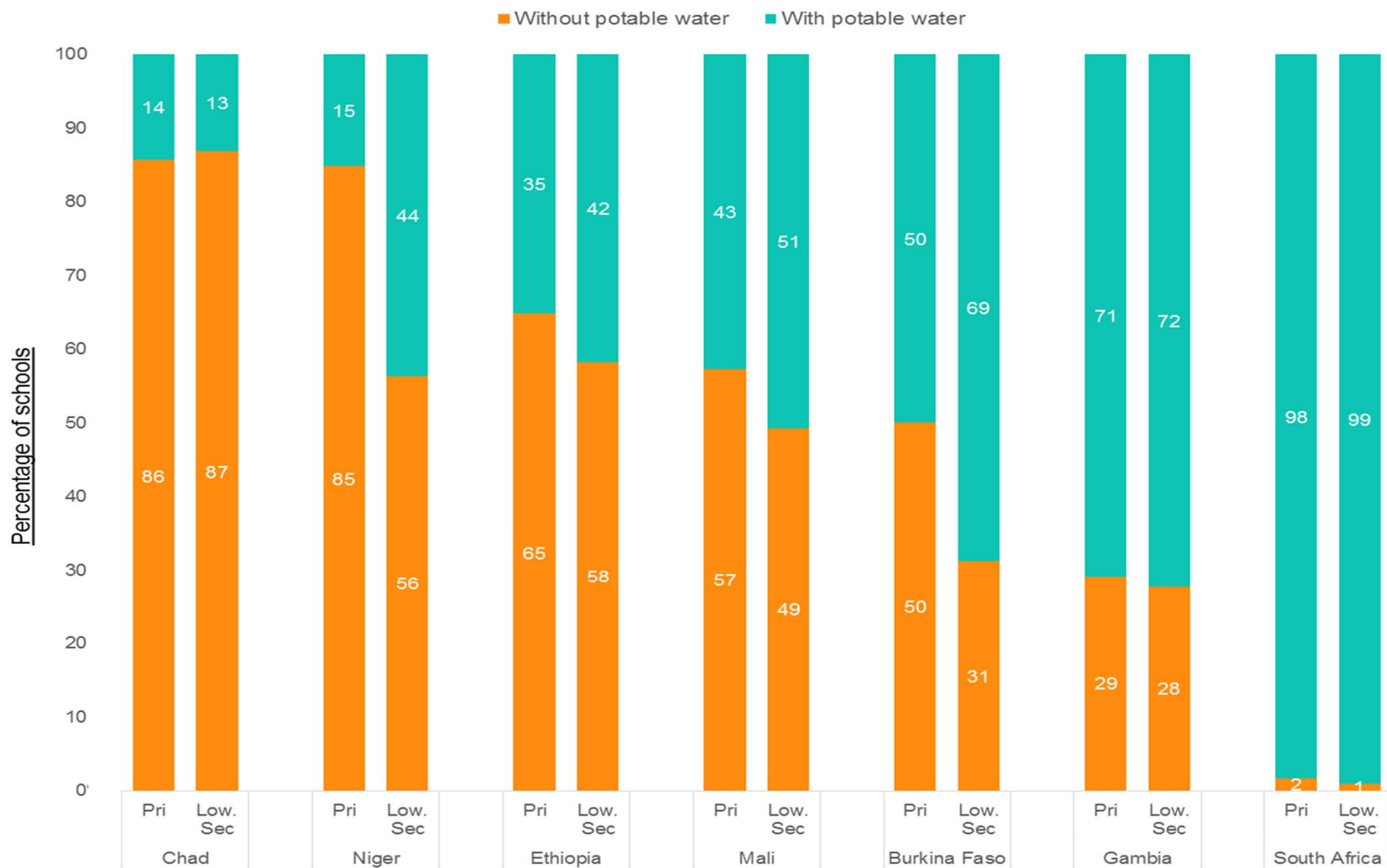
More than half of lower secondary schools in Chad and Comoros have no toilets

Half of primary schools do not have drinking water



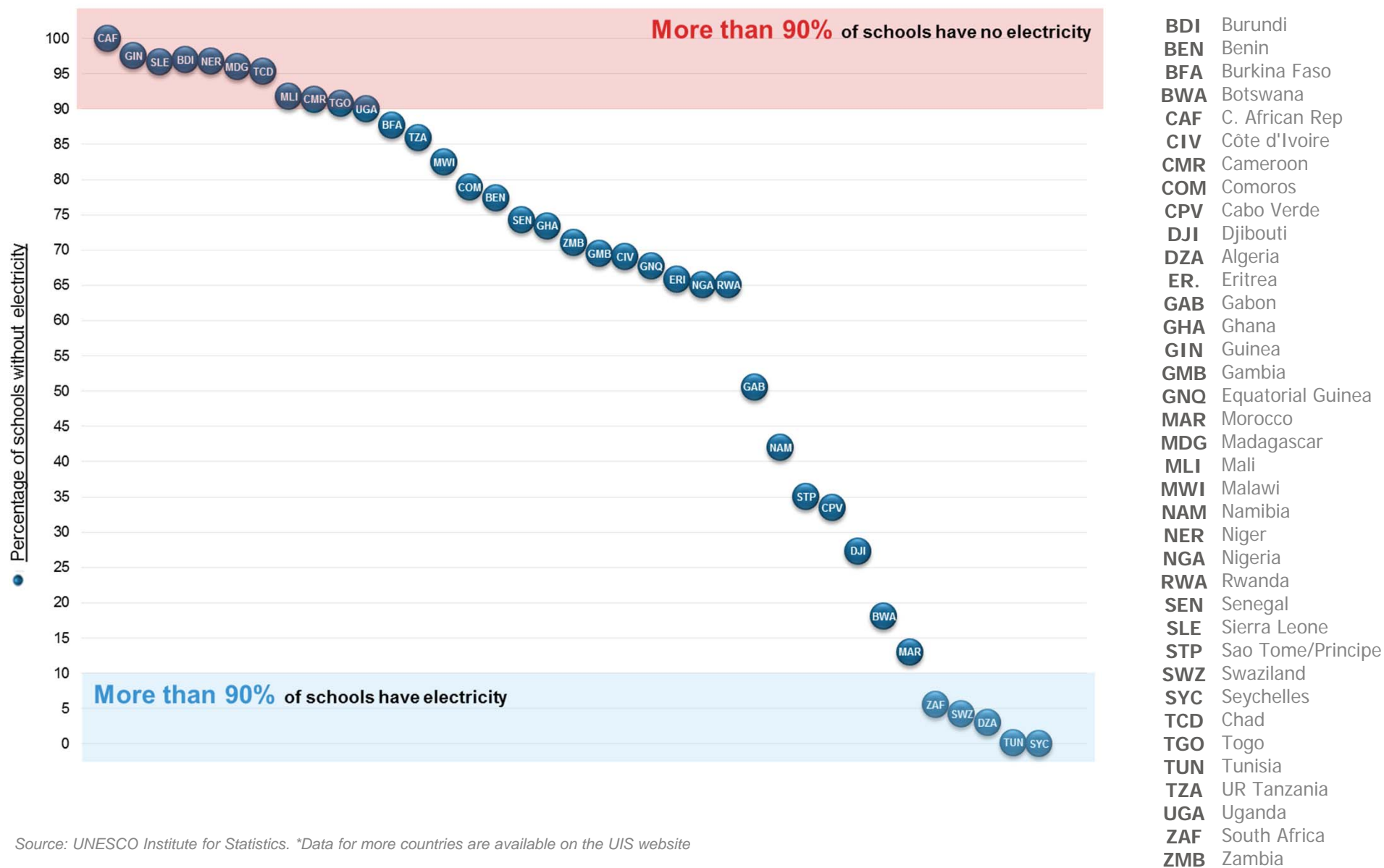
Source: UNESCO Institute for Statistics.

Critical shortage of drinking water in most primary and lower secondary schools even if lower secondary schools tend to be better equipped*



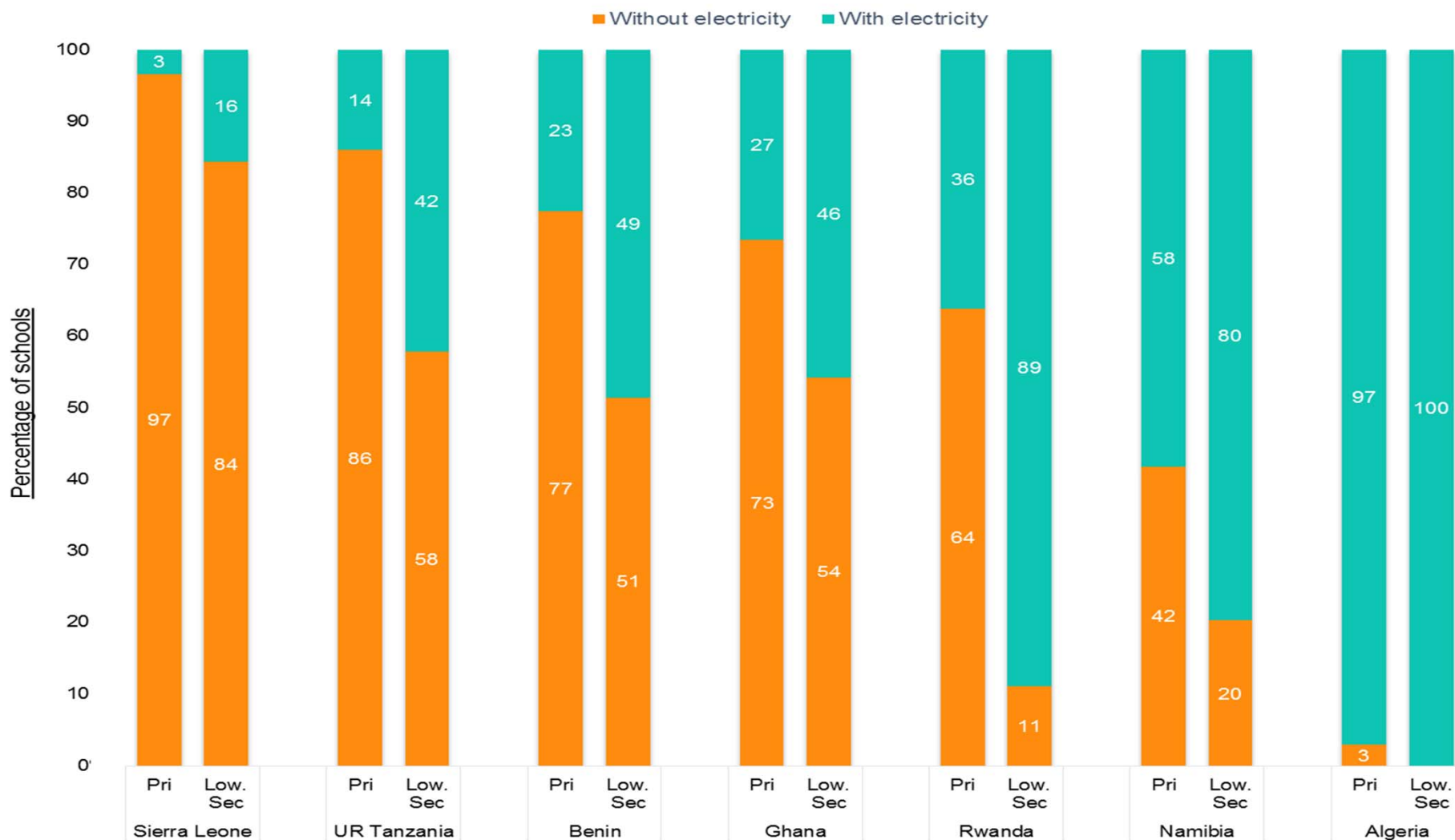
Source: UNESCO Institute for Statistics database. *Data for more countries are available on the UIS website

3 in 4 primary schools in Sub-Saharan Africa do not have access to electricity*



Source: UNESCO Institute for Statistics. *Data for more countries are available on the UIS website

At least 80% of lower secondary schools in Algeria, Namibia and Rwanda have electricity*



Source: UNESCO Institute for Statistics *Data for more countries are available on the UIS website

But, the majority of schools in the region at both primary and lower secondary levels still report no access to electricity.



A school that meets the basic needs of safety, privacy and cleanliness...

would help overcome barriers to schooling.



More data from the regional education survey are available
on the UIS website:

data.uis.unesco.org