



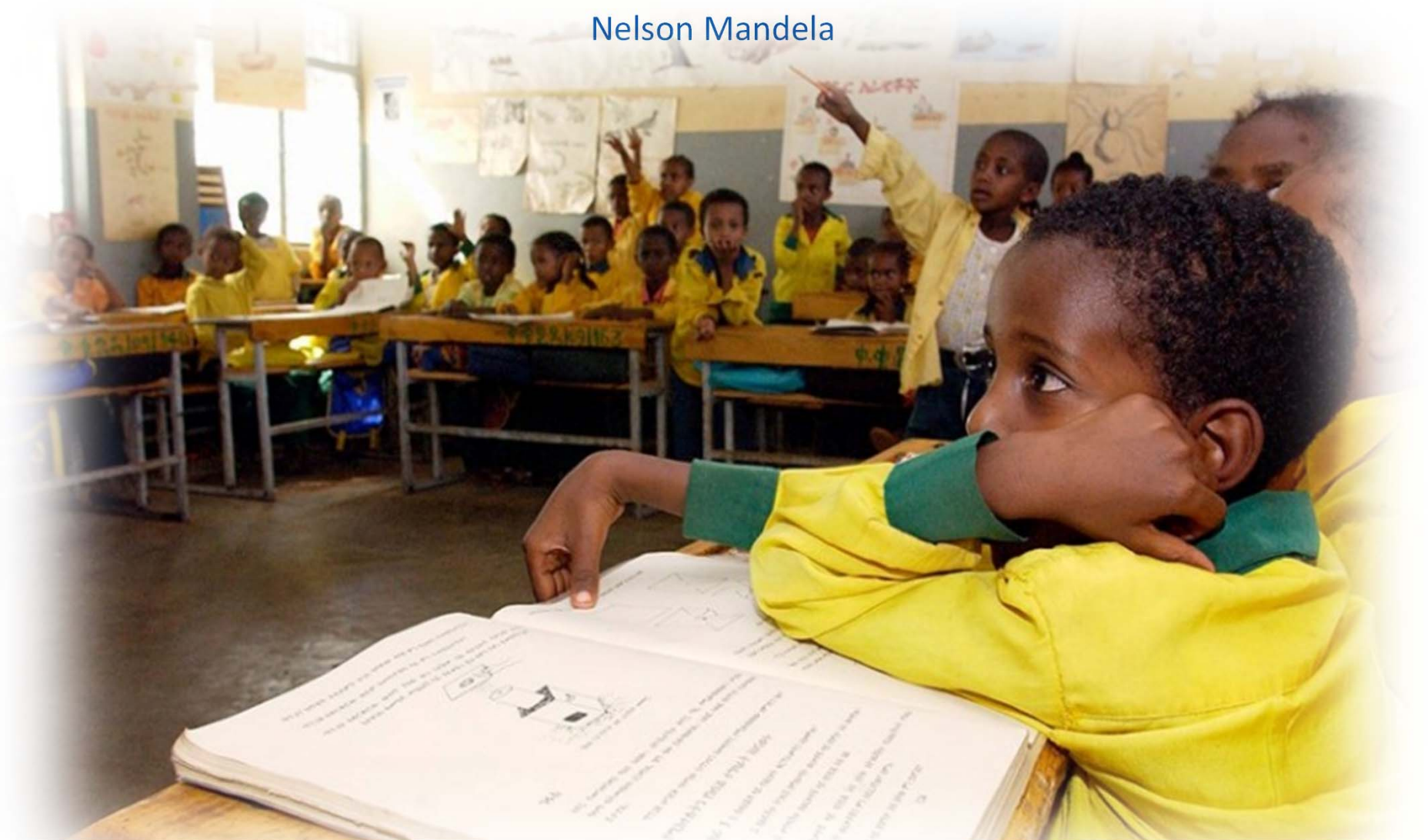
## School resources and learning environment in Africa

Key results from a regional survey on factors affecting quality of education ( August 2016)

# Education is ...

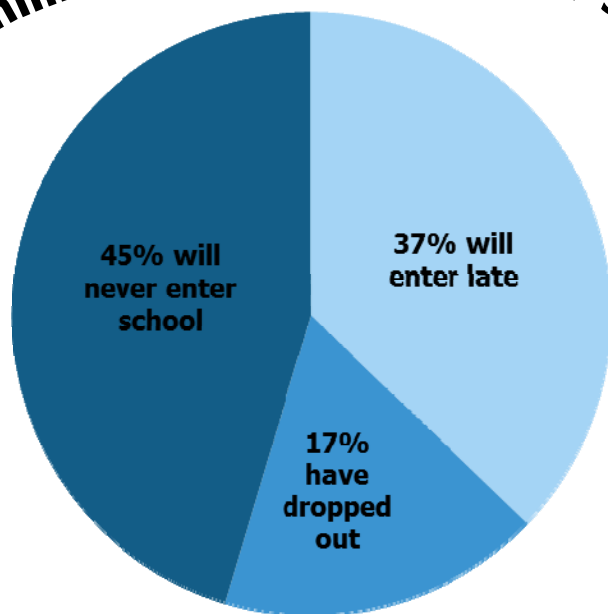
**...the most powerful weapon which you can use to change the world**

Nelson Mandela



## Globally, Africa is home to more than half of out of school children of primary age (6-11 years)

34 million children are out-of-school



One-third of adolescents of lower secondary age (12-14 years) and more than half of youth of upper secondary age (15-17 years) are not in school

**... poor infrastructure and low quality of education have been identified as important barriers for schooling & learning**



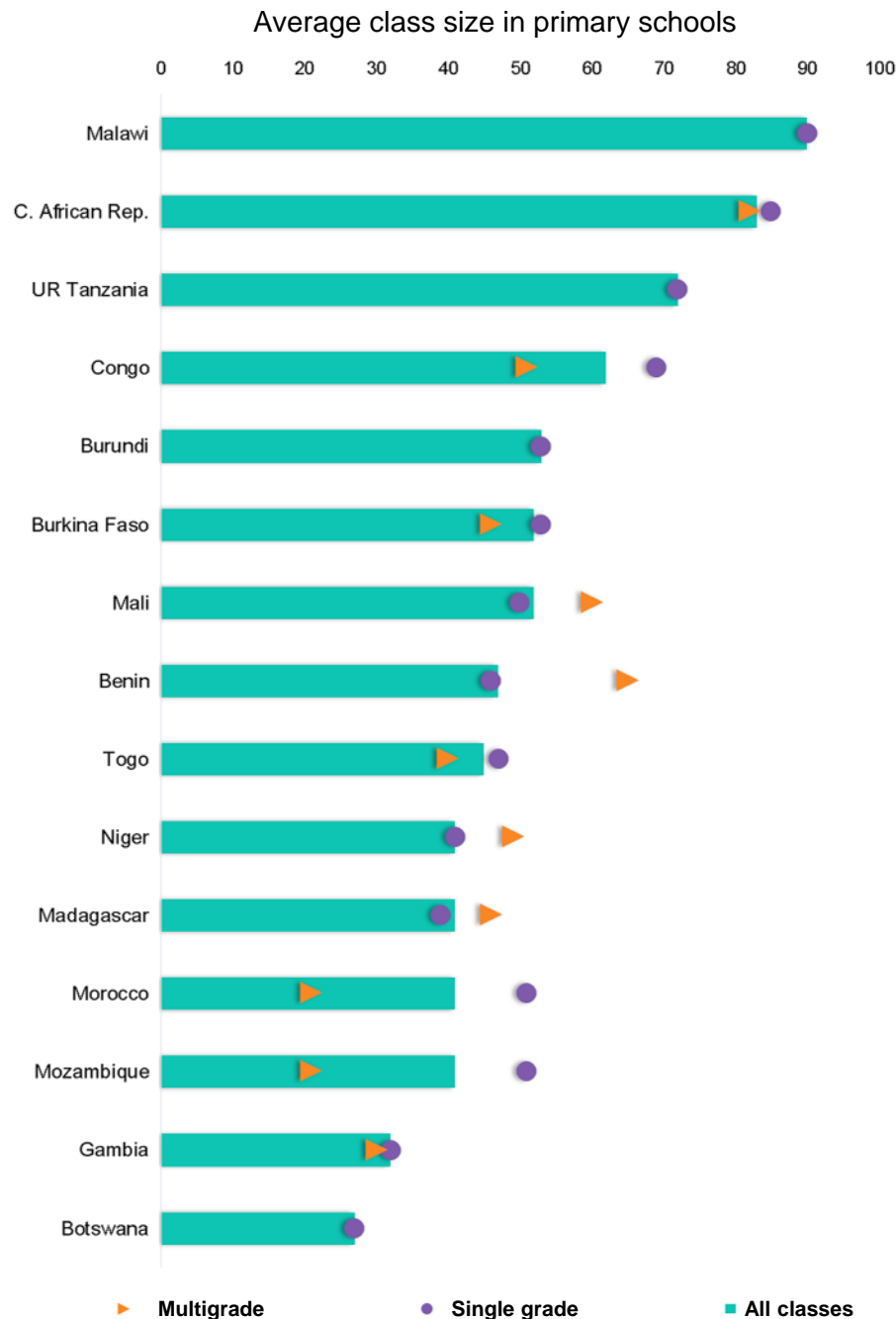
## Class size, textbooks... and learning

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.

## Can crowded classrooms hinder learning?



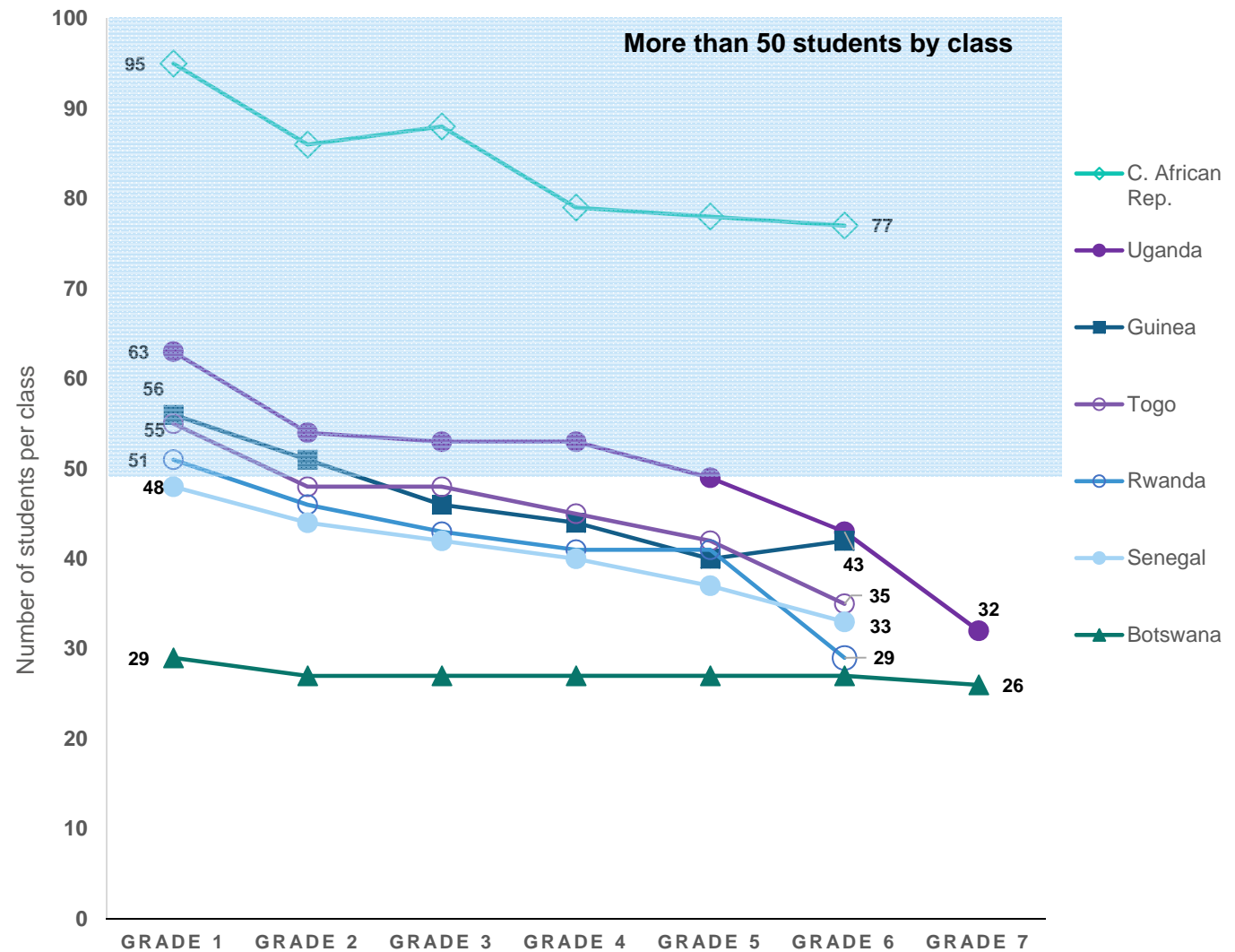
The average class size exceeds 70 pupils per class in Malawi, the Central African Republic and in Tanzania

There are more than 50 students per class in primary schools in a third of the countries with data, and 40 pupils or more per class in the vast majority of single grade classes.

## Early grades: most critical and yet most crowded

Grade 1 classes exceed 50 pupils in about half of the countries with data\*.

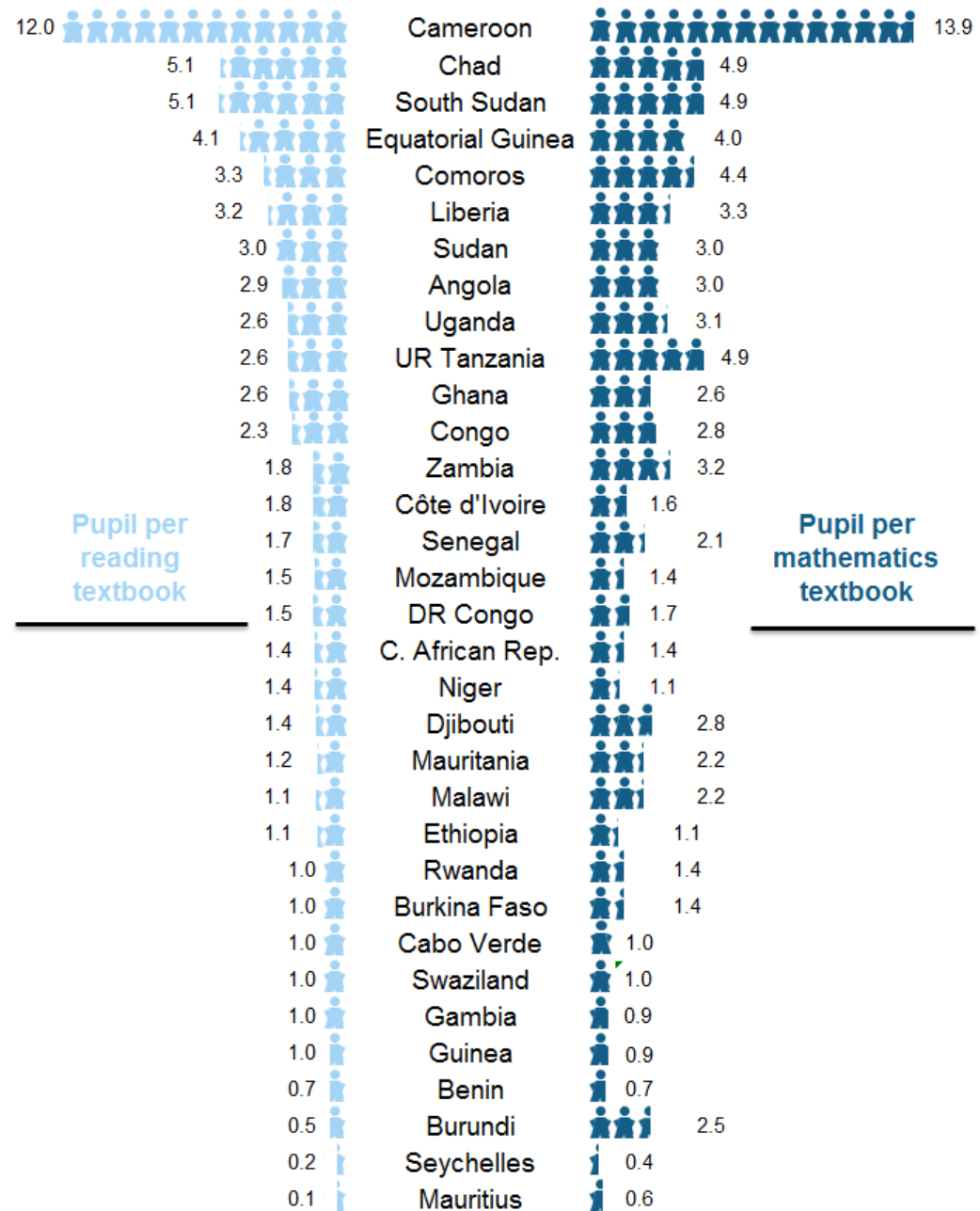
There are more than 80 pupils per class in the first 3 grades of primary in C. African Rep., and about 50 pupils in the first 2 in Uganda, Guinea and Togo.



# In most countries, students still have to share textbooks\*

On average, 14 students share the same mathematics textbook in Cameroon, 5 in Chad and South Sudan and 4 in Equatorial Guinea.

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



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



# The teacher is the cornerstone of the quality of education



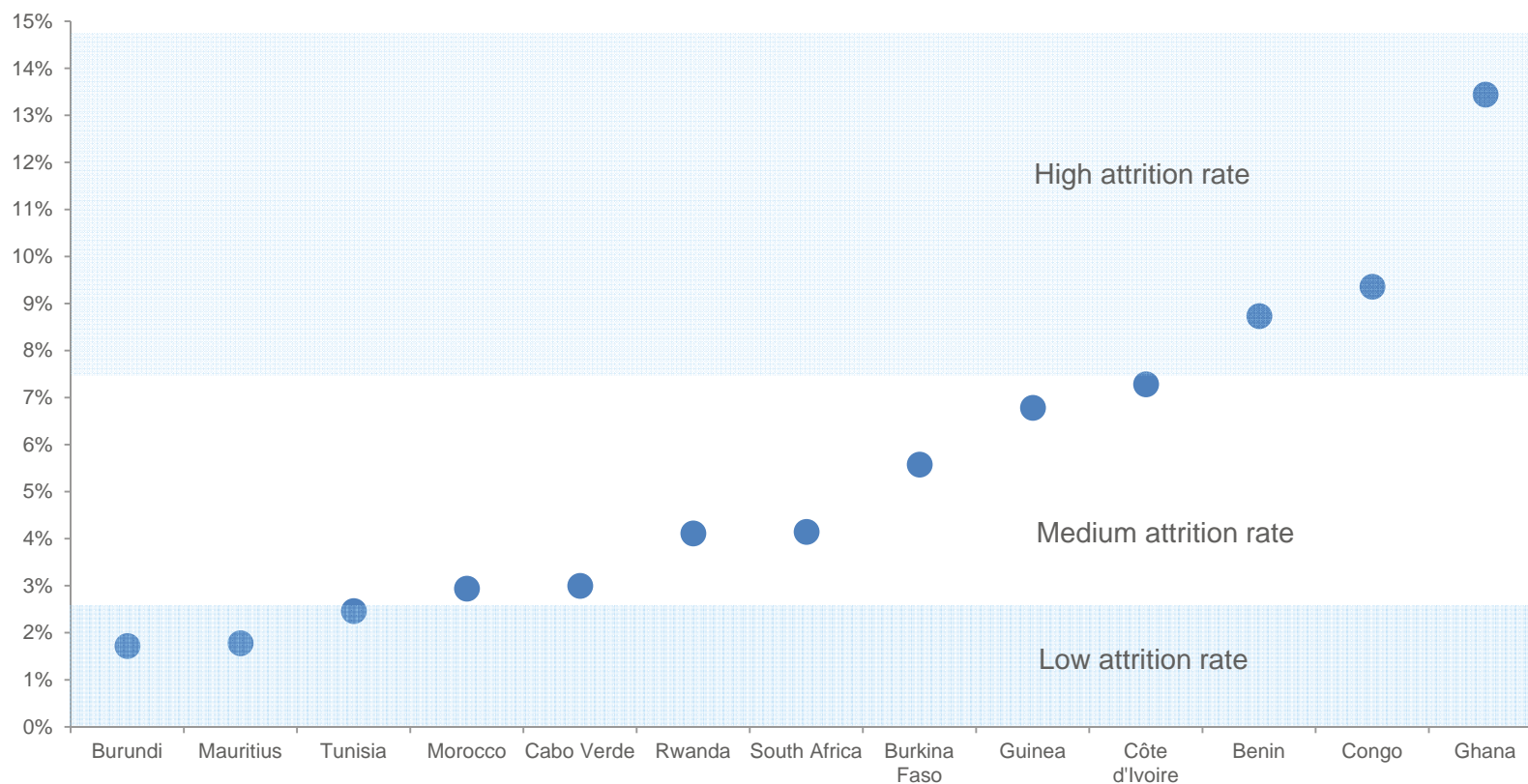
The demand for teachers is rising rapidly as the school age population in Africa continues to grow

It is important to provide a sufficient number of teachers to improve the educational system and the overall quality of education, **taking into account teacher turnover**

In fact, every year some teachers will leave the public system because of retirement, mortality, migration or other reasons.



## Different levels of teacher attrition in the region



In countries like Benin, Congo and Ghana with high level of attrition, the pressure on the teaching workforce to replace those who are leaving and to meet rising enrolment can be significant.

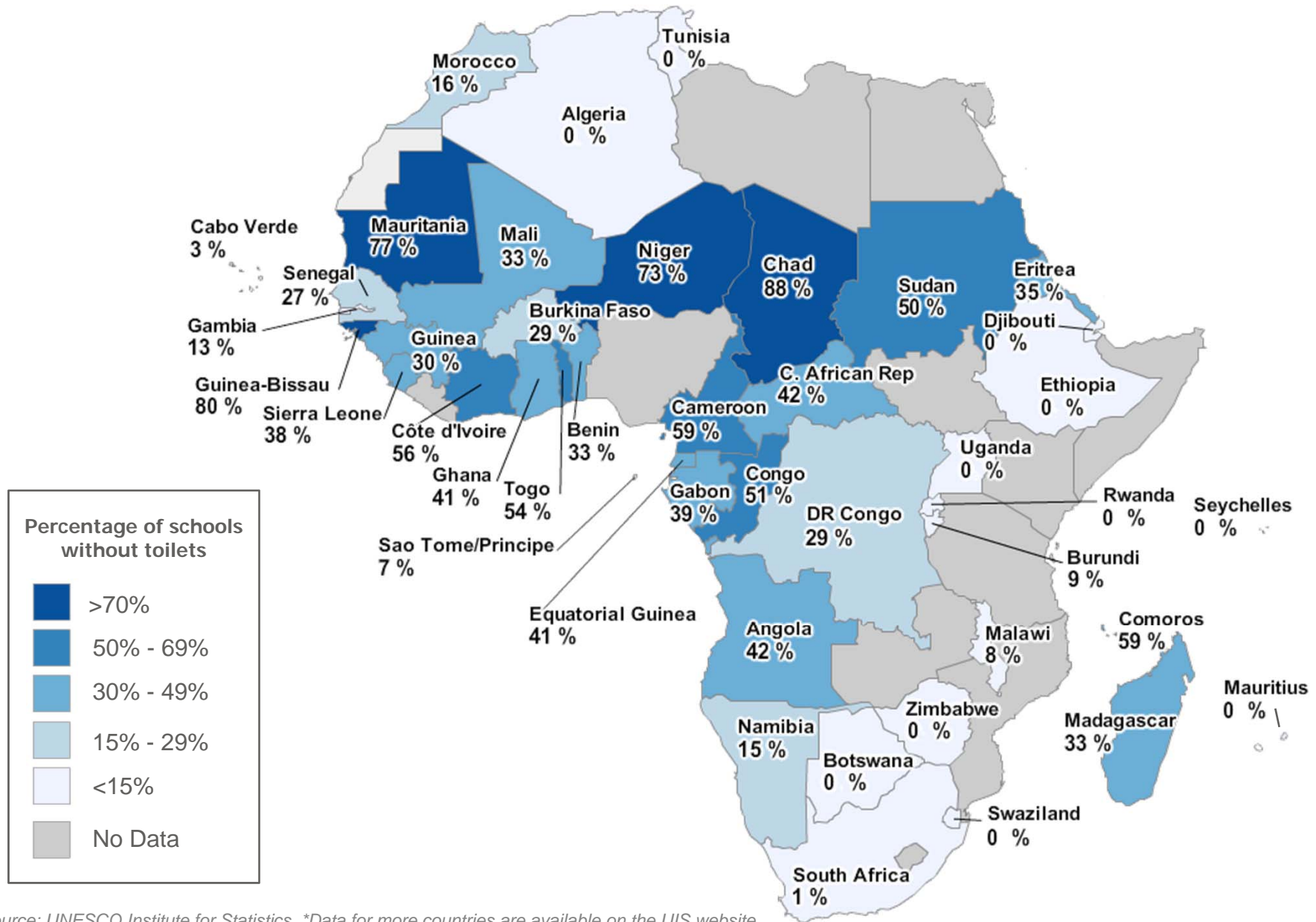
## A key item: Access to basic services

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



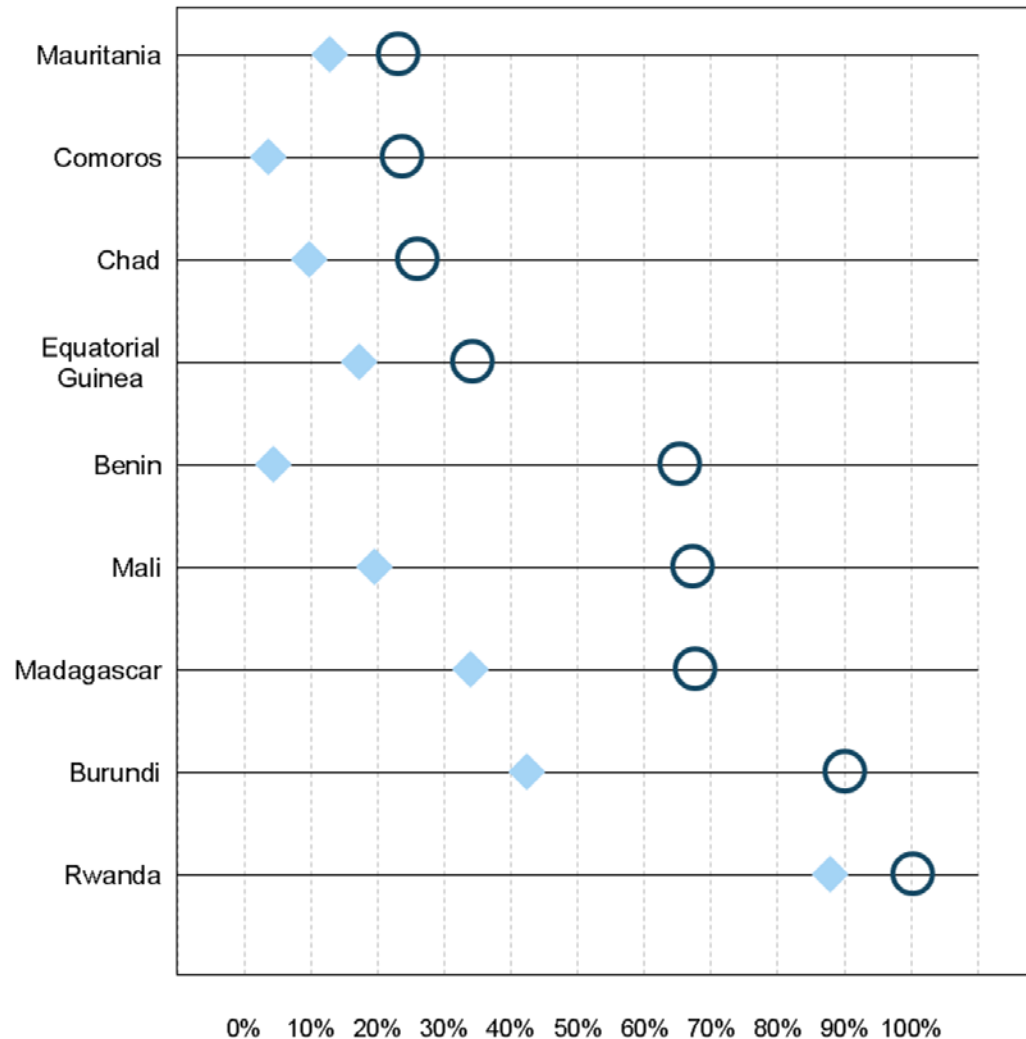
Lack of fresh water and sanitation is one of the reasons why pupils, and especially girls in many developing countries, opt out of schools. Yet...

# About 1 in 3 primary schools do not have toilets



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

# Either toilets are not available or girls still have to share with boys in most countries\*



70% or more schools in Mauritania, Comoros and Chad do not have toilets...

About half of the existing toilets are mixed toilets in Mali, Madagascar and Burundi...

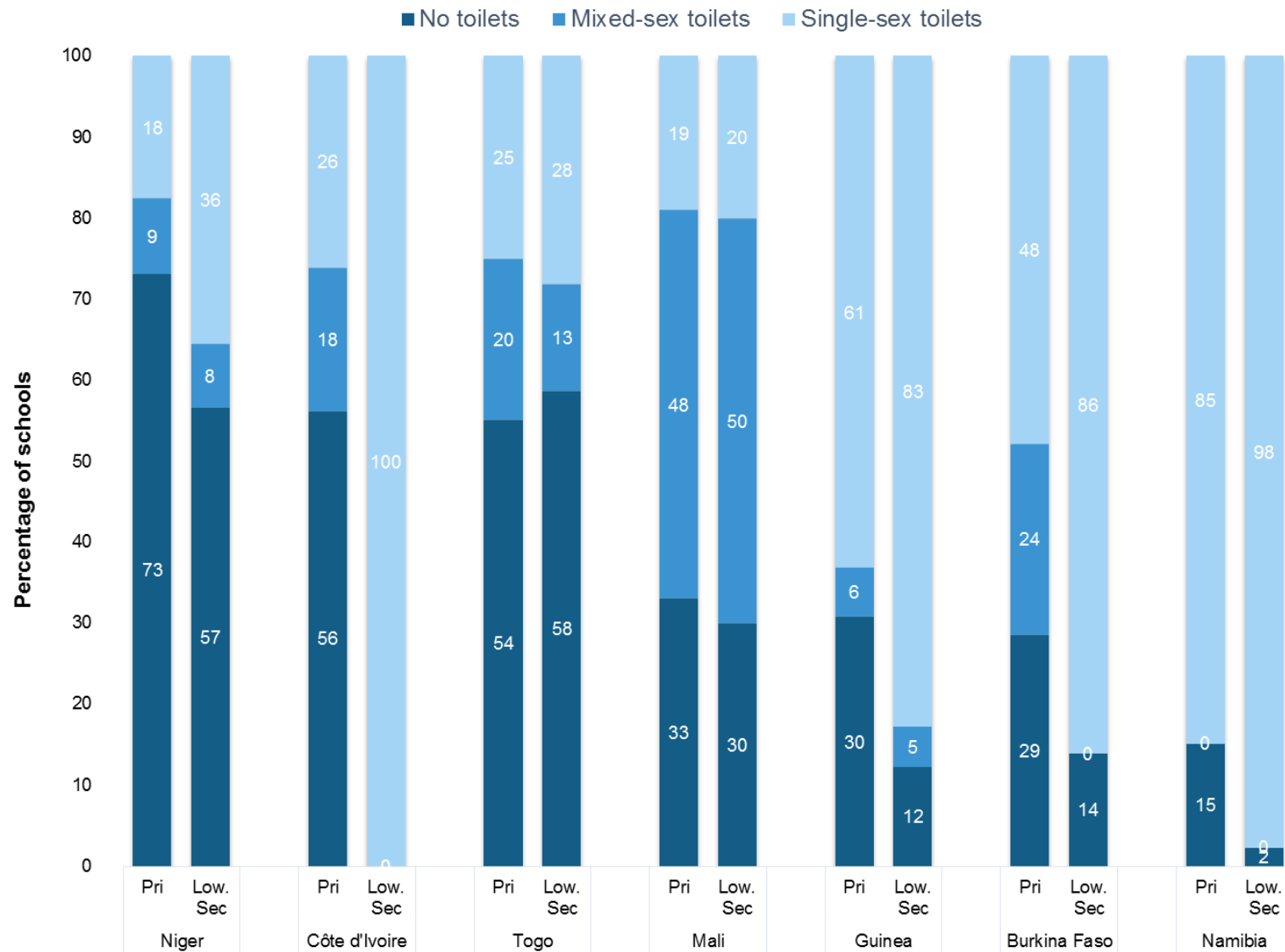


Percentage of primary schools with toilets



Percentage of primary schools with single sex toilets

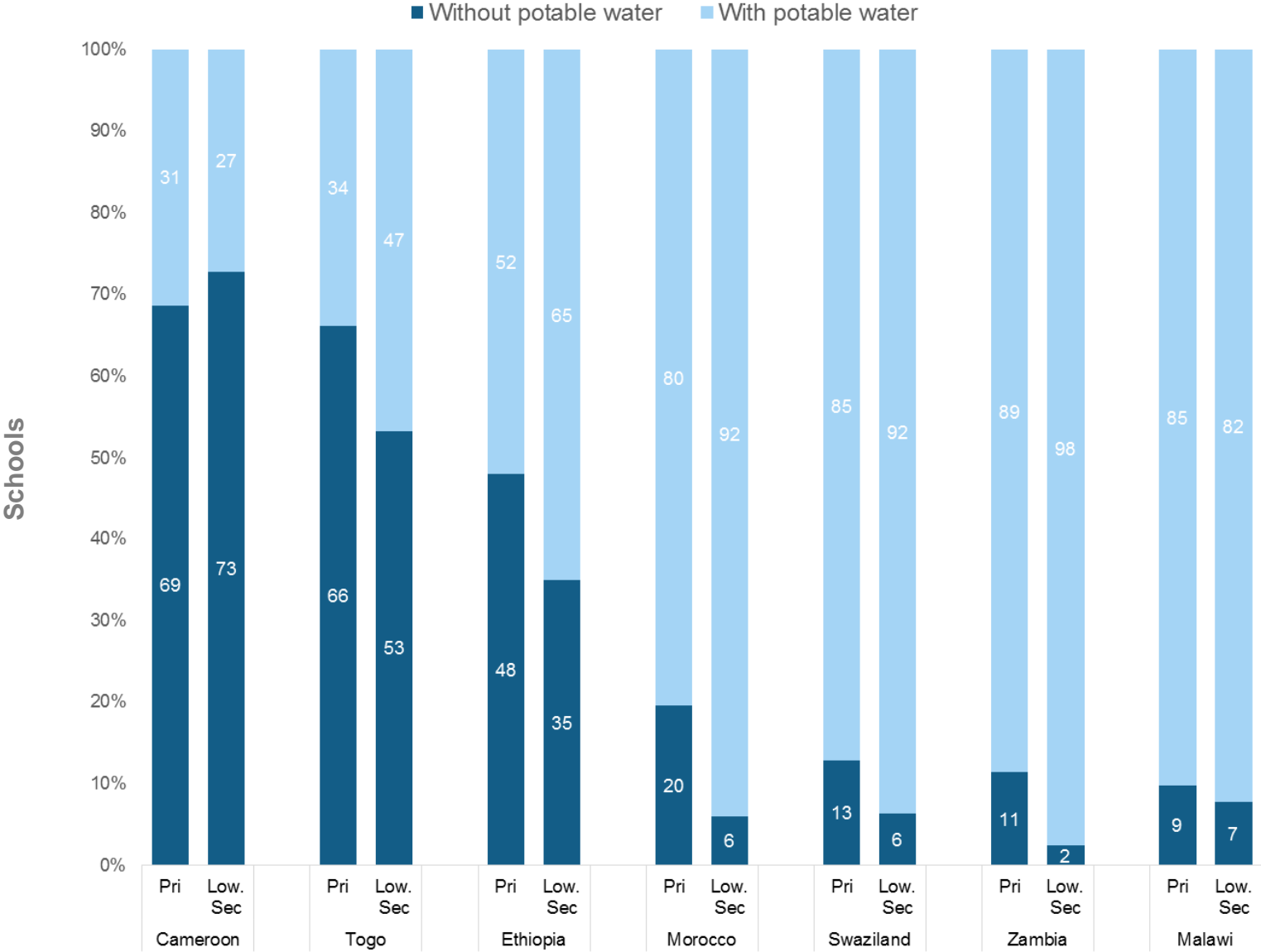
## Access to **sanitation** is better overall in lower secondary schools but remains low, with consequences for girls' safety, health, dignity and school performance\*



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



# Critical shortage of drinking water in most primary and lower secondary schools...even if lower secondary schools have better access\*



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



## Schools with access to electricity

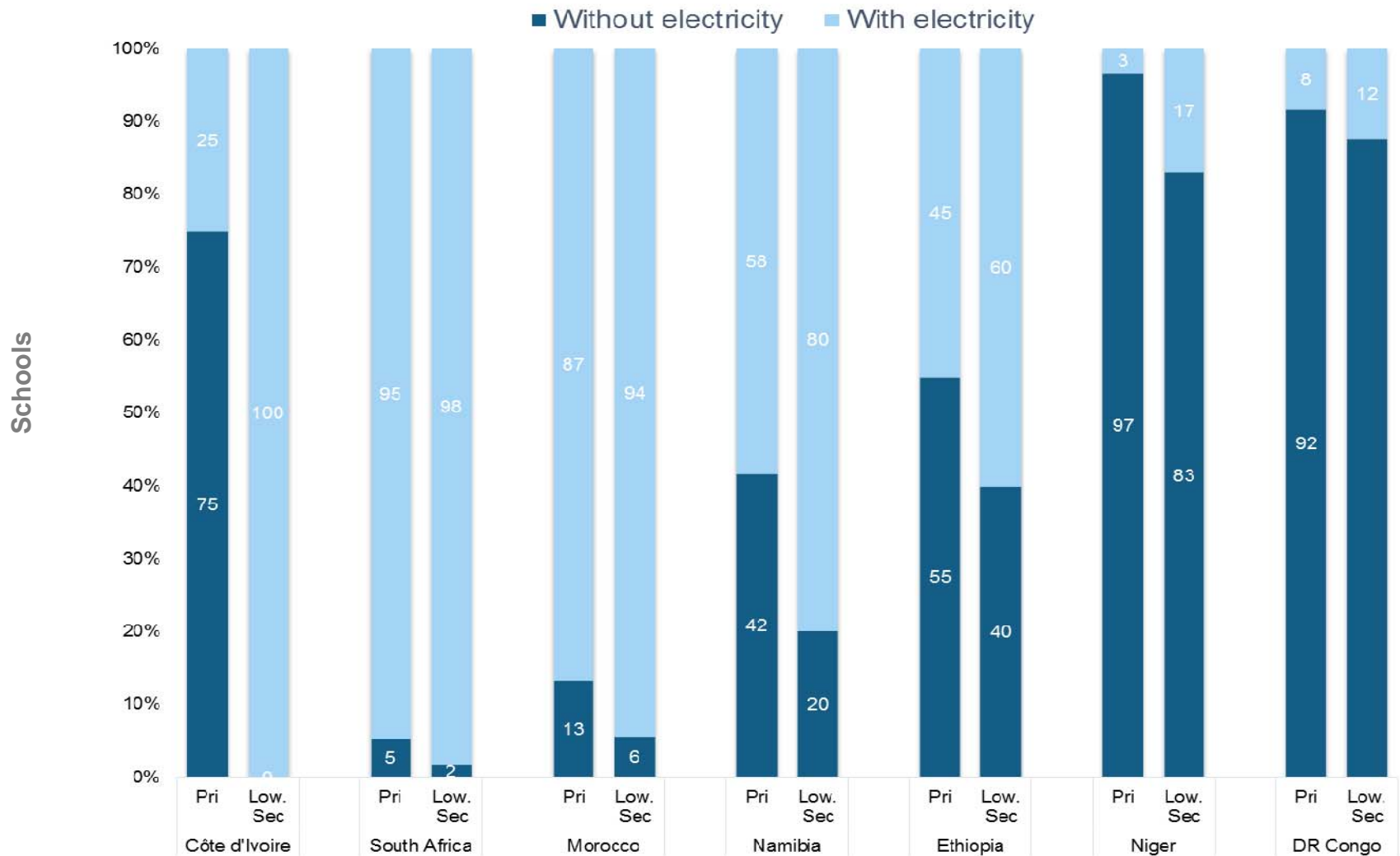
Availability of electricity is of vital importance to help facilitate schools' activities and overall significantly improves learning environments.



For example, it avoids unnecessary cancellation of lessons due to ill-lit classrooms and allows

- ventilation
- use of computers and internet

## Even if 80% or more of lower secondary schools have electricity in Côte d'Ivoire, South Africa, Morocco and Namibia



... 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:

[www.stats.uis.unesco.org](http://www.stats.uis.unesco.org)