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Sub-Saharan Africa¹

Literacy, besides being a fundamental human right, is a foundation not only for achieving EFA² but, more broadly, for reaching the overarching goal of reducing human poverty. And yet, 140 million adults in sub-Saharan Africa lack the basic learning tools to make informed decisions and participate fully in the development of their societies. Tackling the literacy challenge is a moral and development imperative for governments. It requires strengthening efforts to expand education and improve its quality, scaling up youth and adult learning opportunities, and developing literate environments.

Literacy: a basic human right still denied to many in the region

In addition to being a right in itself, literacy allows the pursuit of other human rights. It confers a wide set of benefits and strengthens the capabilities of individuals,³ families and communities to access health, educational, economic, political and cultural opportunities. Yet, on average, less than 60% of the total adult population in sub-Saharan Africa can read and write with understanding – one of the lowest adult literacy rates in the world. The rates are below 40% (the supposed threshold for rapid economic growth to take place) in Benin, Burkina Faso, Chad, Mali, the Niger, Senegal and Sierra Leone, but above 90% in Seychelles and Zimbabwe. Evidence from direct assessments suggests that actual literacy levels may be much lower than reflected in data presented here, which are based on

conventional methods of measurement that do not actually test a person's literacy skills.⁴

The regional literacy rate has increased by ten percentage points since 1990, and most countries have made often-considerable progress. Even so, many will find it difficult to reach the EFA adult literacy target of reducing current levels of illiteracy by 50% by 2015. Of the thirty countries considered at serious risk of not achieving this goal worldwide, half are in sub-Saharan Africa.

Literacy and equity

Women's literacy is of crucial importance in addressing wider issues of gender inequality. Yet, women still account for the majority of the region's adult illiterates, with only 76 literate women for every 100 literate men. Indeed, most countries show substantial gender disparities in literacy, with the gender parity index (GPI) below 0.50 in Benin, Burkina Faso, Chad, Mali and the Niger, all countries which are also among those with the lowest overall literacy rates.

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

2. There is a strong link between expanding access to literacy for adults and out-of-school youth and achieving the other EFA goals. For example, parents (particularly mothers) who have received an education – either through formal schooling or adult programmes – are more likely to send their children (particularly girls) to school. Likewise, literate parents are more likely to support their children in school, ensuring both their higher school retention and higher levels of learning achievement.

3. Learners in Namibia, for example, speak of self-reliance and the desire not to be cheated as reasons for interest in literacy classes. In Ghana, a recent study showed that among the uses to which learners put their newly acquired literacy skills were: helping children with homework, administering medical prescriptions properly, communicating with government offices, writing letters, reading religious texts and opening savings accounts.

4. Results of the Demographic and Health Survey conducted in Ethiopia in 2000 showed a strong tendency for conventional assessments to overstate literacy among minimally schooled populations. Among Ethiopian women with one year of schooling, 59% were considered literate by household assessments yet only 27% passed a simple reading test. The figures were 65% and 33%, respectively, among men.

Illiteracy rates are highest in countries with the greatest *poverty*.⁵ The link between poverty and illiteracy is also observed at the household level. In six sub-Saharan African countries with particularly low overall literacy rates (Côte d'Ivoire, Guinea-Bissau, Rwanda, Senegal, Sierra Leone and Togo), the literacy gap between the poorest and wealthiest households is more than forty percentage points (and the gap is nearly always greater for women than for men).

In countries where overall literacy rates are comparatively low, the urban/rural disparities are also large: for example, 23% rural vs 74% urban in Ethiopia. Disparities also exist within rural and urban areas. Pastoral and nomadic populations tend to have lower literacy levels than the overall rural populations.⁶ For various social, cultural or political reasons, certain population groups – such as migrants and people with disabilities – find themselves excluded from mainstream society, often resulting in reduced access to formal education and literacy programmes.⁷

Formal schooling: a key factor for literacy acquisition

The expansion of schooling continues to be a powerful determinant of the spread of literacy around the world. Most people acquire their literacy skills in school; this is particularly the case for women. Sub-Saharan Africa, with one of the lowest average adult literacy rates, is also one of the regions in the world where education participation remains low, with considerable gender disparities at the expense of girls and women at almost all levels of education (see Table).

For the vast majority of children, *pre-primary education* is still a luxury, with the gross enrolment ratio (GER) below 6% in more than half the countries with data available in 2002. The region as a whole has recently registered sharp increases in *primary* enrolments – by nearly 20 million between 1998 and 2002 – but the goal of universal primary education (UPE) is still elusive: the average net enrolment ratio (NER) is 63%, and more than 40 million primary-school-age children are not enrolled in primary schools, 55% of whom are girls. Only three countries – Cape Verde, Sao Tome and Principe, and Seychelles – had achieved UPE by 2002,

5. In Ethiopia and Mozambique, where 78% or more of the population lives on less than \$2 a day, adult literacy rates are below 50%, and the number of adult illiterates exceeds 5 million in each country (with more than 20 million in Ethiopia).

6. In the rural Afar region of Ethiopia, for example, the literacy rate for adults was 25% in 1999, whereas it was only 8% in the pastoral areas.

7. Eritrea's Enhanced Adult Literacy Programme (2002–06) is charged with developing basic literacy and numeracy skills for 450,000 adults in their mother tongue. Special efforts are made to assure the participation of people with disabilities, women, the internally displaced, refugees returning from the Sudan and demobilized members of the Eritrean Defence Forces.

while Lesotho and Mauritius are about to do so. The majority of countries have either low chances of achieving, or are at risk of not achieving, the goal by 2015, but some are making solid progress.⁸

Participation in higher levels of education is even lower. Despite a substantial increase in *secondary education* enrolment between 1998 and 2002 – from 21 million to 26 million – the region's GER at that level was still 28% in 2002 (compared to 58% for developing countries as a whole), while, in more than half of the countries, GER at the *tertiary* level was less than 3%.

The link between schooling and literacy levels is also strong within the region: the higher the levels of participation in education, the higher the adult literacy rates. Thus, some of the countries with the lowest literacy rates in the region (below 40%) – such as Burkina Faso, Mali and the Niger – are also those with the lowest levels of participation in education, as synthesized by the school life expectancy (SLE). In these countries, a child once enrolled in school can expect to receive less than 5 years of education on average, compared to 7.8 years for the region as a whole. Not surprisingly, the higher gender disparities in literacy in such countries stem from the generally low participation of girls in education. For example, while on average 86 girls in sub-Saharan Africa are enrolled in primary education for every 100 boys, the figure is less than 75 in Benin, Burkina Faso, Chad, the Niger and Sierra Leone, making it very difficult to achieve the gender parity goal even by 2015.

Quality of education matters for literacy acquisition

Formal schooling is a driving force for literacy expansion, provided that children who have access to it complete school and receive an education of good quality. Yet, in half of the sub-Saharan African countries, of a cohort of pupils who enrol in primary education, less than 60% reach the last grade. The survival rate varies from 22% in Malawi to nearly 98% in Mauritius. Even among those who reach the last grade, large numbers possess weak literacy and numeracy skills. Results from the second round of the SACMEQ study (2000–2002), conducted in thirteen southern Africa countries and one territory, showed that hardly any Grade 6 students in Lesotho, Malawi and Zambia reached one of the highest four levels⁹ of the numeracy

8. In the Niger, the NER in primary education increased by almost one-half, from 26% to 38% between 1998 and 2002, after the government took measures to increase school provision in underserved areas. Benin provides another interesting case of policy efforts towards improving school participation among the disadvantaged.

9. The highest four levels of the SACMEQ numeracy scale are as follows: abstract problem-solving, concrete problem-solving, mathematically skilled, and competent numeracy.

scale, while more than one-third did so in Kenya, Mauritius and Seychelles. The extent of underachievement is confirmed by other international student assessments. TIMSS 2003 data on Grade 8 students show that in the participating sub-Saharan African countries (Botswana, Ghana, South Africa), between 68% and about 90% of students failed to reach the low benchmark in mathematics.

Among the factors that may explain the poor learning achievement in the region are: teacher shortages, resulting in overcrowded classrooms (with primary pupil/teacher ratios up to 70:1 in some countries, including Chad, Congo and Mozambique); and low level of teacher qualification and training: only in a few countries with data available in 2002 (Côte d'Ivoire, Gabon, Mauritius, the United Republic of Tanzania and Zambia) had all primary-school teachers received some training, while fewer than 60% of teachers were trained in the Democratic Republic of the Congo, Kenya, Malawi, Mozambique and Namibia. As the *EFA Global Monitoring Report 2005* pointed out, poor mastery of the curriculum, rigid teaching practices, lack of textbooks and other teaching materials, as well as insufficient instructional time (vital for better learning) are also cause for concern.

A three-pronged strategy to enhance literacy

Literacy is at the core of EFA and of efforts to reach the overarching goal of reducing poverty. Literacy must move up on the policy agenda and receive a high level of political commitment. This means, for example, that it must be integrated into education sector planning as well as key development documents such as Poverty Reduction Strategy Papers (PRSPs).

Given its centrality to EFA, a three-pronged approach is required to move towards literate societies, encompassing:

- **Quality schooling for all children:** While access to school is a key determinant for literacy acquisition, equally imperative and important is to provide children with an education of good quality. But, simply waiting for UPE, even of good quality, to happen will not suffice.
- **Scaling up of youth and adult literacy programmes:** While almost all governments have explicit formal education policies, far fewer have adult literacy policies, and there is often a lack of coordination across different ministries and providers.

Access to adult learning opportunities needs to be expanded for those who have either never been to school or who dropped out early and who constitute the bulk of the current illiterate population. Many countries have organized mass campaigns to promote literacy in the past;¹⁰ and projects on a much smaller scale have targeted often excluded segments of the adult population.¹¹ Yet, investment in such programmes must be increased and quality improved. Indeed, literacy teaching is often hindered by a lack of learning materials.

Furthermore, it is essential to professionalize literacy educators, providing them with adequate pay and training; at present, they are paid little if any regular remuneration, lack job security, have few training opportunities and rarely benefit from ongoing professional support.¹² These poor work conditions often result in frequent turnover, with serious implications for the quality of programmes.

Yet, interesting training innovations do exist,¹³ as does the use of new technologies such as television, computers and the Internet to both promote literacy and provide learning opportunities.¹⁴ The highly uneven access to information and communications technology (ICT), however, is a constraint in many contexts.

- **Development of environments conducive to the meaningful use of literacy:** Appropriate language, book, media and information policies are needed to develop environments in which literacy can flourish and be valued. The presence of printed and visual materials in households, neighbourhoods, schools, workplaces and the community encourages individuals to become literate and to integrate their literacy skills into their everyday lives.¹⁵ Comparative studies of educational achievement and literacy proficiency show that the quantity and use of literacy resources matter. Yet, according to the SACMEQ study, at least

10. The Tanzanian campaign that led to a doubling of the adult literacy rate – from an estimated 33% in 1967 to 61% in 1975 – involved recruitment of literacy instructors, distribution of over a million pairs of eyeglasses, and a massive printing of books and documents. Ethiopia's national literacy campaign from 1979 to 1983 established some 450,000 literacy centres and reached over 22 million people, of whom over 20 million passed a beginners' literacy test.

11. Several African countries have implemented literacy programmes in local languages to better reach learners.

12. In Uganda, for example, educators in the government's functional adult literacy programme receive just a few days of training with very little supervision.

13. Mozambique offers literacy educators with Grade 7 schooling the chance to upgrade their formal education and eventually be employed as full-time teachers in literacy programmes.

14. South Africa is experimenting with computer software for teaching literacy, but this is not an affordable option for large-scale provision in countries with very low literacy rates.

15. In Botswana, village reading rooms providing library services were established to support literacy graduates in rural areas where no traditional libraries operate.

70% of students reported having fewer than ten books in their homes. In all but four countries, only 20% to 40% of the schools had libraries; and many Grade 6 pupils reported that their classrooms had no books at all.

Greater investment needed: national resources and external aid

Reaching the EFA goals by 2015 requires adequate and predictable funding for education. Although the appropriate level of spending depends on many factors, there is clearly a minimum level below which government spending cannot go without serious consequences for quality. Efforts are being made to invest more in education. The share of public funding on education in national income (GNP) increased between 1998 and 2002 in the majority of sub-Saharan African countries with data available, in some cases more than doubling (Cameroon, Cape-Verde, Madagascar). Yet, in about half of the countries in the region, public spending on education is still less than 4% of their national income, well below the 6% recommended.

The priority given to literacy is even lower. Although reliable data on funding for youth and adult literacy are scarce, evidence suggests that the level of funding is very low in most developing countries, with literacy programmes representing just 1% of the total national education budget.

Higher levels of national expenditure do not in themselves ensure good practice and good quality, however. Greater attention must be paid to efficiency, in terms of how resources are being used in the education system. For example, central education ministry resources do not always reach the schools: studies show that only 16% of non-wage resources arrived at designated schools in Senegal, and only 40% in Zambia. Equity is another important dimension to be considered: too often, public spending is unequally distributed across income groups or geographically.¹⁶ Strategies that are inclusive of all children and adults, whatever their circumstances, are crucial for speeding up progress towards EFA.

While achieving the EFA goals is the prime responsibility of national governments, the least developed countries in sub-Saharan Africa, those with the lowest education indicators, will need more external assistance. Yet, while aid to basic education across all countries worldwide more than doubled between 1998 and 2003, it still accounted for less than 3% of total aid

(and within this, the amount for adult literacy is minuscule). Even in the optimistic scenario that aid to basic education will increase to US\$3.3 billion a year from the current US\$2.1 billion, the total is still far short of the US\$7 billion a year estimated to be necessary to achieve UPE and gender parity alone. It is therefore urgent to scale up external financing to education, including to literacy, and to ensure that aid is directed towards those countries and populations that need it most.

Abbreviations

- EDI Education for All development index.** Composite index aimed at measuring overall progress towards EFA. Currently, the EDI incorporates only the four most quantifiable EFA goals: universal primary education as measured by the net enrolment ratio, adult literacy as measured by the adult literacy rate, gender as measured by the gender-specific EFA index (arithmetical mean of GPIs of primary and secondary gross enrolment ratios and of adult literacy rate), and quality of education as measured by the survival rate to Grade 5. Its value is the arithmetical mean of the observed values of these four indicators.
- 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. For the tertiary level, the population used is that of the five-year age group following on from the secondary school leaving age. The GER can exceed 100% due to late entry and/or repetition.
- 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. This latter indicator is the sum of gross value added by all resident producers in the economy, including distributive trades and transport, plus any product taxes and minus any subsidies not included in the value of the products.
- 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 above or below 1 indicates a disparity in favour of one sex over the other.
- 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.
- SLE School life expectancy.** Number of years a child of school entrance age is expected to spend at school, including years spent on repetition. It is the sum of the age-specific enrolment ratios for primary, secondary, post-secondary non-tertiary and tertiary education (the gross enrolment ratio is used as a proxy to compensate for the lack of data by age for tertiary and partial data for the other ISCED levels).

¹⁶ In Mozambique, for example, the capital city is home to 6% of the population but receives almost one-third of all public education spending.

Prospects for the achievement of the EFA goals¹⁷

UPE goal

- ▶ *Goal already achieved:* Cape-Verde, Sao Tome and Principe, Seychelles.

UPE prospects

(projections made for twenty-six countries that have not yet achieved the goal and with data available between 1990 and 2002):

- ▶ *High chance of achieving the goal in 2015 (2):* Lesotho, Mauritius.
- ▶ *Low chance of achieving the goal in 2015 (22):* Benin, Botswana, Burkina Faso, Burundi, Chad, Côte d'Ivoire, Eritrea, Ethiopia, the Gambia, Ghana, Guinea, Kenya, Madagascar, Mali, Mozambique, Namibia, the Niger, Senegal, Swaziland, the United Republic of Tanzania, Zambia, Zimbabwe.
- ▶ *At risk of not achieving the goal in 2015 (2):* Equatorial Guinea, South Africa.

Adult literacy goal

- ▶ *Literacy rate above 97%:* None.

Adult literacy prospects

(projections made for twenty countries with data available between 1990 and 2000–2004 and with adult literacy rates under 97%):

- ▶ *High chance of achieving the goal in 2015 (1):* Equatorial Guinea.
- ▶ *At risk of not achieving the goal in 2015 (3):* Mauritius, Namibia, Swaziland.
- ▶ *At serious risk of not achieving the goal in 2015 (16):* Angola, Benin, Burundi, the Central African Republic, Chad, Côte d'Ivoire, Democratic Republic of the Congo, Kenya, Madagascar, the Niger, Rwanda, Senegal, Sierra Leone, Togo, the United Republic of Tanzania, Zambia.

Gender goal (parity in primary and secondary education)

- ▶ *Goal already achieved:* Mauritius, Seychelles.

Gender parity prospects

(projections made for twenty-seven countries that have not yet achieved the goal and with data available between 1990 and 2002):

- ▶ *Likely to achieve parity in 2005 (1):* Kenya.
- ▶ *Likely to miss parity in 2005 but achieve it in 2015 (2):* Botswana*, Ghana.
- ▶ *At risk of not achieving parity even in 2015 (24):* Benin, Burkina Faso, Burundi, Cameroon, Chad, Comoros, Côte d'Ivoire, Eritrea, Ethiopia, the Gambia*, Lesotho*, Malawi, Mali, Mozambique, Namibia*, the Niger, Rwanda*, Senegal, South Africa, Swaziland, Togo, Uganda*, Zambia, Zimbabwe*.

* Parity achieved in primary, but not in secondary education.

These prospects are based on past trends. While they may not take into account recent policies, they remain a useful monitoring tool and a baseline to inform the educational policy changes that may be needed for countries to achieve the various EFA goals.

17. These prospects are not comprehensive as they cover neither all the six EFA goals nor all countries in the region.

Sub-Saharan Africa: selected education indicators

Countries	Total population (thousands) 2002	Compulsory education (age group)	Adult literacy rate 2000-2004 ¹		Pre-primary education		Primary education					Secondary education		Tertiary education		Total public expenditure on education as % of GNP 2002	EFA Development Index (EDI) 2002	Countries		
			Total (%)	GPI (F/M)	GER 2002		NER 2002	GER's GPI (F/M) 2002	Survival rate to Grade 5 Total (%) 2001	% of female teachers 2002	% of trained teachers 2002	Pupil/teacher ratio 2002	GER 2002		GER 2002					
					Total (%)	GPI (F/M)							Total (%)	GPI (F/M)	Total (%)				GPI (F/M)	Total (%)	GPI (F/M)
Angola	13 184	6-14	66.8	0.66	...	...	...	...	...	...	19.7	0.78	1.0	0.65	3.4	...	Angola		
Benin	6 558	6-11	33.6	0.49	5.2	0.95	...	0.72	68.3	19	62	62	27.6	0.46	...	3.3	...	Benin		
Botswana	1 770	6-15	78.9	1.07	...	...	80.9	1.00	87.6	80	89	27	72.7	1.06	4.7	0.75	2.3	0.859	Botswana
Burkina Faso ²	12 624	6-15	12.8	0.44	7.1	0.92	36.2	0.74	66.2	27	87	45	11.5	0.67	1.4	0.34	...	0.443	Burkina Faso ²	
Burundi	6 602	7-12	58.9	0.78	1.3	0.98	57.4	0.81	67.5	54	...	50	11.1	0.73	2.0	0.45	4.0	0.653	Burundi	
Cameroon	15 729	6-11	67.9	0.78	14.9	1.01	...	0.85	63.7	33	68	57	31.2	0.84	5.5	0.63	4.1	...	Cameroon	
Cape Verde	454	6-16	75.7	0.80	59.2	1.02	99.2	0.95	88.0	65	69	28	69.7	1.09	4.6	1.09	8.1	0.879	Cape Verde	
Central African Republic	3 819	6-15	48.6	0.52	2.6	1.05	...	0.68	...	...	...	...	...	...	...	...	...	...	Central African Republic
Chad	8 348	6-14	25.5	0.31	...	...	62.8	0.64	44.3	11	...	68	14.5	0.33	...	...	...	0.439	Chad
Comoros ³	747	6-14	56.2	0.77	2.4	0.91	...	0.82	71.7	...	...	37	31.0	0.83	2.3	0.77	3.9	...	Comoros ³
Congo	3 633	6-15	82.8	0.87	4.1	1.06	54.0	0.93	66.3	43	57	65	32.0	0.71	3.8	0.19	4.4	0.717	Congo	
Côte d'Ivoire ³	16 365	6-15	48.1	0.64	3.5	0.97	60.6	0.80	87.6	24	100	42	25.9	0.56	...	...	4.8	0.659	Côte d'Ivoire ³
D. R. Congo	51 201	6-13	65.3	0.65	0.8	0.98	...	...	...	...	...	...	...	...	...	...	...	...	D. R. Congo
Equatorial Guinea	481	7-11	84.2	0.83	...	...	84.6	0.91	29.5	24	...	43	29.7	0.57	...	...	2.2	0.689	Equatorial Guinea
Eritrea	3 991	7-13	...	...	5.9	1.00	45.2	0.81	86.3	36	81	47	28.1	0.65	1.5	0.15	3.3	0.652	Eritrea
Ethiopia ²	68 961	7-12	41.5	0.69	2.1	0.95	51.1	0.77	61.5	34	72	67	21.9	0.57	2.7	0.33	4.6	0.536	Ethiopia ²	
Gabon	1 306	6-16	...	...	13.9	...	78.3	0.99	69.3	45	100	36	50.9	...	...	...	4.6	...	Gabon
Gambia ²	1 388	...	...	...	18.3	1.03	78.8	0.98	...	29	73	38	34.1	0.69	...	...	3.0	...	Gambia ²
Ghana ²	20 471	6-15	54.1	0.73	47.0	0.97	63.1	0.91	63.3	39	68	32	42.4	0.81	3.2	0.46	...	0.662	Ghana ²	
Guinea ²	8 359	6-12	...	...	65.5	0.77	79.7	...	24	...	45	24.1	0.46	...	...	1.9	...	...	Guinea ²
Guinea-Bissau	1 449	7-12	...	...	...	1.05	...	0.67	...	20	...	44	17.8	0.54	...	...	...	...	Guinea-Bissau
Kenya	31 540	6-13	73.6	0.90	48.2	0.99	66.5	0.94	59.0	41	44	34	32.9	0.92	2.9	0.53	7.1	0.731	Kenya	
Lesotho	1 800	6-12	81.4	1.23	29.6	0.94	85.8	1.01	73.0	80	73	47	34.7	1.28	3.0	1.48	8.4	0.817	Lesotho	
Liberia	3 239	6-16	55.9	0.54	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Liberia
Madagascar	16 916	6-14	70.6	0.85	10.0	...	78.6	0.96	52.9	60	...	52	...	...	2.1	0.83	2.9	...	Madagascar
Malawi	11 871	6-13	64.1	0.72	...	...	...	0.96	32.8	44	51	62	33.0	0.76	0.4	0.41	6.1	...	Malawi
Mali	12 623	7-15	19.0	0.44	1.6	1.00	44.5	0.76	74.6	24	...	57	19.5	0.55	2.5	...	...	0.492	Mali
Mauritius	1 210	...	84.3	0.91	88.6	1.01	96.6	1.01	98.9	57	100	25	81.2	1.00	15.3	1.41	4.7	0.943	Mauritius	
Mozambique ²	18 537	6-12	46.5	0.50	...	...	55.3	0.81	49.2	28	60	67	15.9	0.66	...	...	...	0.543	Mozambique ²
Namibia	1 961	6-15	85.0	0.96	27.5	1.30	78.3	1.01	94.7	61	50	28	62.4	1.12	7.5	0.89	7.1	0.883	Namibia	
Niger ²	11 544	7-12	14.4	0.48	1.4	1.01	38.2	0.69	69.1	35	72	42	7.0	0.66	1.5	0.34	2.4	0.458	Niger ²	
Nigeria	120 911	6-11	66.8	0.80	12.0	0.94	67.2	0.81	...	48	76	42	36.4	0.81	8.2	0.69	...	...	Nigeria
Rwanda	8 272	6-12	64.0	0.84	2.5	0.99	86.7	1.00	46.6	50	87	60	16.1	0.81	2.5	0.46	2.8	0.715	Rwanda	
Sao Tome and Principe	157	7-12	...	...	25.8	1.11	97.7	0.94	61.5	62	...	33	39.2	0.84	1.0	0.56	...	...	Sao Tome and Principe
Senegal	9 855	7-12	39.3	0.57	3.4	1.10	68.5	0.92	80.0	23	97	49	19.4	0.69	...	...	3.7	0.653	Senegal
Seychelles	80	6-15	91.9	1.01	98.6	0.96	99.6	0.99	99.3	86	77	13	110.9	1.00	...	...	5.7	0.975	Seychelles
Sierra Leone	4 764	...	29.6	0.52	4.1	...	...	0.70	...	38	79	37	26.4	0.70	2.2	0.40	3.8	...	Sierra Leone
Somalia	9 480	6-13	Somalia
South Africa ³	44 759	7-15	82.4	0.96	31.6	1.02	89.0	0.96	64.8	80	81	35	87.7	1.08	15.0	1.15	5.4	0.840	South Africa ³	
Swaziland	1 069	6-12	79.2	0.97	...	...	75.3	0.93	73.2	75	91	31	45.3	1.01	4.7	1.16	6.8	0.810	Swaziland
Togo	4 801	6-15	53.0	0.56	2.8	0.99	91.2	0.83	68.6	12	87	35	...	...	...	...	2.7	...	Togo
Uganda	25 004	...	68.9	0.75	4.3	1.04	...	0.98	63.6	37	81	53	19.7	0.80	3.2	0.52	...	...	Uganda
U. R. Tanzania ⁴	36 276	7-13	69.4	0.80	23.9	0.99	77.4	0.96	82.0	46	100	56	...	...	0.9	0.44	...	...	U. R. Tanzania ⁴
Zambia	10 698	7-13	67.9	0.78	...	...	68.4	0.93	98.5	49	100	43	27.9	0.83	2.4	0.46	2.7	0.748	Zambia
Zimbabwe ⁴	12 835	6-12	90.0	0.92	39.8	...	79.2	0.98	69.7	51	95	39	36.3	0.91	3.9	0.63	4.9	...	Zimbabwe ⁴	
Sub-Saharan Africa	647 645	...	59.7	0.76	5.6	0.98	63.5	0.86	68.6	41	79	43	28.4	0.78	2.5	0.46	4.0	...	Sub-Saharan Africa	
Developing countries	4 937 089	...	76.4	0.83	34.3	1.01	83.2	0.93	81.2	62	81	28	58.3	0.92	13.0	1.76	4.5	...	Developing countries	
World	6 210 815	...	76.4	0.83	48.6	1.03	84.6	0.94	89.7	73	...	22	65.2	0.94	26.7	1.28	4.6	...	World	

Notes: Data in bold italics are for 2000/2001. Data in italics are for 2001/2002. Data in bold are for 2003/2004.

1. Data refer to the most recent year available during the period specified.

2. Current Fast-Track Initiative countries (FTI).

3. Data on survival rate to Grade 5 is for 1999/2000.

4. Data on survival rate to Grade 5 is for 2002/2003.

Sources: UNESCO Institute for Statistics; EFA Global Monitoring Report 2006, statistical annex.