

Regional overview: sub-Saharan Africa



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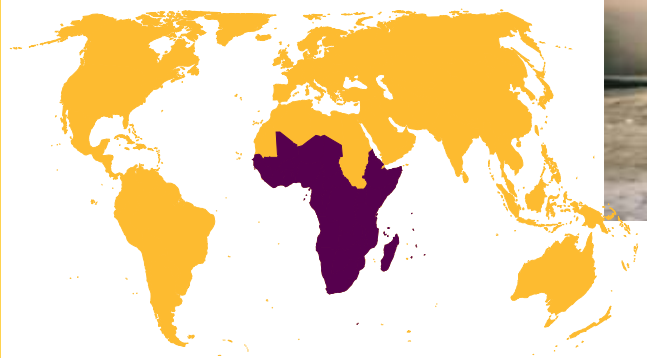
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Regional overview: sub-Saharan Africa

The overall EFA picture in sub-Saharan Africa¹ is mixed. Enrolment in primary education has increased since Dakar, but the number of out-of-school children remains much too high (38 million in 2004). School progression and completion are still major concerns. The rest of the EFA agenda is lagging, in particular with regard to gender parity, education quality, adult literacy, and to early childhood care and education (ECCE). ECCE, the main theme of the 2007 *EFA Global Monitoring Report*, has the potential to offset disadvantage caused by poverty or marginalization, provided it takes the form of a holistic package that includes nutrition and health along with care and education. But programmes for young children are still few and far between, although several countries are establishing national early childhood policies.



ECCE: a strong foundation, but still rare

ECCE, like EFA more generally, is first of all a right as recognized by the 1989 Convention on the Rights of the Child, which focuses on guaranteeing the rights of young children to survive, develop and be protected. Good programmes can significantly enhance young children's well-being in the formative years of childhood and complement the **care** received at home. Yet, despite growing demand for more organized ECCE programmes, linked to increasing migration, urbanization and women's participation in labour market, millions of children in sub-Saharan Africa still lack access to care programmes, basic immunization, clean water, adequate food and the early stimulation they need for survival, growth and development.

On average, 176 of every 1,000 children born in recent years will not reach age 5 – well above the global average of 86 per 1,000 live births. In several countries, at least 40% of children under age 5 suffer from moderate or severe stunting, with negative repercussions on their school performance. Studies in the United Republic of Tanzania show that stunted children (those short for their age) are less likely to enrol in school and more likely to enrol late and to drop out.

The benefits of ECCE

Taking measures designed to reduce mortality and morbidity are a first step towards establishing comprehensive care and education programmes for young children. **Education** should be considered an integral dimension of programmes designed to address young children's health and nutrition problems. Good-quality ECCE, while it enhances children's physical well-being, cognitive and language skills and social and emotional development, also contributes to the

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

realization of the other EFA goals by laying the foundations for subsequent education.

Studies in several developing countries point to links between participation in early childhood programmes, primary school enrolment and better results over at least three to four years, particularly for disadvantaged children. Children who had attended pre-school in Kenya, Uganda and Zanzibar (United Republic of Tanzania) had better language skills than non-participants and achieved better results in school until grade 4. Evidence also shows that, controlling for GDP, the higher an African country's pre-primary enrolment ratio, the higher its primary school completion rate and the lower its primary repetition rate.

Provision for children under 3

Programmes for the youngest children are much less developed than for older ones: education of under-3s tends to be seen as the responsibility of parents, private bodies or non-governmental institutions. Less than half (42%) of the sub-Saharan African countries with data available have programmes for this age group. Information is limited regarding the duration (in hours per day/week) of programmes targeting under-3s. Some are full time and others accommodate children on flexible hours.²

There is a need to develop more comprehensive ECCE programmes for the youngest children, covering not only custodial care but also parent education and children's health needs, physical development and learning potential. Since 1999, the Association for the Development of Education in Africa has supported countries technically in developing national, cross-sectoral early childhood policy frameworks that address health, nutrition, hygiene, child protection and early childhood provision. Ten countries are in various implementation stages, including:

- Mauritius, which has drafted an integrated policy;
- Namibia and Ghana, which have adopted national ECCE policies;
- Eritrea, which has a cross-sectoral pilot programme.

2. In **Burkina Faso**, the **Gambia** and **Mozambique**, infants and toddlers can attend day care for as much as ten to twelve hours per weekday. In **Namibia**, home-based care and family visiting programmes offer services six to ten hours a week. In **Eritrea**, programmes for children below age 3 are available for four hours or less per day.

Provision for children aged 3 and older

Governments play a more active role in providing and supervising programmes for children aged 3 or older. Since the 1970s, sub-Saharan Africa has registered a steady increase of enrolment in **pre-primary education**, with a sharp rise (by 43.5%) between 1999 and 2004. However, due to continuing high population growth, this change in the absolute number was not matched by an increase in the average gross enrolment ratio (GER). Participation in pre-primary education remains very low: the regional GER was only 12% in 2004, up from about 10% in 1999.

Obstacles to access

Costs are a key factor hindering the wider participation of children in ECCE programmes. In much of sub-Saharan Africa, private institutions account for about two-thirds of total enrolment. All pre-primary institutions are private in Ethiopia, Lesotho, Namibia, Rwanda and Uganda, which suggests serious access problems for society's poorest children.

Poverty. While research has shown that children from the poorest backgrounds benefit most from ECCE provision in terms of care, health and education, 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 and those from better-off households.³ Education on the part of the mother and the possession of a birth certificate and, to a lesser extent, vaccination records also increase the likelihood of a child's attendance in ECCE programmes

Regional disparities

Considerable regional disparities exist in pre-primary education coverage. Among the countries with 2004 data available, GERs were above 50% in Cape Verde, Kenya, Mauritius and Seychelles (close to or above 100% in the two latter), but less than the regional average (12%) in seventeen countries, including Burkina Faso, Burundi, the Central African Republic, Mali and the Niger where the level of participation is less than 2%. In the Niger, the pre-primary age group is 4 to 6, and very few children are enrolled in each year within this age-group.

3. In **Angola** and **Equatorial Guinea**, the wealth gap is relatively small given the overall attendance rates for 3- and 4-year-olds (about 8% for Angola and 38% for Equatorial Guinea). The evidence suggests that policy measures in these countries have successfully reached disadvantaged children.

Change since 1999

Most of the countries with data have experienced increases in pre-primary GERs since 1999, with rises of more than seven percentage points in Cameroon, Equatorial Guinea, Kenya, Lesotho, Namibia, Sao Tome and Principe and South Africa. On the other hand, participation declined in Mauritius and Seychelles, the countries with the highest GERs in the region, as well as in Burkina Faso, the Gambia and Uganda.

Gender disparities

Disparities between the sexes are much smaller in pre-primary than at other levels, perhaps because overall enrolment ratios remain low and tend to represent mainly the more affluent. In most countries in sub-Saharan Africa boys and girls are at par in pre-primary enrolment.

ECCE quality issues: too few and poorly trained teachers

While ECCE programmes are still rare in the region, those that exist often suffer from poor quality. For example, in Burundi, Guinea Bissau, Chad, the Central African Republic, the Democratic Republic of the Congo, the Niger and Guinea, only a small proportion of 3- to 4-year-olds attend a pre-primary programme and for only a few hours per week. Pre-primary pupil/teacher ratios are higher in sub-Saharan Africa than in any other region – above 25:1 in more than half the countries in 2004. Such overcrowding makes it nearly impossible to provide the individual care and attention required at this age.

Another ECCE constraint stems from the poor quality of teaching staff. Many pre-primary teachers are employed on a contract basis, receive a low salary and have limited or no professional training. Formal entry requirements are often not respected. Teachers at this level receive little training – almost always less than their primary school counterparts. Fewer than one-quarter of the staff are trained in Cape Verde, Ghana and the United Republic of Tanzania.

In contrast, the proportion of trained teachers in pre-primary education is about 90% or above in Benin, Côte d'Ivoire, Mauritius, the Niger and Senegal, indicating efforts towards achieving good quality of care, health, education and development of young children. In addition, some countries, including Lesotho and Uganda, have recently developed training courses for pre-primary teachers.

Some encouraging signs

If children in sub-Saharan Africa are to enjoy the benefits derived from learning opportunities in early childhood, there is a pressing need to increase access to ECCE programmes and improve their quality. Some promising signs are evident:

- Early childhood is becoming a national priority with quite ambitious targets in country education plans (e.g., Benin, Burkina Faso, Côte d'Ivoire, the Democratic Republic of the Congo, Mali, the Niger and Senegal).
- There is high-level political endorsement in Senegal.⁴
- ECCE policies are aligned with other national and sectoral development policies in Ghana, Uganda and Zambia – a strategic way to leverage resources and promote integration of ECCE.
- Policies to target vulnerable and disadvantaged children are being implemented in Kenya.⁵

Improving quality

Governments must ensure that minimum acceptable standards are met for all children. Regulations on quality should apply to all providers, public and private. Most governments regulate ECCE programmes using easy-to-measure structural indicators of quality, such as class size, child/staff ratios, availability of materials and staff training. But equally important, if not more so, are the quality of carer-child relationships, family involvement, and responsiveness to cultural and language diversity and to children with special needs.

Recruiting and training ECCE personnel

A key issue in improving the quality of ECCE programmes is to recruit and retain large numbers of trained personnel. To draw more candidates to

4. **Senegal** has introduced *les cases des tout petits* – flexible community-based centres for 0- to 6-year-olds that integrate health, education and nutrition.

5. **Kenya's** national policy of universal free primary education has put pastoralist communities in the north under pressure to become more settled. The community-based Loipi programme, targeting pastoralist children, is one response. Since 1997, several pastoralist peoples have pooled resources to care for children aged 2 to 5, with professional guidance and some government financial support. In 2004 over 5,200 children (slightly under 50% girls) were enrolled in about seventy enclosed sites built and enriched with play materials by the communities themselves. Results include improved access to vaccination programmes, better nutrition and, according to pre-school teachers, a positive influence on children's transition to primary school.

the field, some countries are developing flexible entry routes into higher education and teacher training. The Early Childhood Development Virtual University, for example, is a training and capacity-building initiative to help meet the need for leadership and development in this field in Africa (and the Middle East).

Challenging gender stereotypes

Training should help teachers challenge gender stereotypes in their own practice and in curricula. This is particularly important because early childhood is the period when perceptions of what is masculine and what is feminine take hold. Encouraging more men to work in early childhood programmes (women accounted for more than 90% of pre-primary teaching staff in the majority of sub-Saharan African countries in 2004) can also help challenge assumptions of the woman as sole carer and encourage fathers to be more involved in children's upbringing.

Smoothing the transition to primary school

Finally, if ECCE is to prepare children for school in terms of their physical, social and cognitive development, school itself should be ready to welcome them and facilitate the transition to primary education. Possible actions to this end include:

- integrating ECCE more closely with primary school by forging stronger links among the health, care and education components of ECCE;
- assuring continuity in the curriculum;
- engaging parents in school activities;
- assuring professional continuity between the two levels through measures such as joint training, emphasis on active learning approaches and giving equal professional status to ECCE and primary school teachers.

Better coordination through shared vision

In general, ECCE involves multiple sectors, programmes and actors, making coordination a frequent challenge. The involvement of multiple players can bring together agencies with different areas of expertise. It can also lead to friction between ministries.

In a majority of countries, administrative responsibility for early childhood is divided by age group. Since the late 1980s, however, a growing number of countries (including South Africa) have designated education as the lead ministry for children from birth. Regardless of who takes the lead, coordination among the institutions and sectors involved is needed.

Coordination mechanisms provide a forum for potentially achieving a common vision encompassing resources, standards, regulations, training and staffing.

Participation in primary education and beyond: expanding, but still far from universal

Primary education

Overall, there has been progress towards **universal primary education** (UPE) in sub-Saharan Africa since Dakar. The number of children enrolled in primary schools rose steeply from about 80 million in 1999 to some 101 million in 2004, a 27% increase largely reflecting rapid rises in the number of new entrants in grade 1 (about 31% over the period).

The result was a jump of ten percentage points in the regional net enrolment ratio (NER), from 55% to 65%. Increases were particularly impressive in countries including Benin, Ethiopia, Guinea, Lesotho, the Niger, Madagascar and the United Republic of Tanzania, often following the abolition of school fees.⁶

Despite this expansion, the UPE challenge remains huge. Sub-Saharan Africa is still home to about half the world's out-of-school children, with 38 million of them in 2004, 53% of whom were girls.

The challenge is particularly great in countries such as Ethiopia and Nigeria, where 4 million to 8 million children of primary school age not in school. Several others have more than 1 million children out of school, including Burkina Faso, Mali and the Niger, with NERs still under 50% in 2004.

6. Countries in the region that have abolished school fees since 2000 are Lesotho (2000), the United Republic of Tanzania (2001), Zambia (2001), Kenya (2002), Madagascar (2003), Mozambique (2004) and Benin (2005).

Who are the out-of-school children?

For governments to formulate effective policies to reduce the number of out-of-school children, it is necessary to understand better who they are. Looking at the education experiences of these children as well as at their background characteristics provides valuable guidance for designing differentiated programmes that effectively redress the various dimensions of disadvantage.

More than two-thirds of the 38 million sub-Saharan African children who are out of school have never been enrolled and may never go to school without additional incentives. Five percent of these children had dropped out, while more than one-quarter are likely to enter school late. The contribution of late entrants to the number out of school varies significantly: in Ethiopia, Kenya and Mozambique they account for more than 50% of out-of-school children, raising the general issue of over-aged enrolment across the region.

Data from household surveys show that, in addition to gender, other characteristics including place of residence, household wealth and mother's education significantly affect the likelihood of children being out of school:

- In sub-Saharan Africa, over 80% of children not enrolled live in rural areas.
- Children from the poorest income group are three times more likely to be out of school than those from the wealthiest category, the gap being particularly large in Cameroon, Ghana, Kenya, Madagascar, Mozambique and Zambia.
- On average, a child whose mother has no education is twice as likely to be out of school as one with an educated mother.
- The combined effects of exclusion are staggering. In Guinea, an urban boy with an educated mother and belonging to the wealthiest quintile is 126 times more likely to attend school than a rural girl from the poorest quintile with an uneducated mother.
- Other groups found to have a higher probability of being out of school are child labourers⁷ and those living in certain regions (Mali); and children from male-headed households and those living in the north (Nigeria).

School retention and completion

In addition to access, school retention and completion are still major concerns. Fewer than two-thirds of a cohort of pupils who had access to primary education reached the last grade in the majority of sub-Saharan African countries with 2003 data. In some, including Chad, Equatorial Guinea, Malawi, Mozambique and Rwanda, the rate is under 40%.

Not all children who reach the last primary grade necessarily complete it. In Burundi, Mali and the Niger, primary completion rates are much lower than survival rates to last grade (a gap of more than twenty-five percentage points).

The same factors behind being out of school also influence school retention and completion:

- In Ethiopia, rural children are sixty times more likely to drop out than urban children.
- In Burkina Faso, Mali and Mozambique, only 10% of children from the poorest 40% of households who entered primary school managed to complete it.

For UPE to be achieved in the region, governments should address factors that still exclude certain children from school. Possible measures include reducing the costs of schooling,⁸ supporting orphans and vulnerable children affected by HIV/AIDS,⁹ designing second-chance education programmes¹⁰ and, more generally, improving the quality of education and the school environment.

Secondary education

With many countries in sub-Saharan Africa promoting the universalization of basic education – which combines primary with lower secondary – pressures to expand secondary education and participation are mounting rapidly.

7. More than one-quarter of children in the region are economically active, as the International Labour Organization has estimated (2006).

8. After **Burundi** abolished primary school fees in 2005, 500,000 additional children showed up to enrol on the first day of school. In Kenya, 1.2 million additional students entered the school system after the policy of free primary education took effect.

9. In **Swaziland**, which has the world's highest prevalence of HIV and AIDS, the government allocated US\$7.5 million in 2004 to orphans and other vulnerable children attending primary and secondary education. Enrolment has remained steady and dropout decreased.

10. **Senegal's** education plan envisages introducing literacy courses coupled with vocational training to give early leavers a chance to catch up.

In 2004, some 31 million students were enrolled in secondary schools across the region, an increase (the highest for any EFA region) of about 43% since 1999. Beyond the absolute numbers, however, participation at that level remains low, with an average GER below 30%. Secondary education is more developed in English-speaking African countries, particularly those in the southern hemisphere, than in Central and West Africa.

Between 1999 and 2004, secondary GERs increased in most of the thirty-two countries with data available, with gains above 25% in more than half of them. The level of participation doubled in Ethiopia and Mozambique, albeit from low initial levels. On the other hand, some countries, including Malawi and Zimbabwe, recorded substantial decreases, by 15% or more.

The overall GER in secondary education masks disparities between its two stages. The level of participation in lower secondary is much higher than in upper secondary (36% and 23%, respectively). The participation gaps between the two are particularly high in Cape Verde, Eritrea, Ghana, Kenya and Namibia (above forty percentage points).

Despite countries' commitment to basic education for all, universal participation is still far away. The average GER in basic education was 73% in 2004 in sub-Saharan Africa, compared to 90% or above in other regions, though the ratio did increase by ten percentage points between 1999 and 2004.

Tertiary education: still a luxury

Despite increases in enrolment of more than 50% since 1999, only a small share of the relevant age group has access to this level of education, with a GER of less than 5% in 2004. Tertiary education is more developed in Mauritius, Nigeria and South Africa, where the GERs were above 10%.

Participation at this level rose in almost all countries across the region between 1999 and 2004, with an increase of ten percentage points in Mauritius.

Literacy

On average, only 61% of adults in sub-Saharan Africa can read and write with understanding, one of the lowest adult literacy rates in the world. Although the rate increased by more than ten percentage points between 1990 and 2004, high population growth meant the absolute number of adult illiterates continued to rise, from about 133 million to around 144 million. The number is expected to reach 168 million by 2015. Adult literacy rates vary greatly within the region, from 19% in Mali to more than 90% in Seychelles. Fourteen of the twenty-two countries in the world with literacy rates below 60% are in sub-Saharan Africa.¹¹ Most have improved their adult literacy levels since 1990, but will find it difficult to meet the EFA literacy target by 2015 unless governments significantly expand adult literacy programmes.

Gender disparities

Girls are benefiting from the regional upward trend in enrolment, especially in primary education. Rapid progress towards gender parity at this level was registered between 1999 and 2004 in countries including Benin, Equatorial Guinea, Ethiopia, the Gambia and Guinea.

Despite these positive trends, disparities in education detrimental to girls remain pervasive in sub-Saharan Africa. Eighty-nine girls were enrolled in primary schools for every hundred boys in 2004, up from eighty-five in 1999. Gender parity in primary education has been achieved in fewer than 30% of the thirty-nine countries with data available.

Disparities between the sexes are even worse at higher levels, with a gender parity index (GPI) of 0.78 in secondary and 0.62 in tertiary education. More than 60% of the adult illiterates in sub-Saharan Africa are women. The average GPI for adult literacy is 0.77, with values below 0.50 in countries including Benin, Chad, Guinea, Mali and the Niger.

Overall, gender disparities in education and literacy are higher in countries with low enrolment and literacy rates. Many obstacles hinder access to and

11. The fourteen are: Benin, Burkina Faso, Burundi, the Central African Republic, Chad, Côte d'Ivoire, Ethiopia, Ghana, Guinea, Mali, the Niger, Senegal, Sierra Leone and Togo.

participation in education, among them poverty and the related issue of direct and indirect costs, as well as distance to school, social exclusion and the school environment. The challenge is to implement policies tailored to overcoming multiple sources of exclusion and to giving girls the educational support and physical safety they need to gain access to education. Some countries are taking up the challenge with success. In Guinea, for example, the primary GER for girls increased by twenty-six percentage points between 1999 and 2004 after investment was made to improve school sanitation.

Quality of education: the poor relation of education policies

Expansion of schooling in the region often occurs at the expense of quality. Not only do many children with access to school fail to complete it, but national and international learning assessments¹² continue to reveal poor literacy and numeracy skills, particularly for students from poorer and culturally excluded families.¹³

High grade repetition

High incidence of grade repetition throughout sub-Saharan Africa indicates that students are not mastering the curriculum:

- In more than half the countries with data for 2004, the percentage of repeaters in primary education is close to or above 20%. For example, in Equatorial Guinea it was 40%, more than three times the level in 1999.
- Repetition rates vary by grade, with rates about 30% or above in grade 1 in Burundi, Cameroon, Comoros, the Congo, Equatorial Guinea, Eritrea, Gabon, Madagascar and Sao Tome and Principe). Such high repetition rates raise the issue of school

transition and readiness. For most countries with high repetition rates in the first years of primary school, a link can be made between these rates and low participation levels in pre-primary education.

Not enough teachers

Teacher shortages partly explain poor learning achievement in the region. The number of pupils per teacher in primary education is above 40:1 in about 60% of the thirty-seven countries with data for 2004. Variations within the region are particularly striking, with average pupil/teacher ratios (PTRs) of 14:1 in Seychelles but around 70:1 or above in Chad, the Congo, Ethiopia and Malawi.

Overall, PTRs declined between 1999 and 2004 in most of the countries, sometimes sharply as in Gabon and Mali. But they increased in many others, including those where they were already high, such as the Congo (39%) and the United Republic of Tanzania (35%). The insufficient number of teachers in sub-Saharan Africa is a major obstacle to achieving EFA.

Projections indicate the region will need to increase the number of teachers by 6% each year, from 2.4 million in 2004 to 4 million in 2015, to achieve UPE while reducing PTRs to 40:1 in many countries. Some countries, including Chad, the Congo, the Niger and Burkina Faso, will need to recruit at least 10% more teachers every year, a tremendous challenge and one impossible to meet given their current situation.

Not enough trained and qualified teachers

Not only are their numbers insufficient, but teachers also often lack training and qualifications. In some of the countries with data for 2003 had all teachers been trained according to national standards (Côte d'Ivoire, Gabon, Kenya, Mauritius, the United Republic of Tanzania and Zambia), but fewer than 60% of primary school teachers had received any pedagogical training in Ghana, Namibia, Nigeria and Togo.

Some countries managed to improve their percentage of trained teachers considerably between 1999 and 2004, including Namibia and Rwanda. In Namibia the improvement accompanied an increased supply of teachers while in Rwanda a decrease in the absolute number of teachers led to a rise in the PTR by 14%.

12. Since 1990, more and more governments (including those of Botswana, the Gambia, Kenya, Malawi, Mozambique, Nigeria, Seychelles, South Africa and Zambia) have taken measures to assess student learning and gauge progress in learning outcomes over time. National learning assessments give governments potentially useful information on the efficiency and quality of their education systems. They generally assess student learning against nationally defined standards in selected school subjects. Although their quality can vary considerably, they clearly are an important new development in national efforts to monitor education quality.

13. Data from SACMEQ II (2000-02) show that while Mauritius and Seychelles have the highest average scores in mathematics literacy, they (along with South Africa) have the most inequitable education systems among participating countries, with large gaps in mathematics achievement among pupils from different socio-economic backgrounds.

The percentage of trained teachers declined in some other countries, often considerably. In the Niger, for instance, where many untrained teachers – paraprofessionals or para-teachers – are hired to support significant increases in enrolment, not only did the proportion of trained teachers decline between 1999 and 2004, but the PTR increased.

Measures to attract more qualified teachers

To increase the number of teachers and link training to the real world of teaching, several countries have introduced shorter training programmes and emphasized on-the-job practice. Guinea reduced its training programme from three years to two in 1998 and has attracted over 1,500 teachers per year since then, compared to 200 before the reform.

In addition to the issue of training, many sub-Saharan African teachers don't have the national minimum academic qualifications for primary teaching. For example, while lower secondary education is the minimum academic level required to teach in Burkina Faso, the Congo, Mozambique and the United Republic of Tanzania, only in the last do all teachers meet the requirement. In the Congo, fewer than 60% of primary school teachers have completed lower secondary education.

Teachers are critical to EFA. There is an urgent and obvious need to recruit more of them and to improve their quality as well as their status and working conditions – particularly in disadvantaged areas – if the goals are to be met.

National expenditure and external aid: more resources are needed

National investment in education

Effective national policies can enhance both access and quality, especially by shifting more public expenditure to basic education. Investment on education is increasing in the region:

- Public spending on education as a share of GNP increased in most sub-Saharan African countries between 1999 and 2004, including by 30% or more in Benin, Cameroon, Madagascar, Malawi and Zambia.
- Despite this upward trend, the share of national income spent on education is still below 5% in the majority of countries with data available.
- Some countries with low national investment in education, such as Eritrea, the Congo, the Gambia and Togo, registered sizable declines, ranging from 22% to 37%.

Spending on ECCE is even lower. In almost all the few countries with data available, the share of pre-primary education in total public current expenditure on education is lower than 2% (less than 0.5% in Burundi, Senegal, South Africa and Swaziland).

External aid to education

Even with country efforts to invest more in education in general, external aid is required to achieve EFA, especially in the least developed countries in sub-Saharan Africa with the lowest education indicators.¹⁴ Yet, while the region was the main recipient of total bilateral aid in 2004, with one-third of the global amount, the average share devoted to education across twenty-two countries was just 11% of the total aid received.

The proportion of aid to education that goes to the basic level was just over 20% – far below the 50% for South and West Asia. This raises important questions for donors about targeting aid to the countries most in need, even within the region. Of the twenty developing

14. While there is no doubt that countries in need should be supported, the risk of their becoming overdependent on external education aid is a concern. Dependence can make countries vulnerable to aid's volatility and lack of predictability.

countries that received the highest amount of aid to education in 2003-04, only eight are in sub-Saharan Africa, and they are not necessarily the poorest.¹⁵

The concentration of donors in just a few countries also poses important questions about the capacity of global aid to raise education levels across the region. Ethiopia, Mali, Mozambique and the United Republic of Tanzania receive aid to education from ten to twelve donors, while some – including Comoros, the Gambia, Sierra Leone and Zimbabwe – have no donors at all.

Aid commitments: increasing, but still far short

Overall, total aid commitments for basic education (including estimates of budget support and the portion of aid to education whose level is not specified) to all the world's developing countries increased from US\$2.6 billion in 2000 to US\$4.4 billion in 2004.

This positive trend, however, masks the fact that basic education accounted for less than 3% of total aid – and, within this, the amount for pre-primary education was miniscule: a majority of donors allocated less than 0.5% of their education aid to this level).

Various recent donor pledges will likely increase the amount of annual aid to basic education to US\$5.4 billion by 2010 – still short of the estimated US\$11 billion per year in external aid needed to achieve EFA.

Given the likely shortage of resources, there is a particular need to ensure that aid is used as effectively as possible. In 2005 more than 100 donors and developing countries signed a declaration on aid effectiveness. The Fast Track Initiative (FTI),¹⁶ now involving over thirty donors and increasingly seen as the principal education aid vehicle, is consistent with the declaration's objectives of tightening coordination and harmonizing requirements. ■

15. The eight are: Cameroon, Ethiopia, Ghana, Kenya, Senegal, South Africa, the United Republic of Tanzania and Zambia.

16. Of the 20 FTI countries with an endorsed sector plan, more than half are in sub-Saharan Africa: Burkina Faso, Cameroon, Ethiopia, the Gambia, Ghana, Guinea, Kenya, Lesotho, Madagascar, Mozambique and the Niger.

The Education for All Development Index (EDI)

The EFA Development Index (EDI) is a composite measure of a country's situation with regard to attainment of the EFA agenda. It was introduced in the 2003/4 *EFA Global Monitoring Report* and is updated annually. Ideally, it should include measures of all six EFA goals, but for now it focuses on the four most easily quantified: UPE, adult literacy, gender parity and equality, and education quality, each proxied by one indicator.* The EDI for 2004 could be calculated for twenty-eight of the forty-five sub-Saharan African countries. Among the results:

- No country has yet achieved the four most quantifiable EFA goals, and only one (Seychelles) is close to doing so, with an EDI value of 0.962.
- Eight countries, most of them in southern Africa or small islands, rank in an intermediate position, with EDI values between 0.80 and 0.94.
- Nineteen countries are far from achieving the EFA goals, with EDI scores between 0.43 and 0.79. The region thus accounts for two-thirds of the twenty-nine countries worldwide in this category. Burkina Faso, Chad, Guinea, Mali and the Niger, which are all in French-speaking West Africa, have scores below 0.60. For countries in this low EDI category, significant improvement is needed on all four components.
- From 2003 to 2004, some countries in the lowest group, including Burkina Faso, Ethiopia, Kenya, Mozambique, the Niger and South Africa, raised their EDI values by 9% or more through improvements in total NER (Ethiopia, Kenya, Mozambique), in adult literacy (Burkina Faso, the Niger), in the gender-specific EFA index (Ethiopia) or in the survival rate to grade 5 (Ethiopia, Kenya, South Africa).

Mean distance from the four EFA goals:

- EFA achieved (EDI between 0.98 and 1.00): None.
- Close to EFA (EDI between 0.95 and 0.97) (1): Seychelles.
- Intermediate position (EDI between 0.80 and 0.94) (8): Botswana, Cape Verde, Mauritius, Namibia, South Africa, Swaziland, Zambia, Zimbabwe.
- Far from EFA (EDI below 0.80) (19): Benin, Burkina Faso, Burundi, Chad, Equatorial Guinea, Eritrea, Ethiopia, Ghana, Guinea, Kenya, Lesotho, Malawi, Mali, Mozambique, the Niger, Nigeria, Rwanda, Senegal, Togo.

* Universal primary education (goal 2) is proxied by total primary NER (includes children of primary school age who are enrolled in either primary or secondary education); adult literacy (goal 4) is proxied by the literacy rate of those aged 15 and above; gender parity and equality (goal 5) is proxied by the gender-specific EFA index, which is an average of the GPIs for primary and secondary GER and the adult literacy rate; and quality of education (goal 6) is proxied by the survival rate to grade 5. The EDI gives equal weight to the four proxy measures of the four goals. Since each measure is expressed as a percentage, the EDI for a country ranges from 0% to 100% or, when expressed as a ratio, from 0 to 1, where 1 would represent the full achievement of EFA as summarized by the EDI.

Abbreviations

ECCE: early childhood care and education. Programmes that, in addition to providing children with care, offer a structured and purposeful set of learning activities either in a formal institution (pre-primary or ISCED O) or as part of a non formal child development programme. ECCE programmes are normally designed for children from age 3 and include organized learning activities that constitute, on average, the equivalent of at least 2 hours per day and 100 days per year.

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 or/and 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.

PTR: pupil/teacher ratio. Average number of pupils per teacher at a specific level of education, based on headcounts for both pupils and teachers.

Table 1: Sub-Saharan Africa: selected early childhood care and education (ECCE) indicators

Countries	Child survival and well-being		Women's employment and leave status		Provision for under-3s	
	Under-5 mortality rate (%)	Moderate and severe stunting (%)	Female labour force participation rate, age 15 and above (%) ²	Statutory duration of maternity leave (weeks)	Official programmes targeting children under age 3	Youngest age group targeted in programmes (years)
	2000-2005	1996-2004 ¹	2003	2000-2005 ¹	2005	c. 2005
Sub-Saharan Africa						
Angola	245	45	74	...	...	...
Benin	161	31	54	14	yes	2-5
Botswana	106	23	48	12	yes	0-4
Burkina Faso	196	39	77	14	...	...
Burundi	187	57	91	12	...	...
Cameroon	163	32	52	14	yes	1-6
Cape Verde	36	16	34	4	...	...
Central African Republic ⁶	176	39	71	14	yes	2-5
Chad	203	29	65	14	...	...
Comoros ⁶	77	42	58	...	...	...
Congo	108	19	61	15	...	...
Côte d'Ivoire	189	21	39	...	...	...
Democratic Rep. of the Congo	212	38	61	...	...	...
Equatorial Guinea ⁶	181	39	50	12	...	...
Eritrea	94	38	59	...	yes	0-6
Ethiopia	172	52	71	12	no	.
Gabon	95	21	61	14	...	...
Gambia	129	19	59	0	...	...
Ghana	102	30	71	0	yes	0-2
Guinea	166	33	79	14	yes	0-3
Guinea-Bissau	211	30	62	...	...	...
Kenya	118	30	69	0	...	...
Lesotho	123	46	47	...	no	.
Liberia ⁶	224	39	55	0	yes	2-6
Madagascar	131	48	79	14	yes	0-3
Malawi	184	45	85	0	...	...
Mali	220	38	72	14	yes	0-3
Mauritius	18	10	41	12	yes	0-2
Mozambique	182	41	85	...	...	...
Namibia	78	24	47	...	yes	0-1
Niger	264	40	71	14	yes	2-6
Nigeria	200	38	46	12	yes	0-3
Rwanda	190	41	81	4	...	...
Sao Tome and Principe	112	29	30	...	...	...
Senegal	133	25	57	14	yes	0-5
Seychelles	...	5	...	10	yes	0-3
Sierra Leone ⁶	290	34	56	0	no	.
Somalia ⁶	211	23	59	14	...	...
South Africa	74	25	47	26	yes	0-5
Swaziland	143	30	31	...	yes	0-6
Togo	137	22	51	14	...	...
Uganda	139	39	80	0	...	...
United Republic of Tanzania	164	38	86	...	...	...
Zambia	173	49	66	0	yes	0-6
Zimbabwe	117	27	63	12	...	...
	Weighted average		Median			
Sub-Saharan Africa	176	38	61	12	...	...
Developing countries	95	31	52	12	...	...
World	86	31	52	13	...	...

Data in italics are for 2002. Data in bold italics are for 2003. Data in bold are for 2005.

1. Data are for the most recent year available during the period specified.

2. Share of employed plus unemployed women in comparison with the working age population, including women with a job but temporarily not at work (e.g. on maternity leave), home employment for the production of goods and services for own household consumption, and domestic and personal services produced by employing paid domestic staff. Data exclude women occupied solely in domestic duties in their own households.

3. Attendance rates, indicated in parentheses, are from DHS, LSMS and MICS2 household surveys and were collected in c. 2000.

Provision for age 3 and older										Countries
Pre-primary education										
Official pre-primary entry age (years)	Gross enrolment ratio (GER)			Age specific enrolment ratio (ASER) ^{3,4}			Private enrolment as % of total enrolment	% of trained teachers	Pupil/teacher ratio ⁵	
	Total (%)	Total (%)	GPI (F/M)	age 3 (%)	age 4 (%)	age 5 (%)				
2004	1999	2004	2004	2004	2004	2004	2004	2004	2004	
sub-Saharan Africa										
3	...	...	...	(5)	(9)	(8)	...	...	...	Angola
4	4	4	1.00	2	4	2	27	100	36	Benin
3	...	...	...	...	...	...	...	...	...	Botswana
4	2	7	0.94	...	...	...	...	...	29	Burkina Faso
4	1	1	0.97	(4)	(6)	(0.6)	60	66	28	Burundi
4	12	20	0.99	(10)	(20)	(9)	64	61	20	Cameroon
3	...	53	1.04	21	60	71	–	7	22	Cape Verde
3	...	2	1.04	(2)	(4)	(1)	...	...	...	Central African Republic ⁶
3	...	...	...	(0.6)	(1.0)	(1.3)	...	...	...	Chad
3	2	3	0.96	(10)	(19)	(6)	62	...	...	Comoros ⁶
3	2	6	1.06	...	...	...	79	28	19	Congo
3	2	3	0.96	(4)	(9)	(4)	46	100	22	Côte d'Ivoire
3	...	...	...	(0.7)	(4)	(7)	...	...	...	Democratic Rep. of the Congo
3	31	40	...	(28)	(49)	(51)	37	36	39	Equatorial Guinea ⁶
5	6	7	0.90	...	3	6	76	65	38	Eritrea
4	1	2	0.95	...	...	...	100	74	32	Ethiopia
3	...	74	...	...	...	...	73	...	30	Gabon
3	20	18	1.03	...	...	...	...	...	38	Gambia
3	40	42	1.03	21	36	36	34	22	25	Ghana
3	...	6	1.03	5	7	7	91	...	36	Guinea
4	3	...	...	(5)	(8)	(6)	...	...	...	Guinea-Bissau
3	44	53	0.99	(9)	(23)	(4)	32	70	23	Kenya
3	23	31	0.94	(17)	(29)	(15)	100	–	20	Lesotho
3	41	...	...	...	...	...	...	...	...	Liberia ⁶
3	3	10	...	1	2	28	90	...	48	Madagascar
3	...	...	...	...	...	...	...	...	...	Malawi
3	1	2	1.01	...	...	...	...	...	21	Mali
3	100	95	1.01	79	87	24	83	90	15	Mauritius
3	...	...	...	...	...	...	...	...	...	Mozambique
3	19	29	1.12	...	...	...	100	...	...	Namibia
4	1	1	1.01	0.6	1	1	30	86	24	Niger
3	...	15	1.00	11	15	13	...	...	...	Nigeria
4	...	3	0.98	(1)	(4)	(1)	100	...	35	Rwanda
4	27	42	1.04	(14)	(23)	(15)	–	55	25	Sao Tome and Principe
4	3	6	1.11	1	4	5	74	100	28	Senegal
4	109	102	0.98	...	...	...	5	77	15	Seychelles
3	...	...	...	(7)	(17)	(5)	...	...	...	Sierra Leone ⁶
3	...	...	...	...	...	...	...	...	...	Somalia ⁶
6	20	33	1.03	...	...	...	8	...	...	South Africa
3	...	...	...	(9)	(16)	(22)	...	...	...	Swaziland
3	2	2	0.98	3	3	1	59	67	18	Togo
4	4	2	0.99	...	(9)	(17)	99	77	25	Uganda
5	...	29	1.02	(0.9)	(4)	(8)	2	22	57	United Republic of Tanzania
3	...	...	...	(6)	(7)	...	...	...	...	Zambia
3	41	43	...	(3)	(7)	(12)	...	...	23	Zimbabwe
Weighted average										Median
...	10	12	0.98	...	...	...	64	...	25	Sub-Saharan Africa
...	28	32	0.97	...	...	...	54	...	21	Developing countries
...	33	37	0.97	...	...	...	39	...	18	World

4. ASER trends in certain countries are related to the beginning of primary schooling, for which the official entry age is found in Table 2.

5. Based on headcounts of pupils and teachers.

6. Change in pre-primary age group between 1999 and 2004.

Sources: Carr-Hill (2006); Education Policy and Data Center (2006); EFA Global Monitoring Report 2007, statistical tables; ILO (2006); Kamerman (2005); Nonoyama et al. (2006); UNESCO-IBE (2006); UNESCO Institute for Statistics.

Table 2: Sub-Saharan Africa: selected education indicators

Countries	Total population (000)	Compulsory education (age group)	EFA Development Index (EDI)	Adult literacy rate 2000-2004 ¹		Primary education						
						Age group	NER Total (%)		GER's GPI (F/M)		Survival rate to last grade Total (%)	% of female teachers
							2004	1999	2004	1999			2004	2003	2004
Sub-Saharan Africa												
Angola	15 490	6-14	...	67	0.65	6-9	...	...	0.86	...	...	...
Benin	8 177	6-11	0.617	35	0.49	6-11	50	83	0.67	0.77	63	19
Botswana	1 769	6-15	0.885	81	1.02	6-12	78	82	1.00	0.99	85	79
Burkina Faso ³	12 822	6-15	0.511	22	0.52	7-12	35	40	0.70	0.78	69	28
Burundi	7 282	7-12	0.646	59	0.78	7-12	...	57	0.80	0.83	55	54
Cameroon ³	16 038	6-11	...	68	0.78	6-11	...	...	0.82	0.85	89	40
Cape Verde	495	6-16	0.877	78	0.82	6-11	99	92	0.96	0.95	88	67
Central African Republic	3 986	6-15	...	49	0.52	6-11	...	...	...	0.69	...	...
Chad	9 448	6-14	0.428	26	0.31	6-11	52	57	0.58	0.64	37	10
Comoros	777	6-14	...	...	...	6-11	49	...	0.85	0.88	56	33
Congo	3 883	6-15	...	...	...	6-11	...	...	0.95	0.93	55	45
Côte d'Ivoire	17 872	6-15	...	49	0.63	6-11	53	56	0.74	0.79	...	24
Democratic Rep. of the Congo	55 853	6-13	...	67	0.67	6-11	...	...	0.90	...	...	...
Equatorial Guinea	492	7-11	0.708	87	0.86	7-11	83	<i>85</i>	0.79	<i>0.91</i>	33	...
Eritrea	4 232	7-13	0.644	...	...	7-11	36	48	0.82	0.80	80	36
Ethiopia ³	75 600	7-12	0.627	45	0.73	7-10	33	56	0.62	0.86	73	45
Gabon	1 362	6-16	...	...	...	6-11	...	...	1.00	0.99	56	45
Gambia ³	1 478	...	...	...	...	7-12	67	75	0.85	1.06	...	31
Ghana ³	21 664	6-15	0.682	58	0.75	6-11	57	65	0.92	0.96	60	31
Guinea ³	9 202	6-12	0.583	29	0.43	7-12	44	64	0.65	0.81	77	24
Guinea-Bissau	1 540	7-12	...	...	...	7-12	45	...	0.67	...	...	...
Kenya ³	33 467	6-13	0.797	74	0.90	6-11	64	76	0.97	0.94	73	44
Lesotho ³	1 798	6-12	0.797	82	1.23	6-12	60	86	1.08	1.00	57	80
Liberia	3 241	6-16	...	...	...	6-11	41	...	0.74	...	...	...
Madagascar ³	18 113	6-14	...	71	0.85	6-10	63	89	0.97	0.96	57	60
Malawi	12 608	6-13	0.719	64	0.72	6-11	98	95	0.95	1.02	33	46
Mali	13 124	7-15	0.529	19	0.44	7-12	40	46	0.72	0.79	85	28
Mauritius	1 233	...	0.936	84	0.91	5-10	97	95	1.00	1.00	98	63
Mozambique ³	19 424	6-12	0.599	...	...	6-12	52	71	0.74	0.83	31	30
Namibia	2 009	6-15	0.853	85	0.96	6-12	73	74	1.02	1.01	81	61
Niger ³	13 499	7-12	0.499	29	0.35	7-12	24	39	0.68	0.72	69	36
Nigeria	128 709	6-11	0.721	...	...	6-11	...	60	0.78	0.85	63	51
Rwanda	8 882	6-12	0.686	65	0.84	7-12	...	73	0.98	1.02	31	51
Sao Tome and Principe	153	7-12	...	...	...	7-12	85	98	0.98	0.98	60	56
Senegal ³	11 386	7-12	0.646	39	0.57	7-12	52	66	0.86	0.95	72	24
Seychelles	80	6-15	0.962	92	1.01	6-11	...	96	0.99	1.00	99	85
Sierra Leone	5 336	...	...	35	0.52	6-11	...	...	...	...	...	...
Somalia	7 964	6-13	...	...	...	6-12	...	...	...	...	...	...
South Africa	47 208	7-15	0.888	82	0.96	7-13	93	89	0.98	0.97	79	74
Swaziland	1 034	6-12	0.826	80	0.97	6-12	75	77	0.95	0.95	61	75
Togo	5 988	6-15	0.684	53	0.56	6-11	79	79	0.75	0.84	70	13
Uganda	27 821	...	...	67	0.75	6-12	...	...	0.92	1.00	41	39
United Republic of Tanzania	37 627	7-13	...	69	0.80	7-13	48	91	1.00	0.96	73	48
Zambia	11 479	7-13	0.829	68	0.78	7-13	63	80	0.92	0.96	87	48
Zimbabwe	12 936	6-12	0.840	...	...	6-12	81	82	0.97	0.98	62	51
	Sum			Weighted average			Weighted average				Median	
Sub-Saharan Africa	694 581	...	...	61	0.77	...	55	65	0.85	0.89	66	45
Developing countries	5 094 073	...	...	77	0.84	...	81	85	0.91	0.94	80	64
World	6 374 924	...	...	82	0.89	...	83	86	0.92	0.94	87	74

Data underlined are for 2001. Data in italics are for 2002. Data in bold italics are for 2003.

Data in bold are for 2005 or 2004 for survival rate to last grade.

1. Data are for the most recent year available during the period specified.

2. Based on headcounts of pupils and teachers.

3. Fast-Track Initiative (FTI): countries with endorsed sector plans.

Source: EFA Global Monitoring Report 2007, statistical tables; CRS online database, Table 2; UNESCO Institute for Statistics.

Primary education		Gross enrolment ratio (GER) in secondary education						Tertiary education		Education finance		Countries
% of trained teachers	Pupil/teacher ratio ²	Lower secondary 2004		Upper secondary 2004		Total secondary 2004		GER 2004		Total public expenditure on education as % of GNP	Aid to education per capita (constant 2003 US\$)	
		Total (%)	GPI (F/M)	Total (%)	GPI (F/M)	Total (%)	GPI (F/M)	Total (%)	GPI (F/M)				2004	Annual average 2003-04
Sub-Saharan Africa												
...	...	...	...	...	...	...	...	0.8	0.66	...	3	Angola
72	52	34	0.54	14	0.43	26	0.52	...	...	3.3	5	Benin
90	26	87	1.07	58	1.02	75	1.05	6	0.85	...	2	Botswana
89	49	16	0.72	6	0.54	12	0.68	2	0.29	...	4	Burkina Faso ³
...	51	16	0.78	7	0.67	12	0.75	2	0.37	5.3	2	Burundi
69	54	...	...	...	...	44	0.70	5	0.64	4.0	7	Cameroon ³
73	27	93	1.09	52	1.10	66	1.10	6	1.10	7.4	80	Cape Verde
...	...	74	...	8	...	12	...	...	...	...	2	Central African Republic
...	69	19	0.33	...	...	15	0.32	...	...	...	4	Chad
...	35	41	0.75	27	0.78	35	0.76	2	0.77	3.9	9	Comoros
62	83	50	0.88	21	0.69	39	0.84	4	0.19	4.4	7	Congo
100	42	37	0.59	...	...	25	0.55	...	...	...	2	Côte d'Ivoire
...	...	...	...	...	...	...	...	...	...	...	0.8	Democratic Rep. of the Congo
...	...	41	0.60	13	0.45	30	0.57	...	...	...	15	Equatorial Guinea
83	47	61	0.61	19	0.49	34	0.56	1	0.15	3.8	7	Eritrea
97	72	44	0.68	16	0.58	31	0.65	2	0.34	4.6	1	Ethiopia ³
100	36	62	...	32	...	50	...	...	...	...	16	Gabon
...	37	59	0.90	33	0.71	47	0.83	1	0.23	2.1	2	Gambia ³
58	33	64	0.88	23	0.78	44	0.85	3	0.48	...	6	Ghana ³
...	45	32	0.50	16	0.42	26	0.48	2	0.20	...	2	Guinea ³
...	...	...	...	...	...	...	...	...	...	...	6	Guinea-Bissau
99	40	87	0.97	29	0.89	48	0.93	3	0.60	7.1	3	Kenya ³
67	44	45	1.29	23	1.21	36	1.27	3	1.51	7.3	10	Lesotho ³
...	...	...	...	...	...	...	...	...	...	...	0.9	Liberia
...	52	25	0.98	...	...	...	...	3	0.90	3.4	2	Madagascar ³
...	70	41	0.83	16	0.73	29	0.81	0.4	0.54	6.2	2	Malawi
...	52	30	0.62	14	0.57	22	0.61	2	0.47	...	5	Mali
100	23	99	1.02	80	0.96	88	0.99	17	1.39	4.7	11	Mauritius
...	65	16	0.67	3	1.00	11	0.70	1	0.46	...	3	Mozambique ³
50	28	74	1.17	30	1.00	58	1.14	6	1.15	7.1	13	Namibia
76	44	11	0.68	3	0.58	8	0.67	0.8	0.40	2.3	4	Niger ³
51	36	37	0.82	32	0.81	35	0.81	10	0.55	...	0.3	Nigeria
82	62	18	0.89	10	0.89	14	0.89	3	0.62	...	1	Rwanda
...	32	63	1.11	26	0.96	40	1.05	.	.	...	39	Sao Tome and Principe
97	43	25	0.75	11	0.64	19	0.72	5	...	4.1	9	Senegal ³
78	14	109	1.06	92	1.12	102	1.08	.	.	5.7	10	Seychelles
...	...	...	...	...	...	...	...	2	0.40	...	7	Sierra Leone
...	...	...	...	...	...	...	...	...	...	...	1	Somalia
79	34	95	1.06	88	1.08	90	1.07	15	1.17	5.5	2	South Africa
91	31	50	1.04	29	0.92	42	1.01	5	1.07	6.3	1	Swaziland
45	44	54	0.55	17	0.29	39	0.50	...	...	2.7	3	Togo
80	50	19	0.82	9	0.66	16	0.79	3	0.62	5.3	2	Uganda
100	56	...	...	...	...	...	...	1	0.41	...	5	United Republic of Tanzania
100	49	40	0.84	16	0.71	26	0.79	...	...	2.9	10	Zambia
...	39	55	0.95	27	0.86	36	0.91	4	0.63	...	0.5	Zimbabwe
Median		Weighted average						Median		Weighted average		
81	44	36	0.78	23	0.78	30	0.78	5	0.62	4.6	3	Sub-Saharan Africa
...	27	74	0.93	44	0.92	59	0.92	16	0.87	4.7	1	Developing countries
...	21	78	0.94	51	0.94	65	0.94	24	1.03	4.8	...	World