



APPENDICES

APPENDIX 1 : PYRAMID AND AFRICAN PROFIL

APPENDIX 2 : HOW TO READ THE INDICATORS IN THE REPORT ?

Educational pyramids

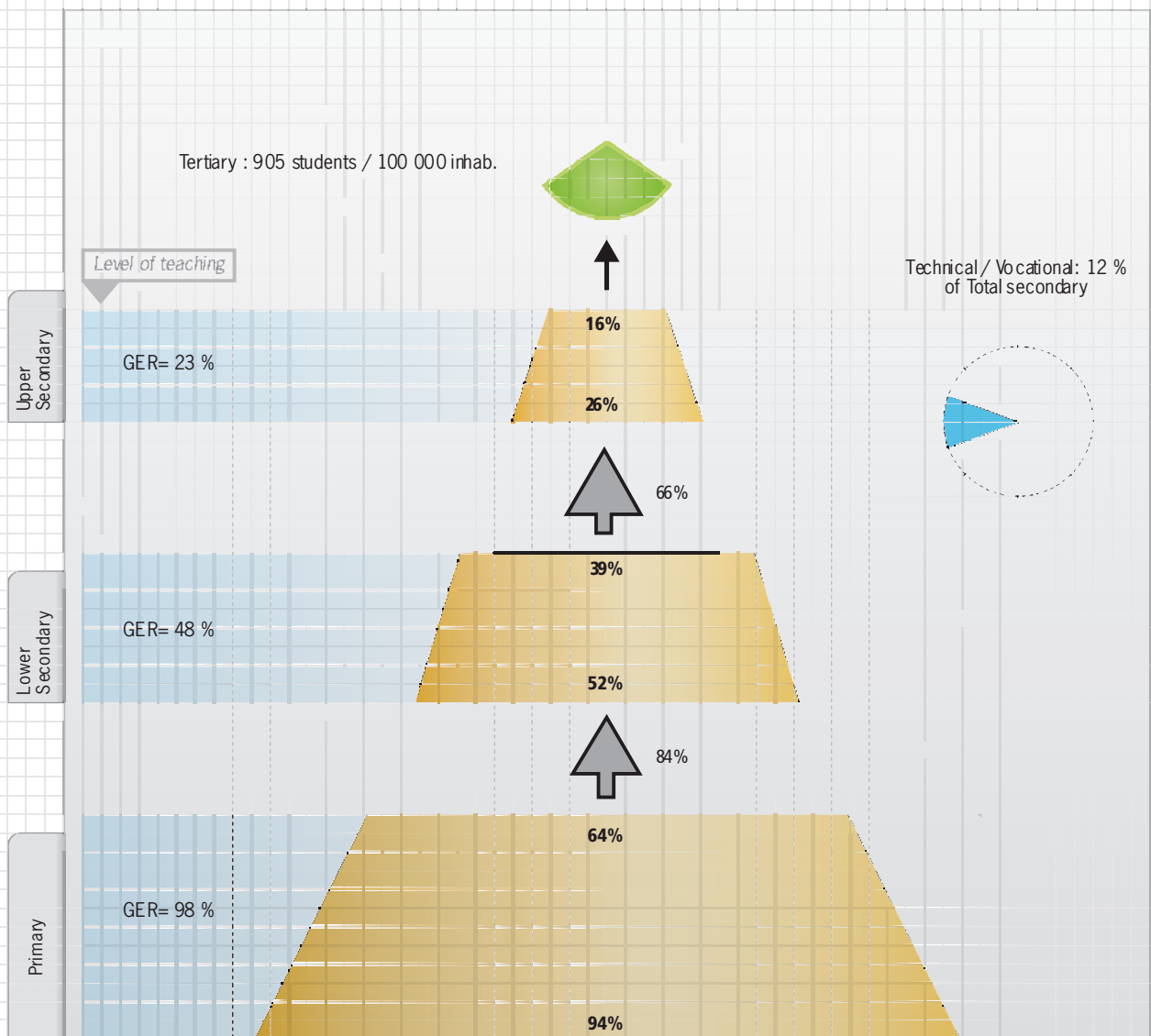
Profiles-countries, regions and Africa

Indicators mentioned in the text and not included in the country profiles

APPENDIX 3 : RECAP STATISTICAL TABLES

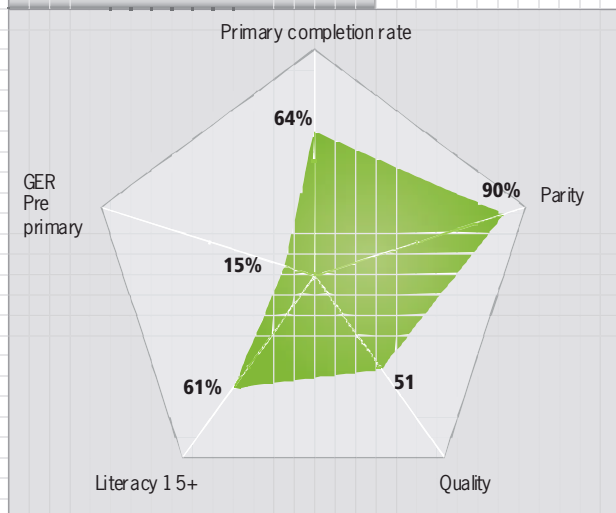
APPENDIX 4 : LIST OF ABBREVIATIONS AND ACRONYMS

YEAR 2003 / 2004



EFA African Development Index 57.6
EFA African Development Index+ 56.3

EFA Indicators

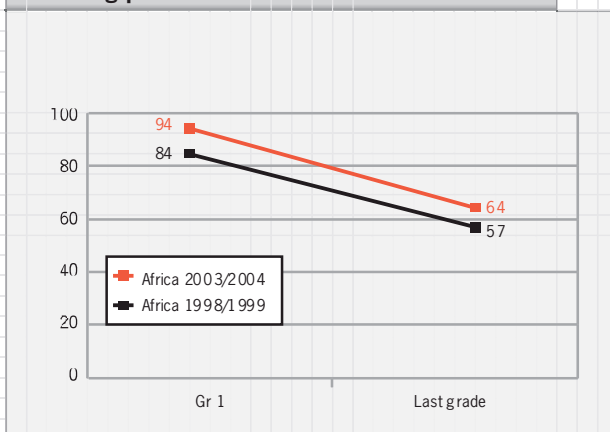


Population and macro-economics context (2003)

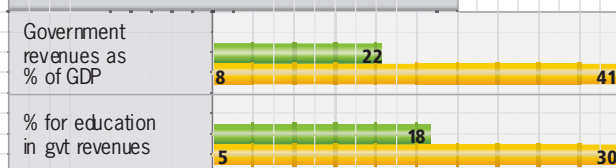
| | |
|--------------------------------------|---------|
| GDP per capita (U.S. \$) | 792 |
| Total Population (000) | 866 750 |
| % of school age population (primary) | 15.9 |
| Adult (15-49) living with HIV/AIDS | 7.5 % |
| HDI(rank) | NA |

FAST TRACK INDICATORS (PRIMARY EDUCATION)

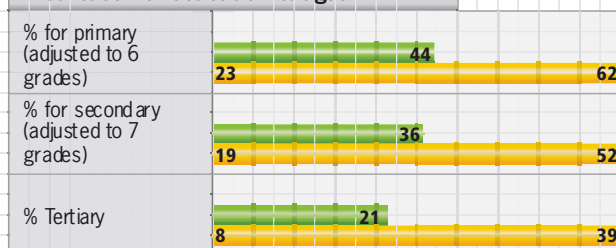
Schooling profile



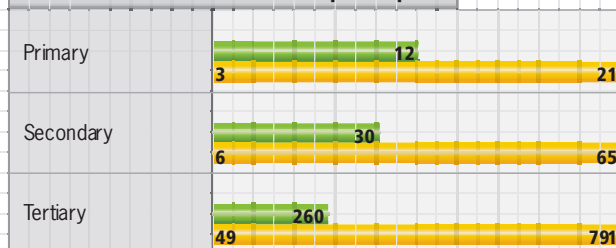
Domestic Resource Mobilisation



Distribution of education budget



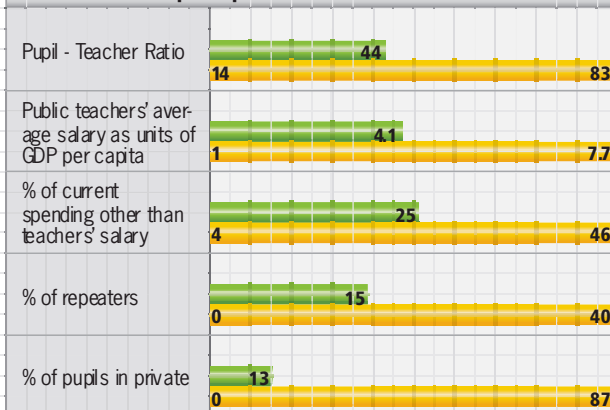
Current unit cost as % of GDP per capita



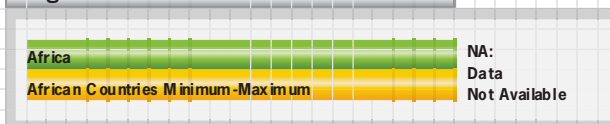
Inequity in the allotment of public resource for education



Paramètres de politique éducative



Legend



APPENDIX 2: HOW TO READ THE INDICATORS AND CHARTS ?

Important: unless otherwise stated in the descriptions of the indicators, the average values (for regions or for the African continent) presented in this report are simple arithmetical averages, i.e. each country counts an equal weight within the average, regardless of its size.

Educational pyramids

The educational pyramids (country, region or Africa) give a rough idea of the school coverage for each level of education and the pupil flow from one level to another. The size of the arrows between levels grows along with the transition rates. The indicators have been calculated mainly from raw data from the UNESCO Institute for Statistics (UIS), with the exception of countries where teamwork had provided more recent data.

For the regional pyramids and the African pyramid, all the averages have been calculated according to the demographic weighting of each country (the region being considered as a whole).

The educational pyramids contain the following indicators:

Access rate to first grade and access rate to final grade (per level of education)

These are calculated by relating the number of new-entrants (non-repeaters) in the first grade and in the last grade of each level of education to the population of children of the official age for each of these grades. For example, for lower secondary education which lasts 4 years with an entrance age of 12,

$$\text{Access rate in first grade of lower secondary education (sec1)} = \frac{\text{Non repeaters}_{\text{first grade sec1}}}{\text{Population}_{\text{age 12}}}$$

$$\text{Access rate in final grade of lower secondary education (sec1)} = \frac{\text{Non repeaters}_{\text{4th grade sec1}}}{\text{population}_{\text{age 15}}}$$

For primary education, the access rate in the first grade corresponds to what is known as the Apparent Intake Rate (AIR). When the rate is over 100% (late or early entrance for some pupils), it is recapped to 100% (access to first grade is considered universal) in the pyramid and in the country profile but the initial figure is given for reference in the recap statistical table in the Appendix 3.

Actual transition rates: For a specific year, this is the number of non-repeaters in the first grade of a level related to the number of non-repeaters in the last grade of the preceding level the year before. In the pyramids, in order to measure transition between primary grade and lower secondary education for example in 2003/04, the following is used:

$$\text{Actual transition rate}_{\text{prim/sec1}} = \frac{\text{Non repeaters}_{\text{1st grade sec1 2003/04}}}{\text{Non repeaters}_{\text{final grade prim 2002/03}}}$$

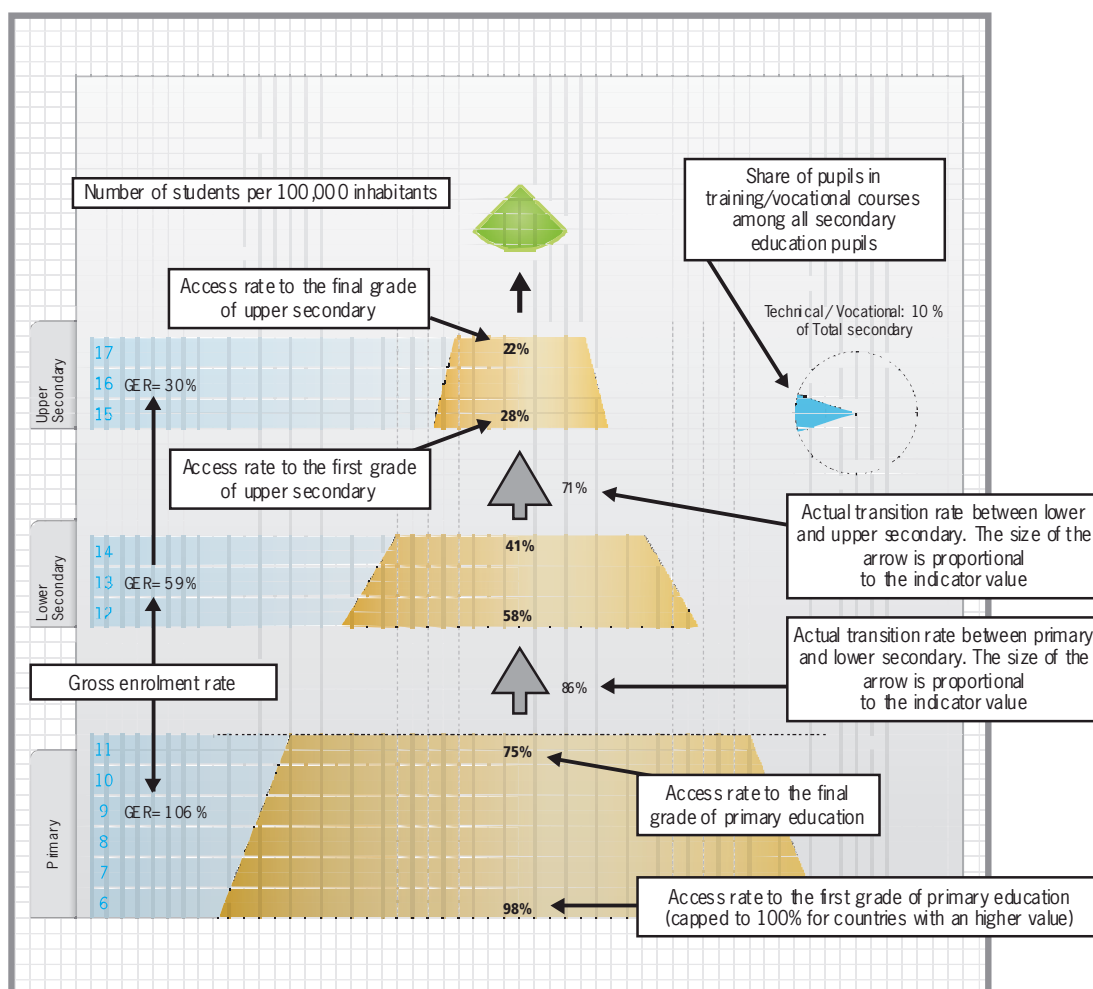
NB. The same indicator is sometimes used, taking the total number of pupils in the final grade of primary school instead of non-repeaters as the denominator; this is known as the apparent transition rate. However, taking into account repeaters, who are especially numerous at the end of primary education, underestimates the actual flow between the two levels. Thus it is preferable to use the actual transition rates, which are more representative of these flows.

% of technical and vocational training: number of pupils following technical and vocational training related to the total number of pupils in secondary education (general, technical and vocational).

Gross enrolment rate (GER) for each level: Number of pupils enrolled in a given level, expressed as a percentage of the population of the official age group for this level of education. For example, for primary school it is calculated as follows:

$$GER_{\text{primary}} = \frac{\text{Enrolments in primary}}{\text{Official age group population}}$$

This indicator can exceed 100% due to repeating and early or late entrance for some children. It is an indicator of the education system's ability to enroll the school-age population.



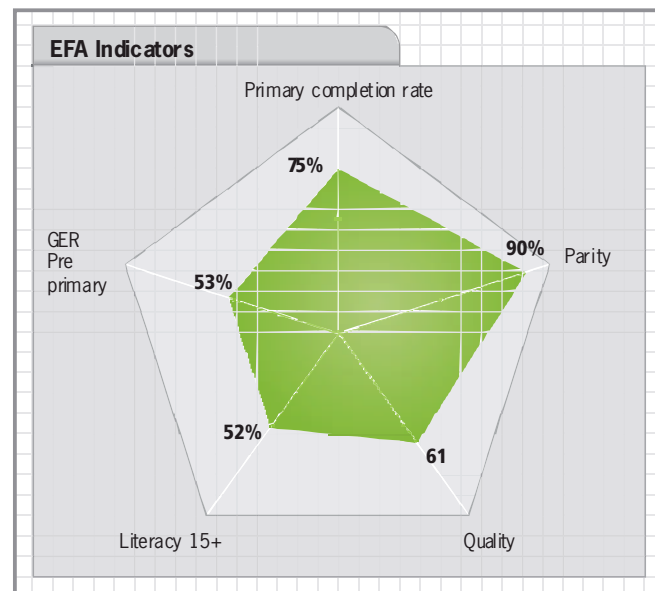
Country, Region and Africa Profiles

The profiles synthesize the current situation of education systems by providing the value of the most important indicators and comparing these to the averages and extreme values (minimum and maximum) observed in the region and in Africa. Whilst in earlier Pôle de Dakar publications, the profiles mainly described the situation in primary education, in this report, the profiles have branched out to cover more fully the other levels of education. They comprise i) **the indicators relating to the EFA objectives**, ii) **indicators of the demographic and macroeconomic context**, iii) **the indicators of results and education policies for primary education** (most of the indicators of the Fast Track initiative indicative framework) on the right of the profile and iv) **the financial indicators calculated for the all of the education sector** on the left of the profile.

Schooling indicators are taken primarily from calculations made from UIS data (with the exception of countries for which more recent data was available from field work). They refer to the last year available, 2003/04 for most countries, and 2004/05 for those where more recent data is available. Demographic data used corresponds to the last estimates made by the United Nations Population Division (2004 Revision). The financial indicators are taken from various sources (UIS, World Bank, Fast Track Secretariat, CSR, field work) and also refer in their majority to the year 2004 or to the closest year. Dates are not however homogeneous for all countries as it was decided to use the most recent data available for each indicator (which may be different between schooling and financial indicators). This does constitute a limit but it should be noted that this disadvantage is minor insofar as changes in financial indicators from one year to another are always relatively small. The list of indicators in the profiles is detailed below and gives the interpretation and data source for each indicator.

EFA indicators

EFA diamond



The EFA diamond indicates the position of the country related to five EFA objectives on a single chart. The size of the diamond gives a visual indication of the current situation and the efforts needed to achieve these goals. The five EFA indicators presented in the EFA diamond are described aside:

Primary completion rate (PCR): Ratio between the number of new entrants (non-repeaters) in the last grade of study and the number of children in the official age group for that grade, expressed as a percentage. For example, for countries where primary education lasts 6 years, this indicator is the access rate to the sixth grade of study and is calculated as follows:

$$\text{Primary completion rate} = \frac{\text{Non repeaters}_{6^{\text{th}} \text{ grade prim}}}{\text{Official age group population}_{6^{\text{th}} \text{ grade prim}}}$$

The regional and continental averages for this indicator are calculated according to the demographic weighting of each country (the region and the continent are considered as entities).

Source: calculated from UIS and United Nations Population Division data

15+ literacy rate: The proportion of adults able to read and write in the overall population aged 15 and over, expressed as a percentage.

Source : UIS

Girl-boy parity index (parity): Relationship between the gross enrolment rate for girls and the gross enrolment rate for boys in primary education, expressed as a percentage.

$$\text{Parity index} = \frac{\text{Girls GER}_{\text{prim}}}{\text{Boys GER}_{\text{prim}}}$$

Source : UIS

Pre-primary gross enrolment rate: number of children enrolled in pre-primary education expressed as a percentage of the official age group of the population corresponding to this level of education.

$$\text{GER}_{\text{pre-primary}} = \frac{\text{Enrolment in pre-primary}}{\text{Official age group population}_{\text{pre-primary}}}$$

The regional and continental averages for this indicator are calculated according to the demographic weighting of each country (the region and the continent are considered as entities).

Source : UIS

Quality Index: see Inset 1

EFA and EFA+ African Development Indexes: see Inset 2

The EFA index resumes the position of the country related to three EFA objectives which are Universal Primary Education, girl-boy parity, literacy of the 15+ age group. EFA+ adds quality to these three dimensions for those countries which have a quality index.

Inset 1 - Calculation of the quality index

Some publications use measurements related to enrolment conditions or to school inputs in order to define quality as these are readily available. But if, for example, school input can be an important means of reaching learning results, it is certainly preferable to have an indication of the results themselves rather than considering the means indicators as a “proxy” of results indicators. Indeed, studies available reveal significant weaknesses in the connection between means and results in African education systems. As a result, it is preferable to define quality in reference to direct indications of pupil learning, or failing that, to indirect indicators (impact of schooling on literacy in adults) even if it is known that these indicators are not perfect. Thus, the quality index presented in this report is based on two different types of data source: on the one hand, results of the pupils in the different countries to tests handed out in the framework of international monitoring programmes on learning achievement and, on the other hand, household surveys (primarily MICS surveys).

In Africa, there are (or there were) three main programmes for monitoring pupil learning: the MLA (Monitoring Learning Achievement) implemented by UNESCO and UNICEF, the PASEC (Programme for the Analysis of the Education Systems of CONFEMEN countries) and the SACMEQ (Southern African Consortium for Monitoring Educational Quality) which works in partnership with the IEP. Since 1992, the MLA has helped 72 countries develop or reinforce their system for monitoring learning, especially through surveys carried out on pupils in 4th, 5th and 8th grades. The PASEC programme, concentrated on French-speaking countries, has been carrying out assessments of pupil learning since 1992 (in 2nd and 5th grade of primary education). The PASEC assessment has been carried out in around ten countries. Finally, the SACMEQ consortium, created in 1995 and associating the ministries of education from 15 Southern and East African countries, has also made surveys on cognitive learning in most countries in the consortium. Each of these surveys has been carried out with tests handed out to pupils in standard form, enabling in this way the comparison between countries within each survey, which is not possible with the results of national exams. But the tests of the three surveys differ and the results are therefore not comparable between surveys.

Also, household surveys are made in African countries. UNICEF, for example, in partnership with the governments (often the National Institute for Statistics), carried out large-scale standard surveys (often around 20 000 individuals), known as MCS surveys. These surveys (and certain other household surveys) provide information on the schooling of individuals and on their current level of literacy (either that declared by the individuals questioned or, better, measured from a short reading test). Combining the two gives an idea of the impact of the number of years schooling on literacy in each country. The initial purpose of primary education being to make individuals literate, **the rate of literacy for individuals who have been in school for six years (a full primary level in many African countries) can be seen as a measure of the quality of education received.** For example, it is logical to think that an education system producing 90% literate school leavers at the end of primary education provides better quality education than a system where only 50% of primary school leavers are permanently literate. This indicator does not constitute a panacea because the level of literacy of primary school leavers is also influenced by factors exogenous to the quality of education received, in particular those relating to the national or local context (for example, the frequency of use of languages or the openness towards other countries...). However, empirical studies show a high correlation between this literacy indicator amongst primary school leavers and results obtained by the countries in learning achievement surveys¹. This makes legitimate the use of the literacy indicator as a further measurement of quality.

12 countries have an average PASEC score (French, maths) of fifth grade², 13 countries an MLA score, 15 countries a SACMEQ score and 31 countries a literacy indicator for primary school leavers calculated from household survey data. In the end, quality indicators are available for 43 African countries (20 countries have values for one indicator, 18 countries for two and 5 countries for three).

The quality index is calculated then for each country taking the average values of the different indicators available. Insofar as these indicators are not calculated at the start on the same scale (for example the SACMEQ scores vary between 400 and 600 whilst the literacy rate for primary school leavers is a percentage which can potentially extend from 0 to 100%), it is appropriate, before calculating the average, to standardize (centre and reduce to the same standard deviation) each of the indicators. Conventionally, each indicator has been standardized on an average of 50 and a standard deviation of 10³. The standardization formula is as follows:

$$\text{Standardized indicator} = 50 + 10 \times \frac{\text{Indicator} - \text{Average (indicator)}}{\text{Standard deviation (indicator)}}$$

The quality index is then the simple average of the standardized indicators. The values obtained can not be interpreted absolutely (they no longer correspond to an average number of items replied to correctly by the pupils) but can be interpreted relatively to rank the countries compared to each other.

1 For example, the coefficient of determination between the MLA score and the literacy indicator is 0.66.

2 The score for 5th grade was chosen as it corresponds more to what has been learnt in primary school than the 2nd grade.

3 With a distribution of data according to a normal law (usual hypothesis for this kind of data), this provides us with 99.9% of countries with an indicator of between 15 and 85.

EFA and EFA+ African development indexes

Inset 2: Calculation of the EFA and EFA+ African development indexes

Methodologically, the EFA African development index is calculated in a similar way to the UNDP Human Development Index, except that in this case all the components are education indicators relative to the Dakar objectives for which a comparable measure between African countries is available.

For each of the three X components of the EFA index, a relative Y measure is calculated as follows:

$$Y = \frac{X_{\text{country}} - X_{\text{min}}}{X_{\text{max}} - X_{\text{min}}}$$

where X_{min} and X_{max} respectively represent the minimum and the maximum value of the component on the African continent, and X_{country} the value of the country¹.

The minimum and maximum values for each component are as follows for 2003/04:

- Primary completion rate: 25% and 100%
- Parity index on the GER: 67% and 100% (see explanation below).
- 15+ age group literacy rate: 19% and 92%

For example, if the primary completion rate for a country is 50, the relative value will be equal to : $\frac{50 - 25}{100 - 25} = 0,36$

It should be noted that for the parity index, taking into account the beneficial effect on human development of an over-enrolment of girls, all countries presenting a disparity in this respect (index over 100%) are considered as having reached the Dakar objective. They therefore use, for the calculation, the value of 100 which thus becomes the maximum reference value.

The EFA African development index is then calculated by taking the average of the three relative values and multiplying the result by 100.

EFA African development index = Average (Y1, Y2, Y3) x 100,

with Y1 = relative value of the Primary Completion Rate, Y2 = relative value of the parity index (GER girls/GER boys) and Y3 = relative value of the over 15 literacy rate.

This is illustrated below taking South Africa as an example:

| | Primary completion rate | GER parity index | 15+ literacy rate |
|---------------------|-------------------------|------------------|-------------------|
| Values (X) | 97 | 97 | 82 |
| Relative Values (Y) | 0.960 | 0.909 | 0.863 |

The EFA development index for South Africa is therefore : $100 \times \frac{0.960 + 0.909 + 0.863}{3} = 91.1$

It is also possible for some countries to calculate the EFA+ index which takes into account the quality dimension in addition to the three components making up the EFA index. The minimum and maximum values for the Quality Index are 28 and 69 respectively.

The EFA+ African development index = Average (Y1,Y2,Y3,Y4) x 100

with Y4= relative value of the Quality Index

For South Africa, the relative value of the Quality Index is $\frac{48 - 28}{69 - 28} = 0.488$

And therefore, the EFA+ index is : $100 \times \frac{0.960 + 0.909 + 0.863 + 0.488}{4} = 80.4$

The regional and continental averages for the EFA indexes are simple arithmetical averages of the indexes for the different countries.

¹ The fact that the minimum and maximum values may vary with time does constitute a disadvantage for comparability of the index over time, but this choice is certainly preferable to that of setting invariable minimum and maximum values insofar as it is highly possible that a country or several countries will be outside the min-max interval that would have been set.

Population and macro-economics context

Gross domestic product (GDP) per capita: Internal revenue of the country (sum of added values of resident economic units + taxes net of subsidies) divided by the total population, expressed in US dollars of 2002.

The regional and continental averages for this indicator are calculated according to the demographic weighting of each country (the region and the continent are considered as entities).

Source: *World Development indicators 2005*

Percentage of the school-age population: Proportion of the population of primary school age.

The regional and continental averages for this indicator are calculated according to the demographic weighting of each country (the region and the continent are considered as entities).

Source: *calculated from United Nations Population Division data*

HIV/AIDS prevalence (15-49 year olds): Proportion of individuals aged 15 to 49 living with HIV/AIDS expressed as a percentage.

Source: *UNAIDS*

HDI (ranking): 2003 ranking on the Human Development Indicator (for the 177 countries for which this indicator has been calculated).

Source: *UNDP*

Indicators of primary school results and education policies (Fast Track indicators, on the right hand side of the page)

Schooling profile: Proportion of a cohort of 100 children reaching each grade. The different grades are marked on the X-axis and the percentage of the cohort reaching the corresponding grade is shown on the Y-axis. The first point of the primary schooling profile corresponds to the apparent intake rate in primary education (if the value is over 100%, this is capped to 100% in the profile - access to first grade is considered to be universal - but the initial value is given for reference in the statistical table in the Appendix). Over the six grades of primary education, the last point of the profile corresponds to the access rate to the 6th grade (completion rate). The primary schooling profiles presented are simplified, only indicating the access rate to the first grade (apparent intake rate) and the access rate to the final grade.

Source: *calculations based on data from UIS and the United Nations Population Division*

Primary survival rate: Percentage of pupils who entered the first grade of primary education and who reached the final grade, expressed as a percentage.

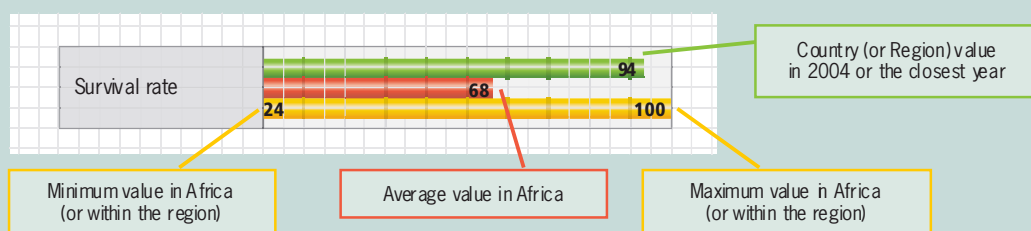
Source: *calculated from UIS data*

For this indicator as for all those hereafter, values are presented in the form of a chart with horizontal coloured diagrams which make it possible to show the value of the country in comparison with the African average and the extreme values noted (on the continent or in the region).

A reading guide for these indicators is to be found in Inset 3.

Inset 3: Reading the comparison diagrams, example: primary survival rate

For each indicator, the value for the country is shown in green, the average African value (or regional value) in red and the extreme values (minimum and maximum) observed in Africa (or in the region) in yellow.



Primary education policy pattern

Pupil-teacher ratio (PTR): Ratio between the number of pupils and the number of teachers, representing the average number of pupils per teacher.

Source: calculated from UIS data

Public teacher's average salary as units of GDP per capita: Ratio between the average teacher salary and the value of the GDP per capita.

Source: calculated from UIS, World Bank, Fast Track Secretariat and CSR data

Percentage of current spending other than teacher salaries: ratio between current expenditure other than teacher salaries and all current expenditure.

Source: calculated from UIS, World Bank, Fast Track Secretariat and CSR data

% of repeaters: Proportion of pupils enrolled in the same grade as the previous year, expressed as a percentage of all pupils enrolled.

Source: calculated from UIS data

% of pupils in private education: Ratio between the number of pupils enrolled in schools which are not State-run and the total number of pupils, expressed as a percentage.

Source: calculated from UIS data

Sector-wide financial indicators (left hand side of the page)

Domestic resources mobilization

Government revenues as a percentage of GDP: ratio between all State revenues other than grants and the gross domestic product, expressed as a percentage. This indicator is close to the rate of fiscal pressure.

Source: World Bank, Fast Track Secretariat and CSR data

Percentage for education in government revenues: Ratio between all public current expenditure on education and all public resources excluding grants.

Source: calculated from UIS, World Bank, Fast Track Secretariat and CSR data

Distribution of education budget

Percentage for primary schooling (adjusted to 6 grades) in the education budget: Share of current expenditure on education devoted to primary schooling. For countries where primary schooling does not last six years, calculations have been made to estimate the share of current expenditure corresponding to the first six grades, in the interest of comparability.

Source: calculated from UIS, World Bank, Fast Track Secretariat and CSR data

Percentage for secondary (adjusted to 7 years) in the education budget: Share of current expenditure devoted to secondary education. For countries where the duration of secondary education is other than seven years, in the interests of comparability, calculations have been made to estimate the share of current expenditure corresponding to seven grades.

Source: calculated from UIS, World Bank, Fast Track Secretariat and CSR data

Percentage for higher education in the education budget: Share of current expenditure on education devoted to higher education.

Source: calculated from UIS, World Bank, Fast Track Secretariat and CSR data

Current unit cost as % of GDP per capita

Current unit cost as % of GDP per capita per level of education: Ratio between the average amount of annual public current expenditure for a pupil in a specific education level and the value of the GDP per capita.

Source: calculated from UIS, World Bank, Fast Track Secretariat and CSR data

Inequity in the allotment of public resource for education

Percentage of resources for the 10 % most educated: Share of public resources accumulated by the 10 % most educated (those who reach the highest terminal levels of education) amongst all public resources mobilized for education.

Source: calculated from UIS, World Bank, Fast Track Secretariat and CSR data

Indicators mentioned in the text and not included in the country profiles

Pseudo drop-out rate (per level of education): Approximation of the share of pupils who entered the first grade of the level and dropped out before the end of that level.

$$\text{Pseudo drop-out rate} = \frac{\text{Access rate to 1}^{\text{st}} \text{ grade of the level} - \text{access rate to final grade of the level}}{\text{Access rate to 1}^{\text{st}} \text{ grade of the level}}$$

Regional and continental averages for this indicator are calculated by using weighted averages for the different access rates making up this formula.

Source: calculated from UIS data

Random factor in the allocation of teachers in public primary schools: Proportion of the differences observed between schools in the number of teachers which cannot be explained by the differences in pupil numbers. The value of this indicator lies between 0 and 1. The nearer to 0, the more teacher allocations are made using the criterion of the number of pupils enrolled in each school.

Random factor = $1 - R^2$ (number of pupils, number of teachers)

where R^2 is the coefficient of determination calculated between the number of pupils and the number of teachers in all the public primary schools in the country.

Source: CSR and country fieldwork (calculated from schooling administrative data bases)

School-life expectancy : School-life expectancy (SLE), is a synthetical indicator of schooling coverage. It is equal to the average number of years of schooling children of a country achieve (repeated years are not taken into account) provided the current situation of the education system.

$$SLE = \sum_{j=1}^N A_j$$

$$\text{with } A_j = \frac{\text{Non repeaters grade } j}{\text{Population of children of the official age for grade } j}$$

and N the maximal number of years of schooling in the country

Source: calculated from UIS and UN population data

Internal efficiency coefficient (IEC): Ratio between the number of pupil-years (a pupil-year corresponds to a school year done by a pupil) theoretically required lead the pupils to the final grade without repeating and the actual number of pupil-years spent, provided repetition and drop-out within the cycle, expressed in percentage.

Calculations can be made on the basis of the schooling profile, using a pseudo-cohort of 100 pupils entering grade 1. For instance if the level counts 6 grades:

Let N_j be the number of non-repeaters enrolled in grade j (100 in grade 1) and R_j the percentage of repeaters in grade j. The ideal number of pupil-years for the actual production is [$N_6 \times 6$], that is to say 6 years of schooling achieved by N_6 pupils having reached grade 6 (without repetition).

But the number of pupil-years spent is $\sum_{j=1}^6 \frac{N_j}{1-R_j}$, so :

$$IEC = \frac{N_6 \times 6}{\sum_{j=1}^6 \frac{N_j}{1-R_j}}$$

This coefficient ranges theoretically between 0 (school system where no child reaches grade 6) and 1 (system without repetition or drop-out).

Source: calculated from UIS data

TABLE I Population and macro-economics context, duration of the education level

| | Population and macro-economics context 2003 | | | | | Age and schooling duration | | | | |
|------------------------------|---|------------------------|--------------------------------------|--|------------------------------------|----------------------------|----------------------|------------------|--------------------------|--------------------------|
| | GDP per capita (U.S. dollars) | Total population (000) | % of school age population (primary) | Adult (15-49) living with HIV/AIDS (%) | Human development index (rank/177) | Pre Primary entrance age | Pre Primary duration | Primary duration | Lower secondary duration | Upper secondary duration |
| South Africa | 3 526 | 46 919 | 15.2 | 21.5 | 120 ^{me} | 6 | 1 | 7 | 2 | 3 |
| Algeria | 2 135 | 31 866 | 12.7 | 0.1 | 103 ^{me} | 4 | 2 | 6 | 3 | 3 |
| Angola | 91.9 | 15 047 | 11.8 | 3.9 | 160 ^{me} | 3 | 3 | 4 | 4 | 3 |
| Benin | 44.9 | 7 919 | 16.9 | 1.9 | 162 ^{me} | 4 | 2 | 6 | 4 | 3 |
| Botswana | 4 251 | 1 772 | 17.8 | 37.3 | 131 ^{me} | 3 | 3 | 7 | 3 | 2 |
| Burkina Faso | 33.7 | 12 418 | 17.3 | 4.2 | 175 ^{me} | 4 | 3 | 6 | 4 | 3 |
| Burundi | 85 | 7 037 | 17.2 | 6.0 | 169 ^{me} | 4 | 3 | 6 | 4 | 3 |
| Cameroun | 79.3 | 15 748 | 16.2 | 6.9 | 148 ^{me} | 4 | 2 | 6 | 4 | 3 |
| Cape Verde | 1 648 | 484 | 15.9 | - | 105 ^{me} | 3 | 3 | 6 | 2 | 4 |
| Comoros | 42.1 | 75.7 | 16.0 | - | 132 ^{me} | 3 | 3 | 6 | 4 | 3 |
| Congo | 94.6 | 3 769 | 17.5 | 4.9 | 142 ^{me} | 3 | 3 | 6 | 4 | 3 |
| Côte d'Ivoire | 79.3 | 17 604 | 16.3 | 7.0 | 163 ^{me} | 3 | 3 | 6 | 4 | 3 |
| Djibouti | 81.7 | 76.5 | 16.3 | 2.9 | 150 ^{me} | 4 | 2 | 6 | 4 | 3 |
| Egypt | 1 157 | 71 267 | 11.0 | 0.1 | 119 ^{me} | 4 | 2 | 5 | 3 | 3 |
| Eritrea | 18.5 | 4 053 | 13.9 | 2.7 | 161 ^{me} | 5 | 2 | 5 | 2 | 4 |
| Ethiopia | 90 | 73 795 | 16.7 | 4.4 | 170 ^{me} | 4 | 3 | 4 | 4 | 4 |
| Gabon | 4 516 | 1 341 | 16.2 | 8.1 | 123 ^{me} | 3 | 3 | 6 | 4 | 3 |
| The Gambia | 25.5 | 1 438 | 14.9 | 1.2 | 155 ^{me} | 3 | 4 | 6 | 3 | 3 |
| Ghana | 35.9 | 21 212 | 15.5 | 3.1 | 138 ^{me} | 3 | 3 | 6 | 3 | 3 |
| Guinea | 40.3 | 9 003 | 16.1 | 3.2 | 156 ^{me} | 3 | 4 | 6 | 4 | 3 |
| Equatoriale Guinea | 6 058 | 481 | 13.5 | 3.4 | 121 ^{me} | 3 | 4 | 5 | 4 | 3 |
| Guinea-Bissau | 16.0 | 1 494 | 16.5 | 2.8 | - | 4 | 3 | 6 | 3 | 2 |
| Libyan Arab Jamahiriya | 4 169 | 5 629 | 11.8 | 0.3 | 58 ^{me} | 4 | 2 | 6 | 3 | 3 |
| Kenya | 43.9 | 32 734 | 18.6 | 6.7 | 154 ^{me} | 3 | 3 | 6 | 3 | 3 |
| Lesotho | 59.8 | 1 800 | 18.4 | 28.9 | 149 ^{me} | 3 | 3 | 7 | 3 | 2 |
| Liberia | 13.7 | 3 222 | 17.1 | 5.9 | - | 3 | 3 | 6 | 3 | 3 |
| Madagascar | 31.1 | 17 626 | 14.3 | 1.7 | 146 ^{me} | 3 | 3 | 5 | 4 | 3 |
| Malawi | 13.8 | 12 339 | 17.8 | 14.2 | 165 ^{me} | 3 | 4 | 6 | 3 | 3 |
| Mali | 34.1 | 12 736 | 17.2 | 1.9 | 174 ^{me} | 3 | 4 | 6 | 3 | 3 |
| Morocco | 1 430 | 30 568 | 12.6 | 0.1 | 124 ^{me} | 4 | 2 | 6 | 3 | 3 |
| Mauritius | 4 291 | 1 221 | 10.2 | 0.1 | 65 ^{me} | 3 | 2 | 6 | 3 | 4 |
| Mauritania | 40.9 | 2 893 | 15.9 | 0.6 | 152 ^{me} | 3 | 3 | 6 | 3 | 3 |
| Mozambique | 22.7 | 19 052 | 14.2 | 12.2 | 168 ^{me} | 3 | 3 | 7 | 2 | 3 |
| Namibia | 2 151 | 1 986 | 20.4 | 21.3 | 125 ^{me} | 3 | 3 | 7 | 3 | 2 |
| Niger | 20.9 | 13 052 | 16.8 | 1.2 | 177 ^{me} | 4 | 3 | 6 | 4 | 3 |
| Nigeria | 45.8 | 125 912 | 16.9 | 5.4 | 158 ^{me} | 3 | 3 | 6 | 3 | 3 |
| Uganda | 23.4 | 26 869 | 21.2 | 4.1 | 144 ^{me} | 4 | 2 | 7 | 4 | 2 |
| Central African Republic | 30.6 | 3 937 | 16.6 | 13.5 | 171 ^{me} | 3 | 3 | 6 | 4 | 3 |
| Democratic Republic of Congo | 10.5 | 54 231 | 17.2 | 4.2 | 167 ^{me} | 3 | 3 | 6 | 2 | 4 |
| United Republic of Tanzania | 27.9 | 36 919 | 18.8 | 8.8 | 164 ^{me} | 5 | 2 | 7 | 4 | 2 |
| Rwanda | 19.2 | 8 758 | 16.8 | 5.1 | 159 ^{me} | 4 | 3 | 6 | 3 | 3 |
| Sao Tome and Principe | 39.9 | 14.9 | 15.0 | - | 126 ^{me} | 4 | 3 | 6 | 2 | 3 |
| Senegal | 58.3 | 11 119 | 16.4 | 0.8 | 157 ^{me} | 4 | 3 | 6 | 4 | 3 |
| Seychelles | 8 685 | 85 | - | - | 51 ^{me} | 4 | 2 | 6 | 3 | 3 |
| Sierra Leone | 19.3 | 5 119 | 15.6 | 7.0 | 176 ^{me} | 3 | 3 | 6 | 3 | 3 |
| Somalia | | 7 708 | 18.2 | 1.0 | - | 3 | 3 | 7 | 2 | 2 |
| Sudan | 51.0 | 34 856 | 15.3 | - | 141 ^{me} | 4 | 2 | 6 | 2 | 3 |
| Swaziland | 1 840 | 1 035 | 20.0 | 38.8 | 147 ^{me} | 3 | 3 | 7 | 3 | 2 |
| Chad | 28.6 | 9 133 | 17.4 | 4.8 | 173 ^{me} | 3 | 3 | 6 | 4 | 3 |
| Togo | 30.1 | 5 030 | 18.5 | 4.1 | 143 ^{me} | 3 | 3 | 6 | 4 | 3 |
| Tunisia | 2 532 | 9 888 | 11.3 | 0.1 | 89 ^{me} | 3 | 3 | 6 | 3 | 4 |
| Zambia | 38.4 | 11 291 | 19.9 | 16.5 | 166 ^{me} | 3 | 4 | 7 | 2 | 3 |
| Zimbabwe | 1 388 | 12 863 | 19.1 | 24.6 | 145 ^{me} | 3 | 3 | 7 | 2 | 4 |
| Simple average | 1 227 | - | 16.2 | 7.5 | - | - | - | - | - | - |

TABLE II EFA index

| | African development index | | Pre primary GER (%) | Primary completion rate (%) | Quality index | GER gender parity index (%) | Adult literacy rate (%) |
|------------------------------|---------------------------|-----------|---------------------|-----------------------------|---------------|-----------------------------|-------------------------|
| | EFA | EFA + | | | | | |
| South Africa | 91 | 80 | 33.3 | 97 | 48 | 97 | 82 |
| Algeria | 80 | - | 4.7 | 94 | - | 93 | 70 |
| Angola | 34 | 46 | - | 43 | 61 | 71 | 67 |
| Benin | 30 | 33 | 4.4 | 53 | 46 | 77 | 35 |
| Botswana | 90 | 82 | - | 92 | 53 | 99 | 81 |
| Burkina Faso | 15 | 27 | 1.2 | 30 | 55 | 78 | 22 |
| Burundi | 38 | 50 | 1.4 | 33 | 63 | 83 | 59 |
| Cameroon | 58 | 62 | 19.6 | 63 | 58 | 85 | 68 |
| Cape Verde | 85 | - | 53.1 | 95 | - | 95 | 76 |
| Comoros | 49 | 50 | 3.3 | 50 | 49 | 88 | 56 |
| Congo | 70 | - | 5.6 | 57 | - | 93 | 83 |
| Côte d'Ivoire | 36 | 45 | 3.2 | 48 | 58 | 79 | 49 |
| Djibouti | 35 | - | 1.8 | 29 | - | 79 | 65 |
| Egypt | 83 | - | 13.9 | 95 | - | 95 | 71 |
| Eritrea | 39 | - | 7.4 | 44 | - | 80 | 57 |
| Ethiopia | 43 | 42 | 2.2 | 55 | 45 | 86 | 42 |
| Gabon | 75 | - | 13.9 | 66 | - | 99 | 71 |
| The Gambia | 59 | 50 | 18.2 | 63 | 39 | 106 | 38 |
| Ghana | 68 | 51 | 41.6 | 72 | 29 | 96 | 58 |
| Guinea | 36 | 44 | 6.1 | 52 | 56 | 81 | 40 |
| Equatoriale Guinea | 66 | 68 | 40.4 | 50 | 59 | 91 | 87 |
| Guinea-Bissau | 22 | 33 | 9.6 | 38 | 55 | 67 | 54 |
| Libyan Arab Jamahiriya | - | - | 7.6 | - | - | - | 82 |
| Kenya | 82 | 76 | 53.4 | 91 | 52 | 94 | 74 |
| Lesotho | 82 | 74 | 30.6 | 70 | 50 | 100 | 82 |
| Liberia | - | - | - | - | - | - | - |
| Madagascar | 62 | 65 | 10.0 | 45 | 59 | 96 | 71 |
| Malawi | 70 | 62 | - | 61 | 45 | 102 | 64 |
| Mali | 19 | 25 | 1.9 | 42 | 47 | 42 | 19 |
| Morocco | 60 | 65 | 53.4 | 75 | 61 | 90 | 52 |
| Mauritius | 97 | 91 | 95.5 | 100 | 58 | 100 | 84 |
| Mauritania | 54 | 43 | 1.7 | 43 | 33 | 98 | 51 |
| Mozambique | 31 | 42 | - | 30 | 59 | 83 | 46 |
| Namibia | 90 | 73 | 28.9 | 85 | 38 | 101 | 85 |
| Niger | 9 | 16 | 1.4 | 25 | 43 | 72 | 29 |
| Nigeria | 62 | 49 | 14.7 | 76 | 33 | 85 | 67 |
| Uganda | 70 | 66 | 2.1 | 59 | 51 | 100 | 67 |
| Central African Republic | 18 | 25 | 1.7 | 29 | 46 | 70 | 49 |
| Democratic Republic of Congo | - | - | - | - | 28 | - | 67 |
| United Republic of Tanzania | 66 | 68 | 28.7 | 55 | 59 | 96 | 69 |
| Rwanda | 60 | 67 | 2.5 | 37 | 65 | 102 | 65 |
| Sao Tome and Principe | 81 | 77 | 42.5 | 75 | 55 | 98 | 79 |
| Senegal | 49 | 48 | 7.9 | 50 | 48 | 95 | 39 |
| Seychelles | 100 | 99 | 101.5 | - | 69 | 100 | 92 |
| Sierra Leone | 38 | 35 | 4.2 | 61 | 40 | 82 | 35 |
| Somalia | - | - | - | - | - | - | - |
| Sudan | 49 | - | 23.0 | 49 | - | 87 | 61 |
| Swaziland | 72 | 69 | - | 61 | 53 | 95 | 80 |
| Chad | 7 | 14 | 0.5 | 35 | 42 | 67 | 26 |
| Togo | 54 | 57 | 2.5 | 74 | 56 | 84 | 53 |
| Tunisia | 86 | 89 | 21.7 | 95 | 69 | 96 | 74 |
| Zambia | 70 | 58 | - | 67 | 39 | 96 | 68 |
| Zimbabwe | 88 | 80 | 43.2 | 80 | 51 | 98 | 90 |
| Simple average | 58 | 56 | 20 | 60 | 51 | 90 | 62 |

TABLE III Diagnostic system

| | Primary | | | | | Lower secondary | |
|------------------------------|--------------------------|----------------------------------|-------------------------------------|---------------------------------------|---|--------------------------|--------------------------------|
| | Gross enrolment rate (%) | Primary apparent intake rate (%) | Survival rate to the last grade (%) | Actual primary > secondary transition | Random factor in the allocation of teachers in public primary schools | Gross enrolment rate (%) | Access rate to first grade (%) |
| South Africa | 106 | 115.1 | 84.0 | 99 | - | 95 | 92 |
| Algeria | 112 | 101.7 | 94.4 | 94 | - | 98 | 86 |
| Angola | 70 | 71.0 | 57.0 | - | - | - | - |
| Benin | 99 | 100.2 | 41.9 | 63 | 39 | 34 | 33 |
| Botswana | 104 | 104.5 | 82.3 | 99 | - | 86 | 91 |
| Burkina Faso | 53 | 70.8 | 71.1 | 59 | 28 | 16 | 17 |
| Burundi | 80 | 90.7 | 49.0 | 57 | 51 | 15 | 18 |
| Cameroon | 117 | 107.8 | 64.0 | 62 | 45 | 35 | 37 |
| Cape Verde | 112 | 97.4 | 94.3 | 86 | - | 93 | 83 |
| Comoros | 85 | 70.1 | 61.8 | 92 | - | 41 | 43 |
| Congo | 86 | 71.0 | 63.0 | 79 | 38 | 50 | 46 |
| Côte d'Ivoire | 72 | 71.8 | 74.3 | 63 | - | 29 | 29 |
| Djibouti | 39 | 38.6 | 72.2 | 84 | - | 23 | 26 |
| Egypt | 101 | 99.2 | 99.4 | 95 | - | 94 | 90 |
| Eritrea | 66 | 57.6 | 73.7 | 95 | - | 45 | 38 |
| Ethiopia | 93 | 141.3 | 79.0 | 91 | 29 | 44 | 50 |
| Gabon | 132 | 94.2 | 63.1 | 97 | 26 | 61 | 54 |
| The Gambia | 81 | 88.8 | 66.8 | 99 | - | 65 | 62 |
| Ghana | 88 | 95.1 | 76.0 | 94 | - | 64 | 68 |
| Guinea | 81 | 85.8 | 70.0 | 95 | 9 | 35 | 40 |
| Equatorial Guinea | 131 | 123.4 | 36.1 | 100 | - | 40 | 64 |
| Guinea-Bissau | 93 | 129.0 | 47.0 | 93 | - | 32 | 30 |
| Libyan Arab Jamahiriya | 113 | 104.8 | - | - | - | 11.4 | - |
| Kenya | 113 | 127.7 | 86.3 | 94 | - | 68 | 86 |
| Lesotho | 129 | 135.4 | 74.4 | 76 | 18 | 44 | 51 |
| Liberia | - | - | - | - | - | - | - |
| Madagascar | 134 | 166.4 | 43.9 | 75 | 28 | 24 | 30 |
| Malawi | 129 | 175.3 | 24.4 | 75 | 34 | 42 | 52 |
| Mali | 69 | 66.6 | 74.6 | 82 | 42 | 35 | 33 |
| Morocco | 106 | 97.9 | 72.2 | 86 | - | 59 | 58 |
| Mauritius | 102 | 100.0 | 95.0 | 82 | - | 87 | 83 |
| Mauritania | 94 | 105.8 | 64.4 | 62 | 20 | 26 | 29 |
| Mozambique | 97 | 135.4 | 33.8 | 56 | 15 | 16 | 15 |
| Namibia | 102 | 97.2 | 79.4 | 98 | 15 | 78 | 84 |
| Niger | 45 | 59.3 | 71.2 | 70 | 15 | 11 | 13 |
| Nigeria | 99 | 112.0 | 73.0 | - | - | 37 | - |
| Uganda | 130 | 169.2 | - | 42 | 34 | 23 | 26 |
| Central African Republic | 69 | 72.1 | 50.0 | 60 | - | 15 | 17 |
| Democratic Republic of Congo | - | - | - | - | - | - | - |
| United Republic of Tanzania | 107 | 126.3 | 75.8 | 33 | - | 14 | 19 |
| Rwanda | 100 | 182.6 | 24.0 | 61 | 21 | 13 | 13 |
| Sao Tome and Principe | 133 | 116.2 | 79.1 | 83 | - | 63 | 50 |
| Senegal | 78 | 91.0 | 72.0 | 66 | 19 | 28 | 30 |
| Seychelles | 110 | 115.8 | 100.0 | - | - | 10.9 | - |
| Sierra Leone | 154 | 203.7 | 50.6 | 73 | 29 | 42 | 44 |
| Somalia | - | - | - | - | - | - | - |
| Sudan | 60 | 67.7 | 84.0 | 94 | - | 47 | 44 |
| Swaziland | 99 | 104.7 | 57.5 | 84 | - | 50 | 54 |
| Chad | 81 | 95.9 | 43.2 | 76 | 18 | 22 | 25 |
| Togo | 106 | 85.8 | 69.2 | 79 | 38 | 62 | 58 |
| Tunisia | 110 | 95.2 | 98.0 | 96 | - | 94 | 90 |
| Zambia | 100 | 111.2 | 77.0 | 64 | 20 | 41 | 40 |
| Zimbabwe | 97 | 118.4 | 76.0 | 70 | - | 55 | 57 |
| Simple average | 97 | 105 | 68 | 79 | 27 | 49 | 48 |

| | Upper secondary | | | | | Technical | Tertiary | Source for the raw data |
|--|-------------------------------|--|--------------------------|--------------------------------|--------------------------------|---|------------|-------------------------|
| | Access rate to last grade (%) | Actual transition rate lower>upper secondary (%) | Gross enrolment rate (%) | Access rate to first grade (%) | Taux d'accès en dernière année | Number of pupils/students per 100,000 inhabitants | | |
| | 84 | 84 | 74 | 82 | 45 | 558 | 1 530 | IUS |
| | 64 | 76 | 45 | 48 | 26 | 1 525 | 2 248 | IUS |
| | - | - | - | - | - | 508 | 86 | IUS |
| | 19 | 55 | 11 | 12 | 7 | 443 | 622 | National |
| | 82 | 57 | 46 | 46 | 46 | 1 506 | 746 | IUS |
| | 8 | 42 | 4 | 3 | 2 | 154 | 152 | IUS |
| | 8 | 55 | 4 | 4 | 3 | 246 | 217 | CSR |
| | 33 | 76 | 19 | 17 | 10 | 1 005 | 545 | CSR |
| | 66 | 73 | 47 | 50 | 30 | 701 | 628 | IUS |
| | 28 | 90 | 27 | 22 | 20 | 119 | 235 | IUS |
| | 32 | 35 | 13 | 10 | 9 | 1 324 | 330 | CSR |
| | 22 | 59 | 15 | 13 | 12 | 265 | 604 | IUS |
| | 20 | 64 | 11 | 12 | 8 | 341 | 148 | IUS |
| | 84 | 33 | 28 | 29 | 25 | 3 757 | 3 525 | IUS |
| | 32 | 95 | 19 | 31 | 9 | 69 | 114 | IUS |
| | 31 | 99 | 14 | 31 | 7 | 159 | 233 | IUS |
| | 34 | 70 | 25 | 24 | 17 | 585 | 615 | IUS |
| | 59 | 59 | 26 | 31 | 21 | 31 | 109 | IUS |
| | 53 | 45 | 21 | 23 | 18 | 191 | 330 | IUS |
| | 23 | 81 | 16 | 16 | 10 | 180 | 268 | CSR |
| | 19 | 43 | 7 | 8 | 5 | 279 | - | IUS |
| | 18 | 92 | 16 | 15 | 12 | 65 | 35 | Pôle |
| | - | - | 32 | - | - | 4 620 | 6 795 | IUS |
| | 31 | 98 | 27 | 30 | 24 | 75 | 331 | IUS |
| | 30 | 84 | 22 | 24 | 17 | 109 | 339 | IUS |
| | - | - | - | - | - | - | - | - |
| | 15 | 58 | 8 | 8 | 6 | 95 | 239 | IUS |
| | 19 | 92 | 16 | 18 | 14 | 94 | 41 | IUS |
| | 21 | 43 | 10 | 8 | 6 | 348 | 260 | IUS |
| | 41 | 71 | 30 | 28 | 22 | 645 | 1 124 | IUS |
| | 79 | 98 | 66 | 75 | 35 | 1 290 | 1 456 | IUS |
| | 18 | 100 | 19 | 18 | 16 | 165 | 321 | IUS |
| | 10 | 83 | 6 | 7 | 2 | 123 | 117 | IUS |
| | 60 | 54 | 32 | 33 | 30 | 144 | 601 | IUS |
| | 6 | 63 | 2 | 3 | 2 | 27 | 67 | IUS |
| | - | - | 32 | - | - | - | 1 024 | IUS |
| | 19 | 48 | 8 | 9 | 8 | 131 | 329 | IUS |
| | 8 | 74 | 7 | 6 | 6 | 107 | 107 | CSR |
| | - | - | - | - | - | - | - | - |
| | 9 | 31 | 2 | 2 | 2 | - | 116 | IUS |
| | 9 | 96 | 9 | 8 | 7 | 248 | 288 | IUS |
| | 34 | 96 | 25 | 25 | 8 | 37 | 128 | IUS |
| | 19 | 58 | 11 | 12 | 8 | 39 | 470 | National |
| | - | - | 92 | - | - | - | - | IUS |
| | 30 | 53 | 13 | 14 | 9 | 535 | 312 | CSR |
| | - | - | - | - | - | - | - | - |
| | 39 | 42 | 22 | 21 | 19 | 79 | 637 | IUS |
| | 32 | 89 | 30 | 31 | 23 | 66 | 637 | IUS |
| | 13 | 77 | 11 | 9 | 9 | 50 | 135 | CSR |
| | 38 | 43 | 17 | 15 | 9 | 394 | 372 | National |
| | 71 | 98 | 62 | 69 | 42 | 907 | 2 952 | IUS |
| | 36 | 43 | 16 | 16 | 15 | 61 | 229 | IUS |
| | 52 | 86 | 27 | 50 | 5 | 7 | 471 | IUS |
| | 34 | 69 | 23 | 23 | 15 | 519 | 592 | |

TABLE IV Financials and Fast track indicators

| | Resource mobilization | | Distribution of education budget | | | Current unit cost as % of per capita GDP | | |
|------------------------------|---------------------------------|--|--------------------------------------|------------------------------------|----------------|--|-----------|------------|
| | Government revenues as % of GDP | % for education in government revenues | % for primary (adjusted to 6 grades) | % secondary (adjusted to 7 grades) | % for tertiary | Primary | Secondary | Tertiary |
| South Africa | 24.6 | 21.5 | 41.0 | 43.5 | 15.5 | 14.3 | 17.7 | 53.2 |
| Algeria | 40.9 | 8.7 | 44.2 | - | - | 11.1 | - | - |
| Angola | 39.0 | 6.7 | 51.7 | - | - | 7.8 | - | - |
| Benin | 15.7 | 22.6 | 50.7 | 27.5 | 22.1 | 10.8 | 19.3 | 148.9 |
| Botswana | 39.5 | 4.9 | 43.7 | 37.7 | 18.6 | 6.1 | 5.7 | 90.5 |
| Burkina Faso | 11.0 | 21.9 | 62.0 | 19.0 | 19.0 | 19.2 | 47.0 | 550.0 |
| Burundi | 20.1 | 19.1 | 44.4 | 28.1 | 27.5 | 15.1 | 65.4 | 718.7 |
| Cameroun | 15.7 | 16.3 | 40.0 | 45.0 | 15.0 | 6.4 | 28.8 | 73.0 |
| Cape Verde | 22.5 | 21.7 | 44.1 | 37.1 | 18.9 | 18.0 | 21.7 | 284.9 |
| Comoros | 19.1 | 19.6 | 45.7 | 46.7 | 7.7 | 12.2 | 30.3 | 129.9 |
| Congo | 30.0 | 13.0 | 39.4 | 32.9 | 27.8 | 8.1 | 17.0 | 220.8 |
| Côte d'Ivoire | 17.5 | 24.5 | 46.6 | 37.4 | 16.0 | 17.5 | 48.0 | 137.1 |
| Djibouti | 22.0 | - | - | - | - | - | - | - |
| Egypt | 23.0 | 5.9 | 40.4 | 20.7 | 38.9 | 8.6 | - | - |
| Eritrea | 25.5 | 7.5 | 32.1 | 49.8 | 18.1 | 11.8 | 35.7 | 445.1 |
| Ethiopia | 19.1 | 15.9 | 54.9 | 26.1 | 18.9 | 12.7 | - | - |
| Gabon | 24.4 | 16.1 | 35.6 | 38.9 | 25.5 | 4.7 | 13.9 | 52.4 |
| The Gambia | 18.5 | 22.0 | 49.8 | - | - | 18.3 | - | - |
| Ghana | 21.0 | 25.3 | 32.8 | - | - | 17.6 | - | - |
| Guinea | 11.1 | 18.4 | 44.4 | 30.8 | 24.8 | 9.0 | 14.0 | 231.0 |
| Equatoriale Guinea | 21.2 | - | - | - | - | - | - | - |
| Guinea-Bissau | 17.8 | 11.7 | 33.3 | 43.0 | 23.7 | 7.2 | 13.8 | 121.1 |
| Libyan Arab Jamahiriya | - | - | 40.4 | 39.3 | 20.3 | 11.3 | - | - |
| Kenya | 23.3 | 27.6 | 36.1 | - | - | 9.0 | 22.0 | 266.1 |
| Lesotho | 41.3 | 24.2 | 34.5 | 29.5 | 36.0 | 18.0 | 47.0 | 577.5 |
| Liberia | - | - | - | - | - | - | - | - |
| Madagascar | 11.2 | 22.8 | 57.6 | 25.4 | 17.1 | 8.3 | 35.9 | 189.4 |
| Malawi | 20.2 | 16.1 | 45.4 | 36.4 | 18.2 | 8.0 | 28.0 | 149.0 |
| Mali | 14.4 | 23.4 | 35.3 | 48.4 | 16.3 | 10.8 | 50.0 | 192.9 |
| Morocco | 25.8 | 23.2 | 36.6 | 47.1 | 16.3 | 20.6 | 43.6 | 110.8 |
| Mauritius | 18.2 | 18.3 | 36.5 | 45.8 | 17.7 | 9.0 | 14.0 | 48.7 |
| Mauritania | 37.5 | 14.1 | 44.2 | 38.9 | 16.9 | 13.4 | 41.2 | 156.0 |
| Mozambique | 14.3 | 21.0 | 48.0 | 30.0 | 21.9 | 10.2 | 32.4 | 791.1 |
| Namibia | 32.0 | 18.5 | 55.4 | 35.9 | 8.7 | 21.0 | 25.2 | 93.5 |
| Niger | 10.6 | 24.1 | 60.0 | 26.7 | 13.3 | 20.0 | 61.0 | 515.0 |
| Nigeria | 40.2 | 8.6 | 29.1 | 51.2 | 19.7 | 13.8 | - | - |
| Uganda | 12.3 | 30.1 | 47.2 | - | - | 9.8 | - | - |
| Central African Republic | 12.0 | 10.0 | 52.4 | - | - | 8.7 | - | - |
| Democratic Republic of Congo | 7.7 | 7.1 | 32.2 | 34.9 | 32.8 | 2.8 | - | - |
| United Republic of Tanzania | 12.1 | 29.7 | 55.1 | - | - | 16.3 | - | - |
| Rwanda | 12.7 | 18.9 | 43.2 | 19.6 | 37.3 | 8.1 | 58.6 | 786.9 |
| Sao Tome and Principe | 24.8 | - | - | - | - | - | - | - |
| Senegal | 19.2 | 22.1 | 44.0 | 28.4 | 27.7 | 13.9 | 19.5 | 295.6 |
| Seychelles | 36.5 | 13.0 | 35.6 | 46.9 | 17.4 | 14.5 | 14.5 | - |
| Sierra Leone | 24.8 | 19.4 | 48.2 | 29.8 | 22.0 | 9.2 | 29.8 | 278.3 |
| Somalia | - | - | - | - | - | - | - | - |
| Sudan | 13.2 | 16.2 | 46.0 | - | - | 10.3 | - | - |
| Swaziland | 25.7 | 13.7 | 22.6 | 51.9 | 25.5 | 11.2 | 28.9 | 245.9 |
| Chad | 10.5 | 13.1 | 49.6 | 29.1 | 21.3 | 5.2 | 18.5 | 339.3 |
| Togo | 16.5 | 20.6 | 47.9 | 34.7 | 17.4 | 12.5 | 20.5 | 112.4 |
| Tunisia | 28.5 | 20.5 | 33.3 | 45.0 | 21.7 | 15.8 | 25.7 | 68.0 |
| Zambia | 17.9 | 11.1 | 45.6 | 35.0 | 19.4 | 7.1 | 19.3 | 163.8 |
| Zimbabwe | 23.6 | 30.1 | 60.6 | - | - | 16.2 | 24.2 | 201.3 |
| Moyenne simple | 22 | 18 | 44 | 36 | 21 | 12 | 30 | 260 |

| | % of resource to the 10% more educated people | Fast Track Indicators (primary) | | | | Source for finance data | |
|--|---|---------------------------------|--|---|----------------|-------------------------|--|
| | | Pupil-Teacher Ratio | Public teachers' average salary as units of per capita GDP | % of current spending other than teachers' salary | % of repeaters | | % of pupils in private |
| | 17 | 33.8 | - | 9.8 | 5.2 | 2.0 | IUS |
| | - | 26.5 | - | - | 11.8 | 0.0 | IUS |
| | - | 35.0 | 1.5 | 19.0 | 23.0 | 5.0 | IUS |
| | 45 | 51.6 | 3.6 | 42.1 | 23.1 | 10.8 | Simulation model |
| | 25 | 25.8 | - | - | 5.2 | 4.7 | IUS |
| | 60 | 48.7 | 5.7 | 30.6 | 13.0 | 13.0 | CSR |
| | 60 | 52.0 | 6.8 | 12.0 | 29.1 | 1.6 | CSR |
| | 38 | 53.9 | 3.6 | 25.0 | 21.9 | 23.5 | CSR |
| | 25 | 26.9 | - | - | 13.0 | 0.0 | IUS |
| | 30 | 35.0 | - | - | 27.1 | 10.0 | IUS |
| | 46 | 82.8 | 2.3 | 20.3 | 23.6 | 25.3 | CSR |
| | 40 | 42.4 | 4.8 | 23.0 | 17.6 | 10.9 | IUS |
| | - | 34.4 | - | - | 18.0 | 15.5 | IUS |
| | - | 21.9 | - | - | 4.0 | 8.0 | IUS |
| | 40 | 46.7 | 7.7 | 29.6 | 21.3 | 7.8 | IUS |
| | 65 | 72.2 | 6.7 | 30.7 | 7.0 | 4.6 | Simulation model |
| | 28 | 36.0 | - | - | 34.4 | 29.3 | IUS |
| | - | 37.5 | 3.7 | 22.0 | 9.7 | 2.7 | Pôle's estimate (according to FTI secretary) |
| | - | 32.3 | 4.0 | 26.4 | 5.8 | 18.0 | Pôle's estimate (according to FTI secretary) |
| | 41 | 45.2 | 2.3 | 45.7 | 10.3 | 20.6 | CSR |
| | - | 43.4 | - | - | 40.5 | 33.0 | IUS |
| | 26 | 38.0 | 1.9 | 30.7 | 22.0 | 19.0 | Simulation model |
| | - | - | - | - | - | 2.5 | IUS |
| | 34 | 39.5 | 5.3 | 4.2 | 5.8 | - | IUS |
| | 31 | 44.0 | 6.6 | 30.8 | 18.2 | 0.3 | CSR |
| | - | - | - | - | - | - | - |
| | 45 | 52.4 | 2.9 | 38.9 | 30.0 | 19.3 | Simulation model |
| | - | 70.0 | 4.0 | 14.0 | 18.0 | - | CSR |
| | 47 | 52.2 | 4.3 | 45.5 | 19.0 | 34.8 | Pôle's estimate (according to FTI secretary) |
| | 26 | 27.6 | 3.4 | 10.5 | 13.2 | 5.5 | IUS |
| | 19 | 22.0 | - | - | 4.8 | 24.9 | IUS |
| | 36 | 44.5 | 4.7 | 19.4 | 14.4 | 7.0 | Simulation model |
| | 37 | 65.2 | 5.2 | 20.9 | 20.6 | - | Simulation model |
| | 20 | 28.3 | - | - | 13.1 | 3.9 | IUS |
| | 63 | 43.7 | 6.1 | 35.9 | 5.3 | 3.9 | CSR |
| | - | 36.4 | 4.9 | 9.1 | 2.6 | - | IUS |
| | - | 50.1 | 2.9 | 26.2 | 13.7 | 9.1 | World Bank |
| | - | 83.0 | 4.9 | 28.5 | 30.6 | 7.2 | CSR |
| | 52 | - | 1.0 | 10.3 | - | - | IUS |
| | - | 58.3 | 3.6 | 13.1 | 4.3 | 0.6 | IUS |
| | 68 | 62.0 | 3.8 | 27.9 | 18.8 | 0.8 | Simulation model |
| | - | 32.1 | - | - | 24.6 | - | IUS |
| | 37 | 43.2 | 4.2 | 16.8 | 11.9 | 11.2 | National |
| | - | 14.0 | 1.7 | 35.2 | - | 4.7 | IUS |
| | 57 | 66.9 | 3.9 | 31.0 | 12.0 | 5.0 | CSR |
| | - | - | - | - | - | - | - |
| | - | 28.8 | 2.2 | 22.5 | 2.2 | 4.4 | World Bank |
| | 34 | 31.2 | - | - | 16.3 | 0.0 | IUS |
| | 67 | 69.3 | 2.3 | 37.2 | 24.8 | 27.0 | CSR |
| | 45 | 44.3 | 5.0 | 25.2 | 23.8 | 40.2 | World Bank |
| | 16 | 20.6 | - | - | 7.2 | 1.0 | Pôle's estimate (according to FTI secretary) |
| | 31 | 48.5 | 2.7 | 21.7 | 6.9 | 2.4 | IUS |
| | 23 | 38.6 | 6.1 | 25.0 | 0.0 | 86.9 | World Bank |
| | 39 | 44 | 4 | 25 | 16 | 13 | |

APPENDIX 4 : LIST OF ABBREVIATIONS AND ACRONYMS

| | |
|-----------------|--|
| AFRISTAT | Observatoire économique et statistique d'Afrique subsaharienne (Economics and statistics observatory for sub-saharan Africa) |
| AIR | Apparent Intake Rate |
| BREDA | UNESCO Regional Office for Education in Africa |
| CONFEMEN | Conference of ministers of education for Francophone countries |
| CSR | Country Status Report |
| DIAL | Développement Institutions et Analyses de Long terme (Research Center on Economics Development) |
| EFA | Education For All |
| FTI | Fast Track Initiative (accelerated implementation of Education For All) |
| GDP | Gross Domestic Product |
| GER | Gross Enrolment Rate |
| HDI | Human Development Index |
| HIV-AIDS | Human Immunodeficiency Virus/Acquired Immunodeficiency Syndrome |
| IEC | Internal Efficiency Coefficient |
| IIEP | International Institute for Educational Planning |
| MDG | Millennium Development Goals |
| MICS | Multiple indicators cluster survey (UNICEF programme) |
| MLA | Monitoring learning achievement (UNESCO/UNICEF programme) |
| OECD | Organisation for Economic Cooperation and Development |
| PPA | Pupils' Parents Association |
| PASEC | Programme d'Analyses des Systèmes Educatifs de la CONFEMEN (Programme for analysis of the CONFEMEN education systems) |
| PCR | Primary Completion Rate |
| PISA | Programme for International Student Assessment (OECD programme) |
| PTR | Pupil-teacher ratio |
| SACMEQ | Southern Africa Consortium for Monitoring Education Quality |
| SLE | SchoolLife Expectancy |
| TIMSS | Trends in International Mathematics and Sciences Study |
| UEMOA | Union Economique et Monétaire Ouest Africaine (West African Economic and Monetary Union) |
| UIS | UNESCO Institute for Statistics |
| UNDP | United Nations Development Programme |
| UNESCO | United Nations Educational, Scientific and Cultural Organisation |
| UPE | Universal Primary Education |

BIBLIOGRAPHY

- Amelewonou K. and Brossard M., 2003, "L'efficience quantitative des systèmes éducatifs : comparaisons" Thematic Report N°1 of the Pôle de Dakar, (www.pdedakar.org), translated into English by Eurotra under the title "Thematic Report N°1: The Quantitative Efficiency of Education Systems: Comparisons."
- Amelewonou K. and Brossard M., 2003b, "Mesurer la couverture scolaire globale d'un pays : l'espérance de vie scolaire" Methodological Report N°3 of the Pôle de Dakar, (www.pdedakar.org), translated into English by Eurotra under the title "Methodological Report N°3: Measuring the educational coverage of a country: school life expectancy".
- Amelewonou K., Brossard M. and Reuge N., 2004, "Atteindre la SPU au Sénégal : éléments d'analyse de la rétention" Working paper, Pôle de Dakar, (www.pdedakar.org).
- World Bank, 2004, Making services Work for Poor People, International Development Report 2004, World Bank, Washington DC.
- World Bank, 2002, Le financement de l'éducation pour tous en 2015 : simulation pour 33 pays d'Afrique subsaharienne. African Region, Human Development Department, Working paper.
- Bernard J.M., Tijab B.F. et Vianou K., 2004, Profils enseignants et qualité de l'éducation primaire en Afrique subsaharienne francophone : bilan et perspectives de dix années de recherche du PASEC, CONFEMEN
- Bernard J.M., Robert F., 2004, Nouveaux enjeux pour l'école moyenne en Afrique, De Boeck
- Berthelemy J.C., 2005, "Convergence and development trap", paper presented at the Annual Bank Conference on Economic Development (ABCDE), Dakar-Senegal, 27 January (http://site_resources.worldbank.org/INTABBCDE_WASHINGTON2005/Resources/jean_daudepaper.pdf)
- Berthelemy J.C., 2003, "To what extent education policies are pro-poor in Sub-Saharan Africa", paper presented at the annual meeting of the European Development Research Network, 14th-15th November.
- Berthelemy J.C. and Arestoff C., 2002, "Les stratégies d'éducation et le développement en Afrique", paper delivered at the Institut de France colloquium on "L'éducation, fondement du développement durable en Afrique" 7th November 2002, Fondation Singer-Polignac, Paris.
- Berthelemy J.C., Pissarides C. and Varoudakis A., 2000, "Human Capital and Growth: The Cost of Rent Seeking Activities", in : The Determinants of Economic Growth, M. Oosterbaan, T. de Ruyter van Steveninck and N. van der Windt (supervisor), Kluwer Academic Publisher.
- Birdsall N., 1999, "Education : The people assets", CSED Working Paper No. 5, September 1999.
- Birdsall N. and Londono J.L., 1997, "Asset Inequality matters : An Assessment of the World Bank's Approach to Poverty Reduction", American Economic Review, vol 87(2), May, pp 32-37.
- Brossard M., 2003, "Rétention, redoublement et qualité dans les écoles publiques primaires béninoises : Quel diagnostic ? Quelles pistes de politiques éducatives ?", Working paper, Analytical report, (www.poledakar.org).
- Brossard M., 2003b, "Cibler les écoles primaires les plus défavorisées au Bénin. Propositions" Working paper, Pôle de Dakar, (www.poledakar.org).
- Brossard M., 2004, "L'arbitrage quantité / coût unitaire dans le cycle primaire des systèmes éducatifs africains" Working paper, Pôle de Dakar, (www.poledakar.org).
- Brossard M., Duret E. and Ledoux B., 2005, "Les indices écoles : un outil de gestion" Working paper, Pôle de Dakar, (www.poledakar.org).
- Brossard M., Ndem F., 2005, "Optimiser l'organisation scolaire au niveau local", Working paper, Analytical report, to be published.
- Brossard M. and Foko B., 2006, Cost and financing of higher education in francophone African countries. A study for the World Bank, forthcoming.
- Bruns B, Mingat A and Rakotomalala M, 2003, Achieving Universal Primary Education by 2015 : A Chance for Every Child. World Bank, Washington DC.
- Chinapah V., H'ddigu E.M., Karjee A., Falayo W., Fomba C.O., Hamissou O., Rafalimanana A., Byamugisha A., 1999, L'Afrique, l'Education de Qualité pour Tous. 1999 MLA project.
- DIAL-AFRISTAT, 2004, Restitution des résultats des enquêtes 1-2-3 sur l'emploi et le secteur informel dans sept pays de l'UEMOA, Ouagadougou workshop, September 2004 (http://www.dial.prd.fr/dial_axes_de_recherche/enquetes_stat/dial_axes_parstat_ouaga.htm).
- Filmer D., 2003, «The incidence of public expenditures on health and education», Background note for World Development Report 2004 : Making services work for poor people, World Bank, May 2003.
- Filmer D. and L. Pritchett, 1998, "Educational Attainment Profiles of the Poor (and Rich) : DHS Evidence from Around the World », Mimeo.
- Foko B., Ndem F. and Reuge N., 2004, "Aspects économiques de l'efficacité externe du Sénégal", Working paper, Pôle de Dakar, (www.poledakar.org)
- Gersher A., 2005, "Costing the Education MDGs: A Review of the Leading Methodologies" Working paper of the "Finances" working party for the Education For All Fast Track Initiative, World Bank, Washington DC.
- Gurgand M., 2004, Quel est l'impact des politiques éducatives, les apports de la recherche, Study requested by the Commission du débat national sur l'avenir de l'école (Committee of the National Debate into the Future of Education), April 2004, 16p.
- Gurgand M., 1999, "Sait-on mesurer le rôle économique de l'éducation, confrontations des résultats empiriques micro et macroéconomiques », Working paper, CREST, 32p.
- Hamoudi A. and Birdsall N., 2004, "AIDS and the Accumulation and Utilisation of Human Capital in Africa", Journal of African Economies, 2004, vol. 13, issue 1, pages i96-i136
- Hanushek E.A., 2003, The failure of Input-based Schooling Policies, Economic Journal, Vol 113, N° 485 February: 64-98
- Herz B. and Sperling G., 2003, "What Works in Girls' Education: Evidence and Policies from the Developing World" Council on Foreign Relations, Washington DC.
- Jaramillo A. and Mingat A., 2003, "Les services de soin et d'éducation pour la petite enfance en Afrique subsaharienne: Que faudrait-il faire pour réaliser les objectifs de développement du millénaire ? » Working paper, African Region, Human Development Department, World Bank, Washington DC.
- Kattan R.B. et Burnett N., 2004, User fee in Primary Education, Education Sector Human Development Network, June, World Bank, Washington DC
- Mehrotra S. and Jdly R. (supervisor), 2000, Development with a Human Face. Experiences in Social Achievement and Economic Growth. Oxford : Clarendon Press.
- Michaelowa K., 2002, "Teacher Job Satisfaction, Student

- Achievement, and the Cost of Primary Education in Francophone Sub-Saharan Africa », discussion paper, Hambourg Institute of International Economics.
- Michaelowa K., 2001, "Primary Education Quality in Francophone Sub-Saharan Africa: Determinants of Learning Achievement and Efficiency Considerations", World Development, vol. 29, issue 10, pages 1699-1716.
 - Mingat A., 2004a, "La rémunération des enseignants de l'enseignement primaire dans les pays francophones d'Afrique sub-saharienne", communication présentée à la conférence sur les enseignants non fonctionnaires du fondamental (21st-23rd November 2004, Bamako), World Bank.
 - Mingat A., 2004b, "L'amélioration de l'allocation des personnels aux écoles au niveau de l'enseignement primaire", Report for the second meeting of AGEPA (amélioration de la gestion de l'éducation en Afrique) [Improvement of Education Management in Africa], 15th-18th November 2004, Nouakchott, World Bank.
 - Mingat A., 2004c, "L'amélioration de la gestion de la transformation des ressources en résultats au niveau des écoles primaires", Report for the second meeting of AGEPA (amélioration de la gestion de l'éducation en Afrique) [Improvement of Education Management in Africa], 15th-18th November 2004, Nouakchott, World Bank.
 - Mingat A., 2004d, "Issue of financial sustainability in the Development of Secondary Education in Africa (SEIA)", Paper presented at the donor conference on SEIA (October 2004, Amsterdam), World Bank, (http://www.worldbank.org/afr/seia/docs_conf_0603fr.htm)
 - Mingat A., 2003a, «L'ampleur des disparités sociales dans l'enseignement primaire en Afrique : sexe, localisation géographique et revenu familial dans le contexte de l'IEPT», Working paper, Africa Region, Human Development Department, World Bank, June 2003.
 - Mingat A., 2003b, "Questions de gestion de l'éducation dans les pays d'Afrique sub-saharienne, diagnostic et perspectives d'amélioration dans le contexte de l'initiative accordée pour la scolarisation primaire universelle", PSAST/AFTHD, World Bank, February 2003.
 - Mingat A., 2003c, «Éléments analytiques et factuels pour une politique de la qualité dans le primaire en Afrique subsaharienne dans le contexte de l'Education Pour Tous», Working paper, African Region, Human Development Department, World Bank, Washington DC.
 - Mingat A, Mohamed Salem K. M. and Ould Inejh El Hassen, Analyse de l'éducation primaire au Sénégal sur la base de l'enquête MICS 2000, Working paper, April 2002
 - Mingat A and Suchaut B., 2000, Les systèmes éducatifs africains. Une analyse économique comparative. De Boeck Université.
 - Mingat A and S. Sosale., 2000, "Problèmes de politiques éducatives relatifs au redoublement à l'école primaire dans les pays d'Afrique sub-saharienne », PSAST/AFTHD, World Bank.
 - PASEC, CONFEMEN 2004a, "Scolarisation primaire universelle et qualité de l'éducation en Afrique subsaharienne francophone : de la problématique enseignante aux questions de gestion », paper presented at the conference on les enseignants non fonctionnaires du fondamental (teachers in basic education who are not civil servants) [21st-23rd November 2004, Bamako], CONFEMEN (www.confemen.org)
 - PASEC, CONFEMEN, 2004b, "Le redoublement : pratiques et conséquences dans l'enseignement primaire au Sénégal», CONFEMEN (www.confemen.org)
 - PASEC, 2004c, Les enseignants contractuels et la qualité de l'école du cycle de base 1 au Niger : quel bilan ? , CONFEMEN, (http://www.confemen.org/article.php3?id_article=174)
 - PASEC, 2004d, Les enseignants contractuels et la qualité de l'école fondamentale publique au Mali: quels enseignements ? , CONFEMEN, (http://www.confemen.org/article.php3?id_article=174)
 - PASEC, 2004e, Recrutement et formation des enseignants du premier degré au Togo : quelles priorités ? , CONFEMEN (http://www.confemen.org/article.php3?id_article=174)
 - PASEC, CONFEMEN, 1999, "Les facteurs de l'efficacité dans l'enseignement primaire : les résultats du programme PASEC sur neuf pays d'Afrique et de l'Océan indien », CONFEMEN (www.confemen.org)
 - Pôle de Dakar, 2004a, Education et approches sous régionales en Afrique. Etat des lieux des systèmes et politiques d'éducation de base, Statistical document for the regional conferences following the 8th conference of Ministries of Education for African countries, UNESCO-BREDA, 73p. (www.poledakar.org)
 - Pôle de Dakar, 2004b, La question enseignante dans la perspective de la scolarisation primaire universelle en 2015 dans les pays CEDEAO, CEMAC et PALOP, UNESCO-BREDA, 13p. (www.poledakar.org)
 - Pôle de Dakar, 2004c, Credibility within FTI, Discussion paper for the EFA Fast Track Brasilia conference, November 2004 (www.poledakar.org)
 - Pôle de Dakar, 2002, Scolarisation primaire universelle : un objectif pour tous, Statistical document for the eighth conference of Ministries of Education for African countries (6th-12th December 2002, Dar Es Salam), UNESCO-BREDA, 124p. (www.pdedakar.org)
 - Psacharopoulos G., 1994, "Returns To Investment in Education: A Global Update », World Development, Vol 22, n°9.
 - Psacharopoulos G. and Patrinos H.A., 2002, "Returns To Investment in Education: A Further Update », World Bank Policy Research Working Paper, n°2881, September.
 - Ram R., 1990, "Educational Expansion and Schooling Inequality: international Evidence and some implications», The Review of Economics and Statistics, 72(2), pp 266-74.
 - Reuge N., 2004a, "Mesurer l'avancée vers la scolarisation primaire universelle », Methodological Report n°1 of Pôle de Dakar, (www.poledakar.org), translated into English by Eurotra under the title "Measuring the progress towards Universal primary education Centre Reports - Methodological Report N°1."
 - Reuge N., 2004b, "Les profils de scolarisation », Methodological Report n°2 of the Pôle de Dakar, (www.poledakar.org), translated into English by Eurotra under the title "Schooling Profiles Centre Report - Methodological Report N°2".
 - SACMEQ, 2005, The SACMEQ II in Botswana: A study of the conditions of schooling and the quality of education, SACMEQ educational policy research series
 - SACMEQ, 2005, The SACMEQ II in Lesotho: A study of the conditions of schooling and the quality of education, SACMEQ educational policy research series
 - SACMEQ, 2005, The SACMEQ II in Swaziland: A study of the conditions of schooling and the quality of education,

- SACMEQ educational policy research series
- SACMEQ, 2005, The SACMEQ II in Namibia: A study of the conditions of schooling and the quality of education, SACMEQ educational policy research series
 - SACMEQ, 2005, The SACMEQ II in South Africa: A study of the conditions of schooling and the quality of education, SACMEQ education policy research series
 - Schultz T P., 2004, "Evidence of Returns to Schooling in Africa from household Survey: Monitoring and Restructuring the Market for Education », *Journal of African Economies*, Vol. 13, issue 02, pp i95-ii148.
 - Summers L., 1992, "Investing in All the People », Policy Research Working Paper 905, World Bank, Washington DC.
 - Thomas V., Wang Y et Fan X, 2000, "Measuring Education Inequality : Gini Coefficients of Education », World Bank, (http://econ.worldbank.org/files/1341_wps2525.pdf)
 - UN Millenium Project, 2005a, Investing in Development. A Practical Plan to Achieve the Millenium Development Goals (www.unmilleniumproject.org/html/globalplan/shtm)
 - UN Millenium Project, 2005b, Toward Universal Primary Education: Investments, Incentives and Institutions, Education Task Force, (http://unmp.forumone.com/eng_task_force/EducationEbook.pdf)
 - UNDP, 2005, Human development report, UNDP
 - UNESCO, 2004, Education Pour Tous. L'exigence de qualité. EFA World Monitoring Report 2004/05.
 - UNESCO, 2003, Genre et Education Pour Tous. Le pari de l'égalité. EFA World Monitoring Report 2003/04.
 - UNESCO/BREDA, 2005, Education for all in Africa ; paving the way for action, Dakar + 5, UNESCO. Dakar.
 - UNESCO Institute for Statistics, 2006, Children out of school: measuring exclusion from primary education, UNESCO-UNICEF, 115p
 - WHO/UNAIDS, 2005, Report on the global HIV/AIDS epidemic, WHO

Education Country Status Report (CSR)

West Africa

- CSR-Côte d'Ivoire, 2002, Country status report ivoirien, produced jointly by the World Bank, the Pôle de Dakar (UNESCO-France) and the Côte d'Ivoire national team, World Bank, Africa Region, Department of human development, Washington DC.
- CSR-Guinea, 2004, Le système éducatif guinéen : diagnostic et perspectives pour la politique éducative dans le contexte de contraintes macroéconomiques fortes et de réduction de la pauvreté, Country status report produced jointly by the World Bank, the Pôle de Dakar (UNESCO-France) and the national team in Guinea, Africa Region, human development department, Washington DC.
- CSR-Mauritania, 2006, Africa Regim, Department of human development, Washington D.C. (forthcoming).
- CSRNiger, 2004, La dynamique des scolarisations au Niger. Evaluation pour un développement durable, Country status report, working paper, Africa Region, Department of human development, Washington DC.
- CSRTogo, 2002, Le système éducatif togolais : éléments d'analyse pour une revitalisation, Country status report, Working paper, Africa Region, human development department, Washington DC.

Central Africa

- CSR-Cameroon, 2004, Country status report for Cameroon made jointly by the World Bank, the Pôle de Dakar (UNESCO-France) and the national team in Cameroon, World Bank, Africa Region, human development department, Washington DC.
- CSR-Congo, (ongoing), Country status report for Congo drawn up jointly by the World Bank, the Pôle de Dakar (UNESCO-France) and the national team in Congo.
- CSR-Democratic Republic of the Congo, 2004, Country status report for DRC, World Bank, Africa Region, human development department, Washington DC.
- CSR-Central African Republic (ongoing), Country status report for CAR, drawn up jointly by the Pôle de Dakar (UNESCO-France) and the national team in Central Africa.
- CSR-Chad 2005, Country status report for Chad drawn up jointly by the World Bank, the Pôle de Dakar (UNESCO-France) and the national team in Chad, World Bank, Africa Region, human development department, Washington DC.

East Africa

- CSRBurundi, 2006, Country status report for Burundi, World Bank, Africa Region, human development department, Washington DC.
- CSRMadagascar, 2002, Education and Training in Madagascar. Toward a Policy Agenda for Economic Growth and Poverty Reduction, A World Bank Country Study, Africa Region, Human development Department, Washington DC.
- CSRRwanda, 2003, Education in Rwanda. Accelerating The Agenda For Post Conflict Resolution, A World Bank Country Study, Africa Region, Human development Department, Washington D.C.

Southern Africa

- World Bank, 2005a, Namibia human capital and knowledge development for economic growth with equity, Africa Region Human development, working paper serie n°84
- World Bank, 2005b, Primary and secondary education in Lesotho, a country status report, Africa Region Human development, working paper serie n°101
- World Bank, 2006, Swaziland Achieving education for all challenges and policy directions, Africa Region Human development, working paper serie n°106



Education For All



Regional Office for Education in Africa



Pôle de Dakar
EDUCATION SECTOR ANALYSIS