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Except particular information, school indicators presented in these tables refer to 2004/05 school year, the other years are recognizable by the following code:

- a) 2000/01
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- d) 2003/04
- e) 2005/06

Appendix 3: List of abbreviations and acronyms

1. The quality of available statistical data

The high volume of statistical tools used in this report calls for an interrogation, as to the quality of available data and, similarly, as to their modalities of production. This must cover the field of administrative data, generally produced by the ministries in charge of education, and that of demographic data and also socioeconomic data, when »school« results have to be put into perspective with a country's socioeconomic realities.

The analysis of the present and future challenges, connected to the availability of reliable statistics in a consistent production framework, is increasingly a prerequisite for the involvement of development partners in regional and national programmes. This may be the reason why African governments attach more importance today to improving their statistics systems qualitatively, in a context where the effectiveness of development aid is at the centre of the debate and emphasizes the necessity for results-oriented management. This change is inevitably dependent on the availability of monitoring-assessment indicators, which are themselves fuelled by quality statistical data, unfortunately not always accessible. The desire shown by governments to modernise »the statistical tool« goes well beyond the education sector and many countries have embarked¹ on the conception of new National Strategies for the Development of Statistics (NSDS). Adopting an NSDS is in line with the elaboration of Poverty Reduction Strategy Papers (PRSPs) as, in many countries, the monitoring of Millennium Development Goals (MDG) and the setting up of Poverty Reduction Strategies (PRS) significantly increases the need for information in the social sectors and more particularly in the education sector.

The fundamental missions of an information system must aim at satisfying users and therefore make reliable, relevant and comparable data² available regularly and without due delay in the fields that it is meant to cover. For the education sector, these missions are therefore fundamentally a part of the EFA goals and more generally of the MDGs. Reaching these goals therefore necessarily implies reinforcing national capacities, because data published internationally³ draw their seal of approval from national data.

Administrative data is generally obtained through annual school census reports, which, in theory, guarantee their exhaustiveness. In practice, this is not always the case and frequent statistical coverage problems are observed, particularly for secondary education or technical and vocational education and training. These problems are all the more flagrant for private education, due to the frequent reluctance by headmasters to participate in a statistical campaign that they interpret as an administrative check.

The quality of data can also be questioned on several aspects connected to data collection and to their statistical processing, ranging from consistency checking to the implementation of adequate procedures for the imputation of missing data, very rarely implemented in the different countries. Amongst the indicators published, the (net or gross) enrolment ratios and more generally the access indicators, are very much dependent on the quality of demographic data which are, as a general rule, estimations originating from more or less reliable projections from the latest GPHC data⁴. In addition, the stability of the quality of data over time has significant consequences on the quality of longitudinal analysis. In many countries, the variability of figures from one year to the next makes projections risky.

While the ministries of education are often responsible for the »statistical chain« connected to administrative data, they are far from being the only ones to publish »figures«. Many structures, ministry departments, NGOs, donor agencies, etc. produce and disseminate statistics, often in the form of aggregated indicators, but also sometimes in the form of raw data. This is particularly true since the generalisation of PRSPs in developing countries. This secondary data as a whole constitutes a huge potential, which is only very rarely the subject of analysis and of critical use by the ministries in charge of education.

All the above observations lead to recommending countries to adopt a »quality approach« in the production and use of statistics. Promoting practices aimed at improving the quality of

1 With, in particular, the guidance of Partnership in statistics for development in the 21st century (PARIS21), support from the African Development Bank Group (AfDB) and the support of the Economic and Statistical Observatory of Sub-Saharan Africa (AFRISTAT) for French-speaking countries.

2 Ideally, comparable in time and space, and so internationally.

3 This internationally published data includes UNESCO Institute for Statistics (UIS) data.

4 General Population and Housing Census.

statistical data would certainly be a first significant step towards this goal and the assessment of current practices can be made with the help of a generic grid⁵.

National capacity building, in terms of sector-wide statistics, often comes up against the low availability, in the ministries, of human resources that are technically competent in the areas of statistical production. This shortage could be attenuated with more frequent recourse to resources available in the National Institutes of Statistics (NIS) by the ministries in charge of the social sectors and more particularly of the education sector. However, the NIS have only recently become involved with sector-wide statistics and, while the technical competencies exist, these must be updated and put into context in the light of the challenges of EFA and of sub-sector specificities.

In developing countries, and especially in Africa, most inventoried data sources focus on the PRSPs implemented in the different countries. Much data is redundant and contributes to the production of indicators that are not always coherent with each other. Initial analysis shows a problem of comparability of published data. The systematic publication of metadata⁶ for all the published variables and indicators may be an initial answer to the problem. Such publications are not usual in Africa. The countries should certainly be encouraged to make a critical documentary review of available data and of the indicators they produce. In addition, and on a parallel, the lack or under-utilisation of norms and nomenclatures significantly contributes to reducing comparability.

In referring to the DQAF Education, modernizing national statistical tools should involve, as a priority, (i) a documentary analysis of the texts governing education statistical data collection, (ii) a critical review of the collection tools used, (iii) a technical analysis of the (material and organizational) statistical processing chain, (iv) an assessment of the degree of decentralisation of the «statistical process», and (v) an analysis of the integration of education sector statistics into the more global scheme of the NSDS. Diagnostic studies resulting from the different stages mentioned above would bring out the indispensable articulations between education sector statistics and the more general NIS statistics. The international comparability⁸ of data is a major concern for many partners and more particularly for the UNESCO Institute for Statistics (UIS). In this context, the different countries should make an effort in completely filling in and returning the UIS annual questionnaires. The development, in due course, of the education «satellite account» concept should make a significant contribution to improving the supply of data relating to education financing.

5 Mostly originating from (i) Permanent Surveys on Household Living Conditions (PSHC), (ii) Demographic and Health Surveys (DHS), (iii) Multiple Indicator Surveys (MICS), and (iv) HIV/AIDS information systems in some countries.

6 This generic grid is synthesized under the generic name of Data Quality Assessment Framework (DQAF)/Cadre d'Evaluation de la Qualité des Données (CEQD) by the International Monetary Fund (IMF). Its application to the field of education, as a result of joint efforts by UNESCO Institute for Statistics and the World Bank, is a major tool for implementing internationally-recognised technical statistics aimed at standardizing statistical results and methods in order to arrive at improved regional comparability.

7 Metadata includes more specifically the documentation of concepts, fields of application, classifications, registration bases, sources and statistical techniques used, etc.

8 A very special effort must be made by the departments concerned to improve the use and appropriation of the International Standard Classification of Education (ISCE) in the production and processing of statistical data on education.

2. Summary statistical tables

Table 1: Population and macro-economics context, duration of the education level

Countries	Population and macro-economics context 2004					Age and schooling duration				
	GDP per capita (U.S. \$)	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
Algeria	2 616	32 358	12.1	0.1	102	4	2	6	3	3
Angola	1 298	15 490	11.7	3.7	161	3	3	4	4	3
Benin	498	8 177	16.8	1.8	163	4	2	6	4	3
Botswana	4 895	1 769	17.8	24.1	131	3	3	7	3	2
Burkina Faso	376	12 822	17.2	2.0	174	4	3	6	4	3
Burundi	90	7 282	16.8	3.3	169	4	3	6	4	3
Cameroon	919	16 038	16.0	5.4	144	4	2	6	4	3
Cape Verde	1 915	495	15.5	-	106	3	3	6	2	4
CAR	334	3 986	16.6	10.7	172	3	3	6	4	3
Chad	454	9 448	17.4	3.5	171	3	3	6	4	3
Comoros	472	777	16.1	<0.1	132	3	3	6	4	3
Congo	1 129	3 883	17.5	5.3	140	3	3	6	4	3
Côte d'Ivoire	855	17 872	16.2	7.1	164	3	3	6	4	3
Dem. Rep. of Congo	118	55 853	17.1	3.2	167	3	3	6	2	4
Djibouti	851	779	16.2	3.1	148	4	2	6	4	3
Egypt	1 034	72 642	13.1	<0.1	111	4	2	6	3	3
Equatorial Guinea	6 572	492	13.5	3.2	120	3	4	5	4	3
Eritrea	219	4 232	13.9	2.4	157	5	2	5	2	4
Ethiopia	107	75 600	21.6	4.4	170	4	3	8	2	2
Gabon	5 306	1 362	16.0	7.9	124	3	3	6	4	3
Gambia	281	1 478	14.9	2.4	155	3	4	6	3	3
Ghana	398	21 664	15.3	2.3	136	3	3	6	3	3
Guinea	381	9 202	16.1	1.5	160	3	4	6	4	3
Guinea-Bissau	182	1 540	16.6	3.8	173	4	3	6	3	2
Libyan Arab Jamahiriya	5 073	5 740	11.6	0.1	64	4	2	6	3	3
Kenya	466	33 467	18.4	6.1	152	3	3	6	2	4
Lesotho	765	1 798	18.1	23.2	149	3	3	7	3	2
Liberia	138	3 241	17.2	-	-	3	3	6	3	3
Madagascar	241	18 113	14.3	0.5	143	3	3	5	4	3
Malawi	144	12 608	23.1	14.1	166	3	3	8	2	2
Mali	371	13 124	17.3	1.7	175	3	4	6	3	3
Mauritania	455	2 980	16.0	0.7	153	3	3	6	3	3
Mauritius	4 911	1 233	10.0	0.6	63	3	2	6	3	4
Morocco	1614	31 020	12.3	0.1	123	4	2	6	3	3
Mozambique	286	19 424	19.4	16.1	168	3	3	7	2	3
Namibia	2716	2 009	20.3	19.6	125	3	3	7	3	2
Niger	228	13 499	16.9	1.1	177	4	3	6	4	3
Nigeria	560	128 709	16.8	3.9	159	3	3	6	3	3
Rwanda	208	8 882	16.3	3.1	158	4	3	6	3	3
Sao Tome and Principe	407	153	14.9	-	127	4	3	6	2	3
Senegal	673	11 386	16.2	0.9	156	4	3	6	4	3
Seychelles	8685	81	10.3	-	51	4	2	6	3	3
Sierra Leone	202	5 336	15.6	1.6	176	3	3	6	3	3
Somalia	-	7 964	18.4	0.9	-	3	3	7	2	2
South Africa	4507	47 208	15.2	18.8	121	6	1	7	2	3
Sudan	551	35 523	15.3	1.6	141	4	2	6	2	3
Swaziland	2333	1 034	19.7	33.4	146	3	3	7	3	2
Togo	344	5 988	16.6	3.2	147	3	3	6	4	3
Tunisia	2820	9 995	10.8	0.1	87	3	3	6	3	4
Uganda	246	27 821	21.1	6.7	145	4	2	7	4	2
U.R. of Tanzania	288	37 627	18.7	6.5	162	5	2	7	4	2
Zambia	469	11 479	19.8	17.0	165	3	4	7	2	3
Zimbabwe	1388	12 936	18.8	20.1	151	3	3	7	2	4
Simple average	1392	-	16.2	6.4	-	-	-	-	-	-

Table 2: EFA index

Countries	African development index		Pre Primary GER (%)	Primary completion rate (%)	GER gender parity index (%)	Adult literacy rate (%)
	2005	2000				
Algeria	73	66	6.0	96	93	70
Angola	36	32	-	43(c)	71(c)	67
Benin	34.5	22	5.4	65(e)	81(e)	35
Botswana	82	82	7.0	93	99	81
Burkina Faso	21	13	1.9	40(e)	90(e)	22
Burundi	34	28	1.8	36	86	59
Cameroon	51	51	24.7	62	85	68
Cape Verde	78	82	53.6	95(d)	95(d)	76
CAR	22	23	4.0	31	69	49
Chad	17	13	0.8	35(d)	67(d)	26
Comoros	41	36	3.3	51	88	56
Congo	49	42	5.8	73	92	48
Côte d'Ivoire	33	30	3.2(c)	48(c)	79(c)	49
Dem. Rep. of Congo	-	-	-	-	-	67
Djibouti	33	30	1.0	32	82	65
Egypt	77	74	14.4	98	96	71
Equatorial Guinea	61	59	40.9	54	95	87
Eritrea	39	34	11.9	51	81	57
Ethiopia	35	26	2.2	36(e)	86(e)	42
Gabon	61	56	13.9(c)	66(c)	99(c)	71
Gambia	41	39	18.2(d)	63(d)	106(d)	38
Ghana	56	50	41.6	72	96	58
Guinea	36	23	6.8(e)	60(e)	84(e)	40
Guinea-Bissau	27	25	10.0(c)	38(c)	67(c)	54
Libyan Arab Jamahiriya	-	-	-	-	-	82
Kenya	77	67	53.9	95	96	74
Lesotho	72	66	33.5	74	100	82
Liberia	-	-	-	-	-	-
Madagascar	55	42	7.6	58	96	71
Malawi	54	57	-	45	102	64
Mali	19	18	2.5	43	80	19
Mauritania	40	39	1.7	45	101	51
Mauritius	88	90	95.5	98	100	84
Morocco	53	43	53.6	80	89	52
Mozambique	31	20	-	42	85	46
Namibia	75	84	28.9	75	102	85
Niger	17	12	1.4	28	73	29
Nigeria	58	54	15.4(d)	76(d)	86(d)	67
Rwanda	43	34	2.5	38	102	65
Sao Tome and Principe	75	55	32.2	77	98	79
Senegal	36	29	7.9	50	97	39
Seychelles	95	94	101.5	106	100	92
Sierra Leone	33	24	4.2	61	81	35
Somalia	-	-	-	-	-	-
South Africa	86	81	37.5(d)	100(d)	96(d)	82
Sudan	42	38	25.5	50	87	61
Swaziland	62	61	18.2	64	93	80
Togo	48	46	2.4	72	85	53
Tunisia	81	73	21.7	99	97	74
Uganda	54	54	2.1	58	100	67
U.R. of Tanzania	53	53	28.7	55	96	69
Zambia	64	52	-	79	95	68
Zimbabwe	80	84	43.2	80	98	90
Simple average	52	47	20	63	90	61

Table 3: System diagnosis (2004/05 or close)

Countries	Primary				Lower secondary			
	Gross enrolment rate (%)	Primary apparent intake rate (%)	Survival rate to the last grade (%)	Actual primary > secondary transition	Gross enrolment rate (%)	Access rate to first grade (%)	Access rate to last grade (%)	Actual transition rate lower > upper secondary (%)
Algeria	112	101	99	91	100	87	74	59
Angola	70(c)	76(c)	57(c)	-	-	-	-	-
Benin	96(e)	116(e)	85(e)	91(e)	48(e)	59(e)	27(e)	64(e)
Botswana	104	106	82	99	86	91	82	56
Burkina Faso	62(e)	79(e)	79(e)	49(e)	19(e)	20(e)	11(e)	46(e)
Burundi	85	88	49	50	17	18	8	70
Cameroon	117(d)	112(d)	64(d)	59(d)	35(d)	37(d)	33(d)	53(d)
Cape Verde	112(d)	97(d)	69(d)	87(d)	93(d)	83(d)	66(d)	75(d)
CAR	75	76	64	56	15	17	8	65
Chad	81(d)	105(d)	44(d)	71(d)	22(d)	25(d)	13(d)	73
Comoros	85	70	70	85	41	43	28	82
Congo	112	95	77	77	62	56	39	36
Côte d'Ivoire	72(c)	72(c)	74(c)	60(c)	29(c)	29(c)	22(c)	58(c)
Dem. Rep. of Congo	-	-	-	-	-	-	-	-
Djibouti	40	43	74	98	28	31	20	64
Egypt	101	99	99	92	96	90	83	37
Equatorial Guinea	131	105	36	-	40	-	-	-
Eritrea	65	59	75	87	44	44	34	67
Ethiopia	76(e)	141(e)	79(e)	84(e)	30(e)	30(e)	23(e)	19(e)
Gabon	132(b)	94(b)	63(b)	89(b)	61(b)	54(b)	34(b)	70(b)
Gambia	81(d)	89(d)	67(d)	100(d)	65(d)	62(d)	59(d)	53(d)
Ghana	88	95	76	94	64	68	53	42
Guinea	77	75	80	70	38	39	25	87
Guinea-Bissau	93(b)	122(b)	47(b)	82(b)	32(b)	30(b)	18(b)	80(b)
Libyan Arab Jamahiriya	113	94	-	-	114	-	-	-
Kenya	114	118	83	97	71	93	31	95
Lesotho	131	123	64	74	47	54	30	83
Liberia	-	-	-	-	-	-	-	-
Madagascar	138	179	67	56	27	33	18	56
Malawi	110	156	30	42	19	19	18	76
Mali	69	68	77	80	35	33	21	40
Mauritania	93	112	64	62	26	28	19	88
Mauritius	101	99	95	82	85	83	80	97
Morocco	105	99	76	80	63	64	43	67
Mozambique	105	156	40	49	20	21	12	79
Namibia	99	98	78	99	75	74	56	55
Niger	47	58	71	65	12	18	6	51
Nigeria	99	117	73	-	37	-	-	-
Rwanda	100(a)	179(a)	-	56(a)	13(a)	13(a)	9(a)	96(a)
Sao Tome and Principe	134	116	74	73	71	56	37	72
Senegal	78	91	65	60	28	30	19	60
Seychelles	110	116	100	-	108	-	-	-
Sierra Leone	154	204	51	72	42	44	30	46
Somalia	-	-	-	-	-	-	-	-
South Africa	105(d)	114(d)	92(d)	89(d)	99(d)	89(d)	87(d)	98(d)
Sudan	60	67	76	91	45	45	43	58
Swaziland	105	115	80	95	53	61	35	97
Togo	104	90	72	84	62	61	42	50
Tunisia	109	100	97	93	94	92	69	95
Uganda	123	157	27	43	23	25	20	43
U.R. of Tanzania	107	114	76	35	14	19	9	25
Zambia	113	126	77	55	45	43	40	42
Zimbabwe	97	118	76	71	55	57	52	95
Simple average	98	106	71	75	50	48	35	65

	Upper secondary			Technical	Tertiary	Source for the raw date	Countries
	Gross enrolment rate (%)	Access rate to first grade (%)	Access rate to last grade (%)	Number of pupils/students per 100,000 inhabitants			
46	43	28	1650	2335	UIS	Algeria	
-	-	-	508	311	UIS	Angola	
17(e)	18(e)	11(e)	366(e)	592(e)	National	Benin	
46	46	46	1505	576	UIS	Botswana	
5(e)	5(e)	3(e)	175(e)	218(e)	National	Burkina Faso	
6	6	3	199	232	CSR	Burundi	
19(d)	17(d)	10(d)	2533(d)	623(d)	CSR	Cameroon	
47(d)	50(d)	30(d)	474(d)	790(d)	UIS	Cape Verde	
7	6	6	94	94	CSR	CAR	
11(d)	9(d)	9(d)	50(d)	117(d)	CSR	Chad	
27	23	21	22	235	UIS	Comoros	
16	14	11	1348	440	CSR	Congo	
15(c)	13(c)	12(c)	-	604(c)	UIS	Côte d'Ivoire	
-	-	-	-	-	-	Dem. Rep. of Congo	
14	13	12	329	218	UIS	Djibouti	
31	30	28	262	3571	UIS	Egypt	
7	-	-	279	-	UIS	Equatorial Guinea	
20	23	8	56	114	UIS	Eritrea	
4(e)	4(e)	3(e)	-	233	UIS	Ethiopia	
25(b)	24(b)	17(b)	585(b)	615(b)	UIS	Gabon	
26(d)	31(d)	21(d)	154(d)	109(d)	UIS	Gambia	
21	23	18	99	330	UIS	Ghana	
20	22	10	91	280	CSR	Guinea	
16(b)	15(b)	12(b)	-	35(b)	Pôle de Dakar	Guinea-Bissau	
32	-	-	4620	6795	UIS	Libyan Arab Jamahiriya	
27	30	23	-	331	UIS	Kenya	
24	25	18	114	339	UIS	Lesotho	
-	-	-	-	-	UIS	Liberia	
9	10	6	-	248	UIS	Madagascar	
14	14	13	-	41	UIS	Malawi	
10	8	6	348	278	UIS	Mali	
19	17	16	218	294	UIS	Mauritania	
71	78	37	2022	1367	UIS	Mauritius	
31	28	22	715	1183	UIS	Morocco	
7	10	3	130	146	UIS	Mozambique	
31	31	30	-	614	UIS	Namibia	
3	3	2	37	80	UIS	Niger	
32	-	-	-	1024	UIS	Nigeria	
9(a)	8(a)	7(a)	248(a)	297(a)	UIS	Rwanda	
26	27	16	52	128	UIS	Sao Tome and Principe	
11	12	8	52	470	National	Senegal	
93	-	-	-	-	UIS	Seychelles	
13	14	9	535	312	CSR	Sierra Leone	
-	-	-	-	-	-	Somalia	
80(d)	85(d)	46(d)	973(d)	1530(d)	UIS	South Africa	
26	25	23	50	637	UIS	Sudan	
33	34	26	70	570	UIS	Swaziland	
20	21	9	338	372	UIS	Togo	
64	65	44	943	3117	UIS	Tunisia	
9	9	8	115	329	UIS	Uganda	
2	2	2	-	116	UIS	U.R. of Tanzania	
17	17	16	68	229	UIS	Zambia	
27	50	5	7	471	UIS	Zimbabwe	
24	23	16	561	708		Simple average	

Table 4: Financial and Fast Track Indicators (2004/05 or closest year)

Countries	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)	% for secondary (adjusted to 7 grades)	% for tertiary	Primary	Secondary	Tertiary
Algeria	40.9	8.7	44.2	-	-	11	-	-
Angola	37.5	6.7	51.7	-	-	8	-	-
Benin	16.4	22.6	50.7	27.5	22.1	11	19	149
Botswana	37.5	4.9	43.7	37.7	18.6	6	6	90
Burkina Faso	12.8	21.9	62.0	19.0	19.0	19	47	550
Burundi	20.1	18.0	46.3	28.4	25.3	15	65	719
Cameroon	15.2	16.3	40.0	45.0	15.0	6	29	73
Cape Verde	24.8	20.7	44.2	37.1	18.7	18	22	285
CAR	8.4	17.3	49.5	27.5	23.0	7	23	225
Chad	10.5	13.1	49.6	29.1	21.3	5	19	339
Comoros	15.6	19.6	45.7	46.7	7.7	12	30	130
Congo	19.1	15.8	28.6	41.6	29.8	5	21	183
Côte d'Ivoire	17.5	24.5	46.6	37.4	16.0	17	48	137
Dem. Rep. of Congo	9.5	7.1	32.2	34.9	32.8	3	-	-
Djibouti	28.7	23.5	50.6	-	-	-	-	-
Egypt	23.0	5.9	40.4	20.7	38.9	9	-	-
Equatorial Guinea	32.6	-	-	-	-	-	-	-
Eritrea	27.5	7.5	32.1	49.8	18.1	12	36	445
Ethiopia	17.0	15.9	54.9	26.1	18.9	13	-	-
Gabon	30.1	16.1	35.6	38.9	25.5	5	14	52
Gambia	20.9	16.0	49.8	-	-	18	-	-
Ghana	23.8	25.3	34.4	-	-	18	-	-
Guinea	11.1	18.4	44.4	30.8	24.8	9	14	231
Guinea-Bissau	17.2	11.7	33.3	43.0	23.7	7	14	121
Libyan Arab Jamahiriya	-	-	40.4	39.3	20.3	11	-	-
Kenya	21.2	27.4	41.6	-	-	9	22	266
Lesotho	49.7	24.2	34.5	29.5	36.0	18	47	578
Liberia	14.8	-	-	-	-	-	-	-
Madagascar	12.0	23.4	59.2	24.4	16.5	8	36	189
Malawi	23.2	16.1	45.4	36.4	18.2	8	28	149
Mali	17.4	23.4	35.3	48.4	16.3	11	50	193
Mauritania	24.0	13.0	44.2	38.9	16.9	13	47	121
Mauritius	19.9	18.3	36.5	45.8	17.7	9	14	49
Morocco	25.8	23.2	36.6	47.1	16.3	21	44	111
Mozambique	12.6	21.0	48.0	30.0	21.9	10	32	791
Namibia	30.2	18.5	55.4	35.9	8.7	21	25	93
Niger	11.2	24.1	60.0	26.7	13.3	20	61	515
Nigeria	26.7	8.6	29.1	51.2	19.7	14	-	-
Rwanda	13.9	18.9	43.2	19.6	37.3	8	59	787
Sao Tome and Principe	18.5	-	-	-	-	-	-	-
Senegal	18.5	22.1	44.0	28.4	27.7	14	20	296
Seychelles	50.0	13.0	35.6	46.9	17.4	15	15	-
Sierra Leone	24.8	19.4	48.2	29.8	22.0	9	30	278
Somalia	-	-	-	-	-	-	-	-
South Africa	24.0	21.5	41.0	43.5	15.5	14	18	53
Sudan	13.2	16.2	46.0	-	-	10	-	-
Swaziland	30.7	13.7	22.6	51.9	25.5	11	29	246
Togo	16.9	20.8	50.0	35.0	15.0	13	20	112
Tunisia	28.5	20.5	33.3	45.0	21.7	16	26	68
Uganda	12.7	30.1	47.2	-	-	10	-	-
U.R. of Tanzania	11.8	29.7	55.1	-	-	16	-	-
Zambia	18.2	11.1	45.6	35.0	19.4	7	19	164
Zimbabwe	33.8	30.1	60.6	-	-	16	24	201
Simple average	22	18	44	36	21	12	30	257

	% 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	% current spending other than teachers' salary	% of repeaters	% of pupils in private	
	-	25	-	-	11.2	0.0	IMF, UIS
	-	-	1.5	19.0	22.2(c)	5.0(c)	IMF, UIS
	45	43(e)	3.6	42.1	7.8(e)	13.0(e)	IMF, Simulation model
	25	26	-	-	4.8	5.1	IMF, UIS
	60	52(e)	5.7	30.6	5.3(e)	13.8(e)	IMF, CSR
	60	49	6.8	12.0	30.4	1.4	CSR
	38	48	3.6	25.0	25.8	23.7	CSR
	25	26(d)	-	-	12.8(d)	0.0(d)	IMF, FTI, UIS
	63	83	4.9	33.0	29.6	10.0	CSR
	67	63(d)	2.3	37.2	24.8(d)	31.2(d)	CSR
	30	35	-	-	27.1	10.0	IMF, UIS
	46	83	1.8	66.3	23.2	26.5	CSR
	40	42(c)	4.8	23.0	17.6(c)	10.9(c)	IMF, UIS
	52	-	1.0	10.3	-	-	IMF, CSR
	-	35	5.7	38.0	9.5	14.7	IMF, FTI, UIS
	-	22	-	-	2.2	8.0	IMF, UIS
	-	32	-	-	28.9	29.9	IMF, UIS
	40	48	7.7	29.6	12.7	7.9	IMF, UIS
	65	72	6.7	30.7	7.0(e)	3.7(e)	IMF, Simulation model
	28	36(c)	-	-	34.4(c)	29.3(c)	IMF, UIS
	-	35(d)	3.7	23.0	9.7(d)	2.6(d)	IMF, FTI
	-	33	4.0	26.4	5.8	20.5	Pôle's estimate (according to FTI secretary)
	41	45(e)	2.3	45.7	8.7(e)	20.6(e)	Simulation model
	26	38(c)	1.9	30.7	21.1(c)	19.4(c)	Simulation model
	-	-	-	-	-	2.5	IMF, UIS
	34	40	5.3	10.0	5.8	4.5	IMF, FTI, UIS
	31	42	6.6	30.8	18.8	0.3	IMF, CSR
	-	-	-	-	-	-	
	45	54	3.1	38.9	18.3	18.9	Simulation model
	-	64	4.0	14.0	20.2	0.9	IMF, FTI, UIS
	47	54	4.3	45.5	19.0	37.0	CSR
	36	40	3.1	31.8	10.1	8.0	CSR
	19	22	-	-	4.8	25.1	IMF, UIS
	26	27	3.4	10.5	12.7	6.6	IMF, UIS
	37	66	5.2	20.9	10.4	2.4	Simulation model
	20	33	-	-	15.1	3.9	IMF, UIS
	63	44	6.1	35.9	5.3	4.1	IMF, CSR
	-	37(d)	4.9	9.1	2.6(d)	-	IMF, UIS
	68	62	3.8	27.9	19.2	0.8	Simulation model
	-	31	-	-	23.5	-	
	37	47	4.2	16.8	11.9	11.2	Simulation model
	-	14	1.7	35.2	-	4.7	IMF, UIS
	57	67	3.9	31.0	12.0	5.0	CSR
	-	-	-	-	-	-	
	17	36(d)	-	9.8	8.0(d)	2.0(d)	IMF, UIS
	-	28	2.2	22.5	1.7	5.3	IMF, World Bank
	34	32	-	-	14.3	-	IMF, UIS
	45	34	5.0	25.2	22.9	41.7	IMF, UIS
	16	21	-	-	8.5	1.0	IMF, UIS
	-	50	2.9	26.2	13.1	9.1	World Bank
	-	58	3.6	13.1	4.0	0.9	Pôle's estimate (according to FTI secretary)
	31	51	2.7	21.7	6.3	3.4	IMF, UIS
	23	39	6.1	25.0	0.0	86.9	IMF, World Bank
	40	43	4,1	27	14	13	

3. List of abbreviations and acronyms

ADEA	Association for the Development of Education in Africa
AFD	Agence Française de Développement (French Development Agency)
AFRISTAT	The Economic and Statistical Observatory of Sub-Saharan Africa
AIR	Apparent Intake Rate
ANCEFA	African Network Campaign on Education for All
AU	African Unity
BREDA	UNESCO Regional Office for Education in Africa
CCNGO	Collective Consultation of Non Governmental Organisations
CEMAC	Economic and Monetary Community of Central Africa
COMEDAF	Conference of African Ministers of Education
CONFEMEN	Conference of Ministers of Education for Francophone Countries
CREFEME	Educational Evaluation and Management Research and Training Centre at the Mohammed V Souissi University in Rabat
CSR	Country Status Report
DHS	Demographic and Health Survey
DIAL	Développement Institutions et Analyses de Long terme (Research Center on Economics Development)
ECOWAS	Economic Community Of West African States
EFA	Education for All
EQJA	Programme of skills development for youth and adults
FTI	Fast Track Initiative
GCE	Global Campaign for Education
GDP	Gross Domestic Product
HIPC	Heavily Indebted Poor Countries
HIV-AIDS	Human Immunodeficiency Virus/Acquired Immunodeficiency Syndrome
ICT	Information and Communication Technology
IEMAC	Improving Education Management in African Countries
ILO	International Labour Organisation
LAMP	Literacy Assessment and Monitoring Program
LIFE	Literacy Initiative for the Excluded
MDG	Millennium Development Goals
MICS	Multiple Indicators Cluster Survey
MLA	Monitoring Learning Achievement
MTEF	Medium Term Expenditure Framework

NEPAD	New Partnership for Africa's Development
NGO	Non Gouvernemental Organisation
ODA	Official Development Assistance
ODL	Open and distance learning
OECD	Organisation for Economic Cooperation and Development
OUA	Organisation of African Unity
PALOP	African Countries of Portuguese Official Language
PARSAT	Regional Program of Statistical Support <i>Programme d'appui régional à la statistique</i>
PASEC	Programme for analysis of the CONFEMEN education systems <i>Programme d'analyse des systèmes éducatifs de la CONFEMEN</i>
PCR	Primary Completion Rate
PIRLS	Progress in International Literacy Study
PISA	Programme for International Student Assessment of the OECD
PPA	Pupils' Parents Association
PTR	Pupils-teacher Ratio
QIBB	Survey on basic indicators of well-being <i>Questionnaire des indicateurs de base du bien-être</i>
SACMEQ	Southern Africa Consortium of Monitoring Education Quality
SADC	Southern African Development Community
SEIA	Conference on Secondary Education in Africa
TIMSS	Trends in International Mathematics and Science Study
TVET	Technical and Vocational Education and Training
UEMOA	West African Economic and Monetary Union / <i>Union économique et monétaire ouest-africaine</i>
UIS	UNESCO Institute for Statistics
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNICEF	United Nations Children's Fund
UPE	Universal Primary Education
USAID	United States Agency for International Development

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