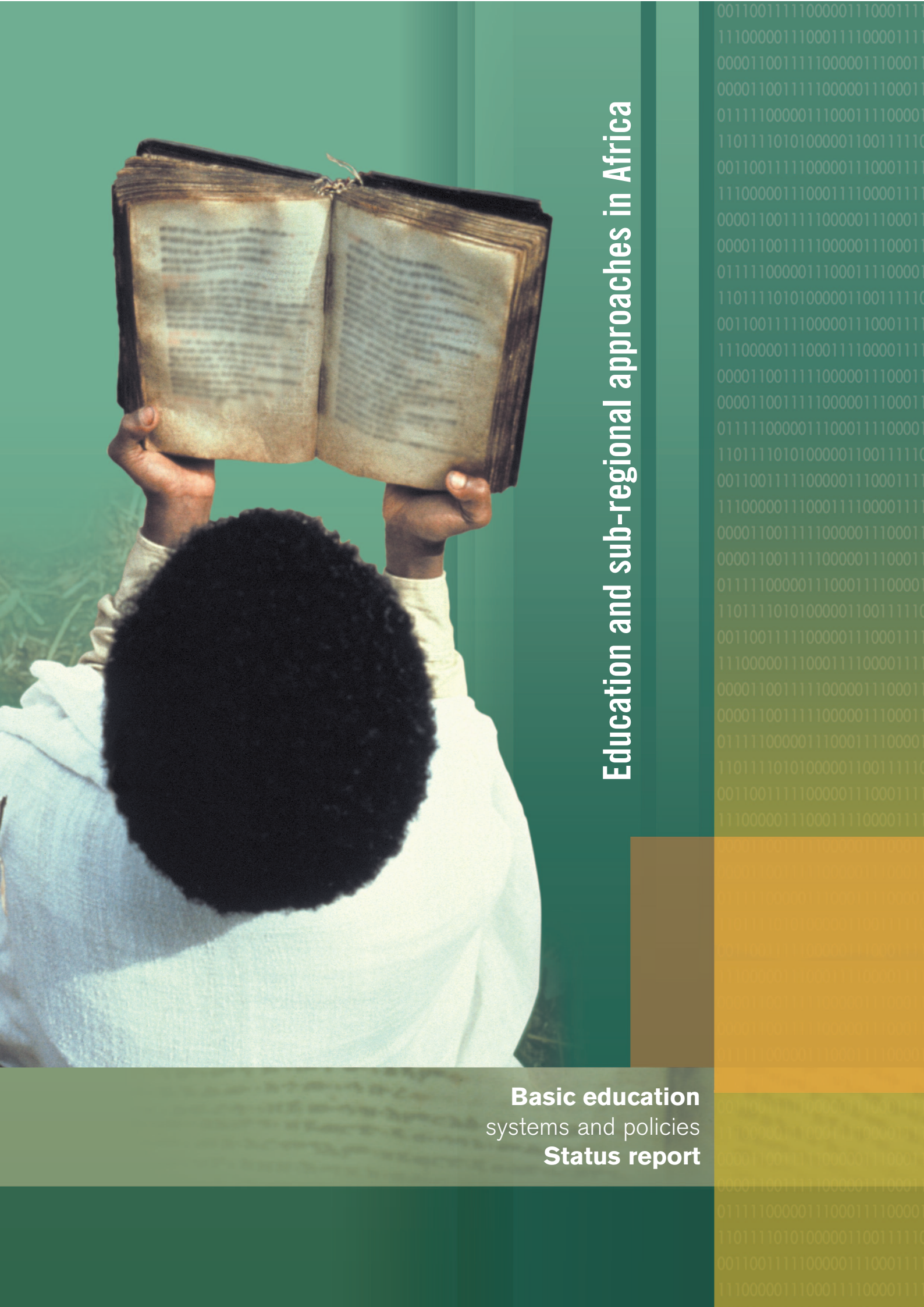

Education and sub-regional approaches in Africa

Basic education
systems and policies
Status report

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Education and sub-regional approaches in Africa

Basic education
systems and policies
Status report

Foreword

The Dakar Framework for Action (2000) anticipates establishing regional and sub-regional forums to support national efforts develop Education for All (EFA). Further, regional economic communities are encouraged to support EFA through specific programmes. Such an approach has been adopted by members of the southern African members of the SADC and by West African ECOWAS Member States. Both communities have adopted cooperation agreement protocols in the field of education. The three sub-regional Ministers of Education conferences in early 2004 are part of this framework.

The topic of the second Conference of Ministers of Education of the Member States of the Economic Community of West African States (ECOWAS) will be "Education and Sub-Regional Integration: Our Commitments and Horizons". The meeting will be held in Accra, Ghana, on 9 and 10 January, 2004. On 14 and 15 January, 2004, the Ministers of Education of the Portuguese-speaking African Countries (Portuguese PALOPs) and Equatorial Guinea will come to Sao Tomé (Sao Tomé et Principe). Finally, “Education and Sub-regional Cooperation” will be discussed in Yaoundé (Cameroon) on 16 and 17 January, 2004, by the Ministers of Education of the Member States of the Monetary and Economic Community of Central Africa (CEMAC). The following three aspects are the common thread for all three meetings: Cooperation and integration; follow-up to MINEDAF VIII; and concrete actions that lead to the specific objectives pursued.

Cooperation in education and the role of education in sub-regional and regional integration processes flow from a dynamic that is now reinforced by the African Union and its social and economic programme: The New Partnership for Africa’s Development (NEPAD). A starting point for cooperation and integration processes is consensus on goals and objectives, within a common frame of reference.

As part of the global EFA movement, the Eighth Conference of the Ministers of Education of the African Member States (MINEDAF VIII) was held in Dar-es-Salaam, Tanzania, in December 2002. Following the World Education Forum (Dakar 2000), this conference served as a mobilisation activity for African decision-makers and their partners in working toward the objectives of Education for All. The momentum created should be maintained and constantly renewed.

To meet the challenges of education in Africa, countries must move from commitment to action. These three conferences are intended to be different from other meetings in that the Ministers have agreed to commit to the development and implementation of common programmes and projects. The targeted areas will be strategic. For example, they include: Education for girls; teacher training; the fight against HIV/AIDS in the education sector; citizenship education; science and technology teaching; education and new information/communication technology; reinforcing education planning capacities; and the production of teaching materials.

These programmes will support national activities in the respective fields, and will be implemented in a spirit of inter-country cooperation and sub-regional integration. This inventory of education systems and policies was prepared to be used in the service of these objectives: “Education and Sub-regional Approaches in Africa”.

M. Armoogum PARSURMAEN
Director UNESCO/BREDA

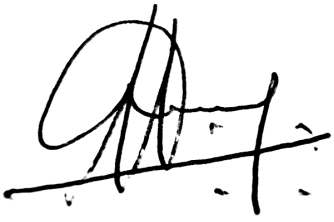

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table of contents

Introduction 8
Education and sub-regional approaches in africa

Sub-regional and national specificities 10

ECOWAS 13
ECOWAS profile *14*
The state of primary education in the ECOWAS zone 15
Country profiles
Benin 19
Burkina faso 20
Cape Verde 21
Côte d'Ivoire 22
Gambia 23
Ghana 24
Guinea 25
Guinea Bissau 26
Liberia 27
Mali 28
Niger 29
Nigeria 30
Senegal 31
Sierra Leone 32
Togo 33

CEMAC 35
CEMAC profile *36*
The state of primary education in the CEMAC zone 37
Country profiles
Cameroon 41
Congo 42
Gabon 43
Equatorial Guinea 44
Central African Republic 45
Chad 46

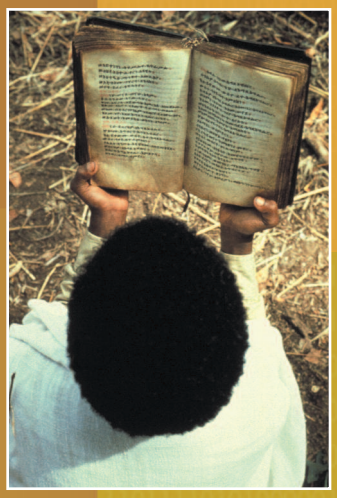
PALOPs and Equatorial Guinea 49
PALOPs and Equatorial Guinea profile *50*
The state of primary education in PALOPs and Equatorial Guinea zone 51
Country profiles
Angola 56
Cape Verde 57
Guinea Bissau 58
Equatorial Guinea 59
Mozambique 60
Sao Tome and Principe 61

Outlook 62

Conclusion 65
Seek the solutions in Africa

Appendixes 66

Bibliography 73



introduction

"Human history becomes more and more a race between education and catastrophe"
H.G. WELLS (1920)

This document will present a panorama of education in three African areas: The Economic Community of West African States (ECOWAS), the Monetary and Economic Community of Central Africa (CEMAC) and the group of Portuguese-speaking African Countries (PALOPs), including Equatorial Guinea. The document is centred on Education for All (EFA) data, the basis for all real progress, and takes a look at the primary issues through a comparison between countries in the same sub-region, and between the sub-region and Africa.

This process combines sub-regional approaches for the inter-country integration and cooperation on the agenda. These are the major development issues: Rising democratic societies, relaunching economic growth, eliminating extreme poverty, and respecting socio-cultural pluralism. All are more likely to be resolved through development of large cooperating groups. This conviction is the motivating force behind restarting the African integration process, often seen as Africa's straightest road to positive participation in the current globalisation.

Education plays a role in this global issue in two different ways: As an indispensable factor in community construction, and from the fact that education enjoys comparative advantages between countries and economies of scale for its own development.

Regional and sub-regional economic communities should develop toward integration. This means a well-thought-out process, under which multiple processes are taken into account. Economic aspects must be considered as thoroughly as political, social, ethnic, religious, and cultural factors. More than is currently the case, States must give up certain areas of sovereignty and immediate individual advantage, placing resources at the disposal of all and striving for consensus. In this respect the role of education – irreplaceable – plays out on at least two levels: The emergence of a new mindset, and human resource training.

Viable community groups must be built in the minds of future generations. The various sub-regions have experienced or are still experiencing social and ethnic disturbances, wars that have unravelled the social fabric within countries and between countries. "In a divided Africa, torn from the inside, regional integration will remain unresolved if populations do not feel committed to the community to be built."[1] The common cultural foundation of a pluralist Africa is undoubtedly a foundation of African integration. However, this alone does not create a dynamic that operates on its own; the facts show otherwise. There is a need to promote citizenship education that will forge a new community citizenship awareness, in each country and beyond, across regional economic communities. There is no single agency responsible for this education, but Education for All in Africa cannot be a driving force without including in its objectives and approaches the obligation to lead all Africans to cultivate the art of living together in peace and safety, with the ability to appreciate the rich cultural diversity that matches the vast spaces that must integrate

Integration is in part desirable in that it offers each country broader options for reinforcing development capacities. On this front, human resource training is capital and implies conquering illiteracy, making basic education available to all, promoting secondary and higher education in line with the economic market demand and fostering diverse forms of education that allow acquisition of life

skills, mastery of skills for production, and expression of creativity. The consistent rise in populations' knowledge and skill levels – which is the individual responsibility of each State – is also collective. Understanding this responsibility and what it requires in terms of common effort, experience sharing, and mutual support, operates at several levels.

Firstly, education policies must converge into a single reference framework that strongly emphasises the goals of community building. This can be found in the harmonisation of objectives for the Decade of Education in Africa (DEA), Millennium Development Goals (MDG) and EFA within the New Partnership for Africa's Development (NEPAD).

In the area of teaching contents, processes, and methods, exchanges of information and experience are very productive and informative about the conditions for success for a number of innovations originated in different countries. For example, in the fight against HIV/AIDS in the education sector, the sub-regional approach reinforces national efforts through information distribution, exchange on best practices, data collection, and evaluation of progress made.

Teaching and training structures and institutions can be productively established using a sub-regional approach. For example, instructor availability is a concern for all countries. There are three dimensions to this issue: Ensuring quality training (1) to a large number of people (2) spread out to the most remote schools, and (3) all at a reasonable cost. Since the limitations of traditional solutions have become clear, it is perhaps time to explore possibilities for using new information and communication technologies. One of the goals of the effort is to develop training networks that provide mutual support. In the same vein, the sub-regional dimension is appropriate in terms of economies of scale. Further, and on a more general note, the approach using information technology and distance learning would allow a renewal of the concept of centres of excellence, which has not had much practical success to the present day.

Finally, the production of teaching materials, books, scientific equipment and various other educational materials, is a field that is clearly difficult for African countries to master alone. Lack of competent personnel, low investment capacity and market narrowness are constraints that sub-regional areas can conquer together.

[1] S. Adotévi, les facteurs culturels de l'intégration économique et politique en Afrique (Cultural factors of economic and political integration in Africa); Real Lavergne, Intégration et coopération régionales en Afrique de l'Ouest (Regional integration and cooperation in West Africa), Karthala-CRDI, 1996 page 82.

sub-regional and national specificities

Every education system has its strengths and weaknesses, its own particular constraints and room for manoeuvre. There are two benefits to increasing factual understanding of the systems: 1) It provides information to policy-makers to plan actions that maximise the likelihood of reaching the fixed goals, and 2) It favours increased awareness and communication both with national partners (primarily finance ministers, teachers and parents) to explain the reforms needed, and with external partners to present education plans that are sufficiently credible to obtain additional financing. While they can in no way replace a complete sector analysis of the type produced by certain countries with the support of the World Bank, UNESCO, and French Cooperation (CSR – Education Country Status Report), the country or zone profiles[1] displayed below do provide an overview on the education status for each. The comparative approach used makes it possible to compare the country or the zone with the others and gives an idea of major constraints and the room for manoeuvre for planning education policies on the basis of existing conditions. The profiles provide knowledge of each system from three major perspectives, with a focus on primary education: 1) current results (status) 2) funds available and how they are used (trade-off in spending) and 3) physical and financial needs for achieving universal primary enrolment (UPE).

Results (status)

Each country profile assesses the current status in view of the objectives set. It notably presents the proportion of children that reach the end of the primary cycle of education (access rate to grade 5 or grade 6) which gives an indication of the remaining route to go for achieving the EFA and MDG goal of universal primary enrolment. The schooling profile, shown in a simplified way (access rate to the first grade and to the final grade of the cycle) brings complementary elements on the main causes of delays in meeting this goal, if any: access issue (children don't reach the end of the cycle simply because they don't have access to school at all) or survival issue (children enter the first grades of the cycle but drop-out). Through the EFA development triangle[2], the country profile also reports progress made towards two other EFA goals (gender parity and literacy)

Resource mobilisation and use (primary education pattern)

There are three key factors in mobilisation of domestic resources for primary education: 1) The government's macroeconomic capacity to appropriate a lesser or greater share of nationally produced wealth (tax pressure); 2) the financial priority the country grants to education in its budgeting (inter-sector trade-off); and 3) the financial priority given to primary education within the overall funding planned for education (intra-sector trade-off). While the first factor does not stem from educational policy and is to a large extent an externally imposed constraint, the other two factors are the result of government choices. African countries vary widely in terms of these three factors. Comparing the country's values with the continental average provides information on macroeconomic constraint and can show room for manoeuvre for certain countries to increase efforts for education in general and for primary education in particular.

There is also broad variation between

countries in terms of resource utilisation. Production of education services is organised very differently from one country to the next. Some favour making more means available to each pupil to study in good conditions (unit cost, quality aspect) over the number of pupils who can benefit from this, and some do the reverse (quantity aspect). There are also substantial differences on the nature of spending within a given decision on spending per pupil: teacher salary, other expenses and pupil-teacher ratio (the three components of unit cost) vary enormously between countries. The country profile provides a glimpse of the country's position in reference to these choices for spending breakdown.

Physical and financial requirements to achieve UPE goal in 2015

Finally, the bottom part of the profile presents the results of UPE mathematical simulations. These allow us to get the measure of each country's physical expansion challenges to meet the objective (number of pupils, number of teachers). This is presented in comparison with previous expansion. The results also provide an estimate of needed resources, both domestic and external (aid) under a scenario based on 'efficient' policies, i.e. by implementing 2015 target policy parameters equal to the reference values observed in the best performing countries (benchmarks used in the Indicative Framework of the EFA Fast Track Initiative).

To facilitate reading of the country profiles, a detailed explanatory note is provided in Appendix 1.

[1] They are actually updates of the country profiles presented in the reference statistical document for the African Ministers of Education conference MINEDAF VIII

[2] See the technical explanation of the triangle and the EFA development index in appendix 1.

E C O W A S

In 2001 the ECOWAS area had around 228 million inhabitants. Average per capita GDP in countries in the zone is estimated at USD 366. The school-age population represents 16% of total population. Around 4% of the population aged 15-49 is living with HIV/AIDS.

Benin

Burkina Faso

Cape Verde

Côte d'Ivoire

The Gambia

Ghana

Guinea

Guinea Bissau

Liberia

Mali

Niger

Nigeria

Senegal

Sierra Leone

Togo

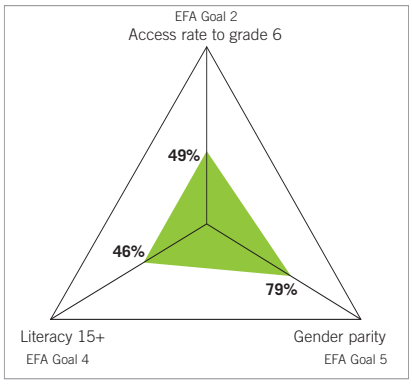
ECOWAS 2000/2001

EFA African development index 37.6
Reminder 1990 30.5

Population and macro-economic context (2001)

Per capita GDP	366
Total Population (000)	227 506
% of school-age population	16.1
Adult (15-49) living with HIV/AIDS	4.4%

EFA Triangle



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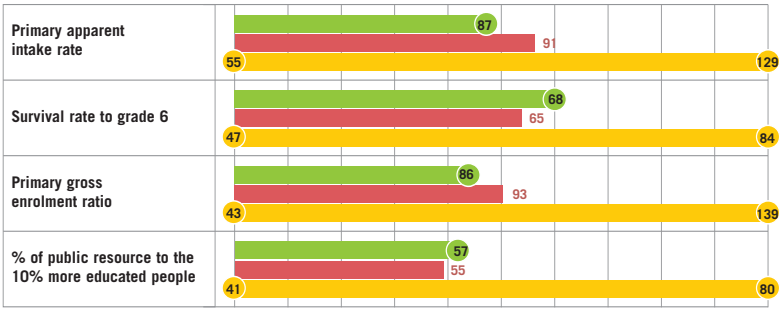
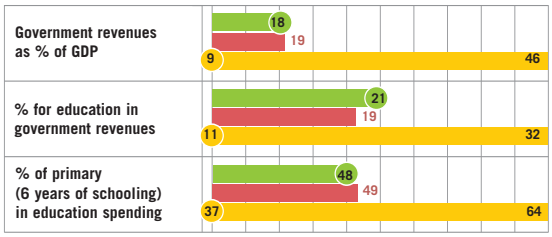


Domestic resource mobilisation



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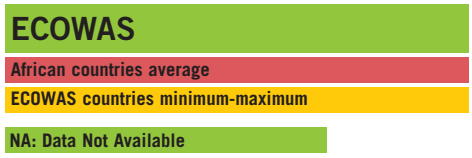
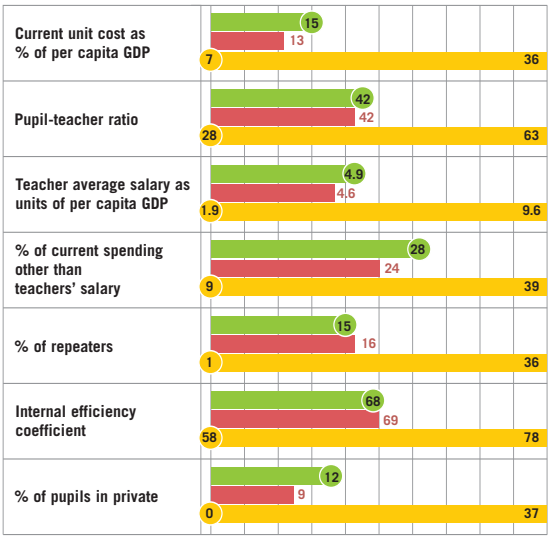
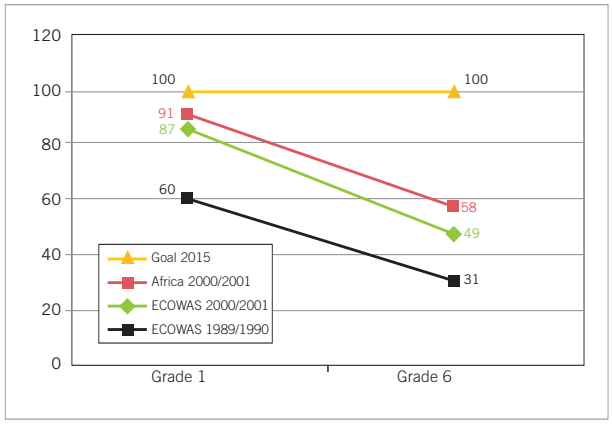


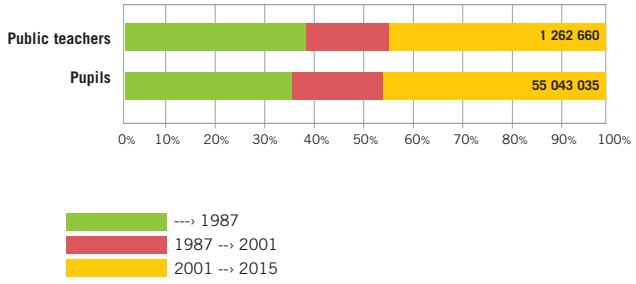
Primary education (6 years of schooling) pattern



Schooling profile



SIMULATION : UNIVERSAL PRIMARY ENROLMENT IN 2015 AND FINANCING GAP



Domestic resource and external financing needs under an 'efficient' policies scenario (millions of 2000 US $)

	Annual average on the 2000-2015 period
Domestic resource	2 091
Financing Gap	782

Sources : UIS, World Bank, United Nation Population Division, UNAIDS

Interpretation of the zone profile

The zone profile shows the position of the Economic Community of West African States (ECOWAS) in relation to the rest of Africa, from three main, complementary angles: The current situation in terms of EFA goals; the financial resources allocated to the education sector, and how those funds are used; and future requirements to attain universal primary school completion in 2015. The approach used is to compare the average observed in the zone with the average on the continent as a whole for each relevant indicator. Although this approach provides some interesting insights, it is nevertheless insufficient to the extent that analysing averages obscures the strong heterogeneity among the zone's 15 Member States. To compensate for this, inter-country differences have been analysed, showing the extreme values observed in the zone. Graphs are used to show the national values of the most important indicators.

1. Overview (status and schooling profile)

An examination of school attendance indicators and schooling profile answers three fundamental questions:

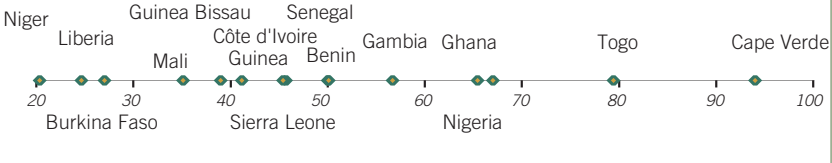
How many children enter school? (primary apparent intake rate)

On the whole, the ECOWAS has a low level of access to primary education in relation to the average situation in Africa. In 2000/2001, **out of 100 children of the age to enter primary school, only 87 actually went,** for a proportion of 91% on average in all of the African countries. However, intake rates vary substantially from country to country in the zone, from 55% in Burkina Faso to 129%[1] in Guinea-Bissau. The zone is also characterised by a substantial delay in attending basic education as a whole, with an average primary gross enrolment ratio of 86%, for the 93% African average.

How many pupils complete six years of schooling, and why don't all children in the sub- region complete the primary cycle? (Access rate and survival rate to grade 6)

Access rate to grade 6, which measures advances toward universal primary school completion, are very weak in the ECOWAS area. Aside from Cape Verde -- which has nearly achieved the EFA goal n°2 (94% access rate for the sixth year of primary education) -- the challenge is still enormous for most sub-region countries, in which an average of **only 49% of children reaches the last year of primary education.** In Niger, the country that is lagging the most on this goal, only 20% of the target population reaches grade 6. (Graph 1.1)

This low level of completion for the primary level is partly the result of relatively low access to the first year of schooling, but mainly from the difficulties education systems have in retaining the pupils at school. Although the ECOWAS zone as a whole maintains a system with a higher survival rate (share of pupils entering school who reach the final grade of primary cycle) than the average on the continent (68% in ECOWAS compared to 65% on the rest of the continent), still nearly **a third of the pupils who begin primary education drops out before the cycle is complete.** Disparities between countries in the zone are large: Survival rates vary from 47% in Guinea-Bissau (or more than one pupil in two who leaves primary school before the end), to 84% in Cape Verde.



Graph 1.1: Access rate to grade 6 (completion rate proxy)

[1] Apparent intake rate may exceed 100% when children enter school before or after the offical entrange age. In the specific case of Guinea-Bissau, a lot of over-aged children recently entered schools because of recent abolition of school fees and because of having unable to enter previously due to the war.

What is the sub-region's progress status on the two other measurable EFA goals ? (literacy and gender parity)

In 2001, **the literate proportion of the adult population in the ECOWAS was estimated to only 46%,** making the sub-region one of the least literate on the continent – although substantial progress has been made in this area during the last decade (34% literacy rate in 1990). Variation is again high within the zone : The literacy rate ranges from 17% in Niger to 75% in Cape Verde.

The gender parity goal in primary education is far from being achieved in the union. On average in the ECOWAS countries, **only 79 girls attend school for 100 boys.** Also on this point, disparities between the countries in the zone are glaring: While Cape Verde sends as many girls as boys to school, Guinea-Bissau enrols only 67 girls for every 100 boys. (Graph 1.2)

Although the African EFA development index (calculated on the basis of results on the three measurable EFA goals) has increased on average in the zone over the last decade (from 31 points in 1990 to 38 points in 2001), it remains weak in comparison with averages observed in the African countries as a whole (54 points).

2. Domestic resource mobilisation and use for primary education

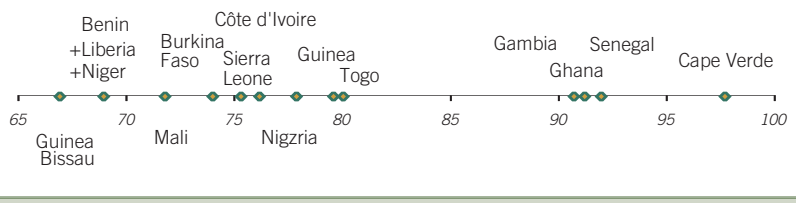
In terms of mobilising domestic resources, the zone profile attempts to answer the following three questions in the "Domestic Resource Mobilisation" graph:

Do ECOWAS countries have a favourable fiscal outlook ? (Government revenues as % of GDP)

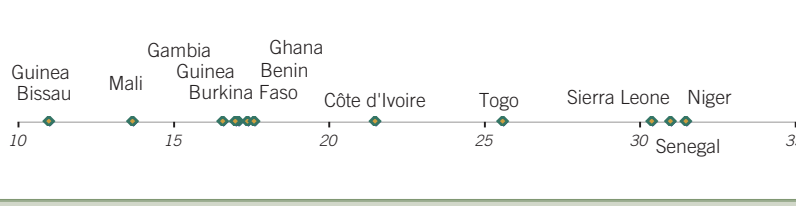
The fiscal outlook in the ECOWAS area is not much different from that observed on average in the African countries. Government revenues excluding grants represent 18% of average GDP in the sub-region, compared to the 19% average for the continent. However, it must be noted that most countries in the zone are quite distant from this average value. While Nigeria enjoys an extremely favourable fiscal outlook thanks to its petroleum resources (46% of GDP is appropriated by the government), many countries in the sub-region are experiencing a worse fiscal situation. This is particularly the case in Niger (9% of GDP), Sierra Leone (11%), and Guinea (13%). Note that broad efforts will be required to respect the zone's macro-economic convergence criteria on this subject (20% minimum).

Are the ECOWAS countries mobilising sufficient resources for education ? (% for education in government revenues)

The percentage of government revenues allocated to current education spending is estimated at an average of 21% for ECOWAS countries versus 19% on average in the African countries overall. The ECOWAS zone as a whole does not suffer from a lack of priority accorded to education in budget trade-off. However, this overall reality should not obscure the large differences seen between countries in the zone. While education is a budgetary priority in Niger (32% of resources used to finance the education sector) and Sierra Leone (30%), this is not yet the case for other countries in the zone such as Guinea-Bissau (only 11% for education). (Graph 1.3)



Graph 1.2 : Gender parity index



Graph 1.3 : % for education in government revenues

Is primary education a priority in intra-sector trade-off ? (% for primary education in the education budget)

On average, intra-sector trade-off in the sub-region is relatively favourable for primary education: 48% of current education spending is allocated to the primary cycle (a level equal to the average on the continent). Burkina Faso and Niger are making primary education a real budget priority (64% and 62% respectively); this is somewhat less the case in Ghana and Guinea-Bissau (37% and 39%, respectively). (Graph 1.4)

On average in the sub-region, 1) the fiscal outlook is relatively favourable and that 2) budgetary trade-off is also favourable to the education sector in general and to primary education in particular. **The reasons for the low school attendance should not be considered in terms of a lack of resources, but rather in resource use.** The profile presents a number of indicators (in the 'Primary Education Pattern' graph) that shed light on resource use and the efficiency of the policies chosen, based on the following questions:

Do the ECOWAS countries choose to send more children to school, or to allocate more resources per pupil ? (current unit cost as % of per capita GDP)

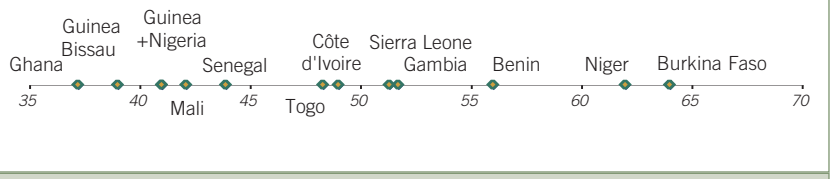
The average per-pupil cost is slightly higher in the ECOWAS sub-region than in Africa as a whole (15% of per capita GDP versus 13%). **Overall, the Union grants a higher priority to quality than to number of children in schools, compared to the overall situation in Africa.** However, country-by-country observations show, once again, the large differences within the zone: The unit cost varies from 7% of per capita GDP in Guinea-Bissau (high quantity priority) to 36% in Niger (high quality priority).

How do the ECOWAS countries make decisions between the different components of unit cost (the pupil-teacher ratio, teacher salaries and other expenditure) ?

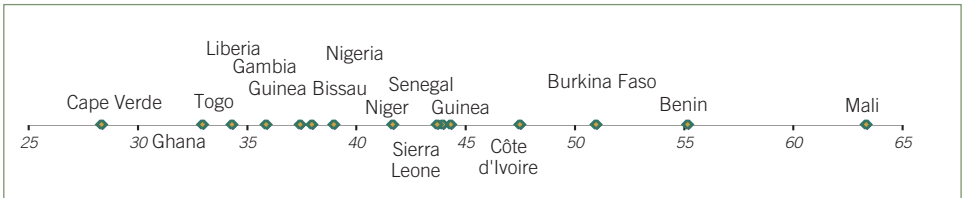
In the ECOWAS zone an average class size of 42 pupils per teacher can be observed, identical to the African average. Average teacher salary is 4.9 per capita GDP units, higher than the average value of 4.6 seen in the group of African countries. The percentage of spending other than teacher salaries of 28% is also higher than the African average (24%). **The average trend observed in the ECOWAS zone of higher unit costs than elsewhere results from 1) higher teacher remuneration and 2) relatively higher expenses for other costs (teacher materials, non-teacher salaries, administrative expenses, etc.).** However, here as well there is no homogeneity to be found in the sub-region: The decisions made at this level vary widely between countries (a pupil-teacher ratio of 28 in Cape Verde and 63 in Mali; salaries at 1.9 units of per capita GDP in Guinea-Bissau and 9.6 in Niger. The proportion of other expenses ranges from 9% in Nigeria to 39% in Benin). (Graph 1.5 and 1.6)

Do the ECOWAS countries' education systems use resources efficiently? (% of repeaters and internal efficiency coefficient)

The internal efficiency coefficient (calculated by relating production in terms of pupils completing the primary cycle with resources used, this indicator measures system yield) in the ECOWAS area (68%) falls within the African average. However, this means that **32% of resources for basic education are used for repeated years (15% of repeaters in the ECOWAS, equivalent to the continental average), or for pupils that do not**



Graph 1.4 : % for primary education in current education spending



Graph 1.5 : Pupil-Teacher Ratio

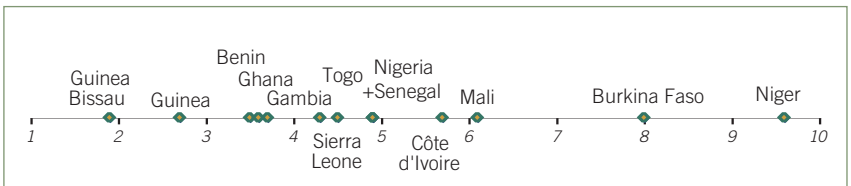
complete primary education – the prerequisite for irreversible literacy. Urgent actions must be undertaken both to increase pupil retention and decrease the repetition rate in certain countries such as Benin, Côte d'Ivoire, Guinea, Guinea-Bissau, Liberia, Mali and Togo. In these countries the repetition rate -- substantially higher than the sub-regional average -- contributes greatly to the system's lost internal efficiency.

3. Physical and financial requirements to achieve Universal Primary Education (UPE) by 2015, and external financing needs

In 2001, around 30 million pupils were enrolled in primary education schools in the sub-region. Public school pupils were educated by a workforce of around 700 000 teachers. Reaching the goal of quality universal primary education requires enrolment of around 55 million children by the start of 2015, or a need for + 4.4% annual growth in pupil numbers (compared to an annual average + 2.5% between 1987 and 2001). This increase in pupil body should be in step with a +4.4% annual growth in the number of teachers (need for 1.3 million public school teachers in 2015). Here again the situations are quite diverse between countries in the sub-region. While in some countries (such as Cape Verde and Togo) the required pace of physical expansion of the system is lower than the pace observed in the last decade, certain other countries (including Guinea, Mali, Niger and Senegal) must double the school attendance and teacher recruitment rates achieved in recent years.

Under the hypothesis of 'efficient' policies – i.e., by using as 2015 target parameters the reference values observed in the highest-performing countries and mentioned in the EFA Fast Track initiative Indicative Framework -- the objective can only be achieved if primary education in the ECOWAS countries together receive an average of USD 2.9 billion[2] per year for the period extending to 2015, or double the estimated value for the year 2000. If around USD 2.1 billion could be mobilised annually from national resources to accord true priority status to education in general and to primary education in particular in budget negotiations, the annual USD 800 million shortfall (nearly 30% of the overall funding) should be provided by external technical and financial partners. Note that the share of external financing needed varies around the average depending on the country (from 21% of total needed financing in Nigeria to 58% in Burkina Faso).

Finally, it is important to emphasise that these financing needs (both foreign and domestic) are necessary but insufficient conditions to meet the goal in all of the countries in the zone. Physical absorption capacity issues in the systems (for example, how are countries to recruit, train, and assign so many teachers?) and budgetary absorption (how will countries efficiently manage and release the growing sums allocated to the sector, through diversified financial channels, particularly through budget supports intended to be broadened substantially?) are crucial and should be the subject of close attention in many countries.



Graph 1.6 : Average teacher salary in units of per capita GDP

[2] This and the following figures are slight underestimates as they do not include data from Cape Verde and Liberia, which is not available.

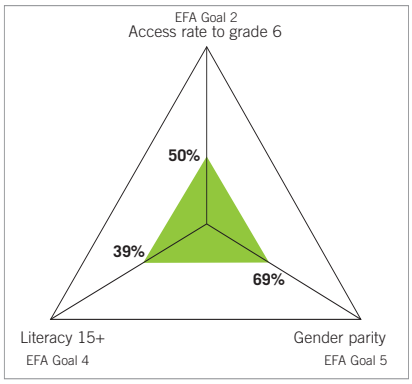
Benin 2002/2003

EFA African development index **26.4**
Reminder 1990 **12.9**

Population and macro-economic context (2001)

Per capita GDP	368
Total Population (000)	6 446
% of school-age population	17.5
Adult (15-49) living with HIV/AIDS	3.6%

EFA Triangle



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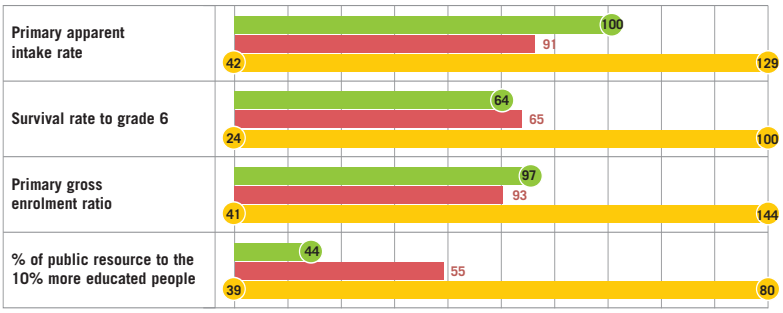
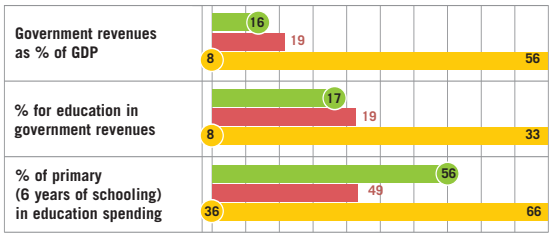
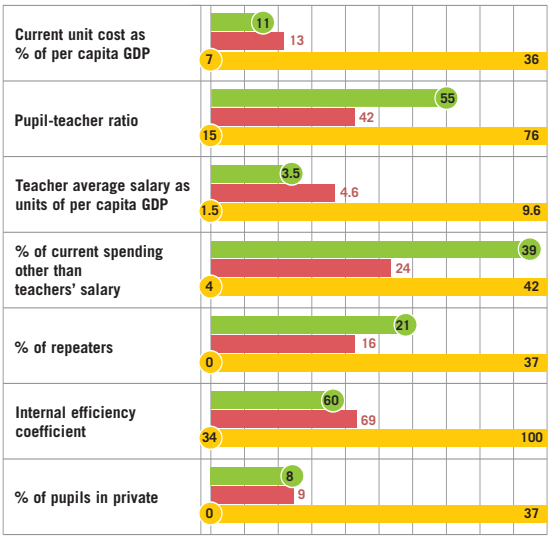


Domestic resource mobilisation

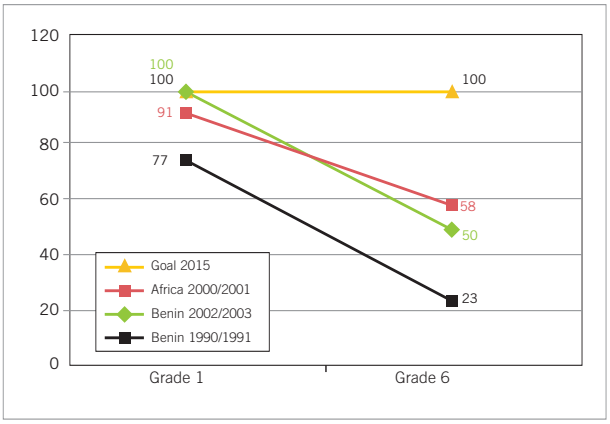


Legend

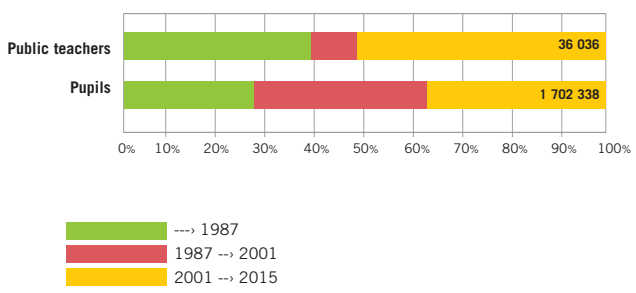
Primary education (6 years of schooling) pattern



Schooling profile



SIMULATION : UNIVERSAL PRIMARY ENROLMENT IN 2015 AND FINANCING GAP



Domestic resource and external financing needs under an 'efficient' policies scenario (millions of 2000 US $)

	Annual average on the 2000-2015 period
Domestic resource	52
Financing Gap	22

Sources : UIS, World Bank, United Nation Population Division, UNAIDS

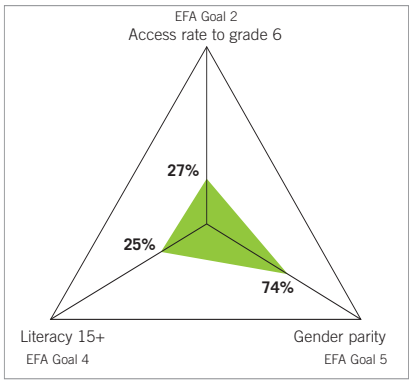
Burkina Faso 2002/2003

EFA African development index 15.6
Reminder 1990 15.7

Population and macro-economic context (2001)

Per capita GDP	210
Total Population (000)	11 856
% of school-age population	17.6
Adult (15-49) living with HIV/AIDS	6.5%

EFA Triangle



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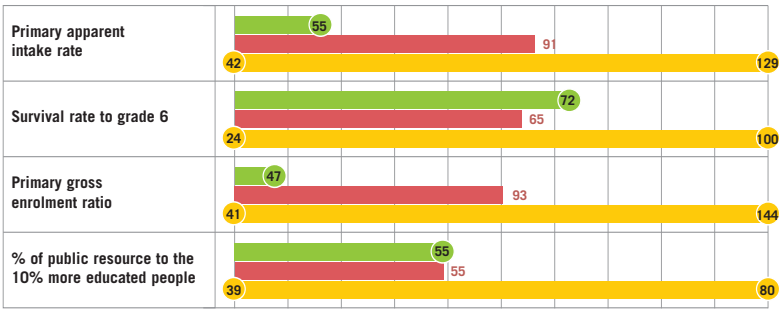
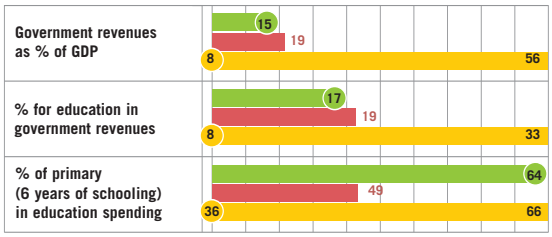
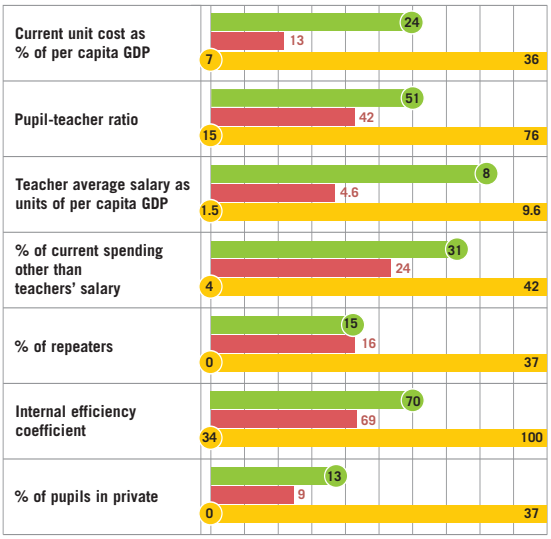


Domestic resource mobilisation

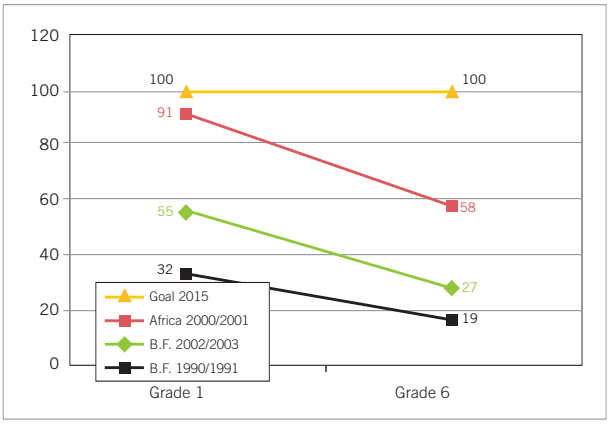


Legend

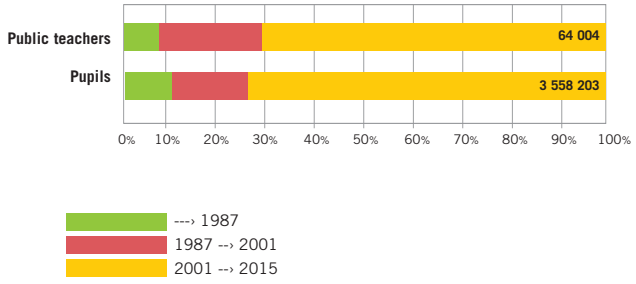
Primary education (6 years of schooling) pattern



Schooling profile



SIMULATION : UNIVERSAL PRIMARY ENROLMENT IN 2015 AND FINANCING GAP



Domestic resource and external financing needs under an 'efficient' policies scenario (millions of 2000 US $)

	Annual average on the 2000-2015 period
Domestic resource	51
Financing Gap	71

Sources : UIS, World Bank, United Nation Population Division, UNAIDS

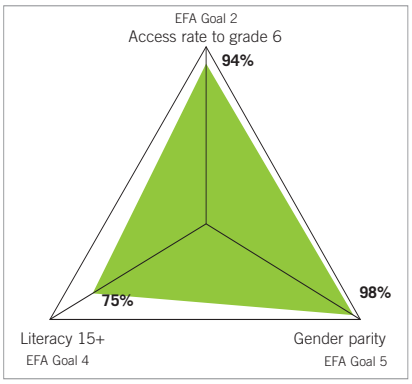
Cape Verde 2000/2001

EFA African development index 85.4
Reminder 1990 65.3

Population and macro-economic context (2001)

Per capita GDP	1 347
Total Population (000)	437
% of school-age population	15.2
Adult (15-49) living with HIV/AIDS	NA

EFA Triangle



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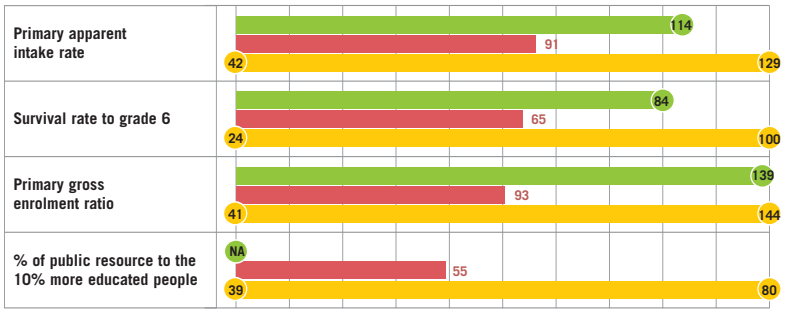
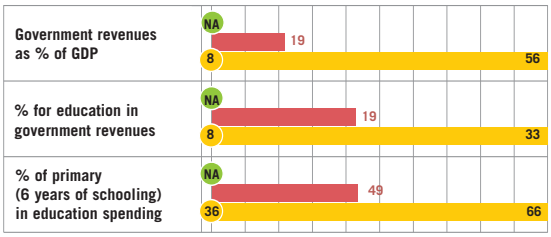
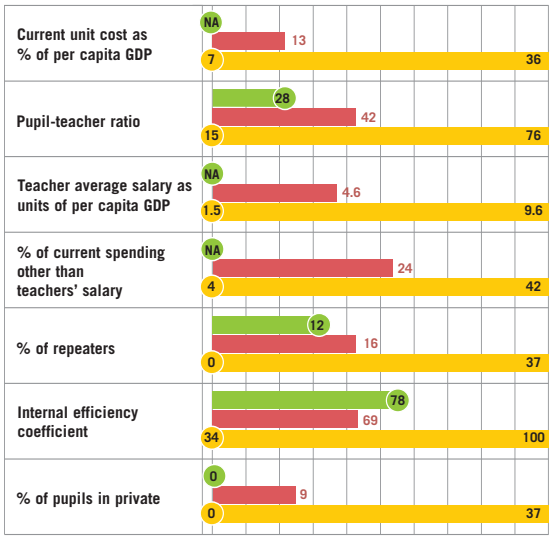


Domestic resource mobilisation

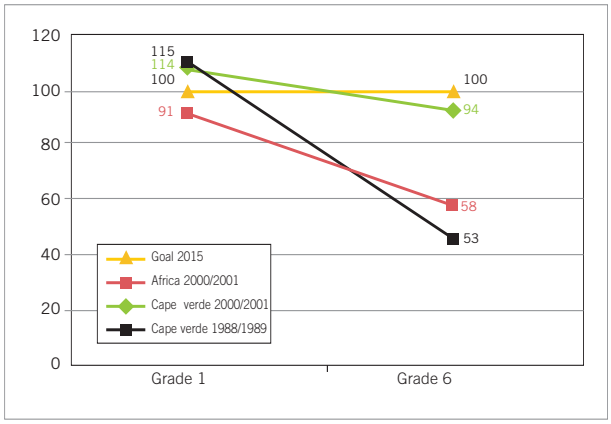


Legend

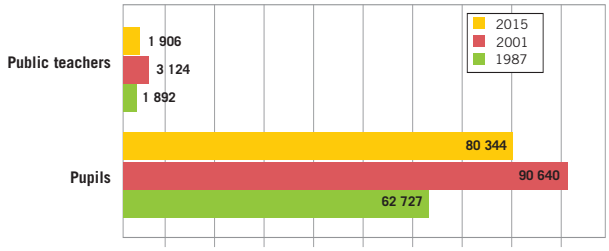
Primary education (6 years of schooling) pattern



Schooling profile



SIMULATION : UNIVERSAL PRIMARY ENROLMENT IN 2015 AND FINANCING GAP



Domestic resource and external financing needs under an 'efficient' policies scenario (millions of 2000 US $)

	Annual average on the 2000-2015 period
Domestic resource	NA
Financing Gap	NA

Sources : UIS, World Bank, United Nation Population Division, UNAIDS

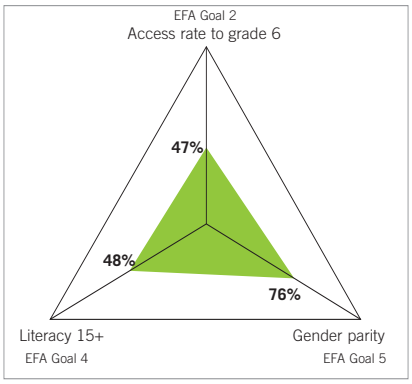
Côte d'Ivoire 2000/2001

EFA African development index 35.3
Reminder 1990 37.9

Population and macro-economic context (2001)

Per capita GDP	637
Total Population (000)	16 349
% of school-age population	15.9
Adult (15-49) living with HIV/AIDS	9.7%

EFA Triangle



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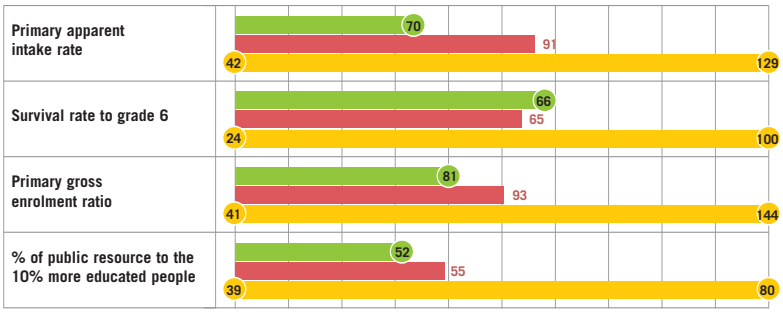
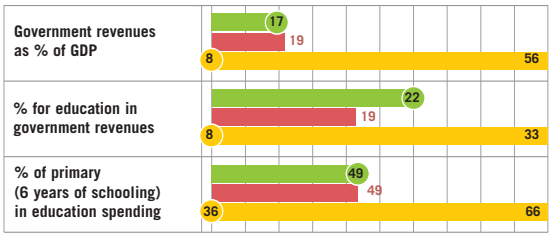


Domestic resource mobilisation



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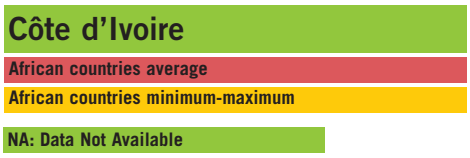
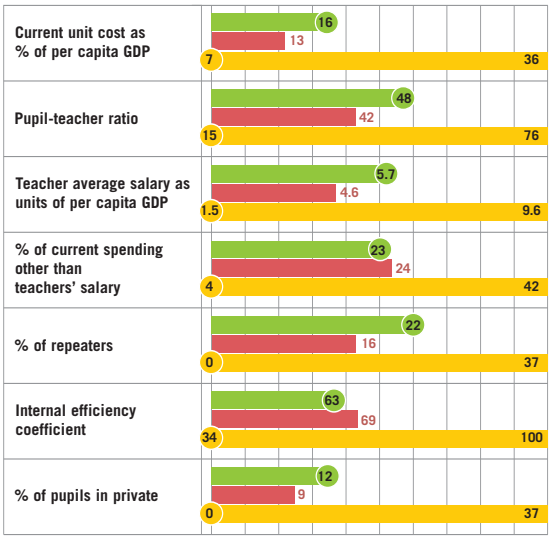
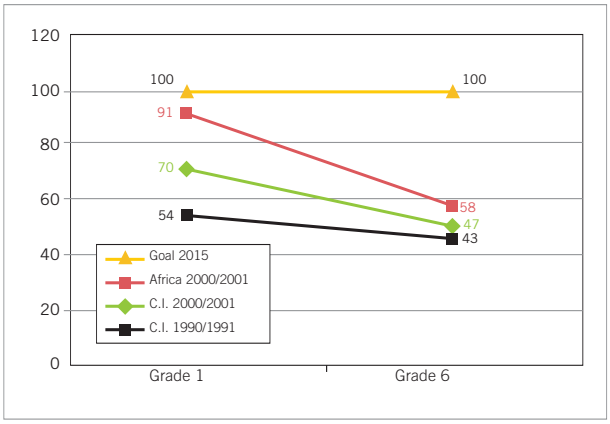


NA: Data Not Available

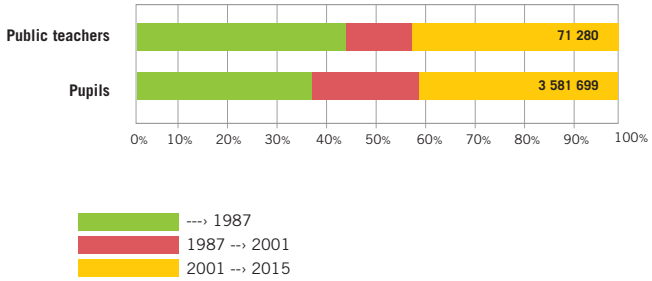
Primary education (6 years of schooling) pattern



Schooling profile



SIMULATION : UNIVERSAL PRIMARY ENROLMENT IN 2015 AND FINANCING GAP



Domestic resource and external financing needs under an 'efficient' policies scenario (millions of 2000 US $)

	Annual average on the 2000-2015 period
Domestic resource	307
Financing Gap	86

Sources : UIS, World Bank, United Nation Population Division, UNAIDS

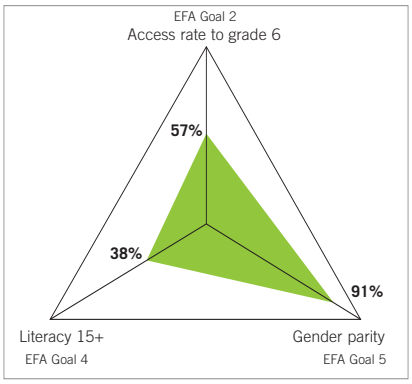
The Gambia 1999/2000

EFA African development index 48.5
Reminder 1990 32.6

Population and macro-economic context (2001)

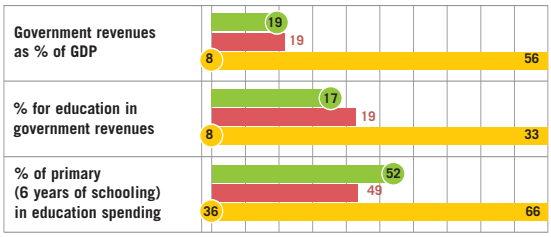
Per capita GDP	292
Total Population (000)	1 337
% of school-age population	15.1
Adult (15-49) living with HIV/AIDS	1.6%

EFA Triangle



Status

Domestic resource mobilisation



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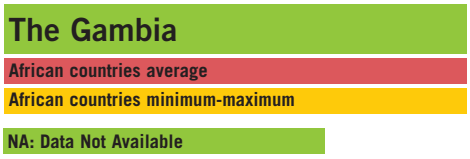
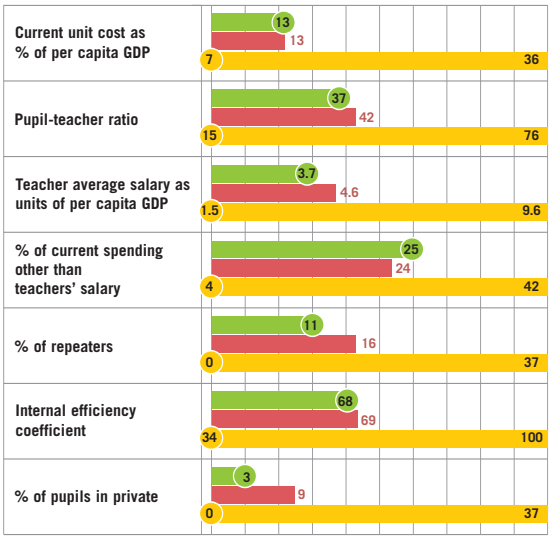
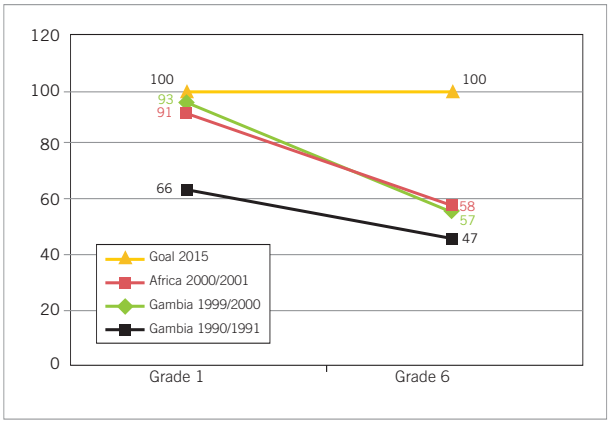


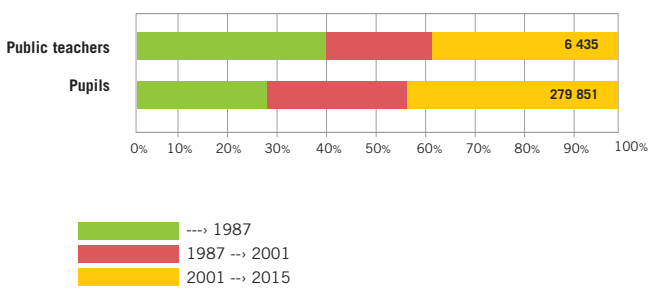
Primary education (6 years of schooling) pattern



Schooling profile



SIMULATION : UNIVERSAL PRIMARY ENROLMENT IN 2015 AND FINANCING GAP



Domestic resource and external financing needs under an 'efficient' policies scenario (millions of 2000 US $)

	Annual average on the 2000-2015 period
Domestic resource	9
Financing Gap	4

Sources : UIS, World Bank, United Nation Population Division, UNAIDS

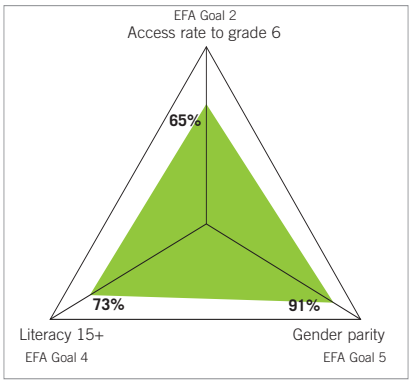
Ghana 2000/2001

EFA African development index **66.6**
Reminder 1990 **60.0**

Population and macro-economic context (2001)

Per capita GDP	269
Total Population (000)	19 734
% of school-age population	15.8
Adult (15-49) living with HIV/AIDS	3.0%

EFA Triangle



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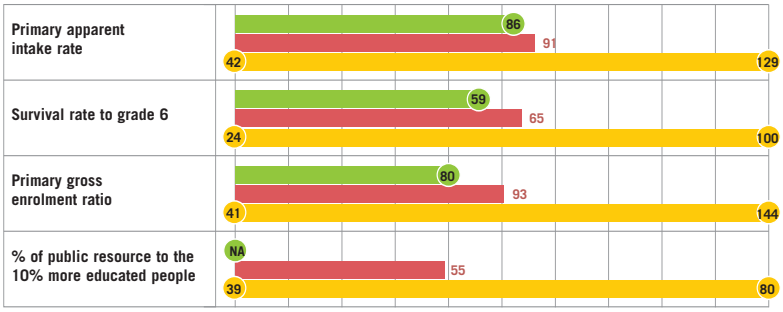
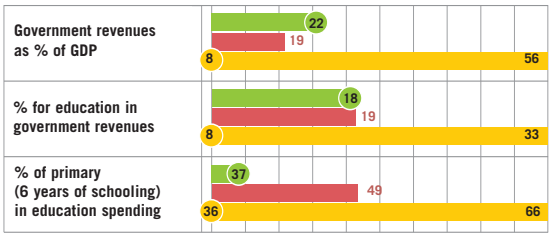


Domestic resource mobilisation



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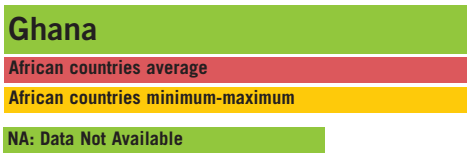
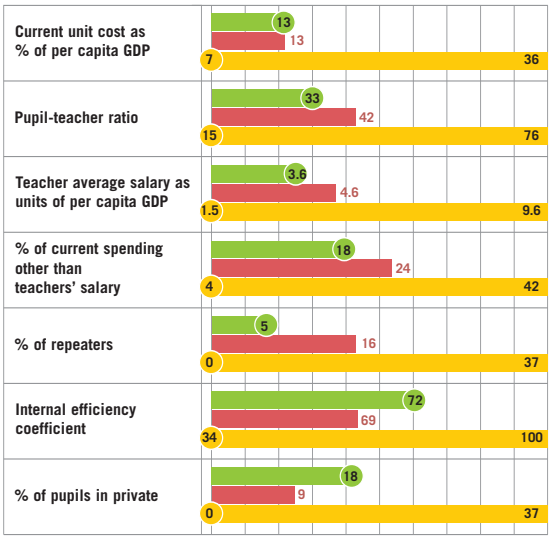
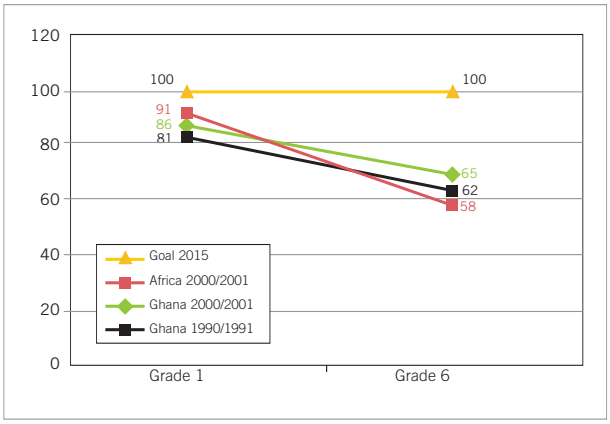


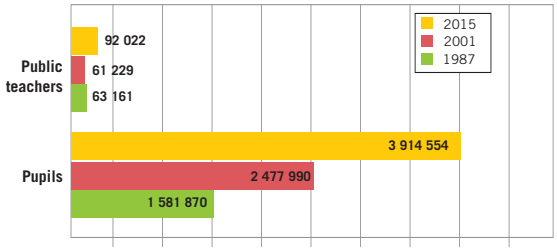
Primary education (6 years of schooling) pattern



Schooling profile



SIMULATION : UNIVERSAL PRIMARY ENROLMENT IN 2015 AND FINANCING GAP



Domestic resource and external financing needs under an 'efficient' policies scenario (millions of 2000 US $)

	Annual average on the 2000-2015 period
Domestic resource	100
Financing Gap	33

Sources : UIS, World Bank, United Nation Population Division, UNAIDS

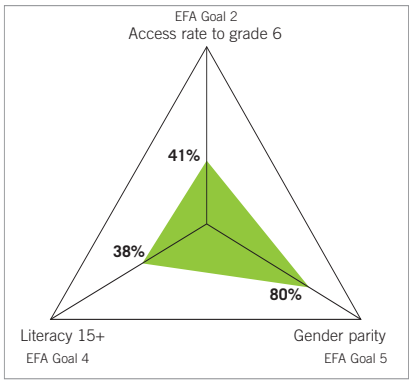
Guinea 2001/2002

EFA African development index 32.0
Reminder 1990 10.1

Population and macro-economic context (2001)

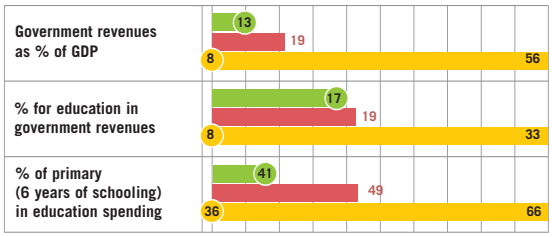
Per capita GDP	361
Total Population (000)	8 274
% of school-age population	15.6
Adult (15-49) living with HIV/AIDS	NA

EFA Triangle



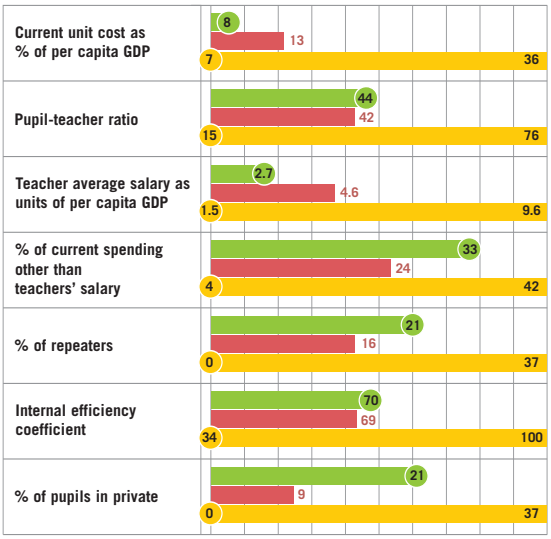
Status

Domestic resource mobilisation

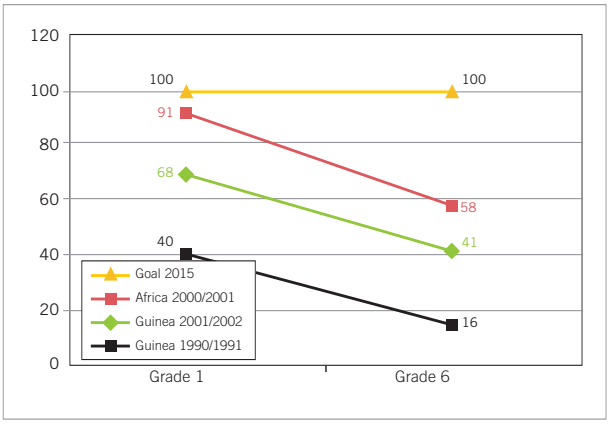


Legend

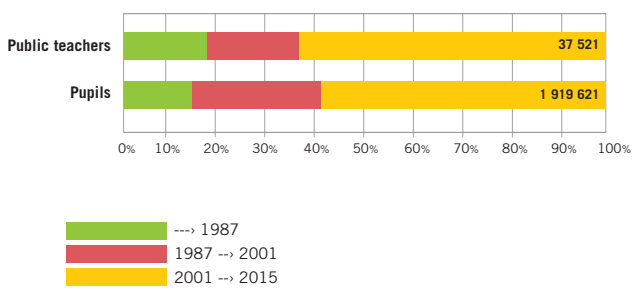
Primary education (6 years of schooling) pattern



Schooling profile



SIMULATION : UNIVERSAL PRIMARY ENROLMENT IN 2015 AND FINANCING GAP



Domestic resource and external financing needs under an 'efficient' policies scenario (millions of 2000 US $)

	Annual average on the 2000-2015 period
Domestic resource	53
Financing Gap	38

Sources : UIS, World Bank, United Nation Population Division, UNAIDS

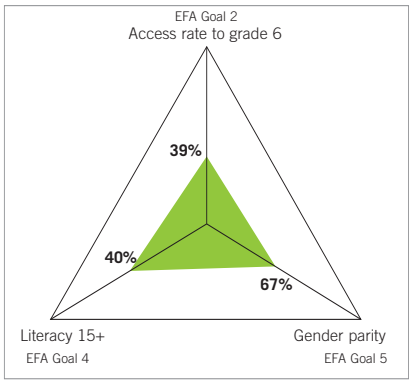
Guinea Bissau 2001/2002

EFA African development index 20.2
Reminder 1990 13.8

Population and macro-economic context (2001)

Per capita GDP	162
Total Population (000)	1 227
% of school-age population	15.5
Adult (15-49) living with HIV/AIDS	2.8%

EFA Triangle



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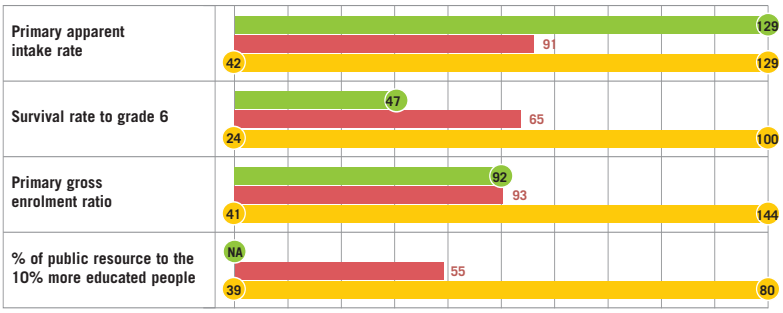
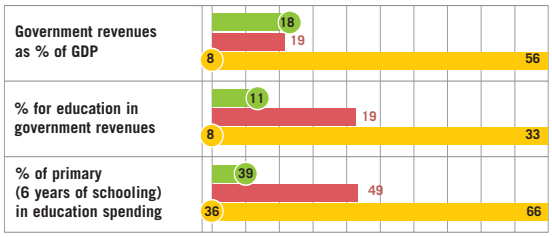


Domestic resource mobilisation



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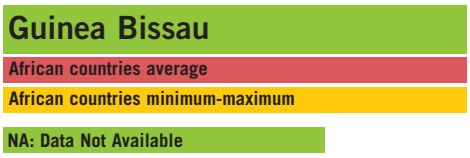
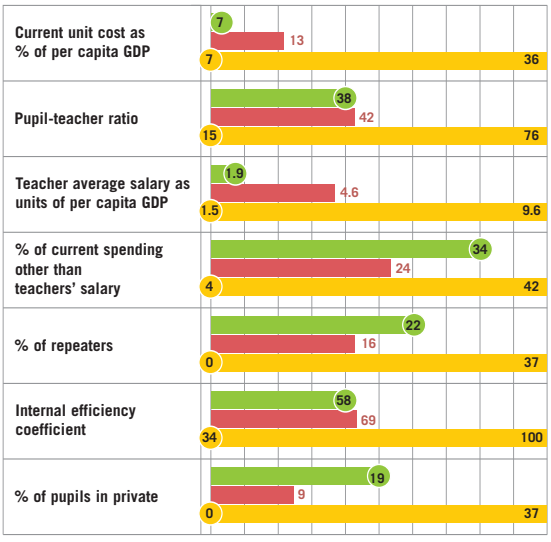
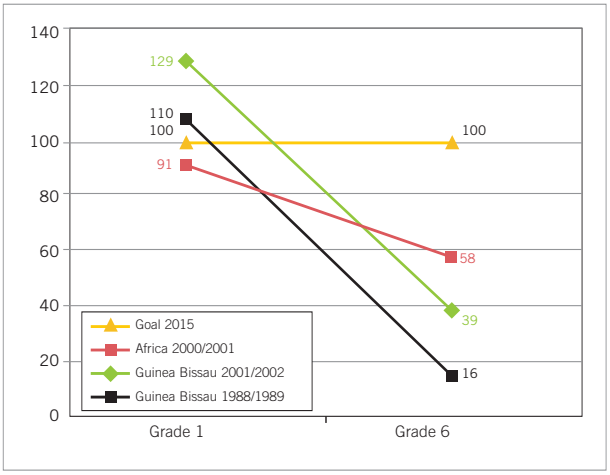


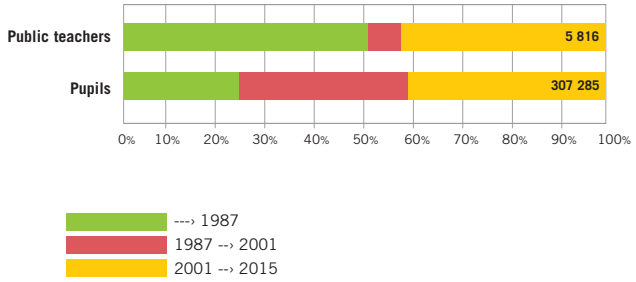
Primary education (6 years of schooling) pattern



Schooling profile



SIMULATION : UNIVERSAL PRIMARY ENROLMENT IN 2015 AND FINANCING GAP



Domestic resource and external financing needs under an 'efficient' policies scenario (millions of 2000 US $)

	Annual average on the 2000-2015 period
Domestic resource	4
Financing Gap	4

Sources : UIS, World Bank, United Nation Population Division, UNAIDS

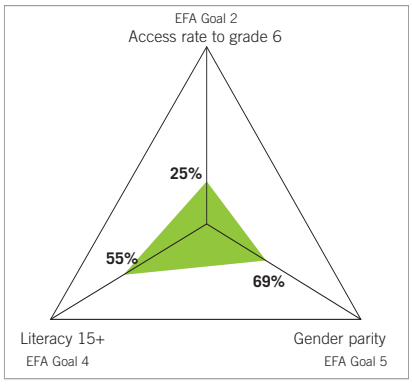
Liberia 1999/2000

EFA African development index 22.2
Reminder 1990 NA

Population and macro-economic context (2001)

Per capita GDP	168
Total Population (000)	3 108
% of school-age population	13.2
Adult (15-49) living with HIV/AIDS	NA

EFA Triangle



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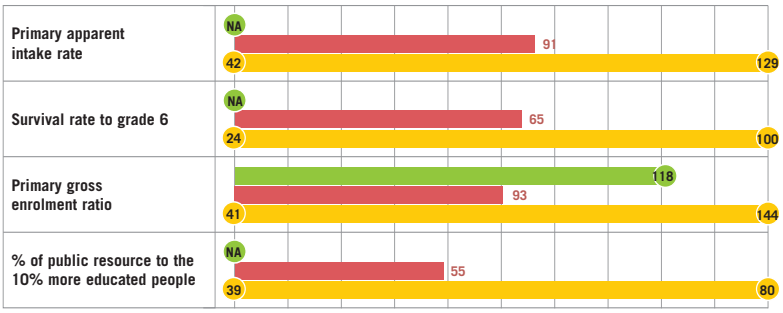
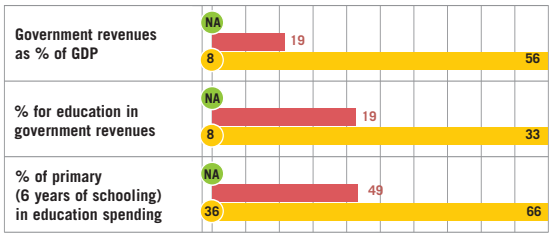
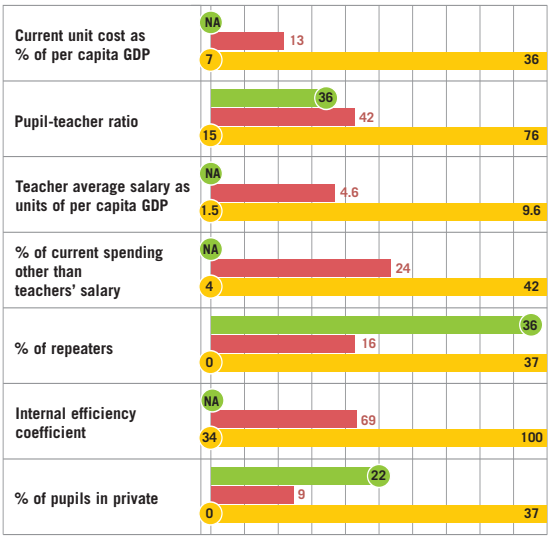


Domestic resource mobilisation

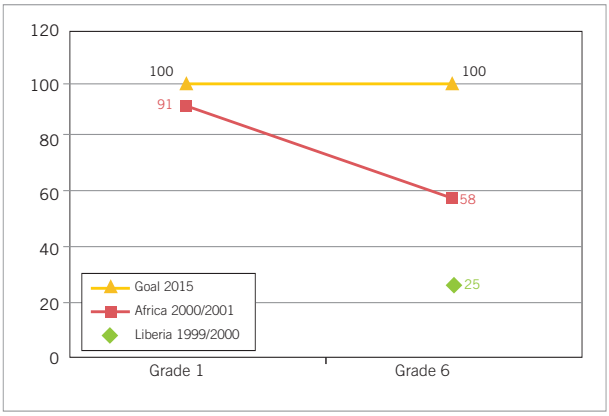


Legend

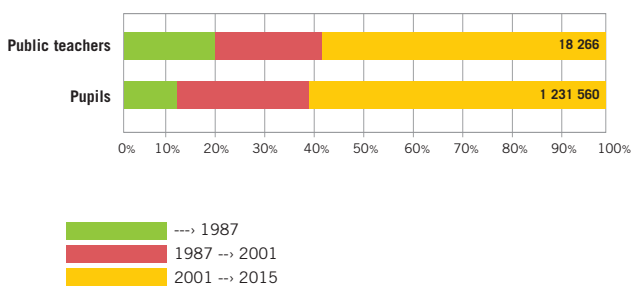
Primary education (6 years of schooling) pattern



Schooling profile



SIMULATION : UNIVERSAL PRIMARY ENROLMENT IN 2015 AND FINANCING GAP



Domestic resource and external financing needs under an 'efficient' policies scenario (millions of 2000 US $)

	Annual average on the 2000-2015 period
Domestic resource	NA
Financing Gap	NA

Sources : UIS, World Bank, United Nation Population Division, UNAIDS

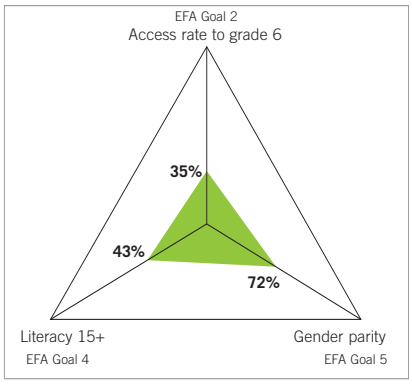
Mali 2000/2001

EFA African development index **24.3**
Reminder 1990 **10.8**

Population and macro-economic context (2001)

Per capita GDP	227
Total Population (000)	11 677
% of school-age population	16.2
Adult (15-49) living with HIV/AIDS	1.7%

EFA Triangle



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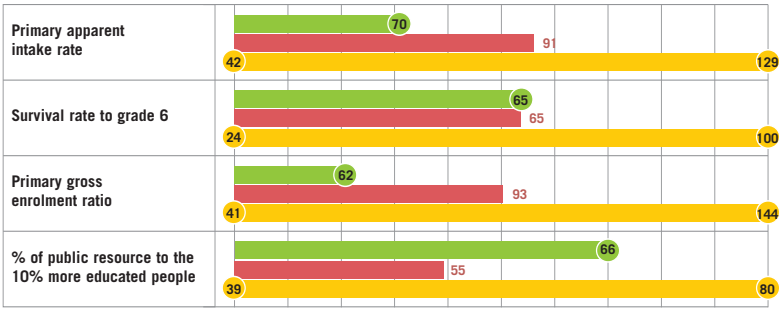
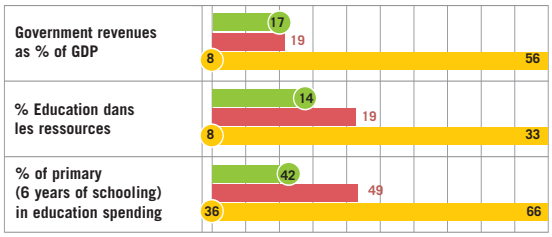
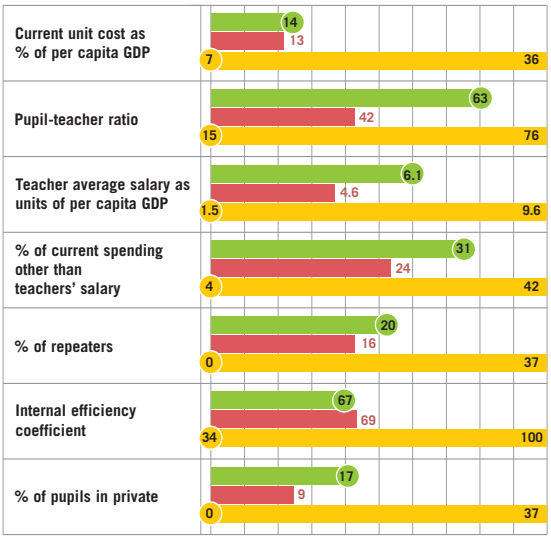


Domestic resource mobilisation

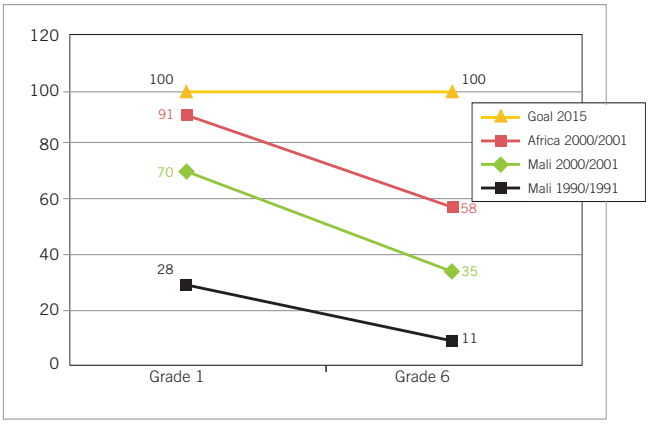


Legend

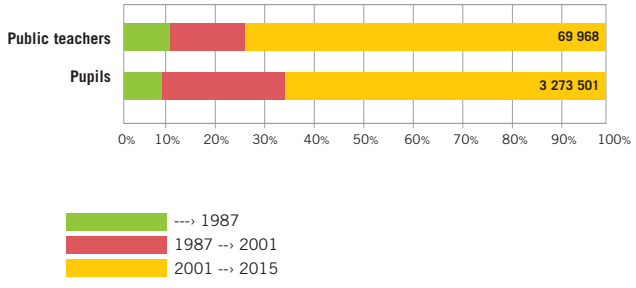
Primary education (6 years of schooling) pattern



Schooling profile



SIMULATION : UNIVERSAL PRIMARY ENROLMENT IN 2015 AND FINANCING GAP



Domestic resource and external financing needs under an 'efficient' policies scenario (millions of 2000 US $)

	Annual average on the 2000-2015 period
Domestic resource	45
Financing Gap	55

Sources : UIS, World Bank, United Nation Population Division, UNAIDS

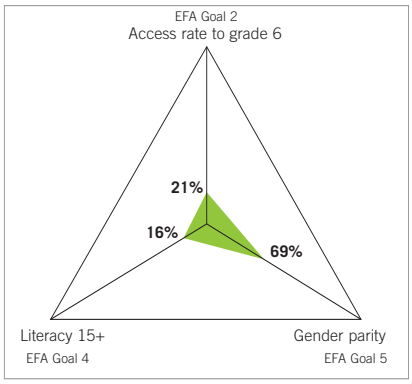
Niger 2002/2003

EFA African development index 5.2
Reminder 1990 9.6

Population and macro-economic context (2001)

Per capita GDP	174
Total Population (000)	11 227
% of school-age population	17.1
Adult (15-49) living with HIV/AIDS	NA

EFA Triangle



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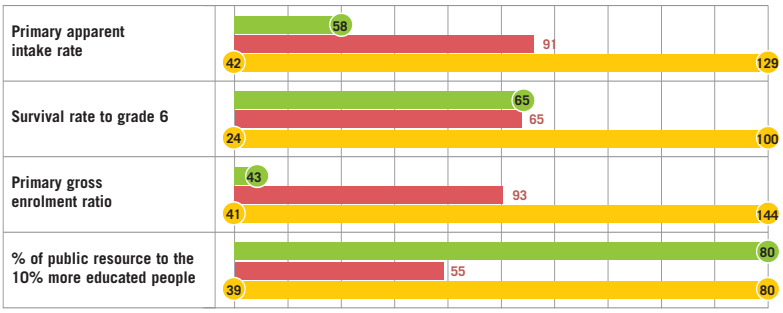
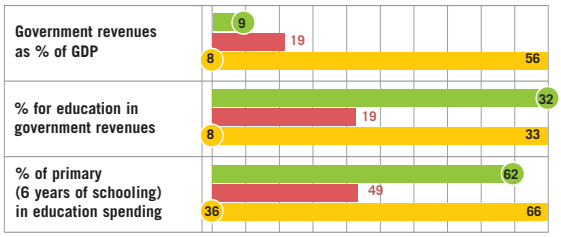
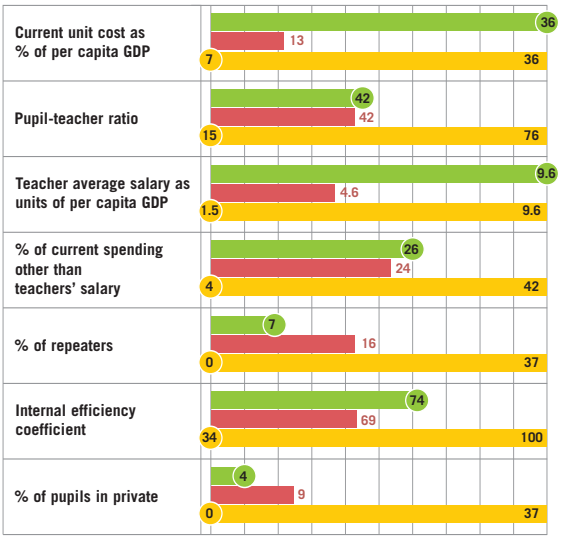


Domestic resource mobilisation

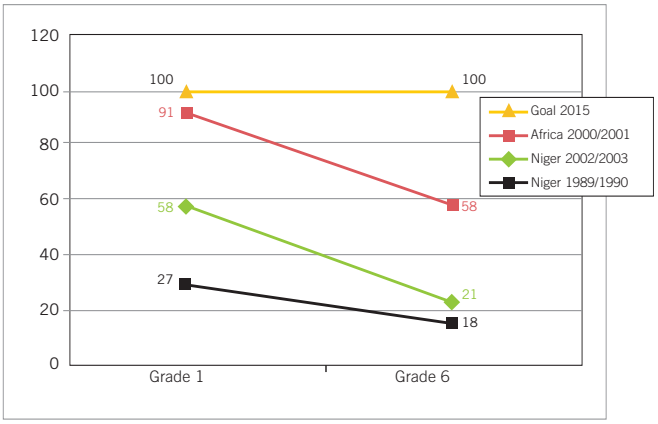


Legend

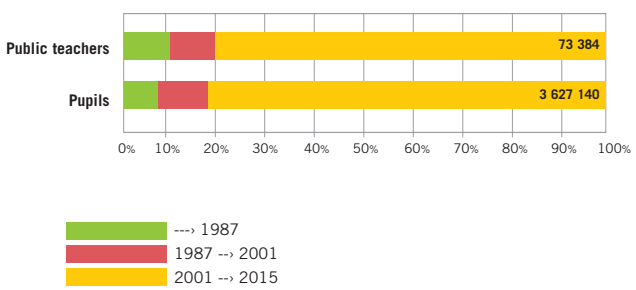
Primary education (6 years of schooling) pattern



Schooling profile



SIMULATION : UNIVERSAL PRIMARY ENROLMENT IN 2015 AND FINANCING GAP



Domestic resource and external financing needs under an 'efficient' policies scenario (millions of 2000 US $)

	Annual average on the 2000-2015 period
Domestic resource	46
Financing Gap	56

Sources : UIS, World Bank, United Nation Population Division, UNAIDS

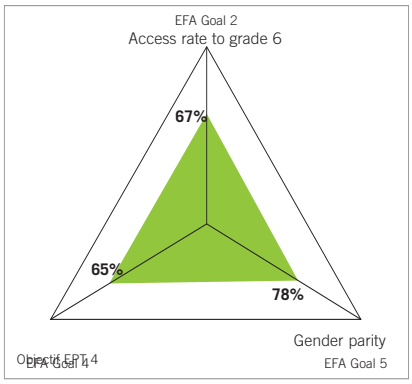
Nigeria 1999/2000

EFA African development index 52.2
Reminder 1990 55.9

Population and macro-economic context (2001)

Per capita GDP	354
Total Population (000)	116 929
% of school-age population	17.1
Adult (15-49) living with HIV/AIDS	5.8%

EFA Triangle



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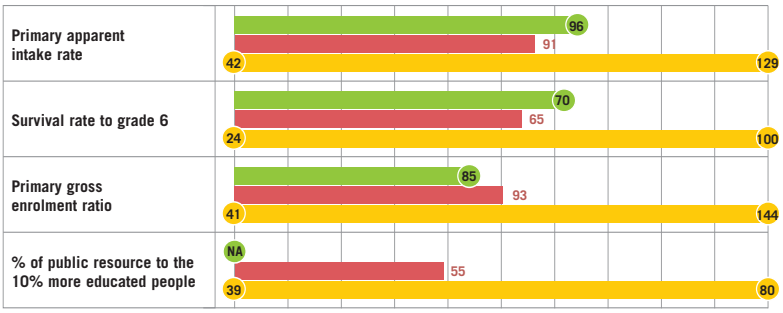
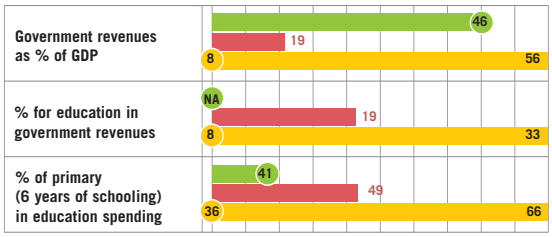
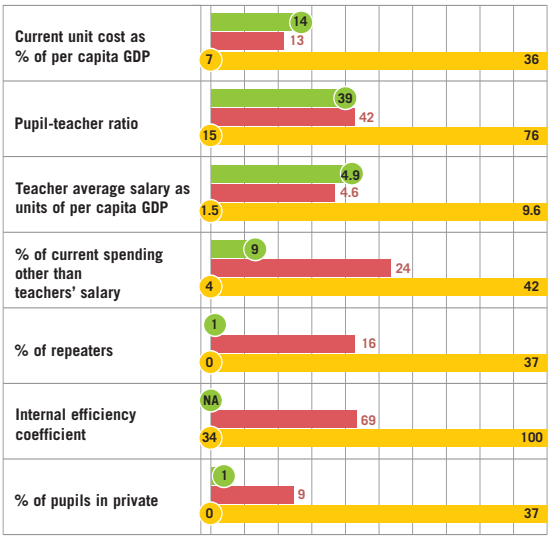


Domestic resource mobilisation

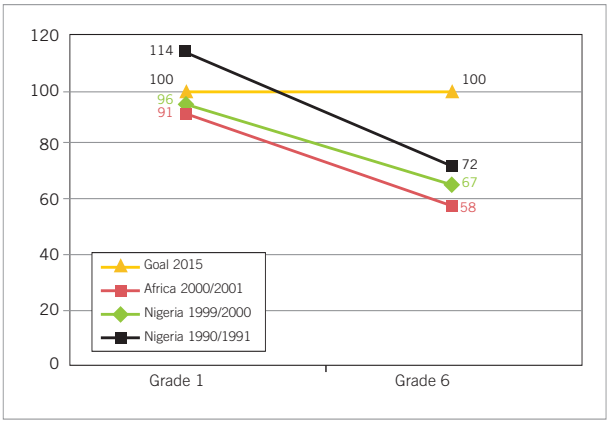


Legend

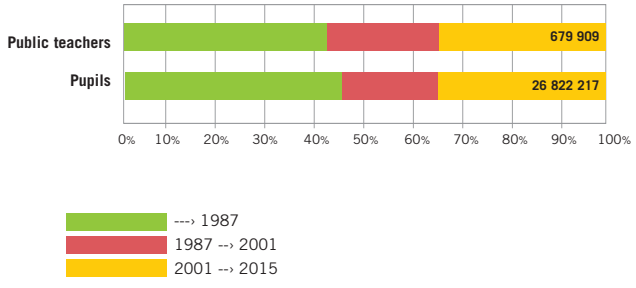
Primary education (6 years of schooling) pattern



Schooling profile



SIMULATION : UNIVERSAL PRIMARY ENROLMENT IN 2015 AND FINANCING GAP



Domestic resource and external financing needs under an 'efficient' policies scenario (millions of 2000 US $)

	Annual average on the 2000-2015 period
Domestic resource	1 275
Financing Gap	328

Sources : UIS, World Bank, United Nation Population Division, UNAIDS

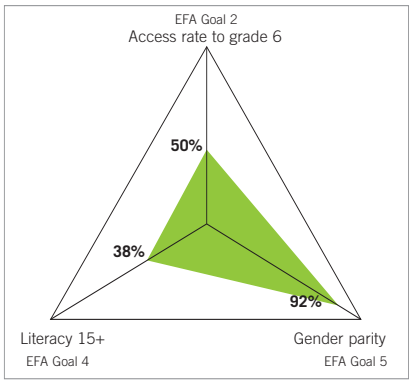
Senegal 2002/2003

EFA African development index 47.0
Reminder 1990 35.3

Population and macro-economic context (2001)

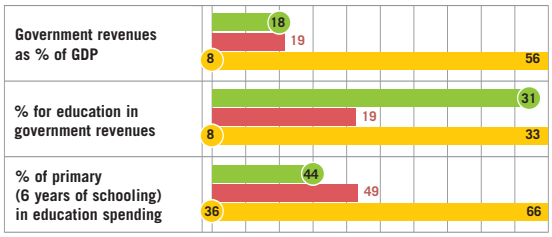
Per capita GDP	481
Total Population (000)	9 662
% of school-age population	16.4
Adult (15-49) living with HIV/AIDS	0.5%

EFA Triangle



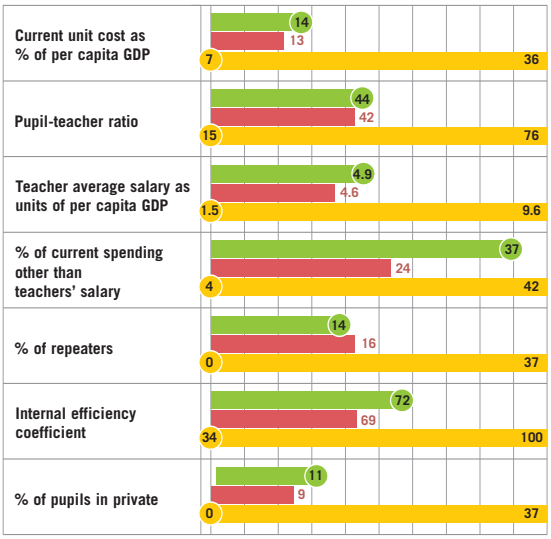
Status

Domestic resource mobilisation

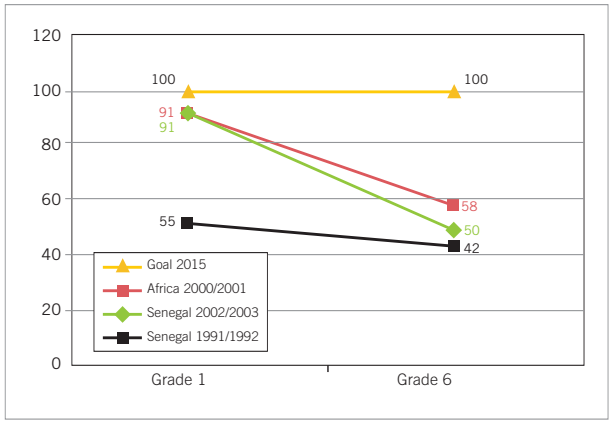


Legend

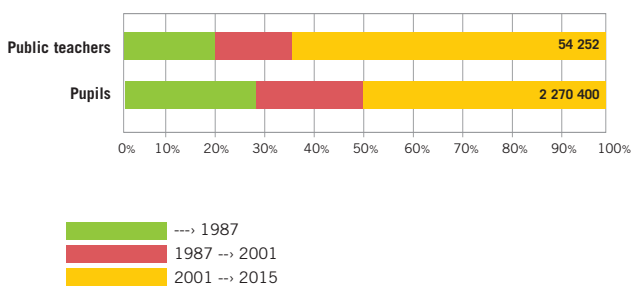
Primary education (6 years of schooling) pattern



Schooling profile



SIMULATION : UNIVERSAL PRIMARY ENROLMENT IN 2015 AND FINANCING GAP



Domestic resource and external financing needs under an 'efficient' policies scenario (millions of 2000 US $)

	Annual average on the 2000-2015 period
Domestic resource	103
Financing Gap	55

Sources : UIS, World Bank, United Nation Population Division, UNAIDS

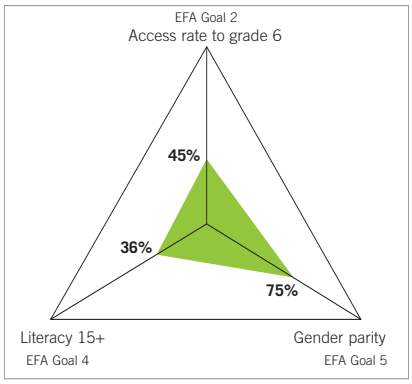
Sierra Leone 2000/2001

EFA African development index **29.0**
Reminder 1990 **NA**

Population and macro-economic context (2001)

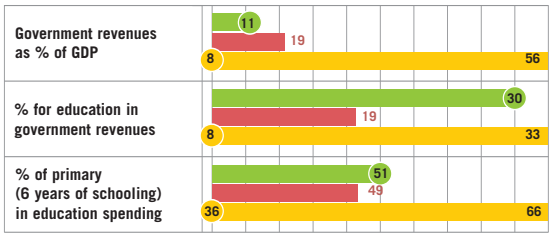
Per capita GDP	163
Total Population (000)	4 587
% of school-age population	16.0
Adult (15-49) living with HIV/AIDS	7.0%

EFA Triangle

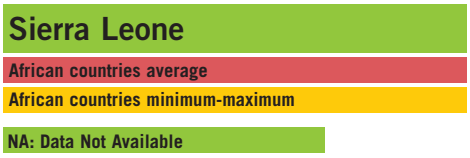


Status

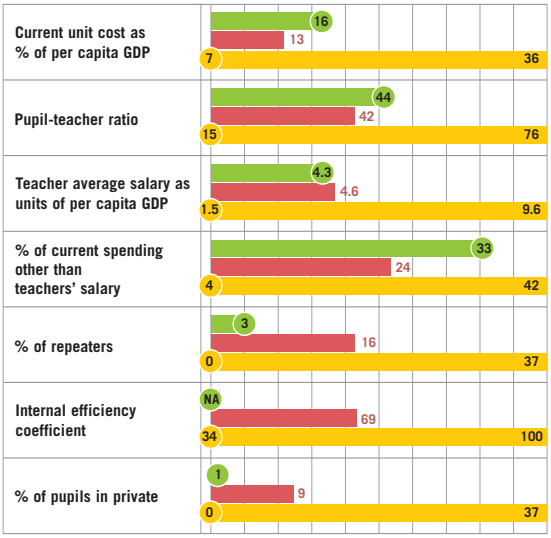
Domestic resource mobilisation



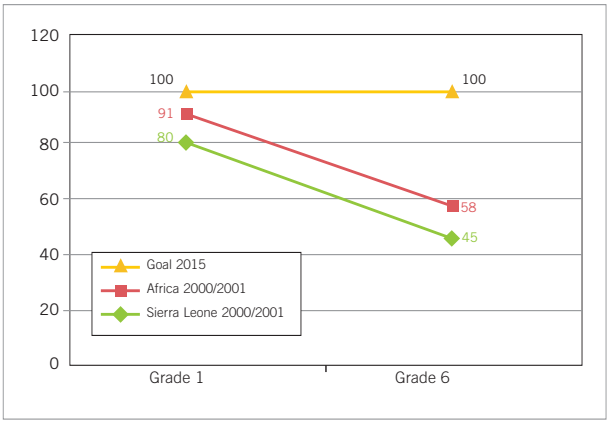
Legend



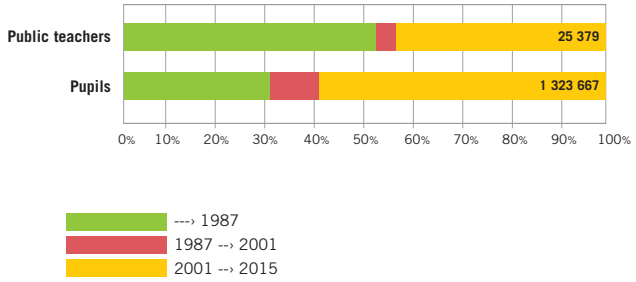
Primary education (6 years of schooling) pattern



Schooling profile



SIMULATION : UNIVERSAL PRIMARY ENROLMENT IN 2015 AND FINANCING GAP



Domestic resource and external financing needs under an 'efficient' policies scenario (millions of 2000 US $)

	Annual average on the 2000-2015 period
Domestic resource	15
Financing Gap	10

Sources : UIS, World Bank, United Nation Population Division, UNAIDS

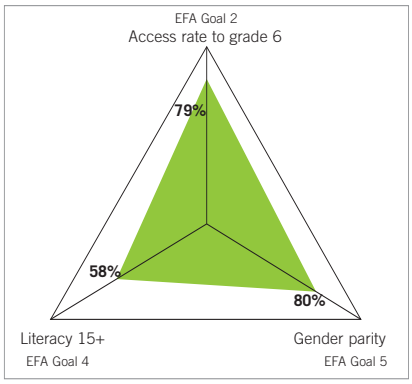
Togo 2000/2001

EFA African development index 56.5
Reminder 1990 35.8

Population and macro-economic context (2001)

Per capita GDP	270
Total Population (000)	4 657
% of school-age population	16.8
Adult (15-49) living with HIV/AIDS	6.0%

EFA Triangle



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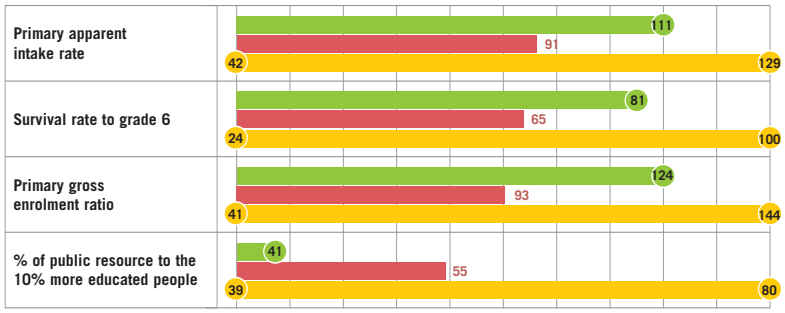
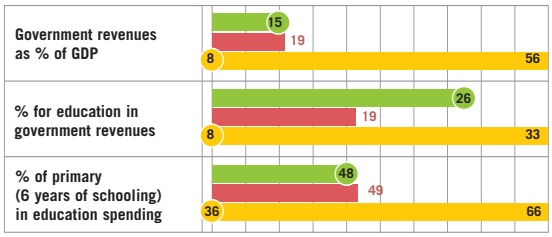


Domestic resource mobilisation



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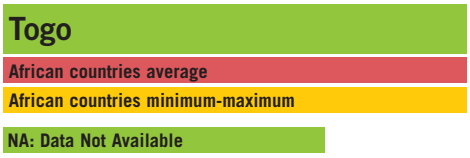
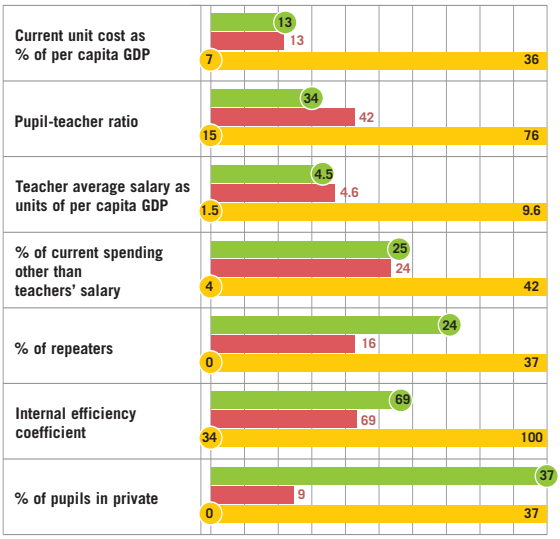
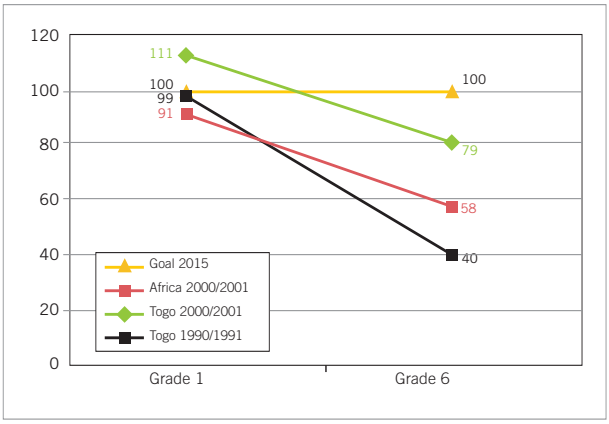


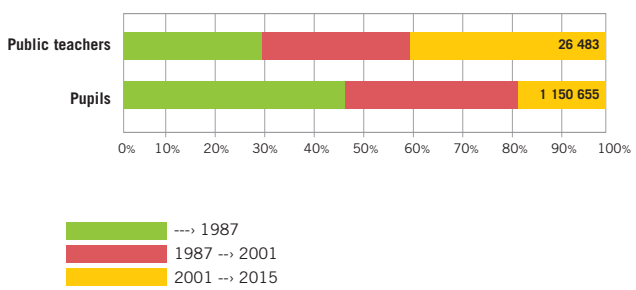
Primary education (6 years of schooling) pattern



Schooling profile



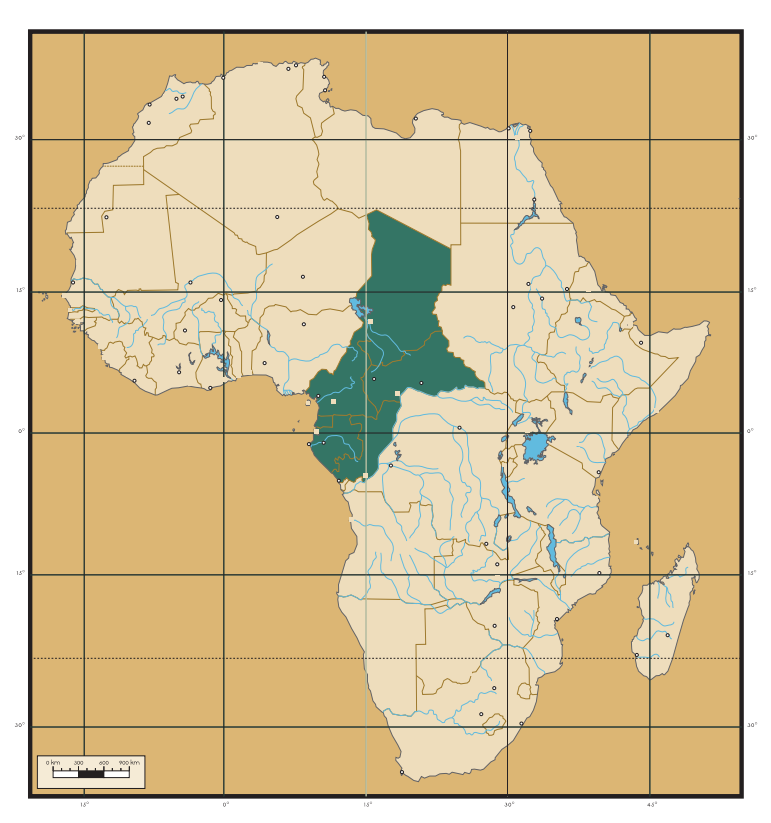
SIMULATION : UNIVERSAL PRIMARY ENROLMENT IN 2015 AND FINANCING GAP



Domestic resource and external financing needs under an 'efficient' policies scenario (millions of 2000 US $)

	Annual average on the 2000-2015 period
Domestic resource	31
Financing Gap	20

Sources : UIS, World Bank, United Nation Population Division, UNAIDS



C E M A C

In 2001, the CEMAC counted around 32 million inhabitants. Average per capita GDP in CEMAC zone countries is estimated at USD 1 544, but this average is skewed by the Equatorial Guinea and Gabon's membership in the zone; both have small populations but high income per inhabitant. Excluding these two countries, the average per capita GDP in the CEMAC countries is USD 474, which is a more relevant figure for consideration. The school-age population averages around 16% of total population in CEMAC countries. Around 8% of the population aged 15-49 is living with HIV/AIDS.

Cameroon

Congo

Gabon

Equatorial Guinea

Central African Republic

Chad

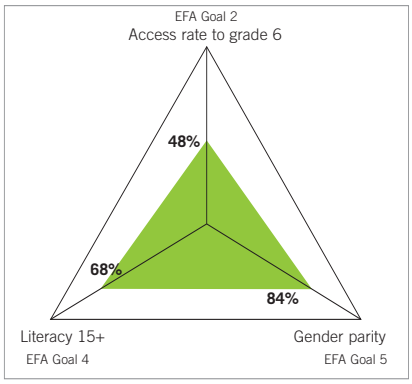
CEMAC 2000/2001

EFA African development index 50.3
Reminder 1990 46.1

Population and macro-economic context (2001)

Per capita GDP	1 544
Total Population (000)	31 961
% of school-age population	16.4
Adult (15-49) living with HIV/AIDS	7.8%

EFA Triangle



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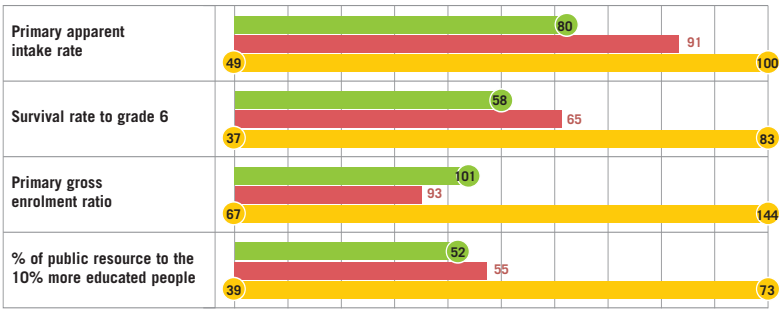
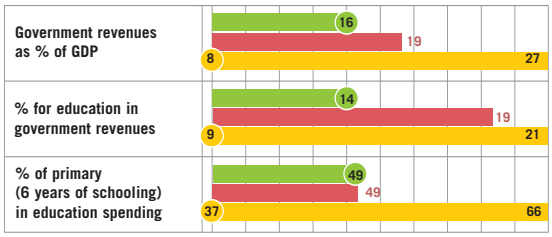


Domestic resource mobilisation



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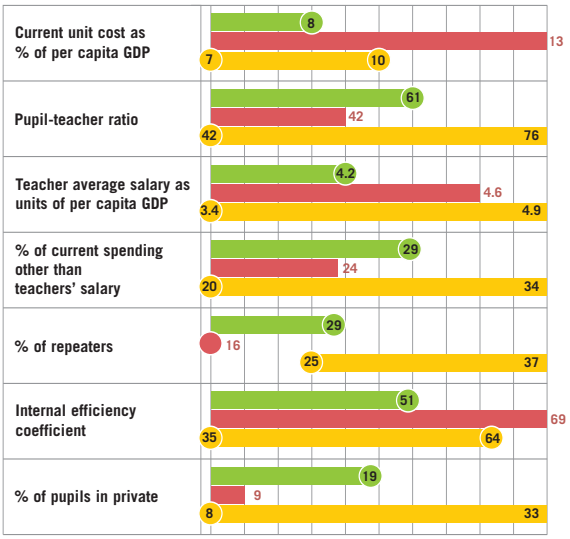
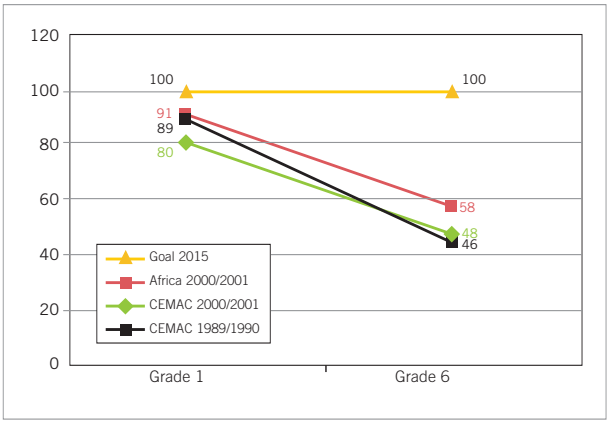
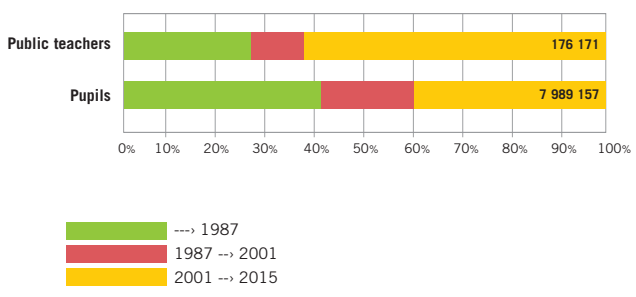
Primary education (6 years of schooling) pattern



Schooling profile



SIMULATION : UNIVERSAL PRIMARY ENROLMENT IN 2015 AND FINANCING GAP



Domestic resource and external financing needs under an 'efficient' policies scenario (millions of 2000 US $)

	Annual average on the 2000-2015 period
Domestic resource	288
Financing Gap	131

Sources : UIS, World Bank, United Nation Population Division, UNAIDS

Interpretation of the zone profile

The zone profile shows the position of the Economic Community of Central African States in relation to the rest of Africa, from three major, complementary angles: The current situation in terms of EFA goals; the financial resources allocated to the education sector, and how those funds are used; and future requirements to attain universal primary school attendance in 2015. The approach used is to compare the average observed in the zone with the average on the continent as a whole, for each relevant indicator. Although this approach provides some interesting insights, it is nevertheless insufficient to the extent that examining averages obscures the strong heterogeneity among the zone's six Member States. To compensate for this, inter-country differences have been analysed, showing the extreme values observed in the zone. Graphs are used to show the national values of the most important indicators.

1. Overview (status and schooling profile)

An examination of school attendance indicators and schooling profile answers three fundamental questions:

How many children enter school ? (primary apparent intake rate)

On the whole, the CEMAC has a low primary apparent intake rate in relation to the average situation in Africa. In 2000/2001, **out of 100 children of the age to enter primary school, only 80 actually went,** versus an average 91% in all of the African countries. However, access rates vary substantially from country to country in the zone, from 49% in the Central African Republic to 100% in Gabon. The high gross enrolment rate average in the Community (101%) stems more from the very high level of repeated years (which artificially inflate the rate) than from higher school attendance.

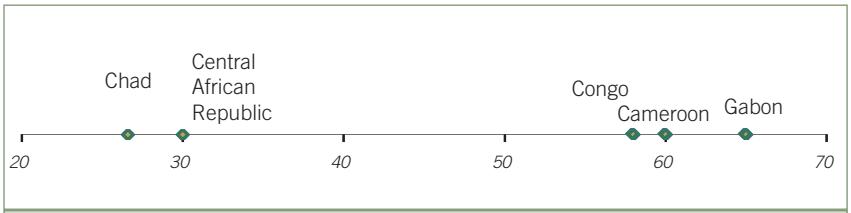
How many pupils complete six years of schooling, and why don't all children in the sub-region complete the primary cycle ? (Access rate and survival rate to grade 6)

Access rate to grade 6, which measures advances toward universal primary school attendance, are very weak in the CEMAC area. It averages 48% (only +2 percentage points since 1990) and ranges by country from 27% in Chad to 65% in Gabon. In other words, **more than one child in two in the zone does not reach the end of primary education, which is the only guarantee for lasting literacy.** (Graph 2.1)

This low level of completion for the primary level is partly the result of relatively low access to the first year of schooling, but mainly from the difficulties educational systems have in retaining the pupils that have begun school. On average in the CEMAC countries, under current school system conditions, only 58% of pupils that enter primary education pursue the course to completion (compared to 65% for the continental average). **This means that 42% of entering pupils drop out before acquiring the skills needed for irreversible literacy.** Disparities between countries in the zone on this issue are sizeable: Survival rates vary from 37% in Chad to 83% in Congo.

What is the sub-region's progress status on the two other measurable EFA goals? (literacy and gender parity)

The literate percentage of the adult population in the CEMAC countries grew from 53% in 1990 to 68% in 2001 (above the continental average of 61%). However, literacy remains a serious challenge in two countries in the zone, Chad and the Central African Republic, in which adult literacy stands at 44% and 48% respectively.
The gender parity goal in primary education continues to be an elusive goal:



Graph 2.1 : Access rate to grade 6 (completion rate proxy)

On average in the CEMAC countries, **only 84 girls attend school for 100 boys.** On this point as well, the disparities between countries in the zone are glaring: While Gabon has already achieved the parity goal, Chad – despite considerable progress – has only 63 girls in school for every 100 boys. (Graph 2.2)

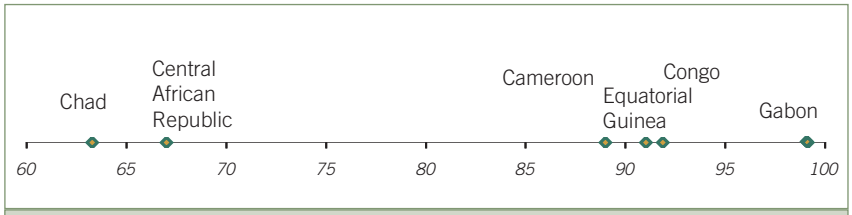
The very slow growth of the African EFA development index (from 46 points in 1990 to 50 points in 2001, calculated on the basis of results for the three measurable goals) and the lag in this growth compared to the overall African average (54 points) shows that the challenges to be met to attain the Dakar goals are enormous for the CEMAC countries.

2. Domestic resource mobilisation and use for primary education

In terms of mobilising domestic resources, this profile attempts to answer the following three questions in the "Domestic Resource Mobilisation" graph:

Do CEMAC countries have a favourable fiscal outlook? (Government revenues as % of GDP)

The fiscal outlook in the CEMAC area is less favourable than that observed on average in the African countries. Government revenues excluding grants represent 16% of GDP in the sub-region's countries, compared to 19% on average for the continent. This average obscures two types of situation linked to the countries' economic wealth. In the four zone countries for which the data is available, two – Cameroon and Congo – enjoy a very favourable economic outlook (respective rates of 20% and 27%), while the two others – Chad and the Central African Republic – are counted among the world's weakest countries in terms of capacity to appropriate national wealth for government revenues (8% and 10% respectively), primarily due to weak GDP[1].



Graph 2.2 : Gender parity index

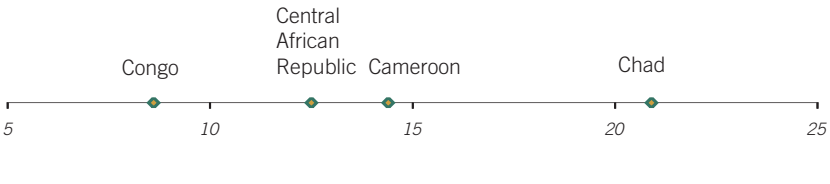
Are the CEMAC countries mobilising sufficient resources for education? (% for education in government revenues)

The share of government revenues allocated to current education spending is estimated at an average of 14% in the zone's countries compared to 19% on average for the African countries. **The CEMAC zone suffers from a lack of priority status accorded to education in budgetary trade-offs.** Within the zone, the share of resources allocated to education ranges from 9% in Congo to 21% in Chad. (Graph 2.3)

Is primary education a priority in intra-sector trade-off? (% for primary education in the education budget)

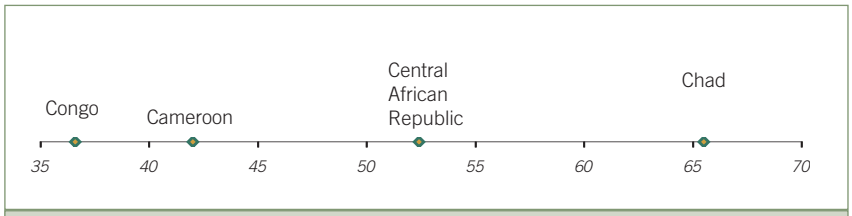
On the other hand, intra-sector trade-off is on average relatively favourable to primary education in the sub-region. 49% of current education spending is allocated to primary education – a level equal to the average observed on the continent as a whole. However, while Chad and the Central African Republic make basic education a real budgetary priority (66% and 52%, respectively), this is less marked in Congo and Cameroon (37% and 42% respectively).(Graph 2.4)

We observe that, on average in the sub-region, 1) the fiscal outlook is relatively unfavourable and that 2) budgetary



Graph 2.3 : % for education in government revenues

[1] As tax pressure rates is strongly related to national wealth, the poorest countries have the most difficulty in drawing off national resources.



Graph 2.4 : :% for primary education in current budget expenditures

trade-off is also unfavourable to the education sector although 3) intra-sector trade-off is overall fairly favourable to primary education. **The sub-region's low school attendance stems partly from a lack of mobilisation of domestic resources.** It seems interesting to examine whether a part of this lack could be explained by the use made of available resources. The profile presents a certain number of indicators (in the 'Primary Education Pattern' graphs) that shed light on resource use and the efficiency of the policies chosen, based on the following questions:

Do the CEMAC countries choose to send more children to school, or to allocate more resources per pupil? (current unit cost as % of per capita GDP)

The average current unit cost is greatly lower in the CEMAC sub-region than in Africa as a whole (8% of per capita GDP compared to 13%). **Overall, compared to the situation in Africa as a whole, the Community grants a higher priority to the number of children in school (the high GER shows this) than to quality issues (it is to be hoped this is linked to per pupil expenditure).** This situation is true both on average and in each of the countries for which data is available: Unit costs vary only from 7% of per capita GDP in Cameroon and Congo to 10% in Chad.

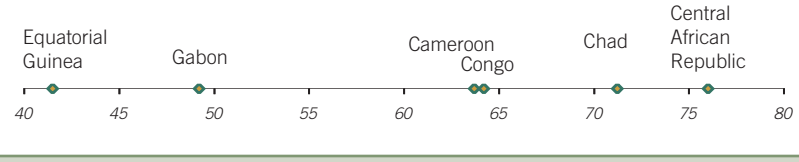
How do the CEMAC countries make decisions between the different components of unit cost (the pupil-teacher ratio, teacher salaries and other expenses)?

In the CEMAC zone **an average class size of 61 pupils per teacher can be observed, much higher than the African average of 42. Average teacher salary is slightly lower** (4 GDP units per inhabitant, compared to the average value of 4.6 seen in the group of African countries). The percentage of spending other than teacher salaries is 28%, higher than the African average (24%). **The average trend observed in the CEMAC zone of lower unit cost than elsewhere mainly results from poorer pupil-teacher ratios (overcrowded classes are legion).** However, countries in the sub-region present differences (to a greater or lesser extent) on these issues: The pupil-teacher ratio varies from 42 to 76, salaries from 3.4 to 4.9 GDP units per inhabitant, and the proportion of other current expenses ranges from 20% to 34%. (Graphs 2.5 and 2.6)

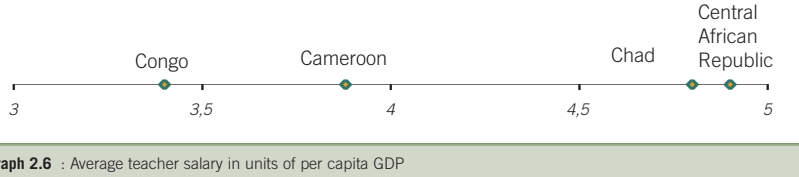
Do the CEMAC countries' education systems use resources efficiently? (% of repeaters and internal efficiency coefficient)

The internal efficiency coefficient (calculated by relating production in terms of pupils completing the primary cycle with resources used, this indicator measures system yield) is particularly low in the CEMAC zone (51% compared to the continental average of 69%). This means that **nearly half of resources for basic education are used for repeated years, or for pupils that leave school before completing primary education (and who thus are most likely to never become literate).**

In CEMAC countries, repetition rates reach record levels. There is an **average of 29% repeaters** in primary education (or double the African average). Repetition rates vary from country to country, with a range from 25% in Congo to 37% in Gabon. There is some



Graph 2.5 : Pupil-Teacher Ratio



Graph 2.6 : Average teacher salary in units of per capita GDP

urgency to implementing measures to restrict this phenomenon, in that besides constituting a substantial cost to the system, the effectiveness and quality of learning is uncertain. Also, as numerous analyses show, repetition have a dissuasive effect on retention, particularly among populations for which this is already an issue (girls, rural pupils, poor pupils, etc.) Since it is understood that pedagogical measures will not suffice for this, reducing repetition will require cycle restructuring (introduction of elementary sub-cycles in which pupils do not repeat grades) and increased teacher awareness of the consequences of over-high repetition rates, as well as follow-up to implementation of reforms on the ground, at the school level.

3. Physical and financial requirements to achieve UPE (Universal Primary Education) by 2015, and external financing needs

In 2001, around 5 million pupils were enrolled in primary education schools in the sub-region. Public school pupils were taught by a workforce of around 61 000 teachers. Reaching the goal of universal primary education requires the enrolment of around 8 million children by 2015, or a + 3.4% annual growth in pupil numbers (compared to an average of + 2.9% between 1987 and 2001). To ensure both classroom seats for this increasing flow of pupils and improved education quality (decrease of pupil-teacher ratios) it will be necessary to **increase the number of public school teachers in the CEMAC zone at an average rate of + 8% a year (need for nearly 180 000 teachers in 2015), which will be an enormous job considering the pace over the last 14 years (+1.9% a year).**

Nevertheless, outlooks are quite diverse in the different countries in the sub-region. While in Equatorial Guinea the pace of the system's physical expansion is lower than that seen in the last decade, **some other countries (Cameroon, Central African Republic, Chad, and Congo) will need to recruit record numbers of teachers in order to reach the goal.**

Under the hypothesis of 'efficient' policies – i.e., by using as 2015 target parameters the reference values observed in the highest-performing countries and mentioned in the EFA Fast Track initiative Indicative Framework - the goal can only be achieved if primary education in the CEMAC countries together receives an average of USD 420 million[2] per year for the period extending to 2015, or double the estimated value for the year 2000. If approximately USD 290 million could be mobilised annually from national resources to accord true priority status to education in general and to primary education in particular in budget trade-offs, the annual USD 130 million shortfall (nearly 31% of the overall funding) should be provided by technical and financial partners. Note that the share of external financing needed varies around the average depending on the country (from 14% of total needed financing in Congo to 51% in Chad).

Finally, it is important to emphasise that these financing needs (both foreign and domestic) are necessary but insufficient conditions to meet the goal in all of the countries in the zone. Physical absorption capacity issues in the systems (for example, how are countries to recruit, train, and assign so many teachers?) and budgetary absorption (how will countries efficiently manage and release the growing sums allocated to the sector, through diversified financial channels, particularly through budget supports intended to be broadened substantially?) are crucial and should be the subject of close attention in many countries.

[2] This and the following figures are slight underestimates as they do not include data from Equatorial Guinea and Gabon, which is not available.

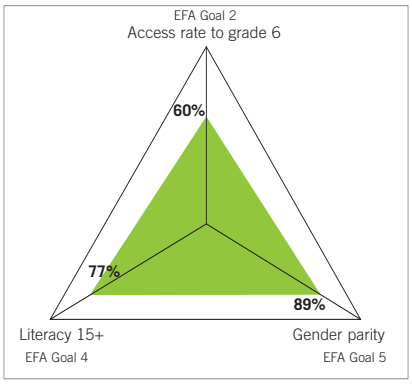
Cameroon 2002/2003

EFA African development index 63.9
Reminder 1990 59.1

Population and macro-economic context (2001)

Per capita GDP	559
Total Population (000)	15 203
% of school-age population	16.6
Adult (15-49) living with HIV/AIDS	11.8%

EFA Triangle



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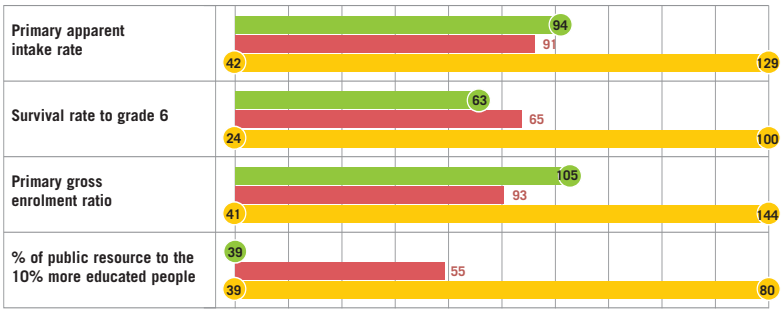
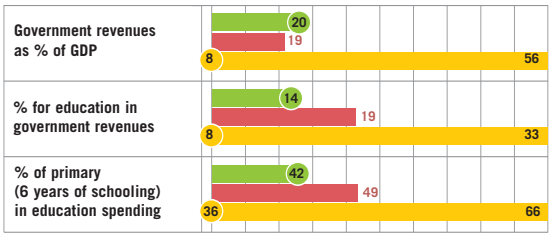


Domestic resource mobilisation



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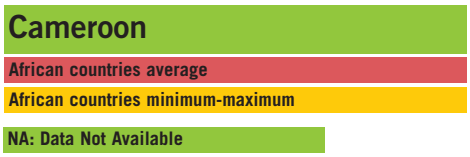
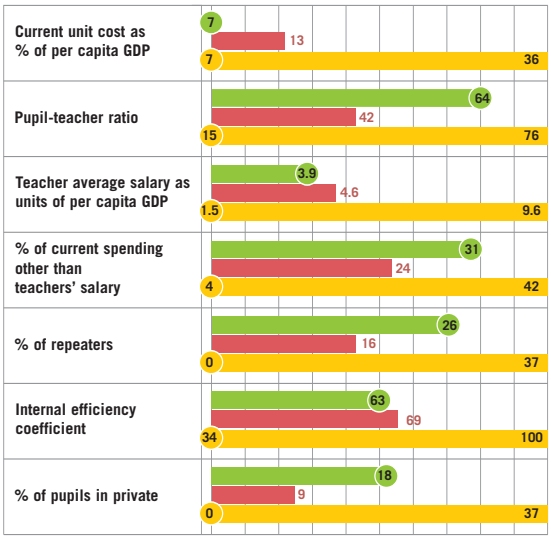
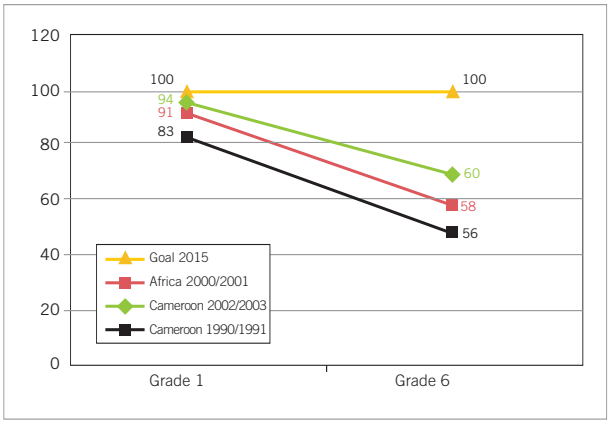


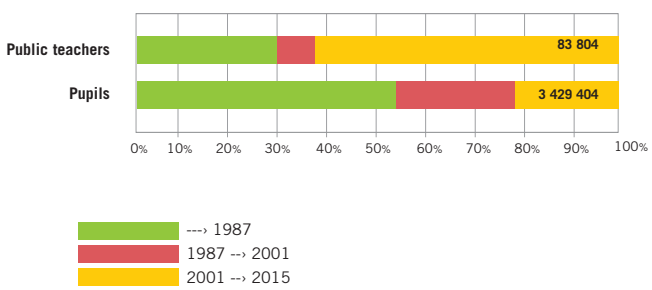
Primary education (6 years of schooling) pattern



Schooling profile



SIMULATION : UNIVERSAL PRIMARY ENROLMENT IN 2015 AND FINANCING GAP



Domestic resource and external financing needs under an 'efficient' policies scenario (millions of 2000 US $)

	Annual average on the 2000-2015 period
Domestic resource	175
Financing Gap	76

Sources : UIS, World Bank, United Nation Population Division, UNAIDS

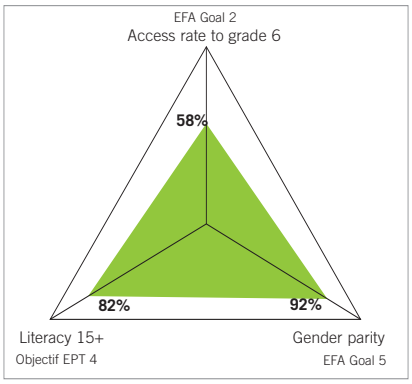
Congo 2001/2002

EFA African development index 67.6
Reminder 1990 65.8

Population and macro-economic context (2001)

Per capita GDP	884
Total Population (000)	3 110
% of school-age population	17.2
Adult (15-49) living with HIV/AIDS	7.2%

EFA Triangle



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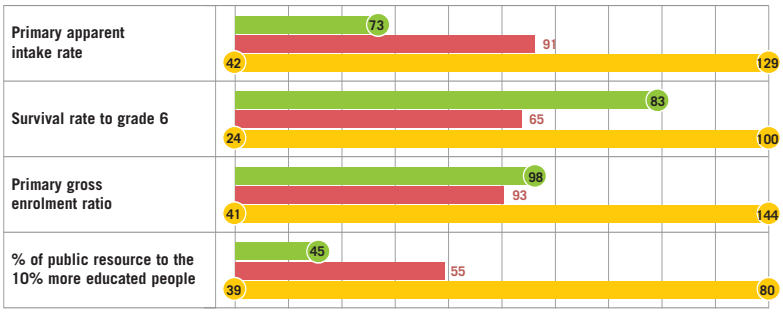
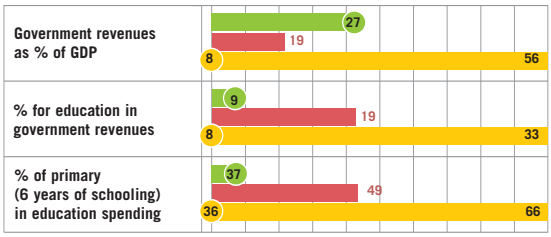
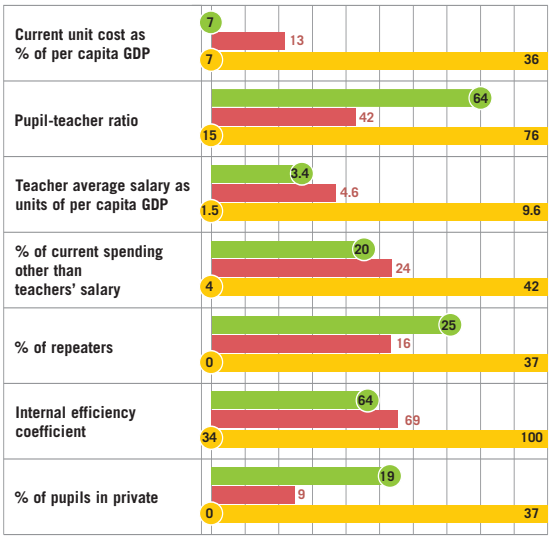


Domestic resource mobilisation

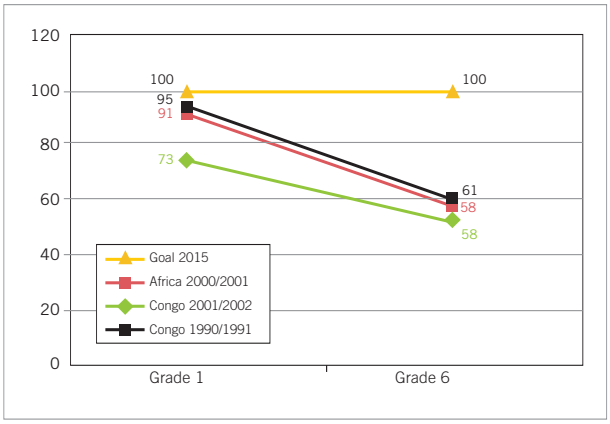


Legend

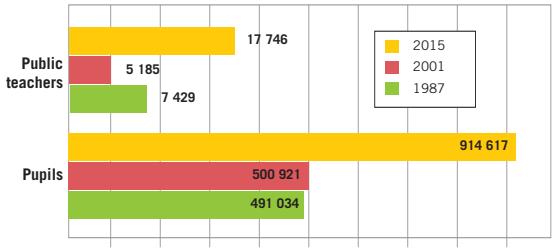
Primary education (6 years of schooling) pattern



Schooling profile



SIMULATION : UNIVERSAL PRIMARY ENROLMENT IN 2015 AND FINANCING GAP



Domestic resource and external financing needs under an 'efficient' policies scenario (millions of 2000 US $)

	Annual average on the 2000-2015 period
Domestic resource	70
Financing Gap	11

Sources : UIS, World Bank, United Nation Population Division, UNAIDS

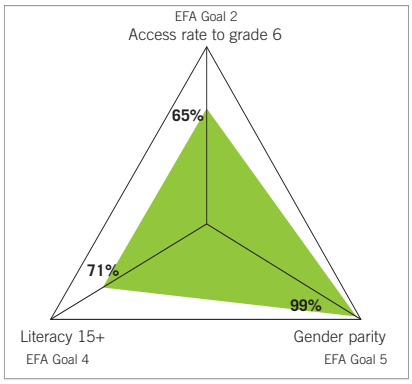
Gabon 2000/2001

EFA African development index 72.8
Reminder 1990 70.9

Population and macro-economic context (2001)

Per capita GDP	3 435
Total Population (000)	1 262
% of school-age population	15.1
Adult (15-49) living with HIV/AIDS	NA

EFA Triangle



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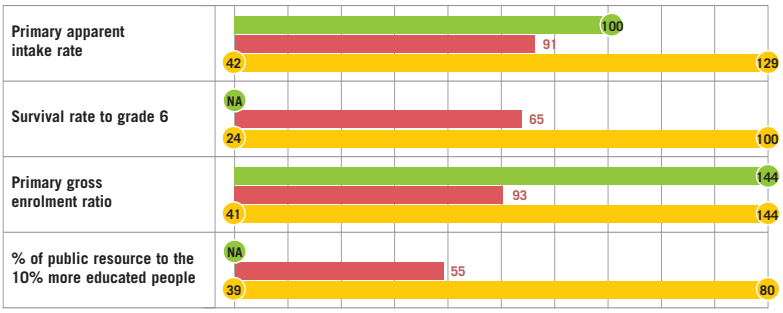
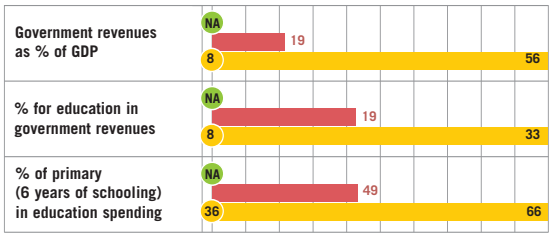


Domestic resource mobilisation



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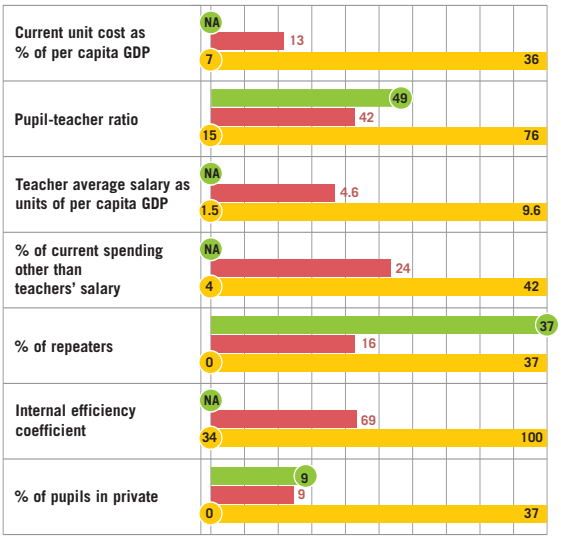
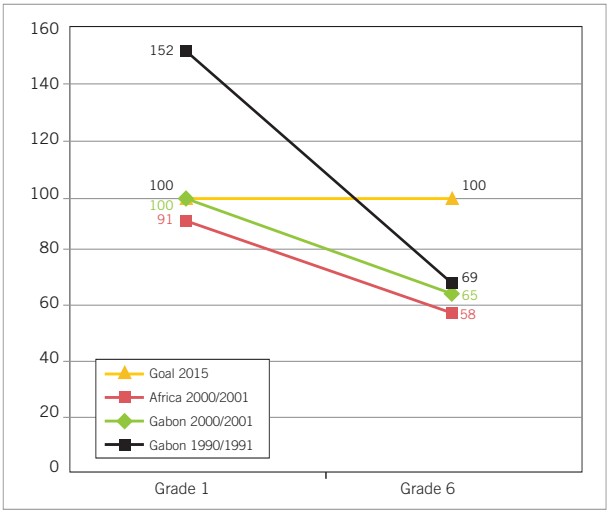
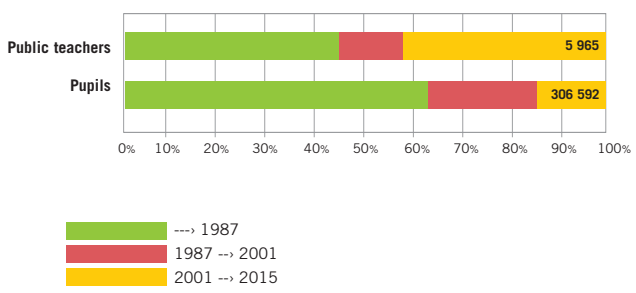
Primary education (6 years of schooling) pattern



Schooling profile



SIMULATION : UNIVERSAL PRIMARY ENROLMENT IN 2015 AND FINANCING GAP



Domestic resource and external financing needs under an 'efficient' policies scenario (millions of 2000 US $)

	Annual average on the 2000-2015 period
Domestic resource	NA
Financing Gap	NA

Sources : UIS, World Bank, United Nation Population Division, UNAIDS

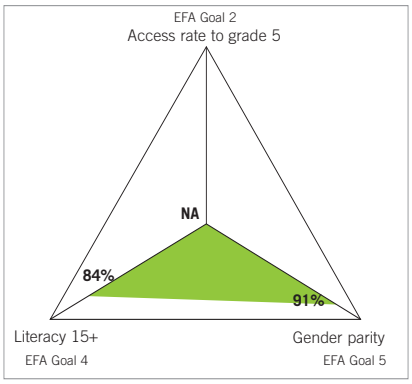
Equatorial Guinea 2000/2001

EFA African development index NA
Reminder 1990 62.9

Population and macro-economic context (2001)

Per capita GDP	3 931
Total Population (000)	470
% of school-age population	15.7
Adult (15-49) living with HIV/AIDS	3.4%

EFA Triangle



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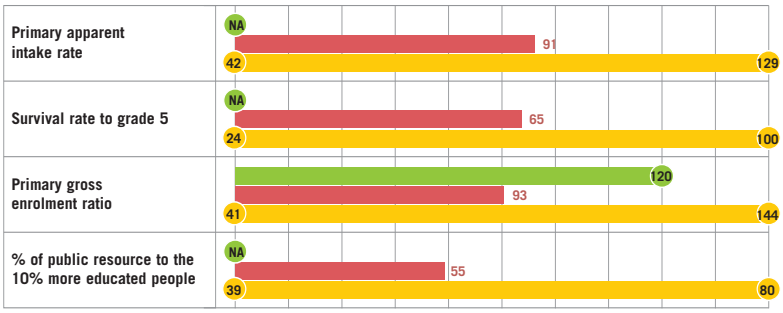
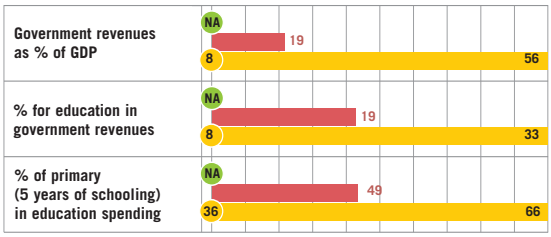


Domestic resource mobilisation



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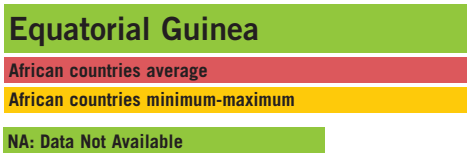
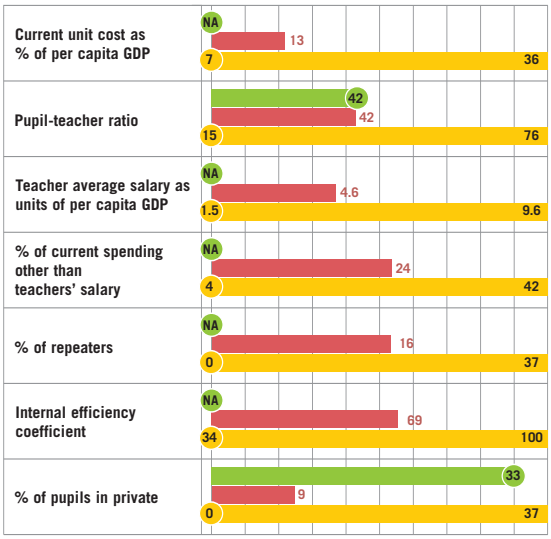
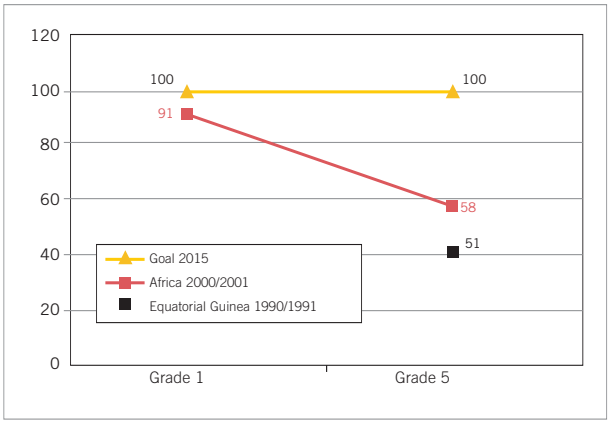


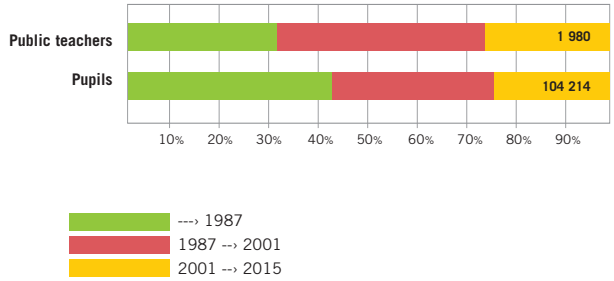
Primary education (5 years of schooling) pattern



Schooling profile



SIMULATION : UNIVERSAL PRIMARY ENROLMENT IN 2015 AND FINANCING GAP



Domestic resource and external financing needs under an 'efficient' policies scenario (millions of 2000 US $)

	Annual average on the 2000-2015 period
Domestic resource	NA
Financing Gap	NA

Sources : UIS, World Bank, United Nation Population Division, UNAIDS

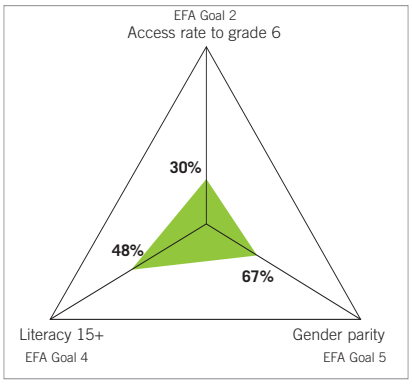
Central African Republic 2002/2003

EFA African development index 19.8
Reminder 1990 25.6

Population and macro-economic context (2001)

Per capita GDP	256
Total Population (000)	3 782
% of school-age population	16.4
Adult (15-49) living with HIV/AIDS	12.9%

EFA Triangle



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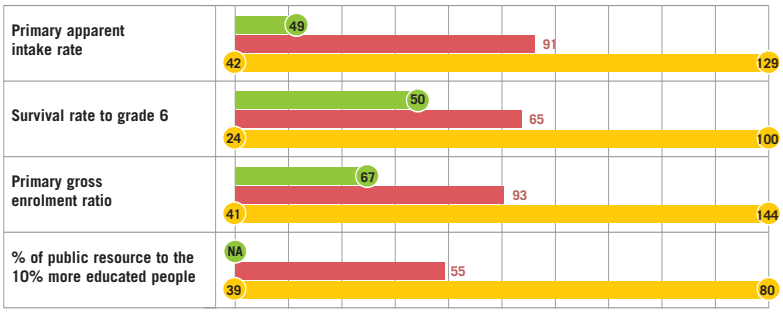
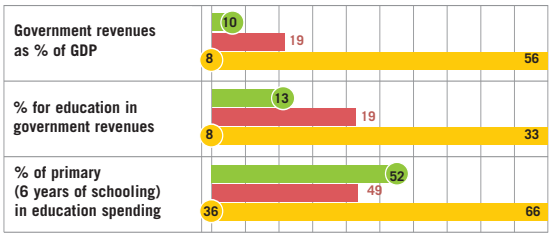


Domestic resource mobilisation



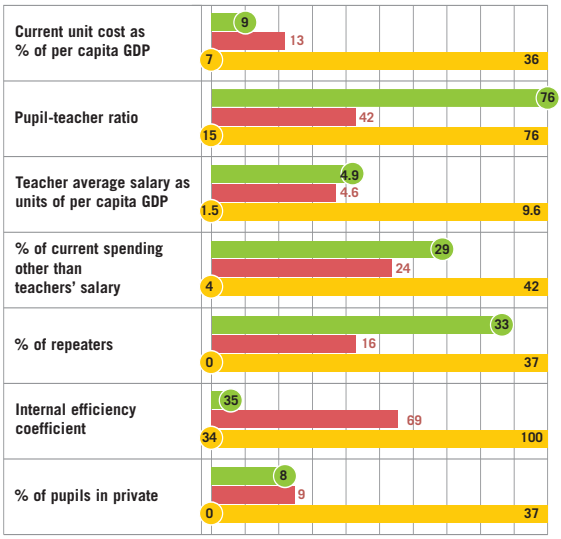
Central African Republic

African countries average

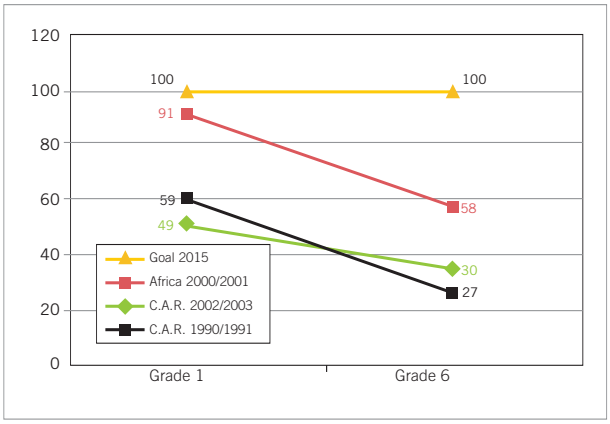
African countries minimum-maximum

NA: Data Not Available

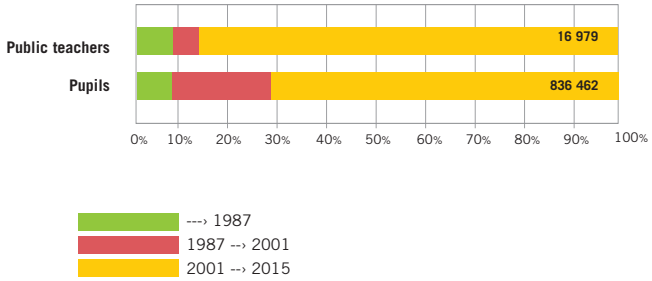
Primary education (6 years of schooling) pattern



Schooling profile



SIMULATION : UNIVERSAL PRIMARY ENROLMENT IN 2015 AND FINANCING GAP



Domestic resource and external financing needs under an 'efficient' policies scenario (millions of 2000 US $)

	Annual average on the 2000-2015 period
Domestic resource	15
Financing Gap	14

Sources : UIS, World Bank, United Nation Population Division, UNAIDS

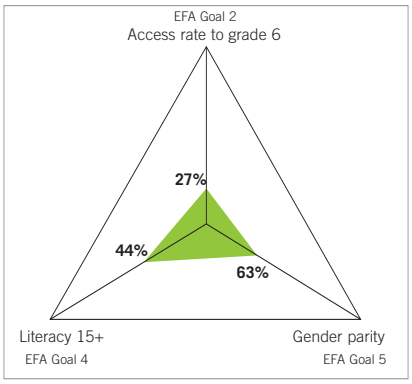
Chad 2000/2001

EFA African development index 13.4
Reminder 1990 9.0

Population and macro-economic context (2001)

Per capita GDP	197
Total Population (000)	8 135
% of school-age population	17.1
Adult (15-49) living with HIV/AIDS	3.6%

EFA Triangle



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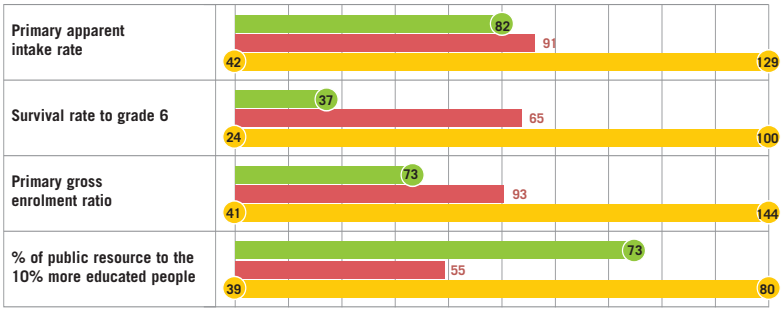
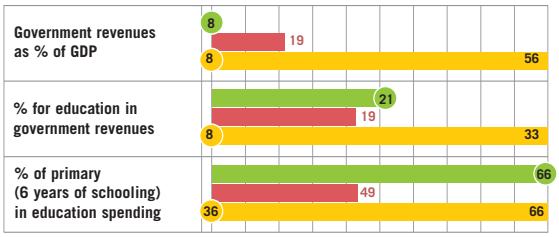


Domestic resource mobilisation



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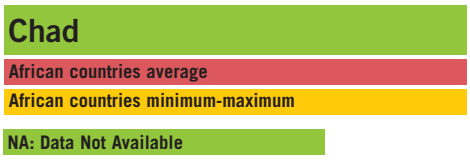
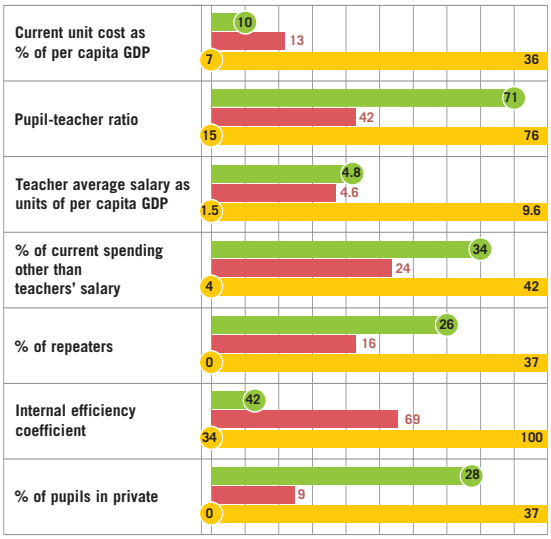
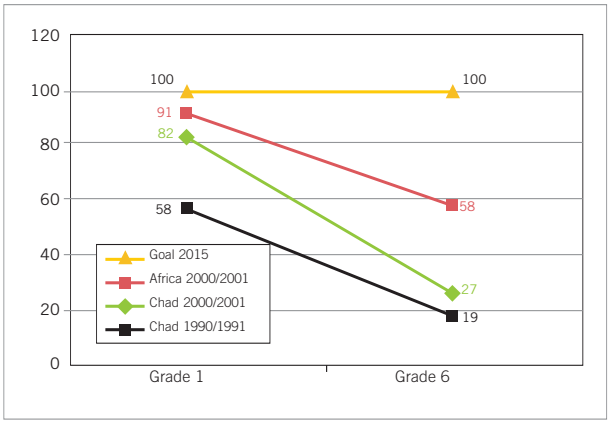


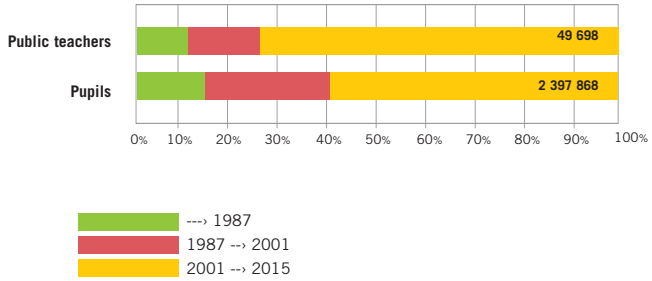
Primary education (6 years of schooling) pattern



Schooling profile



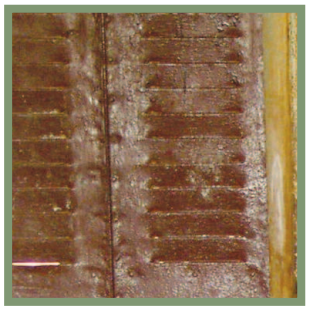
SIMULATION : UNIVERSAL PRIMARY ENROLMENT IN 2015 AND FINANCING GAP



Domestic resource and external financing needs under an 'efficient' policies scenario (millions of 2000 US $)

	Annual average on the 2000-2015 period
Domestic resource	28
Financing Gap	30

Sources : UIS, World Bank, United Nation Population Division, UNAIDS



PALOPs and Equatorial Guinea

The PALOPs and Equatorial Guinea numbered around 34 million inhabitants in 2001. Average per capita GDP is estimated at USD 1 106, but this average obscures substantial differences between Guinea-Bissau and Mozambique - where per capita GDP is below USD 200 - and Equatorial Guinea, where this figure climbs to USD 4 000 due to strong revenues linked to the oil industry. Excluding this country, the per capita GDP averages USD 539. The population of age for the first six years of schooling represents around 16% of total population. More than 6% of the population aged 15-49 years is living with the HIV/AIDS virus.

Angola

Cape Verde

Guinea Bissau

Equatorial Guinea

Mozambique

Sao Tome and Principe

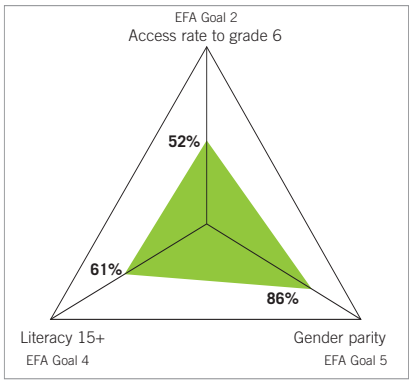
PALOPs and Equatorial Guinea 2000/2001

EFA African development index 48.3
Reminder 1990 37.4

Population and macro-economic context (2001)

Per capita GDP	1 106
Total Population (000)	34 470
% of school-age population	15.7
Adult (15-49) living with HIV/AIDS	6.2%

EFA Triangle



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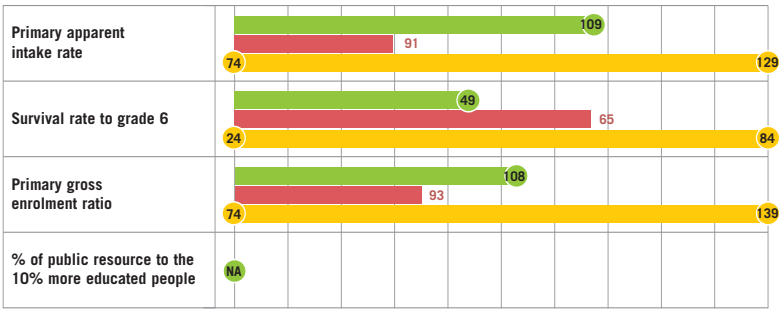
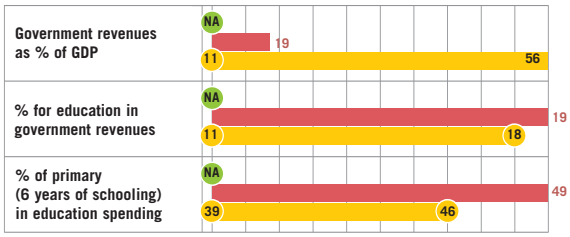


Domestic resource mobilisation



Legend

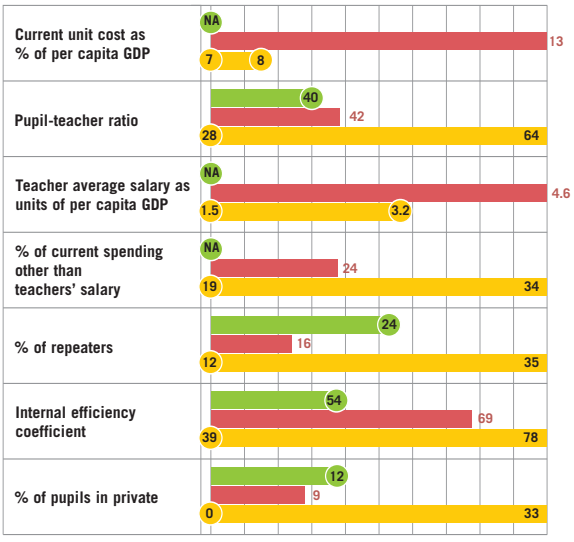
PALOPs and Equatorial Guinea

African countries average

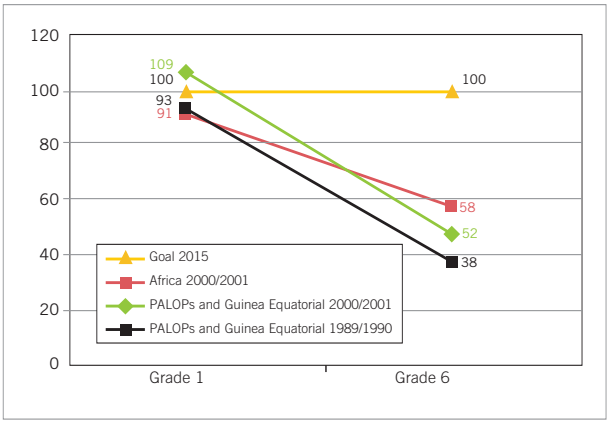
PALOPs countries minimum-maximum

NA: Data Not Available

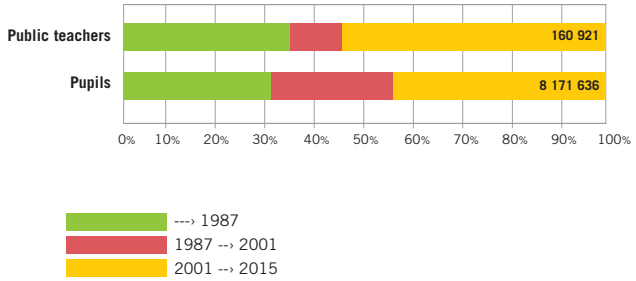
Primary education (6 years of schooling) pattern



Schooling profile



SIMULATION : UNIVERSAL PRIMARY ENROLMENT IN 2015 AND FINANCING GAP



Domestic resource and external financing needs under an 'efficient' policies scenario (millions of 2000 US $)

	Annual average on the 2000-2015 period
Domestic resource	337
Financing Gap	104

Sources : UIS, World Bank, United Nation Population Division, UNAIDS

the state of primary education in PALOPs and Equatorial Guinea

Interpretation of the zone profile

The zone profile shows the position of the Portuguese-speaking African Countries and Equatorial Guinea[1] in relation to the rest of Africa, from three main, complementary angles: The current situation in terms of EFA goals; the financial resources allocated to the education sector, and how those funds are used; and future requirements to attain universal primary school enrolment by 2015. The approach used is to compare the average observed in the zone with the average on the continent as a whole for each relevant indicator. While this approach provides some interesting insights, it is nevertheless insufficient to the extent that analysing averages obscures the strong heterogeneity among the zone's six Member States. To compensate for this, inter-country differences have been analysed, showing the extreme values observed in the zone. Graphs are used to show the national values of the most important indicators. Note that financial data is only available for three of the six countries; for this reason we will analyse their data directly rather than taking the average, which would no longer be representative.

1. Overview (status and schooling profile)

An examination of school attendance indicators and schooling profile answers three fundamental questions:

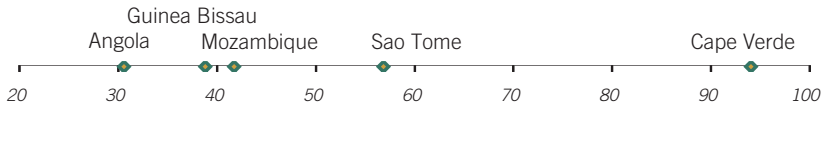
How many children enter school? (primary apparent intake rate)

On the whole, the PALOPs have a strong level of access to primary education in relation to the average situation in Africa. In 2000/2001, compared to 100 pupils of the age to enter primary school, 109 actually went, for a proportion of 91% on average in all of the African countries. This figure above 100% indicates that children from other cohorts, either younger or more likely older, entered the first grade that year. Access rates are above 100% in all PALOP countries, except in Angola where it is (with 74%) below the continental average. The gross enrolment ratio, an indicator for the overall primary cycle, is also higher in the PALOPs than the African average (108% compared to 93%) However, the high gross enrolment ratio stems more from the very high level of repetition rates (which artificially inflate the enrolment ratio) than from higher school attendance.

How many pupils complete six years of schooling, and why don't all children in the sub-region complete the primary cycle? (Access rate and survival rate to grade 6)

Access rates to grade 6, which measures advances toward universal primary school enrolment, are fairly weak in the PALOPs. It averages only 52%, despite a considerable 14-percentage-point increase over the last decade. Depending on the country, the rate varies from 31% in Angola to 94% in Cape Verde. In other words, one child in two in the PALOP does not complete primary education, and thus does not meet the Dakar goal. (Graph 3.1)

This low level of completion for the primary level is the result of the difficulties the PALOPs educational systems have in retaining the pupils that do begin school. On average, under current school system conditions, only 49% of pupils that enter primary education pursue the course to completion (compared to 65% for the continental average). This means that more than one entering pupil in two leaves school before acquiring the skills needed for irreversible literacy. Disparities between countries in the zone on this issue are large: survival rates vary from 24% in Angola to 84% in Cape Verde.



Graph 3.1 : Access rate to grade 6 (completion rate proxy)

1 For simplicity's sake, for the rest of the text, the term PALOPs will be understood to include Equatorial Guinea.

What is the zone's progress status on the two other measurable EFA goals? (literacy and gender parity)

The literate proportion of the adult population in the PALOPs grew from 49% in 1990 to 61% in 2001 (equal to the continental average). Literacy remains a serious challenge, particularly in Angola and Guinea-Bissau, where adult literacy rates hover around 40%.

The gender parity goal in primary education continues to be an elusive goal: On average in the PALOP, only 86 girls attend school for 100 boys. On this point as well, the disparities between countries in the zone are large: While Cape Verde has already achieved the parity goal, Guinea-Bissau – despite considerable progress – enrols 67 girls for every 100 boys. (Graph 3.2)

Unfortunately, the substantial growth of the African EFA development index (from 37 points in 1990 to 48 points in 2001, calculated on the basis of results for the three measurable goals) does not compensate for the Portuguese-speaking countries' lag in this growth compared to the overall African average (54 points), and serves as a reminder that the challenges to be met to meet the Dakar goals are enormous for the PALOP.

2. Domestic resource mobilisation and use for primary education

In terms of mobilising domestic resources, the zone profile attempts to answer the following three questions in the "Domestic Resource Mobilisation" graph on the basis of the data for Angola, Guinea-Bissau and Mozambique:

Do PALOP countries have a favourable fiscal outlook? (Government revenues as % of GDP)

In Guinea-Bissau and Mozambique, the fiscal outlook is less favourable than that observed on average in the African countries. Domestic public resources excluding grants represent 18% and 11% of GDP, compared to 19% on average for the continent. Only Angola (with its oil industry generated resources) enjoys a very favourable economic outlook, as that nation manages to recover 56% of GDP in State revenues.

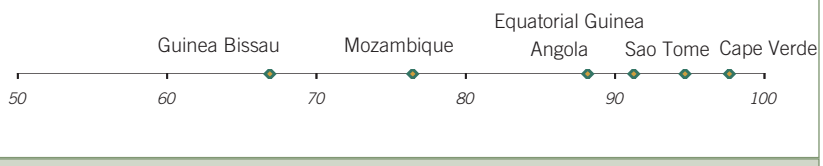
Are the PALOP countries mobilising sufficient resources for education? (% for education in government revenues)

Despite or because of very high fiscal pressure, the percentage of government revenues allocated to current education spending is estimated at 4.3% in Angola, a very low value that brings the education budget down to only 2.3% of GDP. The other countries, Guinea-Bissau and Mozambique – despite a much higher value – remain below the average for African countries 19%, with 11% and 18% of their resources respectively allocated to education. In comparison to other sub-regions, **the PALOP zone suffers from a lack of priority accorded to education in budget trade-offs.**

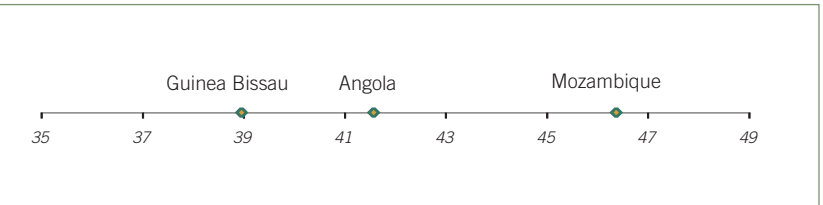
Is primary education a priority in intra-sector trade-off? (% for primary education in the education budget)

Further, intra-sector trade-off is relatively unfavourable to primary education in the countries for which data is available: 46% of current education spending is allocated to primary education in Mozambique and around 40% in Angola and Guinea-Bissau (compared to the 49% average seen on the continent as a whole). (Graph 3.3)

We observe that, on average in the sub-region, 1) the macro-economic context is relatively difficult, 2) budgetary inter-sector trade-off is fairly unfavourable to the education sector and 3) intra-sector trade-off is also fairly unfavourable ove-



Graph 3.2 : Gender parity index



Graph 3.3 : % for primary education in current education spending

rall to primary education. Thus, the reasons for the zone's low school enrolment stem partly from a lack of mobilisation of domestic resources. It would be interesting to examine whether this poor performance could be also explained by the use made of available resources. The zone profile presents a certain number of indicators ('Primary Education Pattern graph) that shed light on resource use and the efficiency of the policies chosen, based on the following questions:

Do PALOPs countries choose to send more children to school, or to allocate more resources per pupil? (current unit cost as % of per capita GDP)

The average per-unit cost is slightly lower in the PALOPs than in Africa as a whole (8% of per capita GDP in Angola and Mozambique and 7% in Guinea-Bissau versus 13% for the continent). Compared to the overall situation in Africa, the PALOPs grant a slightly higher priority to the number of children in school (the high GER shows this) than to quality issues (it is to be hoped this is linked to per pupil spending).

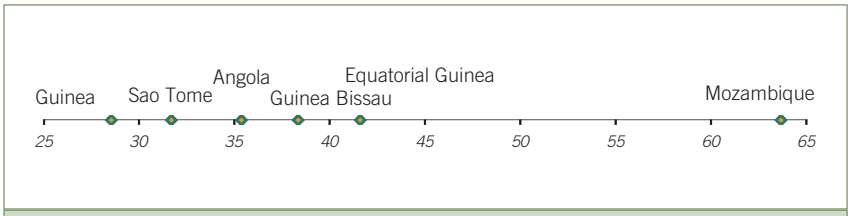
How do PALOPs countries make breakdowns between the different components of unit cost (the pupil-teacher ratio, teacher salaries and other expenses) ?

In the PALOPs zone an average 40 pupils per teacher can be observed, slightly lower than the African average of 42. Average teacher salary is noticeably lower (1.5, 1.9 and 3.2 per capita GDP units respectively in Angola, Guinea-Bissau and Mozambique, compared to the average value of 4.6 seen in African countries overall). The percentage of spending other than teacher salaries is lower than the African average in Angola (19% versus 24%) but higher in Guinea-Bissau and in Mozambique (34% and 26%). Despite good pupil-teacher ratio (high cost), the average trend observed in the PALOPs of lower unit costs than elsewhere results mainly from quite low teacher remuneration. However, we note that the countries presented a range from 28 pupils per teacher in Cape Verde to 64 in Mozambique. (Graphs 3.4 and 3.5)

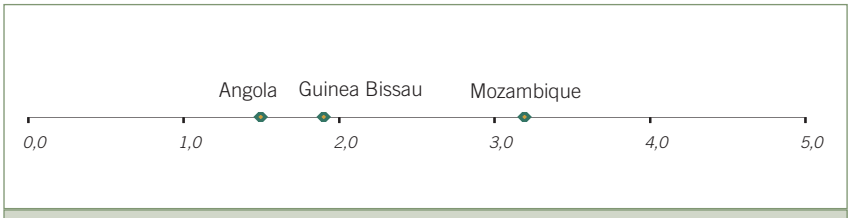
Do PALOPs countries' education systems use resources efficiently? (% of repeaters and internal efficiency coefficient)

The internal efficiency coefficient (calculated by relating production in terms of pupils completing the primary cycle with resources used, this indicator measures system yield) in the PALOPs is strikingly low (54% versus 69% for the continental average). This means that nearly half of resources for basic education are used for repeated years or for pupils that leave school before completing elementary education (and who are thus likely to never become literate). The percentage of wasted resources stands at only 22% in Cape Verde but jumps to 61% in Angola!

Regarding repetition, rates are particularly high in the Portuguese-speaking countries in general. We observe an average of 24% repeating pupils at the primary level (or 8 points above the african average). Repetition rates vary by country from 12% in Cape Verde (much lower than the others, the second being Guinea-Bissau with 22%) up to 35% in Angola. There is some urgency to implementing measures to control this phenomenon, in that besides constituting a substantial cost to the system, the effectiveness and quality of learning is uncertain and, as numerous analyses show, repetition have a dissuasive effect on schooling survival, particularly among populations for which this is already an issue (girls, rural pupils, poor pupils, etc.). Since it is understood that pedagogical measures will not suffice for this, reducing repetition will require cycle restructuring (introduction of subcycles in which pupils do not repeat years), increased teacher awareness of the consequences of over-high repetition rates, and follow-up to application of reforms on the ground, at the school level.



Graph 3.4 : Pupil-Teacher Ratio



Graph 3.5 : Average teacher salary in units of per capita GDP

3. Physical and financial requirements to achieve UPE (Universal Primary Education) by 2015, and external financing needs

In 2001, around 4.4 million pupils were enrolled in the PALOPs' primary education schools. Public school pupils were taught by a workforce of around 77 000 teachers. Meeting the goal of universal primary education requires the enrolment of 8 million children by 2015, or a + 4.5% annual growth in pupil numbers. This growth rate is slightly higher than the + 4.1% average observed between 1987 and 2001.

To ensure school seats for this increasing flow of pupils, while preserving instructional quality (maintain low pupil-teacher ratios and possibly decrease them in some countries) it will be necessary to increase the number of public school teachers in the PALOPs at an average rate of +5.4% a year (hence a need for nearly 160 000 teachers in 2015), more than twice the pace seen over the last 14 years (+2.0% a year on average). We note that this difference in past growth rate between number of teachers and number of pupils has led to the deterioration in pupil-teacher ratios in Angola and Guinea-Bissau – a deterioration that must not worsen or be repeated in other countries.

Nevertheless, outlooks are quite diverse from country to country: In Equatorial Guinea the required pace of the system's physical expansion is lower than that seen in the last decade. In Cape Verde, due to nearly universal primary enrolment, a completed demographic transition and good class size rates, the number of teachers needed in 2015 will be lower than it is today. Conversely, certain other countries (Guinea-Bissau and Angola in particular) will need to recruit record numbers of teachers in order to meet the goal.

Under the hypothesis of 'efficient' policies – i.e., by using as 2015 target parameters the reference values observed in the highest-performing countries and mentioned in the EFA Fast Track initiative Indicative Framework -- the goal can only be achieved if primary education in the PALOP together receive an average of USD 441 million[2] a year for the period extending to 2015, or more than triple the estimated value for the year 2000. If around USD 337 million could be mobilised annually from national resources to accord true priority status to education in general and to primary education in particular in budget trade-offs, the annual USD 104 million shortfall (24% of overall funding) should be provided by technical and financial partners. Note that the share of external financing needed varies greatly from the average depending on the country (from 15% of total needed financing in Angola to 50% in Guinea-Bissau).

Finally, it is important to emphasise that these financing needs (both foreign and domestic) are necessary but insufficient conditions to meet the goal in all of the countries in the zone. Physical absorption capacity issues in the systems (for example, how are countries to recruit, train, and assign so many teachers?) and budgetary absorption (how will countries efficiently manage and release the growing sums allocated to the sector, through diversified financial channels, particularly through budget supports intended to be broadened substantially?) are crucial and should be the subject of close attention in many countries.

2 This and the following figures are slight underestimates as they do not include data from Cape Verde, Equatorial Guinea and Sao Tome and Principe, wich is not available.

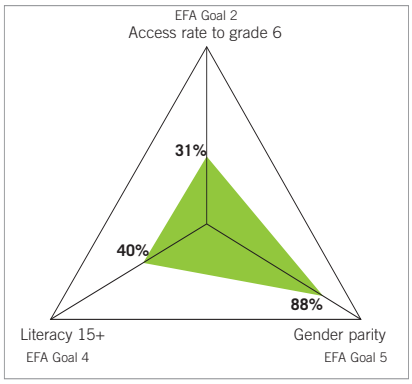
Angola 2000/2001

EFA African development index **36.4**
Reminder 1990 **NA**

Population and macro-economic context (2001)

Per capita GDP	700
Total Population (000)	13 527
% of school-age population	17.6
Adult (15-49) living with HIV/AIDS	5.5%

EFA Triangle



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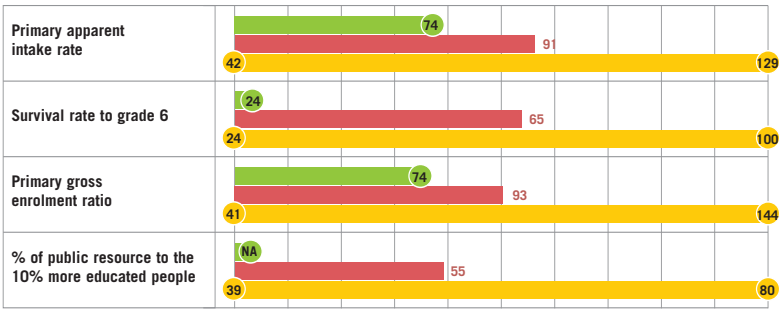
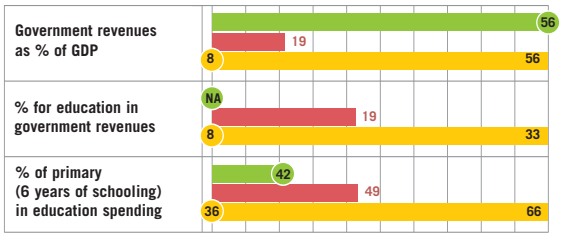
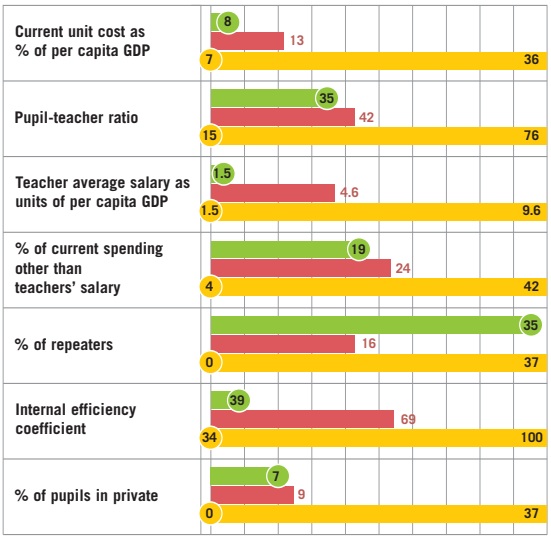


Domestic resource mobilisation

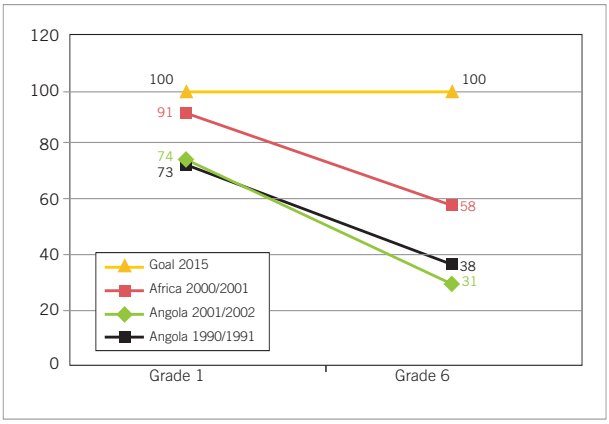


Legend

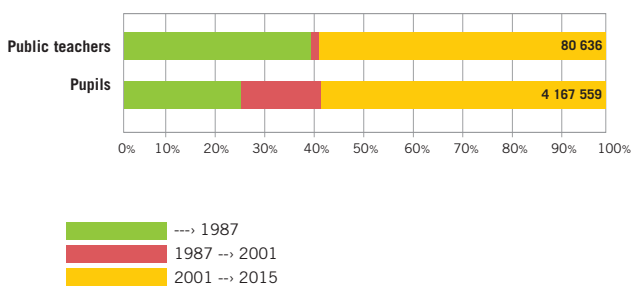
Primary education (6 years of schooling) pattern



Schooling profile



SIMULATION : UNIVERSAL PRIMARY ENROLMENT IN 2015 AND FINANCING GAP



Domestic resource and external financing needs under an 'efficient' policies scenario (millions of 2000 US $)

	Annual average on the 2000-2015 period
Domestic resource	253
Financing Gap	46

Sources : UIS, World Bank, United Nation Population Division, UNAIDS

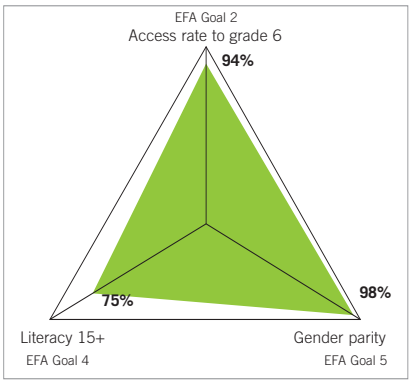
Cape Verde 2000/2001

EFA African development index 85.4
Reminder 1990 65.3

Population and macro-economic context (2001)

Per capita GDP	1 347
Total Population (000)	437
% of school-age population	15.2
Adult (15-49) living with HIV/AIDS	NA

EFA Triangle



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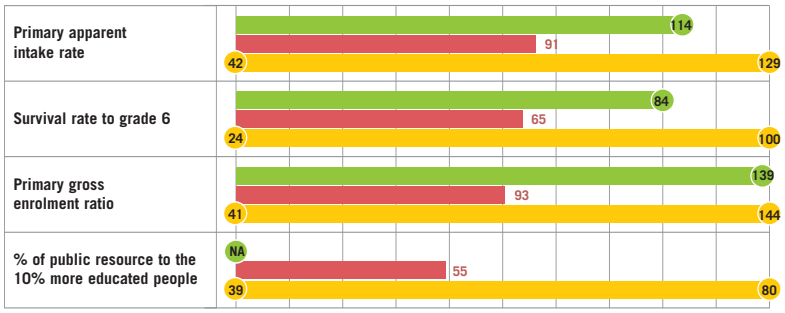
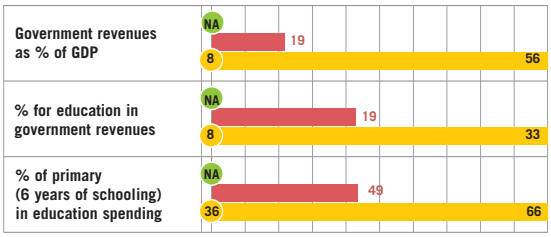
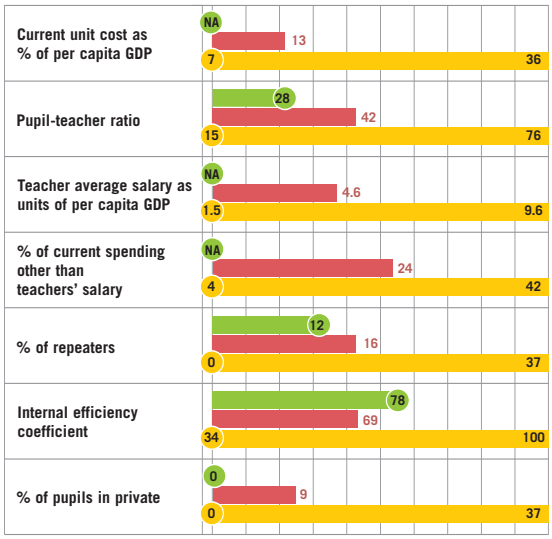


Domestic resource mobilisation

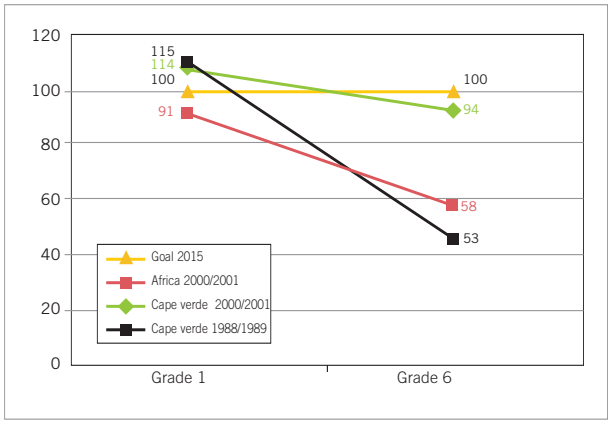


Legend

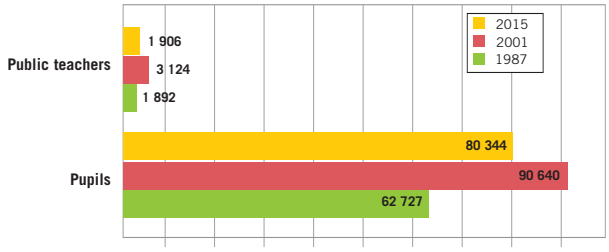
Primary education (6 years of schooling) pattern



Schooling profile



SIMULATION : UNIVERSAL PRIMARY ENROLMENT IN 2015 AND FINANCING GAP



Domestic resource and external financing needs under an 'efficient' policies scenario (millions of 2000 US $)

	Annual average on the 2000-2015 period
Domestic resource	NA
Financing Gap	NA

Sources : UIS, World Bank, United Nation Population Division, UNAIDS

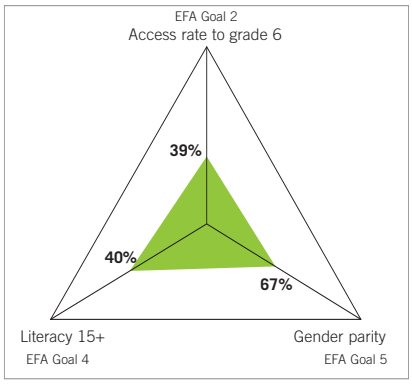
Guinea Bissau 2001/2002

EFA African development index **20.2**
Reminder 1990 **13.8**

Population and macro-economic context (2001)

Per capita GDP	162
Total Population (000)	1 227
% of school-age population	15.5
Adult (15-49) living with HIV/AIDS	2.8%

EFA Triangle



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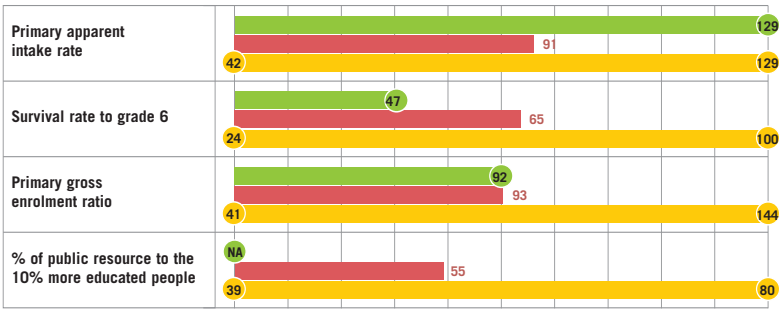
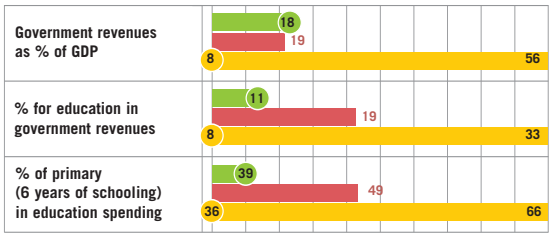


Domestic resource mobilisation



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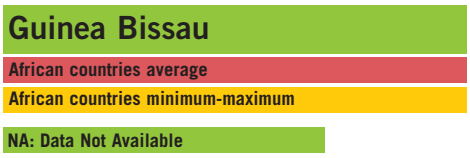
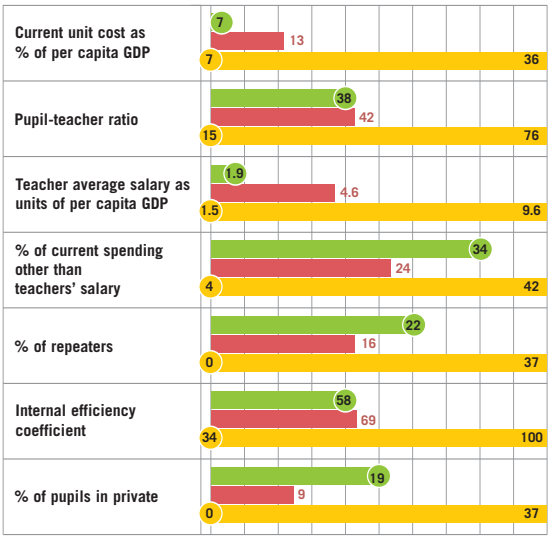
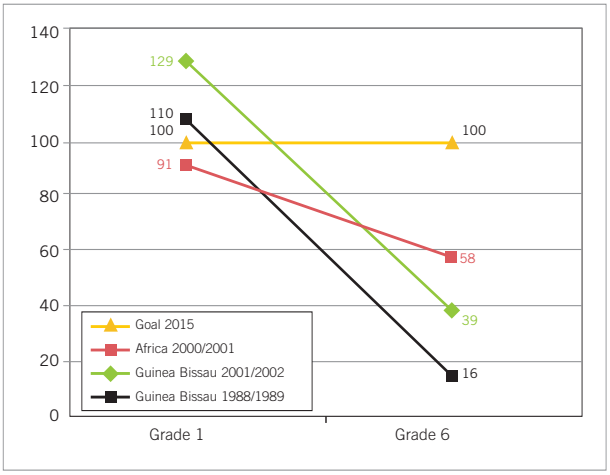


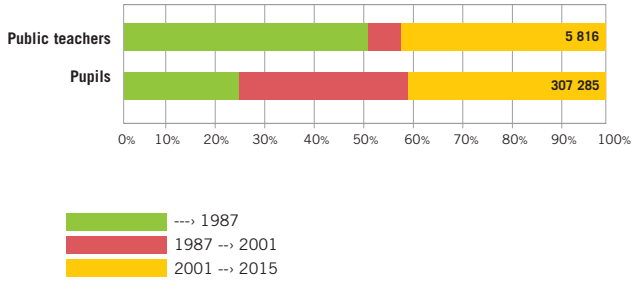
Primary education (6 years of schooling) pattern



Schooling profile



SIMULATION : UNIVERSAL PRIMARY ENROLMENT IN 2015 AND FINANCING GAP



Domestic resource and external financing needs under an 'efficient' policies scenario (millions of 2000 US $)

	Annual average on the 2000-2015 period
Domestic resource	4
Financing Gap	4

Sources : UIS, World Bank, United Nation Population Division, UNAIDS

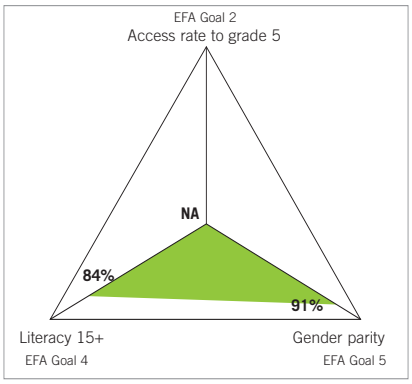
Equatorial Guinea 2000/2001

EFA African development index **NA**
Reminder 1990 **62.9**

Population and macro-economic context (2001)

Per capita GDP	3 931
Total Population (000)	470
% of school-age population	15.7
Adult (15-49) living with HIV/AIDS	3.4%

EFA Triangle



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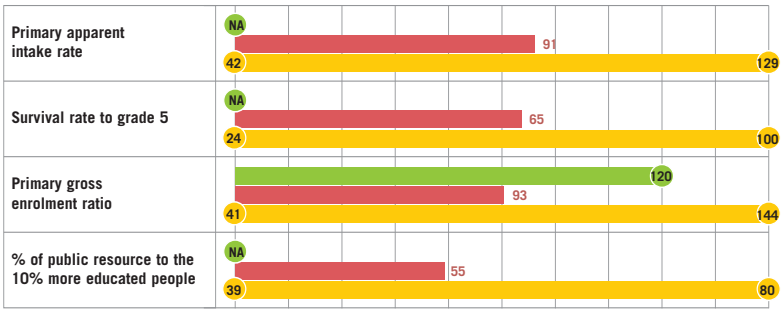
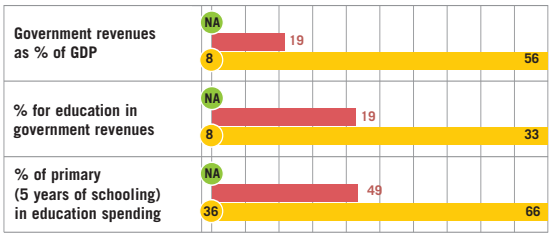


Domestic resource mobilisation



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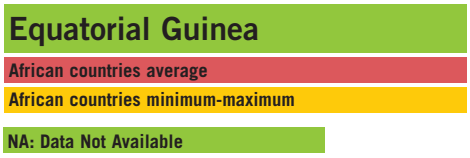
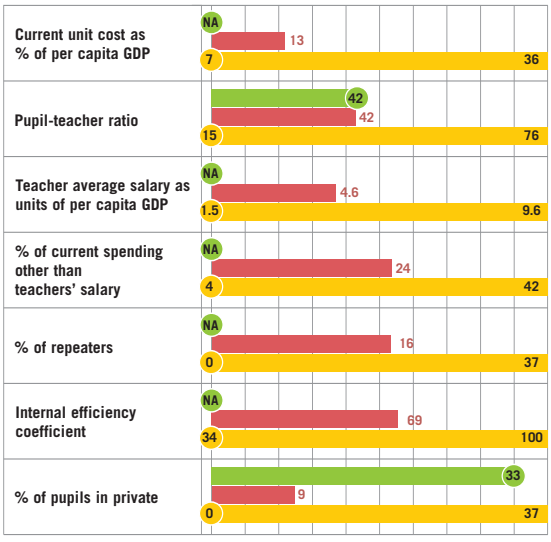
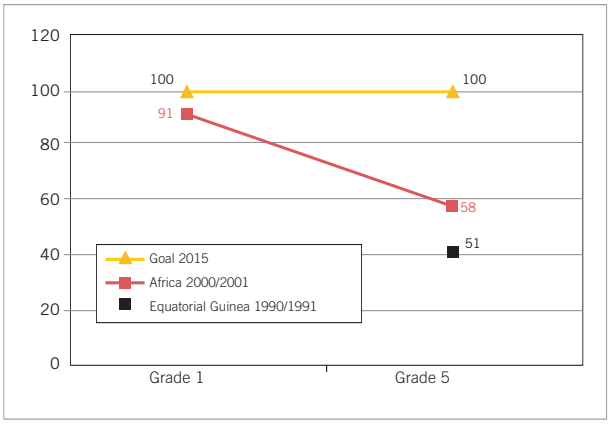


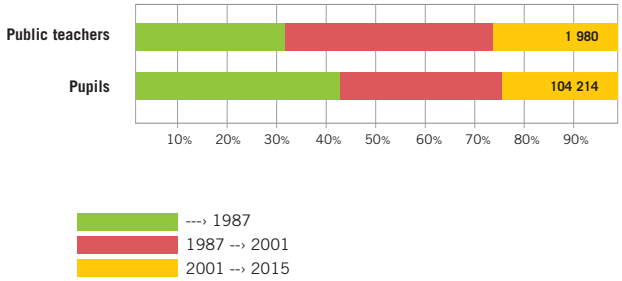
Primary education (5 years of schooling) pattern



Schooling profile



SIMULATION : UNIVERSAL PRIMARY ENROLMENT IN 2015 AND FINANCING GAP



Domestic resource and external financing needs under an 'efficient' policies scenario (millions of 2000 US $)

	Annual average on the 2000-2015 period
Domestic resource	NA
Financing Gap	NA

Sources : UIS, World Bank, United Nation Population Division, UNAIDS

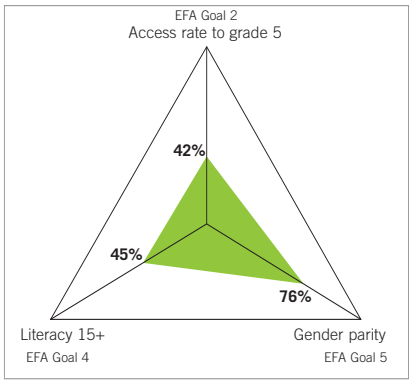
Mozambique 2001/2002

EFA African development index 32.0
Reminder 1990 33.2

Population and macro-economic context (2001)

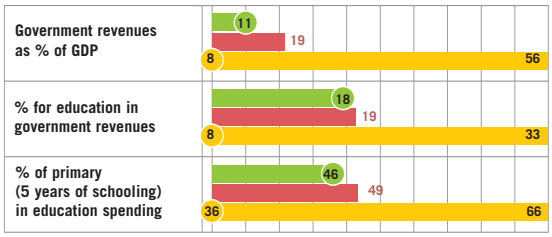
Per capita GDP	193
Total Population (000)	18 644
% of school-age population	16.5
Adult (15-49) living with HIV/AIDS	13.0%

EFA Triangle



Status

Domestic resource mobilisation



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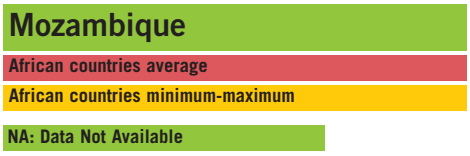
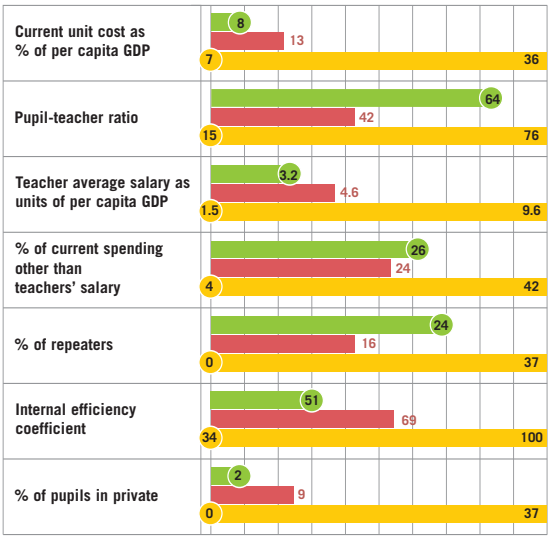
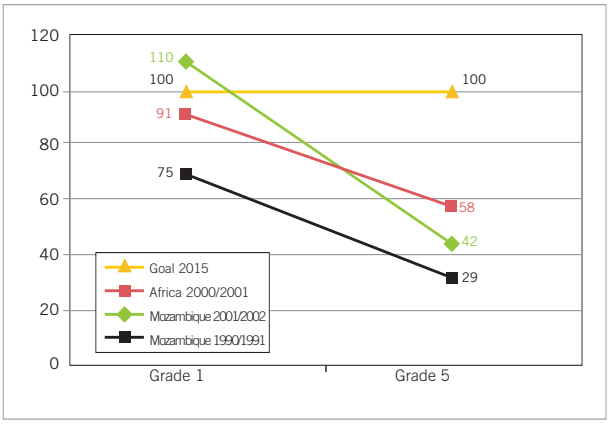


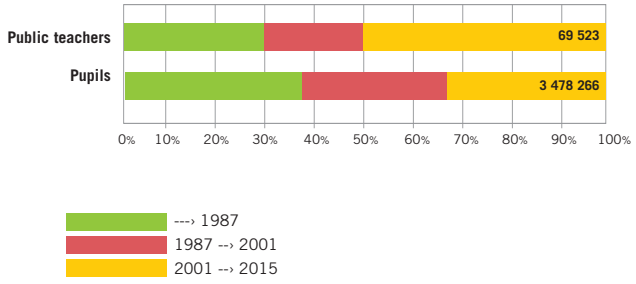
Primary education (5 years of schooling) pattern



Schooling profile



SIMULATION : UNIVERSAL PRIMARY ENROLMENT IN 2015 AND FINANCING GAP



Domestic resource and external financing needs under an 'efficient' policies scenario (millions of 2000 US $)

	Annual average on the 2000-2015 period
Domestic resource	80
Financing Gap	54

Sources : UIS, World Bank, United Nation Population Division, UNAIDS

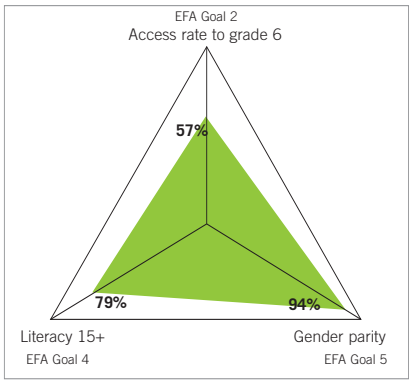
Sao Tome and Principe 2002/2003

EFA African development index 67.5
Reminder 1990 NA

Population and macro-economic context (2001)

Per capita GDP	294
Total Population (000)	165
% of school-age population	13.8
Adult (15-49) living with HIV/AIDS	NA

EFA Triangle



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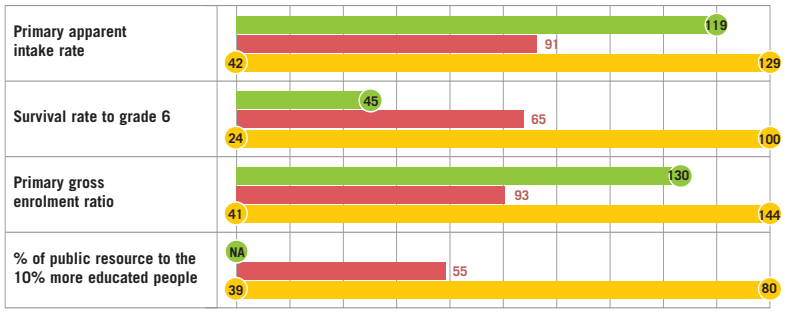
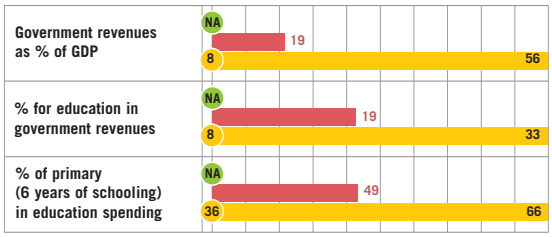
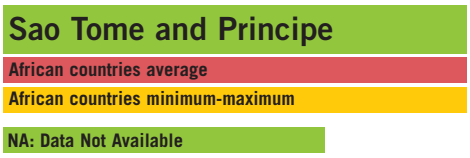


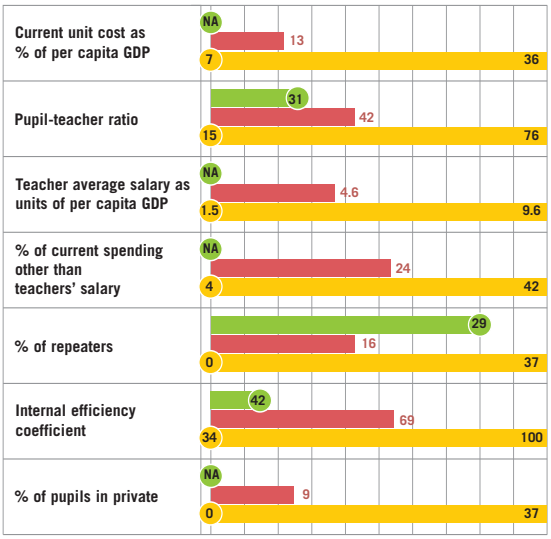
Domestic resource mobilisation



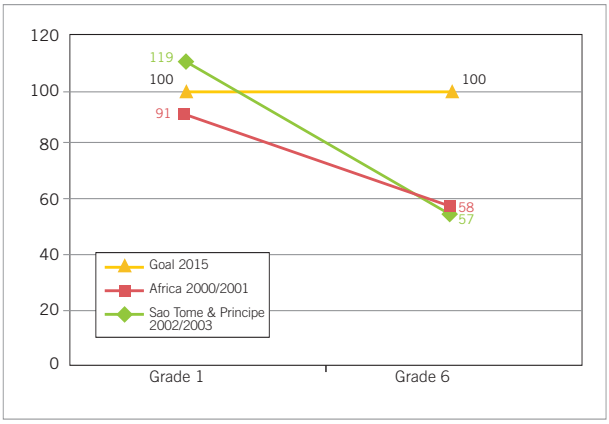
Legend



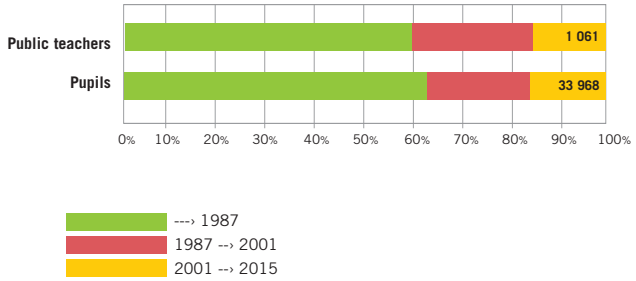
Primary education (6 years of schooling) pattern



Schooling profile



SIMULATION : UNIVERSAL PRIMARY ENROLMENT IN 2015 AND FINANCING GAP



Domestic resource and external financing needs under an 'efficient' policies scenario (millions of 2000 US $)

	Annual average on the 2000-2015 period
Domestic resource	NA
Financing Gap	NA

Source : National data (INDICATORES DO ANO LECTIVO 2002/2003)

Outlook

MINEDAF VIII agreed to push back the deadline to file EFA National Action Plans (NAP) from end 2002 to end 2003, due to the difficulties encountered in the planning phase. As the deadline draws near, it seems useful to present a status report on document preparation in the three sub-regional integration areas, to get an idea of the measures that could bring the planning process to successful completion. Also, it will serve to analyse the expected EFA results in each country despite the incomplete and provisional nature of most plans. To better grasp the real situation in each integration area, some PALOPs have been considered to be members of the ECOWAS or the CEMAC.

1 Status of EFA (Education for All) Planning Activities

As of the deadline fixed by MINEDAF VIII for NAP availability, nine countries in the ECOWAS zone – or 64% – have not yet formulated their document and transmitted it to BREDA. Among these countries, The Gambia has a version that dates to 2000 but has to be updated on the basis of the Fast Track request. The development decade plans of Mali, Niger and Burkina Faso are being adjusted to include all EFA goals.

The five other countries are finalising and validating their documents. Data on budget forecasts and on the three primary EFA indicators give an idea of expectations.

Unlike the ECOWAS zone, all of the countries in the CEMAC and the Portuguese-speaking Countries[1] have at least a provisional version of the Action Plan. The latter group of countries has received BREDA technical support, which has brought them up to a NAP validation phase. However, these latest versions will not be available until early '04. Equatorial Guinea is planning to hold a round table for sponsors before the end of year 03.

2 ECOWAS

2.1 Target goals in NAP

	Access rate to grade 1		Gross enrolment ratio		Access rate to grade 6		Literacy Rate (15-49 years old)		Gender Parity Primary		Gender parity Secondary	
	T	**F**	**T**	**F**	**T**	**F**	**T**	**F**	**2005**	**2015**	**2005**	**2015**
Cape Verde	100	100	100	100	100 (06)	100 (06)	90	na	1	na	na	na
Guinea	100	100	100	100	na	na	50 (03)	39 (03)	na	na	na	na
Guinea-Bissau	na	na	98	84,9 (10)	na	na	36-68 (00-05)	18-52 (00-05)	0,9	na	na	na
Niger	na	na	55-100 (05-15)		na	na	20-40 (00-15)		na	na	na	na
Senegal	100 (09)	na	100		na	na	na	na	1	na	na	na

The figure in parenthesis is the target year when it is different from 2015
na : non available data

While we assume that universal access to the first grade must be achieved six years before the planned deadline to produce full access to the sixth year, this indicator is only explicitly formulated in 40% of the plans. Only Cape Verde's document predicts access rates to grade 6.

The literacy rate among 15-49-year-olds is generally mentioned, except in Senegal's plan. Cape Verde does not break down these figures. Gender parity in primary and secondary education also suffers from a lack of planning. This means that the Action Plans for the five ECOWAS countries should be supplemented with the data on changes in the principal indicators linked to the EFA goals.

[1] The NAP of Mozambique has been finalised but not yet circulated to BREDA

2.2 Projected Resources

No country presented the global cost (or the annual one) of its NAP. With the exception of Guinea's plan, the documents do not contain the primary financial estimates of budget trade-off.

Country	Estimated global EFA cost	Annual cost	% of budget for education	% of education budget for primary
Cape Verde	na	na	na	na
Guinea	na	na	21% (03)	49% (04)
Guinea-Bissau	na	na	na	na
Niger	na	na	na	na
Senegal	na	na	na	na

3 CEMAC

3.1 Target goals in NAP

	Access rate to grade 1		Gross enrolment ratio		Access rate to grade 6		Literacy Rate (15-49 years old)		Gender Parity Primary		Gender parity Secondary	
	T	F	T	F	T	F	T	F	2005	2015	2005	2015
Cameroon	na	na	95	na	na	na	90	na	0,88	0,95	0,87	0,92
Central African Republic	na	na	na	na	na	na	na	na	na	1	na	na
Congo	na	na	100	100	na	na	90	80	na	1	na	1
Gabon	na	na	na	na	na	na	na	na	na	na	na	na
Equatorial Guinea	na	na	100	100	99	99	92	na	1	na	na	na
Chad	100	100	100	100	na	na	65	na	na	na	na	na

The target goals are better documented, but there are still incomplete. Access rates to grade 1 are the least complete. Goals for access rate to grade 6 appear in two plans. Most documents contain projections on the gender parity index and literacy rates. Despite these advantages, indicators should be more thoroughly detailed

3.2 Projected Resources

Country	Estimated global EFA cost (in USD)	Annual cost (in USD)	% of budget for education	% of education budget for primary
Cameroon	na	139 000 000	na	na
Central African Republic	na	na	na	na
Congo	1 148 458 333	82 104 167	na	na
Gabon	325 556 582	23 254 042	na	na
Equatorial Guinea	362 335 260	30 194 605	na	na
Chad	na	na	na	na

Two countries do not yet have estimated costs. The percentage for education in public spending and the intra-sector breakdown of education spending are not specified. Equatorial Guinea has a great deal of work to do on this last point to conform to the reform measures suggested by MINEDAF VIII.

4 PALOPs and Equatorial Guinea

4.1 Target goals in NAP

	Access rate to grade 1		Gross enrolment ratio		Access rate to grade 6		Literacy Rate (15-49 years old)		Gender Parity Primary		Gender parity Secondary	
	T	**F**	**T**	**F**	**T**	**F**	**T**	**F**	**2005**	**2015**	**2005**	**2015**
Angola	na	na	na	na	na	na	na	na	na	na	na	na
Cape Verde	100	100	100	100	100 (06)	100 (06)	90	na	1	na	na	na
Guinea-Bissau	na	na	98	84,9 (10)	na	na	36-68 (00-05)	18-52 (00-05)	0,9	na	na	na
Equatorial Guinea	na	na	100	100	99	99	92	na	1	na	na	na
Sao Tome and Principe	na	na	100	100	100	100	90	na	1	na	1	na

With the exception of Angola plan, all of the other documents include projections on the primary indicators. However, data on the access rate for the first year of schooling and the parity index must be completed. Further, we would do well to question about the feasibility of Guinea-Bissau's projected performance in reducing illiteracy rates, given the highly ambitious goals.

4.2 Projected Resources

Country	Estimated global EFA cost (in USD)	Annual cost (in USD)	% of budget for education	% of education budget for primary
Angola	na	na	na	na
Cape Verde	na	na	na	na
Guinea-Bissau	na	na	na	na
Equatorial Guinea	362 335 260	30 194 605	na	na
Sao Tome and Pr.	97 629 867	7 509 990	na	na

60% of the plans provide incomplete cost forecasts

Overall, two aspects call for close attention:
It is urgent that all countries complete the planning and finalisation phases, so that they may make a EFA or education sector plan available. Substantial help must be provided to countries already struggling with this process. In order to facilitate implementation and follow-up of Action Plans, measures should be taken to allow national teams to make the forecasts for primary indicators and financial requirements.

All countries are no doubt working diligently to achieve the Education for All goals. Possession of an EFA Action Plan is by no means the only adequate proof of this effort. But how can we measure progress without presenting current results and without fixing objectives? Even if the six EFA goals are indivisible, it is crucial to be able to organize them into a hierarchy according to the national specificities. The consistency and good integration of all the EFA goals into a global education sector development are certainly essential factors for fostering the credibility towards technical and financial partners.

Conclusion : Seek the solutions in Africa

One of the messages that come out of the comparative analysis of education data in the ECOWAS, CEMAC, and PALOPs and Equatorial Guinea groups is to seek the solutions to African education issues together, in Africa. By reconsidering the primary issues of Education for All under a different light, we set ourselves the task of looking for answers within the framework.

• Can all children access to school? Two or three regions are below the African average of 91% in terms of primary apparent intake rates. However, in the PALOPs countries, the primary apparent intake rate is 109%, and the gross primary enrolment ratio is 108%. Nevertheless, we must search for the meaning in figures rather than becoming attached to the figures themselves. What information can we glean from the wide variety of situations?

• Under which conditions can all children access the 6th year of studies, in order to ensure irreversible literacy? Overall, less than one child in two attains the last year of primary studies. Efforts must be doubled to improve teaching and learning conditions, which ensure that students stay in school and succeed there.

• Will the gender parity goal be reached by 2005? In the ECOWAS countries, 79 girls attend for 100 boys, in the CEMAC countries 84 girls attend for 100 boys and in the PALOPs and Equatorial Guinea there are 86 girls for 100 boys, this is the current situation. However, some countries have already practically achieved this parity objective. Can their example serve to encourage other countries?

• Can we improve by 50% the current adult literacy rates? With a 46% literacy rate in the ECOWAS countries and 60% in the PALOPs, rates are below the 61% African average. While the CEMAC countries have reached 68%, the task ahead remains daunting and justifies whole and entire participation in the United Nations Literacy Decade 2002-2012.

• Do the countries mobilise sufficient resources to meet the different goals? One issue is to make education a priority in budget allocations, which is the case in the ECOWAS countries (21%) and less so in the CEMAC nations (14%) and in the PALOPs, for an African average of 19%.

• Another issue is proper use of resources, and the implicit choice of whether to emphasise quality (the ECOWAS countries) or quantity (the CEMAC and PALOPs countries) :
1) Do choices made by some countries in favour of an higher unit cost (to the detriment of a larger number of pupils enrolled) are justified by better learning achievement?
2) Wide differences among countries regarding internal efficiency of the education system show that a lot of countries should urgently implement, follow and assess reforms aiming to reduce drop-outs and repetition.

In both cases, the physical and financial requirements to achieve universal primary school attendance are enormous. For example, can the PALOPs countries find 160 000 teachers? Can the CEMAC community find 180 000 instructors, and the ECOWAS group find 1 300 000 by 2015 – nearly double the current supply of educators? The financial implications of EFA by 2015 represent USD 2.9 billion per year in the ECOWAS countries; USD 441 million per year in the PALOPs and USD 420 million per year in the CEMAC group – to be generated and used effectively. These financial conditions are necessary but not sufficient. Meeting the EFA goals asks also for education management improvement in most countries, for ensuring effective and fair resource distribution to schools and for improving the transformation of these resources into results at the school level.

On all these issues sub-regional approaches are providing very useful information about the characteristics of the best-performing countries. Integration in education, asa elsewhere, develops from convergence toward criteria for better performance.

Appendixes

Appendix 1: Reading the Country Profile

EFA African Development Index
The index is built similarly to the UNDP Human Development Index. A single figure summarises the country's position in relation to the three measurable EFA goals: Universal Primary Enrolment, gender parity, and adult literacy (people 15 years and older)

EFA Triangle
The EFA triangle shows in a single graph the country's position in terms of these three goals. The inner triangle's size gives a visual description of the current situation and the effort needed to reach the three goals.

Access Rate to grade 6 (EFA goal #2) : Ratio between the number of new entrants pupils (non-repeaters) in grade 6, and the number of children of the official age to be enrolled at this grade, expressed as a percentage. For countries in which primary education lasts five years, this indicator is replaced by access rates to grade 5.

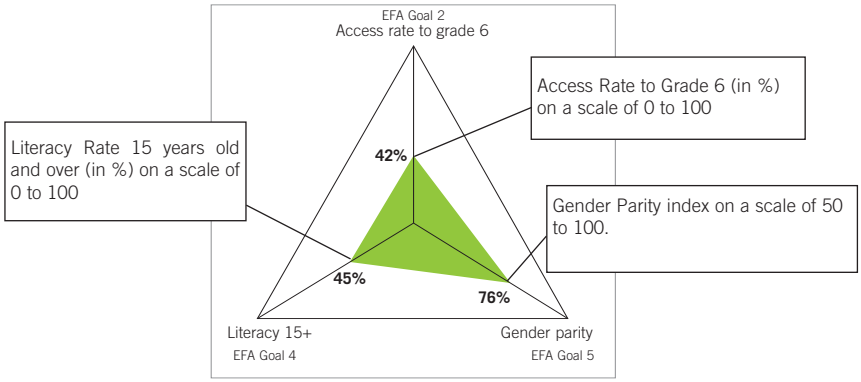
Source: Calculated on the basis of data from the UIS and the United Nations Population Division

Adult Literacy Rate (Age 15+) (EFA goal #4) : Rate of adults age 15 and over in the overall population who know how to read and write, expressed as a percentage.
Source: UIS

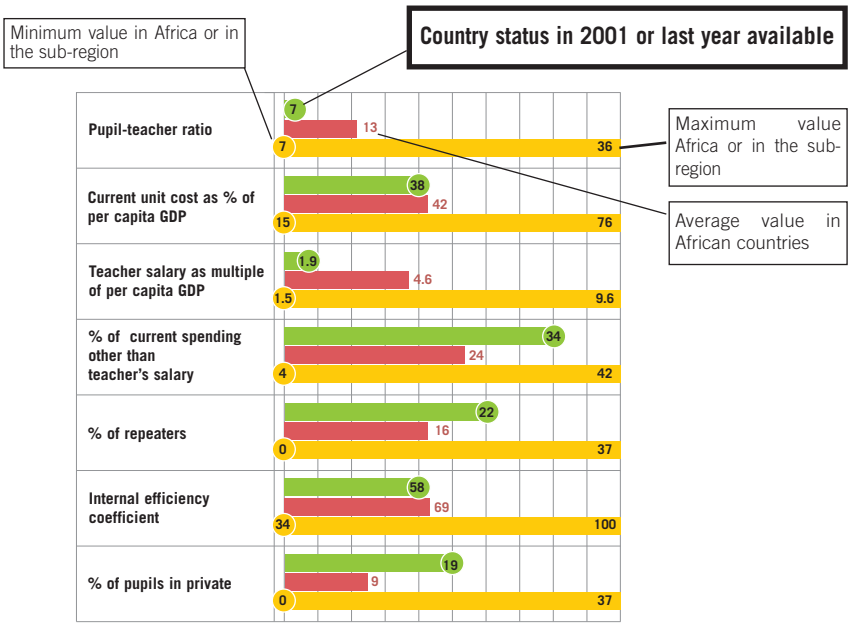
Gender Parity Index (EFA goal #5) : Ratio between the gross enrolment ratio for girls and the gross enrolment ratio for boys at the primary level, expressed as a percentage.

Source: Calculations based on UIS data

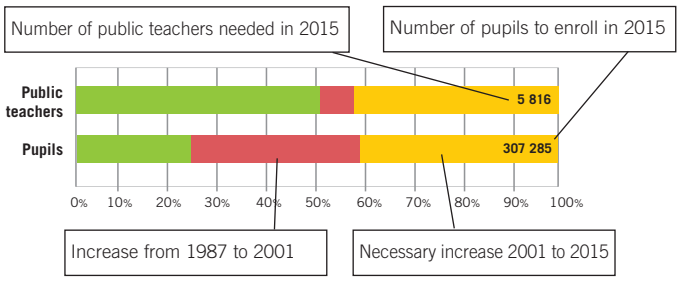
$$\text{Gender parity index} = \frac{\text{GER for girls}}{\text{GER for boys}}$$



Status, Resource Mobilisation and Primary Education pattern



Simulation: Achieving Universal Primary Education (six years of schooling)



The indicators presented in the country profiles can be separated into several categories: Demographic and macro-economic conditions; status indicators; indicators for resource mobilisation; and finally structural parameters for primary education system (primary education pattern).
The access and participation indicators come from the UNESCO Institute for Statistics (UIS). The status and pattern indicators are calculated on the basis of UIS raw data and national statistics. They refer to the last available year – 2000/2001 for most countries, and 2002/2003 for the countries that have more recent data available. Demographic data used are estimates from the United Nations Population Division. Lastly, except for some countries for which more recent analyses are available, the financial indicators all come from the MINEDAF VIII statistical document and concern the year 2000 or a similar year. Provided one chose to show for each country the most recent available data (that may be different between schooling indicators and financial indicators), there is not always homogeneity in the year used for all indicators within a country. This is a limitation but is a minor issue given that 1) we are more interested in the overall picture than in fine detail and 2) changes in financial indicators from one year to the next are always relatively weak. The list of indicators used in the country profile is presented below; an interpretation of each indicator is provided, as is the source of the data used.

Demographic and Macro-economic context

Gross Domestic Product (GDP) per capita : Domestic product of a country, divided by total population. Expressed in 2001 US dollars.
Source: World Bank

Percentage of school-age population : Proportion of the population of the appropriate age to attend primary education. In the interest of comparability, for countries in which primary education lasts other than six years, this rate has been calculated on the basis of six years from the official age to begin primary schooling.
Source: Calculated from data provided by the United Nations Population Division

Adult (15-49) living with HIV/AIDS, year 2000 :
Proportion of persons aged 15 to 49 years living with HIV/AIDS, expressed as a percentage.
Source: UNAIDS

Status

Primary Apparent Intake Rate (AIR or access rate to grade 1) : Ratio between the number of new entrants pupils (non repeaters) in grade 1, and the population of the official age to enter primary school, expressed as a percentage. This rate can be above 100% due to children starting school before or after the official age.

$$AIR = \frac{\text{Non repeaters in grade 1}}{\text{Population of official age to enter primary school}}$$

Source: UIS

Survival rate to grade 6 : Percentage of pupils who entered the first year of primary schooling and have reached the grade 6, expressed as a percentage.
Source: Calculations based on UIS data

Primary Gross Enrolment Ratio (GER) : Number of pupils enrolled in primary education, expressed as a percentage of the population in the theoretical age group for this level of schooling. This indicator can be above 100% due to repeaters and early and/or late entries by certain children.

$$GER = \frac{\text{Number of primary school pupils}}{\text{Population of official age for primary school}}$$

Source: UIS

Percentage of public resource for the 10% most educated population : Share of public education resources accumulated by the 10% most educated (those who reach the highest academic level) from overall mobilised public resources.
Source: Calculations based on UIS data

Schooling profile : Percentage of a cohort of 100 children that accesses to each grade. The different grades are shown on the horizontal axis and the percentage of the cohort attaining the corresponding grade on the vertical axis. The first point of the schooling profile is the apparent intake rate (access rate to grade 1). This rate can be higher than 100%. Over a six-year primary education course, the last point on the profile shows the access rate to grade 6. The schooling profiles are presented under a simplified profile, showing only access rate to grade 1 (apparent intake rate) and access rate to grade 6 (proxy completion rate).
Source: Calculations based on data provided by the UIS and the United Nations Population Division

Domestic resource mobilisation

Government revenues as % of GDP : Ratio between overall government revenues (excluding aid) and gross domestic product, expressed as a percentage. This indicator is related to tax pressure.
Source: World Bank

Percentage for Education in Government Revenues : Ratio between overall current spending on education and overall government revenues excluding aid.
Source: World Bank

Percentage of Primary Education (5 or 6 years of schooling) in the education spending : The share of current education spending dedicated to primary education. In the interests of comparability, calculations have been made to estimate education spending that corresponds to the first six years of studies for countries whose primary education course is other than five or six years.
Source: World Bank

Primary education pattern

Current unit cost as % of per Capita GDP : Ratio between the average sum of current spending per pupil and the per capita GDP value.
Source: World Bank

Pupil-Teacher Ratio (PTR) : Ratio between the size of the pupil body and the number of teachers. This represents the average number of pupils per teacher.
Source: UIS

Teacher average salary as units of per Capita GDP : Ratio between average teacher annual salary and the per capita GDP value.
Source: World Bank

Percentage of current spending other than teachers' salary : Ratio between current spending other than teacher salaries and overall current spending.
Source: World Bank

Percentage of repeaters : Proportion of pupils enrolled in the same grade as they were the previous year, expressed as a percentage of the overall pupil body.
Source: UIS

Internal Efficiency Coefficient (IEC) : Ratio between the number of pupil-years theoretically necessary to produce the number of pupils that access grade 6 (not counting repeaters) in a system that has no repeaters or school leavers, and the number of pupil-years actually consumed, expressed as a percentage. Calculations can be made based on the schooling profile by using a pseudo-cohort of 100 pupils entering grade 1 in a primary course that runs for six grades. This coefficient goes from 0 (a system that produces no graduates) to 100% (a system with neither repetition nor drop-out). It is interpreted as a measure of system yield; its complement in relation to 100% (100% - IEC) corresponds to the percentage of 'wasted' resources – that is, resources used for repeated years or for pupils that leave school before completing primary schooling.
Source: Calculations based on UIS data

Percentage of pupils in private : Ratio between the number of pupils in educational institutions not under State control, and the total number of pupils, expressed as a percentage.
Source: UIS

[1] A pupil-year is one academic year spent in class by one pupil.

Inset: Calculating the EFA African development index

This EFA Development Index is created using similar methodology to the UNDP Human Development Index. All of these components are education indicators, related to the Dakar goals, for which internationally comparable measures are available.

For each of the three EFA Index components, we calculate relative measure Y as follows:
Y = (Xcountry - Xmin) / (Xmax – Xmin)

Xmin and Xmax represent respectively the minimum and maximum values on the African continent for the component being considered, and Xcountry the value of the country in question.*

The minimum and maximum values retained for each component are from 2001:
- Access rate to grade 6: 21% (Niger) and 100% (Botswana, Mauritius, Namibia).
- GER Parity Index: 63.3% (Chad) to 100% (several countries, see explanation below).
- Adult literacy rate, age 15 and older: 16.5% (Niger) to 100% (Seychelles).

For example, if a country's access rate to grade 6 is 50, the relative value will be (50 – 21) / (100 – 21) = 0.367.

Note that for the parity index, given the beneficial effects of higher school enrolment for girls than boys on human development, all of the countries that show a disparity on this goal in favour of girls (index above 100%) are considered to have achieved the Dakar goal. For this reason, they take on the value of 100 for calculations, so 100 becomes the maximum reference value.

The EFA African development index is 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 access rate to grade 6
Y2 = Relative value of the gender parity index (GER girls/GER boys)
Y3 = Relative adult literacy value, ages 15 and up.

Demonstration of establishing the composite index, using Senegal as an example:

Access rate to grade 6	GER Gender Parity Index	Adult literacy rate, age 15 +
50.1	92.0	38.3

Relative value of access rate to grade 6 = (50.1 – 21) / (100 – 21) = 0.368
Relative value of the gender parity index = (92.0 – 63.3) / (100 – 63.3) = 0.782
Relative value of the adult literacy rate = (38.3 – 16.5) / (100 – 16.5) = 0.261

The EFA African development index for Senegal is :

100 x (0.368+ 0.782 + 0.261)/3 = **47.0**

* The fact that these minimum and maximum values can vary over time is of course a drawback for index comparability in the long run. However, this choice is certainly preferable to fixing invariable minimum and maximum values, in that it is highly probable that one or more countries will move beyond the fixed min. /max. range in the coming years.

Appendix 2 : EFA African development index and its components

	EFA African development index			Access rate to grade 6 (%)		Adult literacy rate (%)		GER Gender parity index (%)	
	1990	**2001 or close**	**change**	**1990/91**	**2000/01 or close**	**1990**	**2001**	**1990/91**	**2000/01 or close**
ECOWAS	**30.5**	**37.6**	**+7.1**	**30.8**	**49.0**	**34.0**	**46.0**	**66.0**	**79.0**
Benin	12.9	26.4	+13.5	22.5	50.0	26.4	38.6	49.5	69.0
Burkina Faso	15.7	15.6	-0.1	18.8	27.0	16.4	24.8	62.8	74.0
Cape Verde	65.3	85.4	+20.1	53.5	94.0	63.8	74.9	94.0	97.7
Côte d'Ivoire	37.9	35.3	-2.6	43.0	46.7	38.5	48.2	70.8	76.3
The Gambia	32.6	48.5	+15.9	47.0	56.7	25.6	37.8	67.6	90.7
Ghana	60.0	66.6	+6.6	62.0	65.4	58.4	72.6	83.2	91.3
Guinea	10.1	32.0	+21.9	16.1	41.2	29.0	38.0	47.3	79.7
Guinea Bissau	13.8	20.2	+6.4	16.0	39.0	27.2	39.7	54.6	67.0
Liberia	-	22.2	-	-	24.7	39.4	55.3	-	69.0
Mali	10.8	24.3	+13.5	11.1	35.0	18.8	43.1	57.9	71.9
Niger	9.6	5.2	-4.4	17.9	21.0	11.4	16.5	56.4	69.0
Nigeria	55.9	52.5	-3.7	72.0	67.0	48.6	65.3	76.3	78.0
Senegal	35.3	47.0	+11.7	42.2	50.1	28.3	38.3	73.3	92.0
Sierra Leone	-	29.0	-	-	45.4	26.9	36.0	69.0	75.3
Togo	35.8	56.5	+20.7	40.2	79.4	44.3	58.4	65.4	80.0
CEMAC	**46.1**	**50.3**	**+4.2**	**46.3**	**47.9**	**53.0**	**68.0**	**78.0**	**84.0**
Cameroon	59.1	63.9	+4.8	55.9	60.0	57.9	76.9	85.8	89.0
Congo	65.8	67.6	+1.8	60.5	58.0	67.1	81.8	88.2	91.9
Gabon	70.9	72.8	+1.9	69.0	65.0	56.0	71.0	98.5	99.1
Equatorial Guinea	62.9	-	-	51.0	-	73.3	84.2	85.5	91.0
Central African Republic	25.6	19.8	-5.8	27.3	30.0	33.3	48.2	63.4	67.0
Chad	9.0	13.4	+4.4	18.9	26.6	27.7	44.2	44.6	63.3
PALOP	**37.4**	**48.3**	**+10.9**	**38.0**	**52.5**	**49.0**	**60.6**	**77.0**	**86.0**
Angola	-	36.4	-	38.5	30.8	-	40.0	-	88.5
Cape Verde	65.3	85.4	+20.1	53.5	94.0	63.8	74.9	94.0	97.7
Equatorial Guinea	62.9	-	-	51.0	-	73.3	84.2	85.5	91.0
Guinea Bissau	13.8	20.2	+6.4	16.0	39.0	27.2	39.7	54.6	67.0
Mozambique	33.2	32.0	-1.2	28.6	41.7	33.5	45.2	75.0	76.2
Sao Tomé and Principe	-	67.5	-	-	57.0	-	79.3	-	94.1
Africa	**51**	**54**	**+3**	**51**	**58**	**50**	**61**	**81**	**87**

Appendix 3 : Population and macro-economic context, primary education status, year 2001 or close

	Population and macro-economic context				Primary education status			
	Per capita GDP	Total population (000)	% of school-age population	Adult (15-49) living with HIV/AIDS year 2000	Primary schooling duration	Apparent intake rate 2000/01 (%)	Survival rate to grade 6 (%)	Gross enrolment ratio 2000/01
ECOWAS	**366**	**227 506**	**16.1**	**4.4**	-	**87**	**68**	**86**
Benin	368	6 446	17.5	3.6	6	100	64	97
Burkina Faso	210	11 856	17.6	6.5	6	55	72	47
Cape Verde	1 347	437	15.2	-	6	114	84	139
Côte d'Ivoire	637	16 349	15.9	9.7	6	70	66	81
The Gambia	292	1 337	15.1	1.6	6	93	60	84
Ghana	269	19 734	15.8	3.0	6	86	59	80
Guinea	361	8 274	15.6	-	6	68	69	67
Guinea Bissau	162	1 227	15.5	2.8	6	129	47	92
Liberia	168	3 108	13.2	-	6	-	-	118
Mali	227	11 677	16.2	1.7	6	70	65	62
Niger	174	11 227	17.1	-	6	58	65	43
Nigeria	354	116 929	17.1	5.8	6	96	70	85
Senegal	481	9 662	16.4	0.5	6	91	70	80
Sierra Leone	163	4 587	16.0	7.0	6	80	-	93
Togo	270	4 657	16.8	6.0	6	111	81	124
CEMAC	**1 544**	**31 961**	**16.4**	**7.8**	**-**	**80**	**58**	**101**
Cameroon	559	15 203	16.6	11.8	6	94	63	105
Congo	884	3 110	17.2	7.2	6	73	83	98
Gabon	3 435	1 262	15.1	-	6	100	-	144
Equatorial Guinea	3 931	470	15.7	3.4	5	-	-	120
Central African Republic	256	3 782	16.2	12.9	6	49	50	67
Chad	197	8 135	17.1	3.6	6	82	37	73
PALOP	**1 106**	**34 470**	**15.7**	**6.2**	**-**	**109**	**49**	**108**
Angola	700	13 527	17.6	5.5	4	74	24	74
Cape Verde	1 347	437	15.2	-	6	114	84	139
Equatorial Guinea	3 931	470	15.7	3.4	5	-	-	120
Guinea Bissau	162	1 227	15.5	2.8	6	129	47	92
Mozambique	193	18 644	16.5	13.0	5	110	46	92
Sao Tomé and Principe	294	165	13.8	-	4	119	45	130
Africa	**837**	**805 975**	**16.4**	**10.3**	**-**	**91**	**65**	**93**

Appendix 4 : Resource mobilisation and primary education pattern, year 2001 or close

	Domestic resource mobilisation			Primary education (6 years of schooling) pattern						
	Government revenues as % of GDP	% for education in government revenues	% for primary education (6 years of schooling)	Pupil - teacher ratio	Current unit cost as % of per capita GDP	Teacher average salary as units of per capita GDP	% of current spending other than teachers' salary	% of repeaters	Internal efficiency coeficient	% of pupils in private
ECOWAS	**18.1**	**20.9**	**48.2**	**42.5**	**15.3**	**4.9**	**27.9**	**15.0**	**68.3**	**11.9**
Benin	16.4	17.4	56.0	55.2	10.8	3.5	39.2	21.0	60.1	8.0
Burkina Faso	14.7	17.1	64.0	51.0	23.6	8.0	30.7	15.0	69.8	13.0
Cape Verde	-	-	-	28.4	-	-	-	11.6	78.0	0.0
Côte d'Ivoire	16.5	21.5	49.0	47.5	16.0	5.7	22.5	22.3	63.0	11.6
The Gambia	18.5	16.6	51.7	37.5	13.2	3.7	24.9	10.6	67.7	3.2
Ghana	21.8	17.6	37.2	33.0	12.7	3.6	17.7	5.2	71.7	18.0
Guinea	12.5	17.0	41.0	44.4	8.4	2.7	32.7	21.0	70.0	21.0
Guinea Bissau	18.0	11.0	39.0	38.0	6.7	1.9	34.3	22.0	58.0	19.0
Liberia	-	-	-	35.9	-	-	-	36.0	-	22.0
Mali	16.8	13.7	42.1	63.4	14.3	6.1	31.1	20.0	66.6	17.0
Niger	9.1	31.5	62.0	41.7	35.5	9.6	25.9	7.3	73.9	3.7
Nigeria	46.1	-	41.0	39.0	13.8	4.9	9.1	1.0	-	1.0
Senegal	18.1	31.0	43.9	44.0	14.2	4.9	36.6	13.9	71.6	11.3
Sierra Leone	11.4	30.4	51.3	43.7	16.4	4.3	33.1	2.8	-	1.1
Togo	14.9	25.6	48.3	34.3	13.2	4.5	25.2	24.0	69.0	36.9
CEMAC	**16.2**	**14.1**	**49.1**	**61.0**	**8.2**	**4.2**	**28.5**	**29.2**	**51.1**	**19.0**
Cameroon	20.4	14.4	42.0	63.7	7.0	3.9	30.8	25.8	63.3	17.8
Congo	26.7	8.6	36.6	64.2	7.0	3.4	20.3	24.8	64.0	19.0
Gabon	-	-	-	49.2	-	-	-	37.0	-	8.5
Equatorial Guinea	-	-	-	41.5	-	-	-	-	-	32.8
Central African Republic	9.6	12.5	52.4	76.0	8.7	4.9	28.5	33.0	35.0	7.8
Chad	8.0	20.9	65.5	71.2	10.1	4.8	34.2	25.5	42.2	27.8
PALOP	**NR**	**NR**	**NR**	**39.7**	**NR**	**NR**	**NR**	**24.3**	**53.6**	**12.0**
Angola	55.7	-	41.6	35.2	8.0	1.5	19.0	35.2	39.0	6.7
Cape Verde	-	-	-	28.4	-	-	-	11.6	78.0	0.0
Equatorial Guinea	-	-	-	41.5	-	-	-	-	-	32.8
Guinea Bissau	18.0	11.0	39.0	38.0	6.7	1.9	34.3	22.0	58.0	19.0
Mozambique	11.3	18.1	46.4	64.0	7.9	3.2	26.1	23.6	50.8	1.6
Sao Tomé and Principe	-	-	-	31.4	-	-	-	28.9	42.0	-
Africa	**19**	**19**	**49**	**42**	**13**	**4.6**	**24**	**16**	**69**	**9**

NR : Not Relevant

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