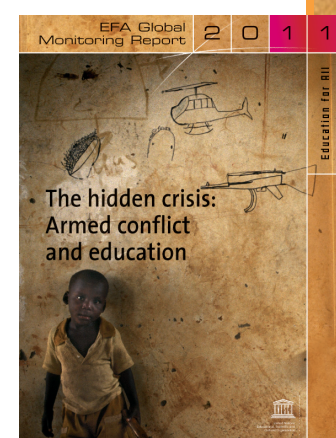
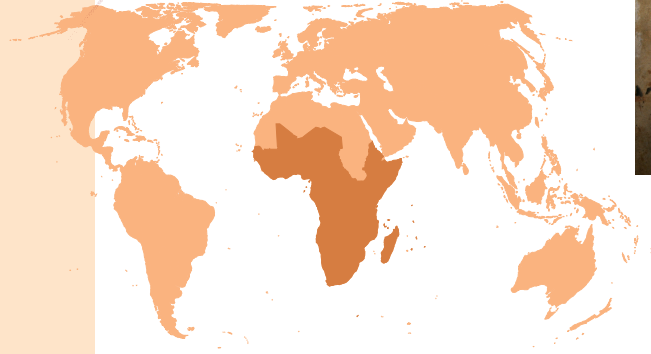


Regional overview: sub-Saharan Africa

The past decade has seen marked advances towards Education for All (EFA) in sub-Saharan Africa.¹ The region has increased primary net enrolment ratios by almost one-third, despite a large rise in the school-age population. Gender gaps have narrowed at the primary level and more children are moving from primary school to secondary education. Yet major challenges remain. Sub-Saharan Africa is home to 43% of the world's out-of-school children, levels of learning achievement are very low, gender disparities are still large, and the learning needs of young children, adolescents and adults continue to suffer from widespread neglect. After much progress in increasing government investment in education, the financial crisis has reduced education spending in some countries and jeopardized the growth in spending required to achieve EFA in others. External aid to basic education declined in 2008, resulting in a significant decrease in basic education aid per child.

1. This is according to the EFA classification. See the table at the end for countries in the region.



The 2011 *EFA Global Monitoring Report* puts the spotlight on armed conflict and one of its most damaging yet least reported consequences: its impact on education. Conflict-affected states in sub-Saharan

Africa have some of the world's worst indicators for education. The Report documents the scale of this hidden crisis in education, looks at its underlying causes and explores the links between armed conflict and education. It also presents recommendations to address failures that contribute to the hidden crisis. It calls on governments to demonstrate greater resolve in combating the culture of impunity surrounding attacks on schoolchildren and schools, sets out an agenda for fixing the international aid architecture and identifies strategies for strengthening the role of education in peacebuilding.

Goal 1: Early childhood care and education

Children's education opportunities are shaped long before they enter primary school. The linguistic, cognitive and social skills they develop through early childhood care and education (ECCE) are the foundations for expanded life chances and for lifelong learning. Indicators of child well-being are very low for sub-Saharan Africa, although disparities exist between and within countries.

Child mortality rates are falling in sub-Saharan Africa, but remain high. Child mortality is a sensitive barometer of progress towards goal 1. Over the past decade, child mortality rates have fallen in all world regions, including sub-Saharan Africa. Yet, with one-fifth of the world's children, the region accounts for half of childhood mortality, and the share is rising. On average, 149 of every 1,000 children born in the region will not reach age 5. There are, however, huge differences in the under-5 mortality rate among countries, which ranges from 17‰ in Mauritius and 31‰ in Cape Verde to above 200‰ in Angola and Chad.

Education saves lives. The risk of childhood death is closely linked to household wealth and maternal education. In Rwanda and Senegal, under-5 mortality rates are at least three times higher among children of mothers with no education than among those having mothers with some secondary education. Investing in universal secondary education for girls in sub-Saharan Africa could save as many as 1.8 million lives annually. More educated women have better access to reproductive health information, and are more likely to have fewer children and to provide better nutrition to their children, all of which reduce the risk of child mortality.

Malnutrition is a major barrier to achieving Education for All.

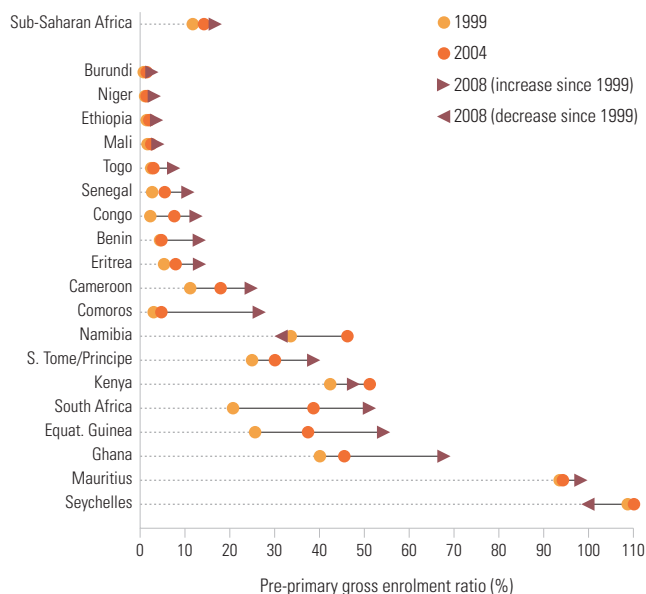
Poor nutrition prevents children from developing healthy bodies and minds. A sharp rise in food prices in 2008 combined with the global recession continue to undermine efforts to combat hunger in many countries in sub-Saharan Africa. Nearly 40% of children under age 5 in the region are affected by stunting (short for their age). The prevalence is particularly high in poor countries such as Burundi, Ethiopia, Madagascar, Malawi, the Niger and Rwanda, where more than half of children suffer from moderate or severe stunting.

Participation in pre-primary education is far from universal.

In 2008, nearly 11 million children were enrolled in pre-primary education in sub-Saharan Africa, an increase of 4.6 million since 1999. However, the regional gross enrolment ratio, at just 17%, indicates that the great majority of children in sub-Saharan Africa were still excluded from pre-primary education.

Figure 1: Pre-primary participation has increased in most countries

Pre-primary gross enrolment ratio, selected countries, 1999, 2004 and 2008



Sources: EFA Global Monitoring Report 2011, Annex, Statistical Table 3B; UIS database.

The rate of progress in increasing enrolment in pre-primary education has been uneven. Some countries made initial advances in the first half of the 2000s while others began to progress more recently. For example, pre-primary enrolment rates grew faster in the first half of the decade in the Congo and South Africa. In other countries, including Benin, the Comoros and Ghana, progress before 2004 was much slower than rates registered since (Figure 1).

Children living with high levels of poverty are in greatest need of ECCE, yet they are the least likely to attend such programmes. In Côte d'Ivoire, attendance rates in pre-school programmes vary from close to zero for children in the poorest 20% of households to almost one-quarter from the wealthiest 20%.

Goal 2: Universal primary education

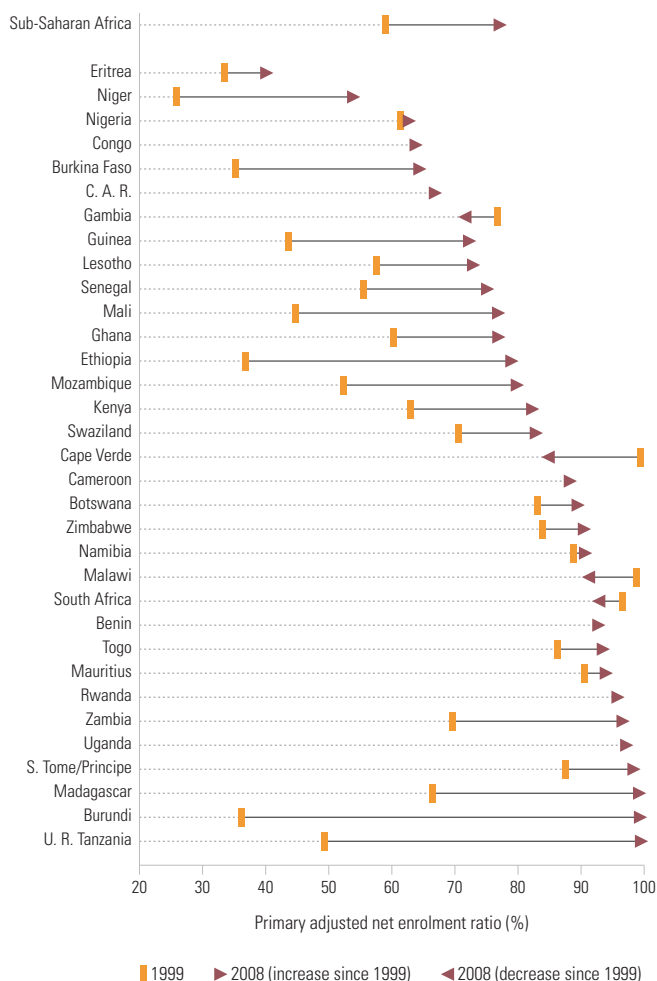
The past decade has been one of rapid progress towards the goal of universal primary education (UPE). Many countries in sub-Saharan Africa have registered extraordinary advances. But the pace of advance has been uneven, and the region as a whole is not on track to achieve UPE by 2015.

Strides towards UPE have been impressive. From 1999 to 2008, an additional 46 million children enrolled in primary education in sub-Saharan Africa. Despite a large increase in the school age population, the region has increased the primary adjusted net enrolment ratio (ANER)² by 31% since 1999, to reach an average primary ANER of 77% in 2008. Progress towards UPE has been impressive in Burundi, Ethiopia, Madagascar, Mali and the United Republic of Tanzania, with primary ANERs increasing by more than thirty percentage points between 1999 and 2008. By contrast, the situation remains critical in many countries, with ANERs below 70% in Burkina Faso, the Central African Republic, the Congo, Eritrea, the Niger and Nigeria (Figure 2).

Numbers of children out of school are declining, but at varying speeds. Nearly 29 million children of primary school age in sub-Saharan Africa – 54% of them girls – were not enrolled in school in 2008. This is 13 million less than in 1999. Reductions in the number of out-of-school children in the region accelerated from about 1.4 million annually in 1999–2004 to 1.6 million in 2004–2008. However, several countries with large out-of-school populations, including Mozambique and Nigeria, registered a slippage in the rate of progress over time. In Nigeria, out-of-school numbers fell by 67,300 a year from 1999 to 2004 but rose by 458,500 a year from 2004 to 2007. By contrast, progress has recently accelerated in some countries, including Burkina Faso, Ethiopia and Ghana.

2. The primary ANER measures the proportion of children of primary school age who are enrolled either in primary or secondary school.

Figure 2: Progress towards universal primary education has been strong
 Primary education adjusted net enrolment ratio, selected countries, 1999 and 2008



Source: EFA Global Monitoring Report 2011, Annex, Statistical Table 5 (website).

Many children in the region will remain out of school in 2015. Trend analysis provides insights into plausible scenarios for the numbers of children out of school in 2015. In Ethiopia, for example, a continuation to 2015 of the trend from 1999 to 2009 would see the country's out-of-school number fall by nearly two-thirds, to 957,000. Nigeria, which had the world's largest number of children out of school in 2007, would see a decline of only 4% and would still have 8.3 million out-of-school children in 2015. However, between 2004 and 2009, out-of-school numbers increased in Nigeria. If this more recent trend continued, out-of-school numbers would increase to 12.2 million by 2015.

Just over half of children starting school are of the right age. Getting children into primary school at the right age, ensuring that they progress smoothly and facilitating completion are key elements to advance towards UPE. Many countries in sub-Saharan Africa are struggling to get children into primary school at the official starting age. In 2008, only 56% of children starting school in the region were of official primary school

age, and national rates were as low as 16% [Eritrea]. However, rapid change is possible. In the United Republic of Tanzania, the share of children starting school at the official age increased from 14% in 1999 to 87% in 2007 with the help of policies such as fee abolition, more stringent regulations on age limits and alternative programmes for over-age children.

Progress in survival to the last grade of primary school is mixed. Once children are enrolled at the right age, the challenge is to get them through school. The challenge is particularly acute in sub-Saharan Africa, where seven in ten children starting primary school survived to the last grade in 2007. Country-level data point to a mixed record of progress in improving survival rates. Several countries that are some distance from UPE, including Chad, Ethiopia, Madagascar and Malawi, have seen their survival rates decline since 1999.

Prospects for entry, progression and completion of primary school are closely linked to household circumstances. Children who are poor, rural or from ethnic or linguistic minorities face higher risks of dropping out. In Senegal, coming from a rural home more than halves the probability of school completion.

Tackling school dropout requires action on several fronts. The scale of the dropout problem is not widely recognized. In sub-Saharan Africa, 10 million pupils drop out of primary school each year. Dropout profiles vary enormously by country. In Ethiopia, Malawi and Uganda, with dropout rates between 24% and 28% in the first grade, children have great trouble negotiating their way through the early grades. High dropout rates in the last grade, observed in countries including Burkina Faso and Senegal, partly reflect the effects of school examination failure. Evidence from many countries also shows that the risk of primary school dropout increases with age, though the strength of the association varies. The United Republic of Tanzania has developed a successful alternative pathway into education for older children. By 2006, about 556,000 out-of-school students – around 8% of the primary school age population – had participated in Complementary Basic Education in Tanzania (COBET).

Lowering the risk of dropout requires a broad set of policies aimed at reducing underlying vulnerabilities, including poverty-related factors and problems linked to education quality. Increasing the income of poor families through cash transfers can help enhance education prospects. In Malawi, cash transfers ranging from US\$5 to US\$15 per month were given to unmarried young women attending school. After a year, their dropout rate was around 6% compared with nearly 11% for girls who did not receive cash transfers.

Goal 3: Youth and adult learning

The skills developed through education are vital not just for the well-being of young people and adults, but also for employment and economic prosperity. Notwithstanding a strong increase in secondary school enrolment in recent years, most countries in sub-Saharan Africa struggle to expand appropriate learning and life-skills programmes.

Secondary school participation has expanded rapidly, yet the needs of many are unmet. Despite a large increase in secondary school enrolment in sub-Saharan Africa since 1999 – which was also the world’s most rapid – population growth means there has been little change in the number of adolescents outside the education system. On average, only one in three children in sub-Saharan Africa participated in secondary education in 2008, pointing to high levels of unmet need. Participation levels remain particularly low in some of the region’s poorest countries, with gross enrolment ratios (GERs) below 20% in 2008 for Burkina Faso, Burundi, the Central African Republic, Chad, the Niger and Somalia. On the other hand, Botswana, Mauritius, Seychelles and South Africa, which are all middle income countries, had ratios above 80%.

Secondary school attendance and completion are strongly influenced by poverty, location and gender. People aged 23 to 27 in Swaziland from the wealthiest 20% of households have secondary completion rates of 63%, compared with 13% for the same age group from the poorest 20%. Second-chance programmes can provide a skills development lifeline to youth and adults who missed out on earlier opportunities, but the availability of such programmes remains scarce in the region. The record of these programmes is mixed; in some cases, graduates gain few employable skills. However, experience shows that when courses are properly resourced and designed to generate skills that employers need, much can be achieved.

Participation in tertiary education is modest. In an increasingly knowledge-based global economy, higher education systems play a vital role in skills development. In sub-Saharan Africa, 4.5 million students were enrolled in tertiary education in 2008, twice the number in 1999. However, the region’s tertiary GER remained very low at 6%, far below the world average of 26%. And the gap between sub-Saharan Africa and other regions in terms of tertiary enrolment has widened. This will inevitably reinforce the already extreme wealth disparities between sub-Saharan Africa and other regions.

Goal 4: Adult literacy

Literacy opens doors to better livelihoods, improved health and expanded opportunity. It empowers people to take an active role in their communities and to build more secure futures for their families. Sub-Saharan Africa is unlikely to reach the Education for All literacy target set for 2015. Decisive action by governments is needed to raise the region’s literacy profile, in particular for women.

Numbers of adult illiterates continue to rise: In 2008, more than 167 million adults were illiterate in sub-Saharan Africa, 38% of the region’s adult population. While the average adult literacy rate increased from 53% in 1985–1994 to 62% in 2005–2008, it rose too slowly to counteract the effects of population growth. The upshot is that the absolute numbers of adults lacking basic literacy and numeracy skills increased by 25%. The regional average masks important disparities between countries. Burkina Faso, Chad, Ethiopia, Guinea, Mali, the Niger, Sierra Leone and Somalia report adult literacy rates at or below 40%. By contrast, Equatorial Guinea, Lesotho, Seychelles and Zimbabwe have adult literacy rates at or above 90%.

Many countries are unlikely to achieve the literacy goal.

Projections based on demographic and school participation data suggest that Angola, Chad and the Democratic Republic of the Congo, among others, will fall short of the literacy goal in 2015. Kenya, on the other hand, is on track to achieve the goal of halving adult illiteracy levels. The recent experiences of Burundi and Malawi also show that literacy policy can be effective: both countries have increased their adult literacy rates by over twenty percentage points in the past fifteen to twenty years.

Disparities in literacy rates within countries are large.

Gender disparities in adult literacy are still very marked in sub-Saharan Africa. On average, literacy rates for women were three-quarters the level of those for men in 2008. In fourteen countries, they were less than two-thirds as high. Patterns of literacy are also strongly related to wealth and household location. In Burundi, about two-thirds of women in the wealthiest 20% of households are literate, compared with less than one-fifth in the poorest 20% of households, and women living in urban areas are more likely to be literate than women living in rural areas.

Effective and affordable literacy policies and programmes exist.

Effective literacy programmes tend to combine strong leadership with clear targets backed by financial commitments, and teach relevant skills using appropriate methods and language of instruction. Namibia’s national strategy aims to achieve a 90% literacy rate by 2015. To align literacy programmes with local needs, literacy courses are decentralized: curriculum development, design of learning materials, training of instructors, and monitoring and evaluation take place outside the central ministry.

Goal 5: Gender parity and equality

Sub-Saharan Africa is edging towards gender parity in school enrolment, but gender disparities to the advantage of boys and young men are still marked in the region.

Gender parity in primary education remains to be achieved in a majority of countries. Over the past decade, sub-Saharan Africa has seen modest progress towards parity between girls and boys in primary education. The regional ratio of girls to boys – that is, the gender parity index (GPI) – for primary GERs increased from 0.85 in 1999 to 0.91 in 2008. So far, gender parity has been achieved in only sixteen of the forty-three countries with data. In seventeen countries, the GPI was below 0.90 at the primary level, and four countries had a primary GPI below 0.80.

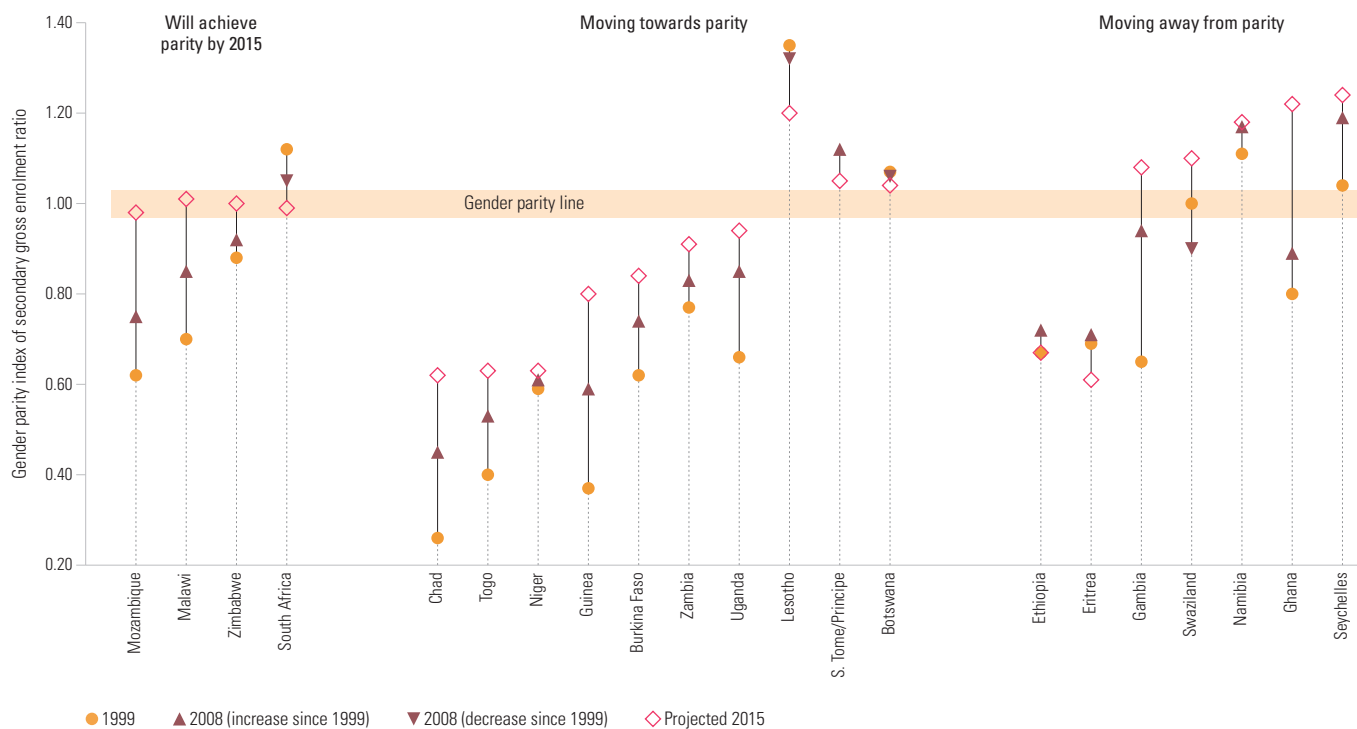
Of the twenty countries in the region not yet at gender parity and with enough data for a projection to 2015, three will achieve the goal, and eight are moving in the right direction

but will fall short of the target. The remaining nine will not just miss the goal but will move away from it. Some off-track countries have nonetheless made substantial progress since 1999. For example, the GPI in Guinea rose from 0.64 in 1999 to 0.85 in 2008. Other countries that are off track, such as Côte d'Ivoire and Eritrea, have made little or no progress in narrowing gender gaps since 1999.

Prospects for gender parity are less promising in secondary education. At secondary school level, sub-Saharan Africa has moved further away from gender parity, reporting a decline in the regional secondary GPI from 0.82 in 1999 to 0.79 in 2008. Twenty-four countries in the region had GPIs in secondary school enrolment of 0.90 or less in 2008, and nine had GPIs of less than 0.70. Only one, Mauritius, had achieved gender parity at the secondary level. Of the twenty-one countries that still need to achieve gender parity in secondary education and have sufficient data, projections suggest that only Malawi, Mozambique, South Africa and Zimbabwe will do so by 2015 (Figure 3).

Figure 3: Prospects for achieving gender parity in secondary education by 2015 are low for many countries

Gender parity index of secondary gross enrolment ratio, selected countries, 1999, 2008 and projected values for 2015



Notes: Only countries that did not achieve gender parity by 2008 are included. Determination of progress towards gender parity is based on the difference and the direction between observed 2008 and projected 2015 values. Sources: EFA Global Monitoring Report 2011, Annex, Statistical Table 7; UIS database.

Goal 6: The quality of education

Getting children into school is a necessary but insufficient condition for achieving Education for All. What children learn in the classroom is what ultimately counts. Levels of learning achievement are desperately low in many countries in sub-Saharan Africa, pointing to the major challenge of improving the quality of education.

Learning achievement varies across countries. The Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ), which conducted its latest assessment in fourteen countries in 2007, highlights acute deficits in learning achievement in several participating countries. In Malawi and Zambia, over a third of grade 6 students failed to acquire the most basic literacy skills. On the other hand, in mainland Tanzania around four in every five grade 6 students scored above level 4,³ and less than 4% had failed to achieve basic reading skills.

Learning levels can rise even as access does. The SACMEQ assessment calls into question the widespread claim that increased enrolment across the region has gone hand in hand with a steep decline in quality.

- Learning achievement levels improved significantly in seven of the fourteen countries covered, with mainland Tanzania combining a 6% increase in test scores with growth in primary ANER from 53% in 2000 to 96% in 2006.⁴
- Five countries registered statistically insignificant test score changes, maintaining learning achievement at 2000 levels, with Kenya and Zambia achieving rapid increases in enrolment without detrimental consequences for learning achievement.
- Only Mozambique and Uganda registered statistically significant declines in mathematics scores, and only in Mozambique was the fall in quality accompanied by increased enrolment.

Poverty and other disadvantages influence learning outcomes.

Most SACMEQ countries have a wide dispersion of test scores between children from the poorest and richest households. But the range varies. Namibia and South Africa have similar average levels of achievement but South Africa has much larger wealth gaps. Children from the 25% wealthiest households in South Africa are ten times as likely as children from the poorest 25% to score well on reading. This is more than double the comparable wealth differential in test scores for Namibia. Wealth differences do not appear to be strongly related to average levels of achievement. In both Malawi, with

the lowest average test results, and mainland Tanzania, with the highest, the difference in scores between poor and wealthy students is small.

Narrowing learning gaps requires concerted efforts. In examining efforts to reduce learning disparities, three main messages emerge regarding education policies and strategies:

- Schools and teachers matter. To ensure that learning inequalities do not widen, fairer distribution of teachers and learning materials is vital. Data from Ghana indicate that schools with smaller classes, a greater proportion of certified teachers and more learning materials perform better. Large variations in pupil/teacher ratios are a feature of many countries in sub-Saharan Africa. In Malawi, primary school pupil/teacher ratios in 2006 varied by district from 36 to 120 pupils per teacher.
- Sustained progress in education quality depends on making sure that all schools have sufficient teachers and that the teachers are properly trained and supported. Neither of these conditions is currently met in sub-Saharan Africa. An additional 1.1 million teachers – more than half the world's total additional requirements – will have to be recruited in sub-Saharan Africa if UPE is to be achieved by 2015.
- Equal treatment may not be enough. To counteract the disadvantages that marginalized children bring with them into the classroom, additional support is needed. To attract teachers to remote and disadvantaged areas, some countries in sub-Saharan Africa have introduced incentives such as additional income or housing. Under a pilot project in the Gambia, teachers in the most remote schools were able to increase their basic salary by 40%. A recent survey suggested that the incentives were having the intended effect, with newly qualified teachers showing willingness to work in schools offering these allowances.
- Assessments are vital. National learning assessments are an essential component of efforts to improve quality and design strategies to target children at risk. SACMEQ assessment results have been used for such purposes in Kenya, Namibia and Seychelles.

3. SACMEQ uses eight levels to rank grade 6 reading skills. Level 1 students are classified as having only pre-reading skills. Level 5 students are classified as having interpretive reading skills and level 8 students as having critical reading skills.

4. The ANER is for the United Republic of Tanzania, i.e. mainland Tanzania and Zanzibar.

Financing education

Public spending on education is a vital investment in national prosperity and has a crucial bearing on progress towards the Education for All goals in sub-Saharan Africa. Most countries in the region have backed stronger economic growth between 1999 and 2008 with increased commitments to education, but the recent financial crisis has had a serious impact on government spending in education in some countries. Plans to reduce fiscal deficits among donors and national governments in coming years also threaten future increases in education spending required to achieve the EFA goals in the region.

National financing

Governments are investing more in education. Over the past decade, sub-Saharan Africa has significantly scaled up its education financing effort, with the share of national income invested in education rising from 3.5% in 1999 to 4.0% in 2008.⁵ The increases were particularly strong – at or above two percentage points – in Burundi, Ethiopia, Mozambique, Swaziland and the United Republic of Tanzania. In sharp contrast, spending on education declined by 3.5 percentage points in the Congo and 3.2 percentage points in Eritrea over the period.

The rate at which economic growth is converted into increased education budgets depends on public spending decisions. In thirteen of the twenty-three countries with data, real growth in education spending has been higher than economic growth rates. But some countries have converted a smaller share of the growth premium into education financing. In the Congo, real spending on education decreased by 9.7% a year between 1999 and 2008 while annual economic growth averaged 4.6%.

The commitment to education varies considerably. Just above 40% of the countries in sub-Saharan Africa with data spent more than 5.0% of gross national product on education in 2008. But there were large variations across countries, with percentages ranging from 1.3% in the Central African Republic to 9.9% in Lesotho. Countries with similar per capita incomes allocate highly variable shares of national income to education. For example, Burundi invests twice as much of national income in education as Liberia.

Domestic revenue has grown in many countries. Broadly, revenue collection tends to rise with national income. Most countries in sub-Saharan Africa are constrained by the small size of the formal economy and limited scope to raise revenue in the informal sector. However, rapid progress is possible. Countries including Ghana, Mozambique and the United Republic of Tanzania have combined a strengthened revenue collection effort with increased priority on education in budget allocations.

Growing fiscal pressure is a concern for education financing.

Although the impact of the financial crisis and higher food prices on education financing varied across sub-Saharan Africa, some countries have been badly damaged. A recent survey of actual 2009 and planned 2010 spending shows some clear warning signs of a deepening crisis in education financing:

- Of the thirteen low income countries in sub-Saharan Africa covered by the survey, five cut their education spending in 2009 and two made no increases. The cuts ranged from 6% in the Niger to over 15% in Chad and Guinea-Bissau, and more than 20% in Ghana and Senegal.
- In four of these five low income countries, budget allocations were lower in 2010 than actual spending in 2008.
- While the six lower middle income countries in the region covered in the survey maintained education spending in 2009, Angola, Nigeria, and Sao Tome and Principe reported budget allocations for 2010 that were lower than spending levels in 2009.

Planned fiscal adjustments threaten to widen the Education for All financing deficit. Over half the countries in sub-Saharan Africa plan to reduce public spending as a share of GDP in 2012 compared with 2009. In Ghana, a rising fiscal deficit and the economic slowdown triggered a crisis in public finance that threatens to reverse the country's considerable achievements in education. Ghana cut overall public spending by 8% in real terms in 2009 and further reductions are projected for 2011. Cuts in education have been far deeper, with a 18% reduction in basic education spending in 2009.

International aid financing

Overall aid levels have increased. National policies and financing have been the main source of progress towards the EFA goals. Yet international aid has a key supplementary role to play in sub-Saharan Africa. Total aid disbursements to Africa have increased markedly, from US\$15.3 billion in 1999 to US\$40.5 billion in 2009 (at constant 2008 prices).⁶ At the same time, donor governments have collectively fallen short of a commitment made in 2005 to double aid to Africa by 2010. Recent estimates suggest that the region will receive less than half the increase pledged in 2005.

Recent stagnation in the level of aid to education. Aid to sub-Saharan Africa for education amounted to US\$3.2 billion in 2008, a 1% decline from the level in 2007. Just over half of all aid to education in the region was allocated to basic education.

Aid to basic education has fallen. After five years of gradual increase, aid disbursements to basic education to sub-Saharan Africa declined slightly in 2008, from US\$1.7 billion in 2007 to US\$1.6 billion in 2008. Factoring in the growth of the

5. All global and regional values are medians. Only countries that have data for 1999 and 2008 (or closest available year) are used to calculate regional group medians, which therefore differ from median figures reported in the annex table.

6. The figure for 2009 is preliminary.

school-age population, this translates into a 6% decline in aid per child. On average, aid to basic education per primary school age child in sub-Saharan Africa amounted to US\$13 in 2007–2008, up from US\$11 in 2002–2003.

There is a large mismatch between aid and Education for All financing requirements. Aid allocations for basic education to countries in the region varied considerably, ranging from US\$2 per primary school age child in Côte d'Ivoire, Gabon, Nigeria and Zimbabwe to above US\$40 in Burkina Faso, Cape Verde, the Comoros, Gambia, Mali, Mauritius and Rwanda in 2007–2008. Sub-Saharan Africa is the region with the largest financing gap to reach Education for All by 2015. The allocation of aid to basic education across countries often appears arbitrary and does not always benefit the countries with the largest financing requirements. For example, external aid to Senegal covered 26% of the country's education financing gap in 2007–2008 while the corresponding figure for Togo was only 5%.

The hidden crisis – armed conflict and education

The impact of armed conflict on education has been widely neglected. This hidden crisis is reinforcing poverty, undermining economic growth and holding back the progress of nations. The 2011 *EFA Global Monitoring Report* documents the scale of the crisis, traces its underlying causes and sets out an agenda for change.

Armed conflict is a major barrier to the Education for All goals

Poor countries affected by conflict are heavily concentrated among the states furthest from reaching the Education for All goals. Violent conflict also exacerbates disparities within countries linked to wealth and gender. And conflict-affected areas often lag far behind the rest of the country. In comparison with the national average, adolescents and young adults living in North Kivu province of the Democratic Republic of the Congo are twice as likely to have less than two years in school – three times as likely for poor females. In northern Uganda, violent conflict appears to have had little impact on the educational opportunities of boys from the wealthiest one-fifth of households, while it nearly doubles the risk of extreme education poverty for girls from the poorest households. The legacy of conflict is also evident in literacy levels. Only 66% of young people and 55% of adults are literate in conflict-affected countries in sub-Saharan Africa, compared with 93% and 85% in the world's non-conflict-affected countries.

Violent conflict has interrupted education progress in several countries. For example, Mozambique's civil war from 1977 to 1992 resulted in a loss of 5.3 years of schooling. Even short episodes of violence can be associated with large setbacks. In Rwanda, the four-year interruption in the early 1990s translated into a loss of 1.2 years of schooling.

Most fatalities associated with armed conflict occur away from battle zones, and result from disease and malnutrition. These twin killers have claimed the vast majority of the 5.4 million lives that have been lost during the war in the Democratic Republic of the Congo, host to the world's deadliest conflict. Nearly half the victims were under 5. Conflict-related sickness and hunger have had debilitating consequences for education.

Children, civilians and schools are on the front line

Today's armed conflicts are fought overwhelmingly within countries, rather than across borders, and many involve protracted violence. Out of the thirty-five countries that were affected by armed conflict from 1999 to 2008, fifteen are in sub-Saharan Africa. Although the intensity, scale and geographic extent of the violence vary, protracted armed conflicts are common.

Indiscriminate use of force and the deliberate targeting of civilians are hallmarks of violent conflict in the early twenty-first century, with direct and indirect effects on education.

- Children and schools are on the front line of armed conflicts, with classrooms, teachers and pupils seen as legitimate targets. Most of Sierra Leone's education infrastructure was destroyed in its civil war, and three years after the end of the war, 60% of primary schools still required rehabilitation. In 2009, sixty schools were closed in Mogadishu, Somalia, while at least ten were occupied by armed forces.
- Physical injury, psychological trauma and stigmatization faced by children are sources of profound and lasting disadvantage in education. Evidence from Sierra Leone points to conflict-related post-traumatic stress disorder as a frequent source of impaired learning and poor achievement in school.
- The use of child soldiers is reported in twenty-four countries in the world, including the Central African Republic, Chad, the Democratic Republic of the Congo and Somalia. The recruitment of child soldiers from schools is common. In 2007, the United Nations Mission in the Democratic Republic of the Congo reported that hundreds of children were serving on the front line in North Kivu province. Many were forcibly recruited from classrooms, leading to the schools' closure in some cases.
- Rape and other sexual violence are widely used as a war tactic in many countries. This was the case during the civil wars in Liberia and Sierra Leone and the genocide in Rwanda, and has been identified as a recent problem in Chad and the Democratic Republic of the Congo. Insecurity and fear associated with sexual violence keep young girls, in particular, out of school.

For marginalized and vulnerable households, armed conflict can block the path to more secure and prosperous livelihoods. One symptom is an increase in child labour. In Senegal, children displaced by conflict were much more likely to be working and to drop out of school.

Armed conflict also undermines economic growth, reinforces poverty and diverts national resources from productive investment in classrooms into unproductive military spending. Many of the poorest countries spend significantly more on arms than on basic education. Chad, which has some of the world's worst education indicators, spends four times as much on arms as on primary schools. If the twelve countries in sub-Saharan Africa spending more on the military than on primary schooling were to cut military spending by just 10%, they could put 2.7 million more children in school – over one-quarter of their out-of-school population. National governments and aid donors should urgently review the potential for converting unproductive spending on weapons into productive investment in schools, books and children.

Diversion of national resources to the military and loss of government revenue means that armed conflict shifts responsibility for education financing from governments to households. In the Democratic Republic of the Congo, households pay fees not only for schools but also for the administration and management of the whole system.

Displaced populations are among the least visible

Displacement exposes people to the risk of extreme disadvantage in education. Data collected by the Office of the United Nations High Commissioner for Refugees (UNHCR) in 127 camps around the world in 2008 paint a disturbing picture of the state of education. For the camps in sub-Saharan Africa, the average primary GER is 86%, and at the secondary level the GER is just 21%. The UNHCR snapshot of provision in camps offers a very partial picture. Only 60% of refugees in sub-Saharan Africa live in camps. Many refugees live in urban settings. It is estimated that 200,000 urban refugees live in Kenya alone. Many countries do not allow refugees free access to public education and basic services. One assessment in Nairobi found that, although primary schooling is meant to be free to all, some schools request an 'admission fee' before enrolling refugee children. More generally, restrictions on refugees' employment reinforce poverty, which in turn dampens prospects for education.

The reverse cycle – education's influence on violent conflict

Education is seldom a primary cause of conflict. Yet it is often an underlying element in the political dynamic pushing countries towards violence. Intra-state armed conflict is often associated with grievances and perceived injustices linked to identity, faith, ethnicity and region. Education can make a difference in all these areas, tipping the balance in favour of peace – or conflict.

Limited or poor quality provision leads to unemployment and poverty. When large numbers of young people are denied access to decent quality basic education, the resulting poverty, unemployment and sense of hopelessness can act as forceful recruiting agents for armed militia. One survey of former combatants and non-combatant militia members in Sierra Leone found that almost 80% had left school before joining a rebel group, in many cases because their schools had been damaged.

A 'youth bulge' adds to the urgency of building a bridge from education to employment. Over 60% of the population in some countries, including Guinea, Liberia, Nigeria and Sierra Leone, is under 25, compared with less than 25% in many OECD countries. In Rwanda, unemployed, undereducated rural male youth figured prominently among the perpetrators of the 1994 genocide.

Unemployed educated youth also figure prominently in some armed conflicts. In north-east Nigeria, the Islamist movement Boko Haram – meaning ‘Western education is forbidden’ – began a campaign of violence in July 2009. Many young people who joined the uprising were unemployed secondary school dropouts and university graduates. Underlining the link between the economic situation and wider grievances, young people in the movement blamed their circumstances on a failure of government to manage its resources to the benefit of all.

Unequal access generates grievances and a sense of injustice. Inequalities in education, interacting with wider disparities, heighten the risk of conflict. As Liberia’s Truth and Reconciliation Commission recognized, limiting educational opportunities through political and social systems based on privilege, patronage and politicization was a potent source of violence. In Côte d’Ivoire, resentment over the poor state of education in northern areas figured in the political mobilization leading up to the 2002–2004 civil war. School attendance levels in the north and north-west in 2006 were less than half as high as in the south.

Inappropriate use of school systems reinforces prejudice and intolerance. In several armed conflicts, education has been actively used to reinforce political domination, the subordination of marginalized groups, and ethnic and linguistic segregation. After Rwanda’s independence, Hutu political leaders aimed to overturn what they saw as unfair education advantages inherited by Tutsis from the colonial era. An ethnic quota policy was used to enforce discriminatory practices, including a mass purge of Tutsis from universities and public posts. The use of schools to ethnically ‘label’ children and enforce rigid group identity rules enabled the Interahamwe militia responsible for the genocide to identify Tutsi children from school registers.

Aid to conflict-affected countries

Aid can break the vicious circle of warfare and low human development in which many countries are trapped, and support a transition to lasting peace. Several problems, however, have weakened the effectiveness of the international aid effort.

The skewing of aid towards a small group of countries identified as national security priorities has led to relative neglect of many of the world’s poorest countries. The Central African Republic, Chad, the Democratic Republic of the Congo and Somalia are among countries facing particularly large financing gaps for achieving EFA but receiving very low levels of aid to basic education – less than US\$10 per child per year in 2007–2008.

Aid volatility is another concern. Aid flows to countries such as Burundi, the Central African Republic and Chad are characterized by high levels of uncertainty.

The blurring of lines between development assistance and wider foreign policy or strategic goals has prompted concerns that development goals – including in education – have been subordinated to wider strategies such as winning over the ‘hearts and minds’ of local populations. The growing profile of the military in delivering aid has fuelled these concerns.

Responding to failures of protection

Over the past fifteen years, the United Nations has established a monitoring and reporting mechanism (MRM) that identifies grave human rights violations against children in six key areas. Several UN Security Council resolutions have been passed aimed at strengthening protection against rape and other sexual violence in conflict-affected countries. Yet human rights provisions and Security Council resolutions offer limited protection where they are most needed, in the lives of the children and civilians on the front line. Weak coordination among UN agencies and under-resourcing contribute to the problem. Within the MRM system, reporting of attacks against schools is limited, with many incidents going unreported. Problems of under-reporting are even more evident in the area of rape and other sexual violence.

The culture of impunity appears in particularly stark form in the Democratic Republic of the Congo. Government security forces and armed militias are implicated. In 2005, the reported incidence of rape in South Kivu province reached up to forty cases per day. To put that figure into context, it is some fifteen times higher than the reported rape incidence level in France or the United Kingdom. Moreover, only a small fraction of cases is reported. A conservative estimate is that unreported rape in conflict-affected areas of the eastern Democratic Republic of the Congo may be ten to twenty times the reported level. That would translate into 130,000 to 260,000 incidents in 2009 alone. Of the reported rapes, one-third involve children (and 13% are against children under the age of 10).

There is evidence that monitoring and the identification of groups and individuals can play a role in protecting children. In the Central African Republic, one rebel commander demobilized child soldiers after he appeared on the MRM list, insisting he had not known it was a crime. Following his decision to release 474 child soldiers during 2009, another militia voluntarily submitted a list of child soldiers and released 174 to UN care.

The application of hard law has also made a difference. The special tribunal established following the conflict in Rwanda passed sentences against individuals found guilty of crimes against humanity and war crimes, including rape and crimes of sexual violence. The International Criminal Court (ICC) has been particularly active in the Democratic Republic of the Congo. The case of one former militia leader, Thomas Lubanga Dyilo, is the first to be brought before the ICC that concerns child soldiers.

Working through the UN system, governments should strengthen the systems that monitor human rights violations affecting education, support national plans aimed at stopping those violations, and impose sanctions on egregious and repeat offenders. An International Commission on Rape and Sexual Violence should be created, with the ICC directly involved in assessing the case for prosecution of state and non-state actors. UNESCO should take the lead in monitoring and reporting on attacks on education systems.

Failures of provision – fixing the humanitarian aid system

Humanitarian aid is intended to save lives, meet basic needs and restore human dignity. Humanitarian aid to education, however, is underfinanced, unpredictable and governed by short-termism, partly because many humanitarian workers do not view education as 'life-saving'. The result is that communities struggling against the odds to maintain opportunities for education are getting little support.

Shortfalls in funding requests for education are just part of the problem. The requests themselves appear to be disconnected from any credible assessment of need or demand on the part of affected populations. The humanitarian aid request for education in the Democratic Republic of the Congo totalled just US\$25 million (of which only 15% had been delivered by the middle of 2010). This was for a country with a displaced population in excess of 2 million, and where more than one-third of children in some conflict-affected areas are out of school.

The vagaries of annual budgeting compound the problems of education financing during emergencies. This is especially true in situations of long-term displacement. In Kenya, UNHCR and other agencies have been unable to embark on multiyear planning in education for the increasing flow of refugees from Somalia.

One reason education has limited visibility in humanitarian aid for conflict-affected countries is that donors sometimes question the possibility of maintaining provision. Yet international agencies can play an important role in keeping education going even in some of the most insecure environments. In parts of the Central African Republic, communities have established makeshift 'bush schools' using locally available materials. Their efforts have been supported by UNICEF, non-government organizations (NGOs) and some aid agencies. By early 2009, these schools had provided over 60,000 children with education, and also with safe drinking water, health care and a sense of normality.

When lack of security prevents NGOs and United Nations agencies from having a presence in a country, there are alternatives, such as distance education. After many schools in Somalia were forced to close by the civil war in the 1990s, the BBC World Service Trust and the Africa Educational Trust

created a series of radio-based learning programmes geared towards literacy and numeracy, reaching about 10,000 learners. UN peacekeeping forces can also help promote a more secure environment for children to attend school. In Goma in the Democratic Republic of the Congo, United Nations peacekeepers have helped facilitate safe access for girls on their journey to school, when rape of minors is the most common.

Forced displacement is a direct threat to education. Refugees have well-defined legal entitlements to basic education. In practice, though, those entitlements are often difficult to claim. Internally displaced people (IDPs) have fewer rights to formal protection than refugees. No UN agency is directly mandated to advance their interests. Yet there are practical measures that can be adopted to keep the door to education open. The Convention for the Protection and Assistance of Internally Displaced Persons in Africa, adopted at the 2009 African Union Summit in Kampala, Uganda, provides strong legal protection for IDP education, though only Sierra Leone and Uganda have so far ratified the convention.

There is an urgent need to strengthen current systems for assessing the education needs of conflict-affected communities. Governance arrangements for refugees and IDPs should be reformed to facilitate improved access to education.

Reconstructing education – seizing the peace premium

Post-conflict reconstruction in education poses immense challenges. Yet success in education can help build government legitimacy and set societies on course for a more peaceful future.

People whose lives have been shattered by armed conflict emerge from the violence with hope and ambition for a better future. A range of education strategies can be identified that can deliver early results.

- *Withdraw user fees:* Many post-conflict countries have abolished primary school fees, generating significant benefits. In Burundi, Liberia and Sierra Leone, school fees were removed as part of efforts to build confidence in the post-conflict reconstruction process.
- *Build on community initiatives:* In many conflict-affected countries, communities have stepped into the vacuum created by the failure of governments to maintain education. Supporting community efforts can deliver quick results for education and demonstrate that government is starting to work.
- *Rehabilitate schools and classrooms:* In some post-conflict environments, children are kept out of school because buildings are damaged or dilapidated. Early investment in rehabilitation can help remove this bottleneck and deliver

early benefits, especially when donors support the efforts of national governments and local communities. Following the 2002–2004 civil war in Côte d'Ivoire, UNICEF's 'back-to-school' campaign, supported by the European Union, included rehabilitating 4,000 schools, reportedly facilitating the return to school of some 800,000 children.

- *Recognize returnees' educational attainment:* Many displaced children learn a different curriculum, often in another language. Establishing systems for the certification of education obtained in other countries can ensure that the qualifications of returning refugees are recognized. Another approach is to develop cross-border examinations. The development of a common examination system for refugees from Liberia and Sierra Leone who lived in Guinea during the civil war, for example, allowed their education credentials to be recognized on their return.
- *Provide accelerated learning programmes:* Peace offers children who have missed out on schooling a chance to make up for lost time. Accelerated programmes can help them build the basic literacy and numeracy skills they need to return to primary school or make the transition to secondary school. By the time Liberia's fourteen-year civil war ended in 2003, at least two generations of youth had missed out on education. With the support of UNICEF and other organizations, the post-conflict government introduced an accelerated learning programme that had reached over 75,000 students by 2009.
- *Strengthen education and skills training in disarmament, demobilization and reintegration (DDR) programmes:* Ex-combatants, including children and young people, often lack basic literacy and other skills, and so may face limited prospects for employment and are at risk of re-recruitment. Skills training within DDR programmes can make a difference. When Mozambique's civil war ended, the Reintegration and Support Scheme, financed by donors, included a cash transfer for former combatants and the opportunity to join a skills-training programme. Around 70% of trainees found work afterwards.
- *Provide psychosocial support:* Many children and young people caught up in armed conflict will have been traumatized as a result of experiencing or witnessing acts of violence, and are at increased risk of mental health problems. Reintegration programmes for ex-combatants, including child soldiers, sometimes include psychosocial support along with skills training. In Sierra Leone, a community-based rehabilitation programme supported by UNICEF combined psychosocial support with education and skills training for about 7,000 former child soldiers. Beneficiaries were found to be more optimistic and self-confident than non-participants, increasing their chances of successful reintegration. There are strong grounds for extending the provision of such programmes beyond ex-combatants to other vulnerable young people.

- *Recruit teachers:* After conflict, the supply of teachers – especially trained teachers – is unlikely to keep pace with the demand. Teacher recruitment, training and deployment require long-term planning. But governments and donors can develop transitional strategies. In Sierra Leone, the Rehabilitation of Basic Education Project provided training for 5,000 teachers, making it possible to deliver early gains in primary education.

Some post-conflict states are among the strongest-performing countries in terms of progress towards goals such as universal primary education, and progress in education has in turn helped underpin wider post-conflict reconstruction. Countries that have made the transition from conflict into longer-term recovery, such as Ethiopia, Mozambique, Rwanda and Sierra Leone, have forged partnerships with donors aimed at developing and implementing inclusive education sector strategies that set clear targets, backed by secure financing commitments. Some of the successful ingredients of this transition include:

- *Strengthened national planning:* As countries move along the planning continuum, the challenge is to develop policy instruments that link goals to the provision of inputs, the development of institutions and national financing strategies.
- *Development of information systems:* Educational management information systems (EMIS) give governments a tool to track resource allocation, identify areas of need and oversee teacher remuneration (the single biggest item in the education budget). In Liberia, in 2007, the United Nations peacekeeping mission provided security and transport for teams conducting a school census, which provided data for the EMIS. With support from international agencies, the Liberian government has since used the EMIS to identify regions and schools with low attendance and shortages of teachers and teaching materials. In Somalia, political leaders of the autonomous Somaliland region have developed a sophisticated system of reporting. One survey found that the Somaliland Ministry of Education had a strong record in delivering resources to schools, which has in turn strengthened the confidence of district planners in Somaliland's government system.
- *Financial commitments:* Strong post-conflict performers have invariably increased public spending on education, albeit often from a low base. In Burundi, the share of national income allocated to education has doubled since 1999 to 7.2%, reflecting a concern to extend access to schooling as part of the post-conflict settlement. Strengthening the national revenue collection effort can provide a powerful impetus for increased education spending. After the genocide in Rwanda, donors supported the creation of the Rwanda Revenue Authority, which increased revenue collection as a share of GDP from 9.5% in 1997 to 13% in 2003. Economic growth and strengthened

revenue collection translated into increased funding for education, which grew by 12% annually during the period.

- *Inclusive education:* Strongly performing post-conflict countries have attached considerable weight to developing more inclusive education systems that target groups and regions badly affected by conflict. A cash transfer programme introduced in Mozambique in 1990 was aimed at improving the nutritional status of those living in urban areas who had been displaced or disabled by the civil war, with part of the focus on early childhood.

Predictable and sustained donor support is crucial to facilitating the transition from peace to reconstruction in education. Aid effectiveness in this area has been severely compromised by a divide between humanitarian aid and development assistance. The contrasting experiences of Liberia and Sierra Leone are instructive. After the civil war, Liberia remained heavily dependent on humanitarian aid. Such support accounted for almost half of all aid the country received in 2005–2006. In the same period, humanitarian aid made up just 9% of Sierra Leone's larger aid financing envelope. The more secure financial base for education planning in Sierra Leone helped facilitate more rapid progress.

Given that donor perception of risk is one of the barriers reinforcing the humanitarian-development divide, an obvious response is to share risk. Pooling resources and working cooperatively enables donors to spread risk and secure wider efficiency gains in areas such as fiduciary risk management, start-up costs and coordination. National pooled funds demonstrate the potential benefits of cooperation.

Global pooled funding could also play a far greater role in conflict-affected states. Ongoing reforms to the EFA Fast Track Initiative (FTI) are addressing long-standing concerns in areas such as disbursement and governance. Several conflict-affected countries are developing national plans and may seek FTI funding. They include Burundi, Chad, Côte d'Ivoire and the Democratic Republic of the Congo. If the FTI reforms were carried through and deepened, the FTI could become the fulcrum of a multilateral financing system capable of addressing the pressing needs of conflict-affected states.

Making education a force for peace

Conflict-sensitive planning in education is about recognizing that any policy decision will have consequences for peacebuilding – and for the prospect of averting a return to violence. There are many channels through which education can influence prospects for peace, including:

- *Language of instruction:* In some contexts the use of a single national language as the medium of instruction in schools has helped foster a sense of shared identity. In others it has helped fuel violence. A striking example comes from the United Republic of Tanzania. The founding

president of what was then Tanganyika, Julius Nyerere, promoted Kiswahili as an 'ethnically neutral' single language of instruction to forge a sense of shared national identity. That policy has borne fruit. While neighbouring Kenya has been more prone to identity-based violence, social attitudes in the United Republic of Tanzania pull strongly in the direction of peaceful conflict resolution.

- *The curriculum:* Curriculum development and teacher training have been priorities for several education ministries in recent post-conflict settings, such as Côte d'Ivoire and Liberia. The teaching of subjects such as history and religion can play a role in reorienting conflict-affected societies in a peaceful direction. Dealing with issues of ethnic and religious identity confronts education reformers with tough choices and takes time. In Rwanda, where the education system reinforced divisions, the government has yet to reintroduce teaching of the country's history. Yet experience demonstrates how education can gradually erode deeply entrenched divisions by getting students to reflect on their multiple identities, and on what unites rather than divides them. Some evidence supports the case for well-designed peace education interventions. A 2002 evaluation of a UNHCR Peace Education Programme in Kenya's Dadaab and Kakuma refugee camps found that camp residents felt the programme had helped resolve or de-escalate conflicts and improve overall security.
- *Devolution of education governance:* Decentralization and devolution are often seen as an automatic route to greater accountability, as well as to peacebuilding. That assessment is overstated. In some countries with highly devolved education systems, the weak role of central government can hamper peacebuilding efforts.
- *Making schools non-violent environments:* This strategy is unequivocally good for education, for children and for peacebuilding.

Unlocking the potential for education to act as a force for peace requires new approaches to post-conflict policy reforms. Education needs to be more prominent in the United Nations Peacebuilding Commission, an intergovernmental advisory committee, and the associated Peacebuilding Fund. And UNESCO and UNICEF should play a more central role in integrating education into wider peacebuilding strategies. ■

Table 1: Sub-Saharan Africa, selected education indicators

Country	Total population (000)	GNP per capita PPP (US\$)	Compulsory education Age group	EFA Development Index (EDI)	Adult literacy			
					Adult literacy rate (15 and over)			
					Total (%)	GPI (F/M)	Total (%)	GPI (F/M)
					1985–1994 ¹		2005–2008 ¹	
2008	2008	2008	2008	2008	2008	2008	2008	2008
Angola	18 021	5 020	6-14	...	...	...	70	0.69
Benin	8 662	1 460	6-11	0.676	27	0.42	41	0.53
Botswana	1 921	13 100	6-15	0.898	69	1.09	83	1.00
Burkina Faso	15 234	1 160	6-16	0.607	14	0.42	29	0.59
Burundi	8 074	380	...	0.775	37	0.57	66	0.83
Cameroon	19 088	2 180	6-11	0.773	...	...	76	0.81
Cape Verde	499	3 450	6-16	0.878	63	0.71	84	0.89
Central African Republic	4 339	730	6-15	0.592	34	0.42	55	0.60
Chad	10 914	1 160	6-14	...	12	...	33	0.50
Comoros	661	1 170	6-14	...	...	...	74	0.85
Congo	3 615	3 090	6-16	...	...	...	...	...
Côte d'Ivoire	20 591	1 580	6-15	...	34	0.53	55	0.69
D. R. Congo	64 257	290	6-15	...	...	...	67	0.72
Equatorial Guinea	659	21 700	7-11	...	...	...	93	0.92
Eritrea	4 927	630	7-14	0.634	...	...	65	0.71
Ethiopia	80 713	870	·	0.578	27	0.51	36	0.46
Gabon	1 448	12 270	6-16	...	72	0.82	87	0.92
Gambia	1 660	1 280	7-12	0.679	...	...	45	0.60
Ghana	23 351	1 430	6-15	0.804	...	...	66	0.82
Guinea	9 833	1 190	7-16	0.614	...	...	38	0.53
Guinea-Bissau	1 575	530	7-12	...	...	...	51	0.55
Kenya	38 765	1 580	6-13	0.864	...	...	87	0.92
Lesotho	2 049	2 000	...	0.779	...	...	90	1.15
Liberia	3 793	300	6-16	...	43	0.57	58	0.84
Madagascar	19 111	1 040	6-10	0.762	...	...	71	0.85
Malawi	14 846	830	6-13	0.739	49	0.51	73	0.82
Mali	12 706	1 090	7-15	0.635	...	...	26	0.52
Mauritius	1 280	12 480	5-16	0.942	80	0.88	88	0.94
Mozambique	22 383	770	6-12	0.669	...	...	54	0.58
Namibia	2 130	6 270	7-16	0.900	76	0.95	88	0.99
Niger	14 704	680	...	0.520	...	...	29	0.35
Nigeria	151 212	1 940	6-14	...	55	0.65	60	0.68
Rwanda	9 721	1 010	7-12	...	58	...	70	0.88
Sao Tome and Principe	160	1 780	7-13	0.901	73	0.73	88	0.89
Senegal	12 211	1 760	7-12	0.671	27	0.48	42	0.63
Seychelles	84	19 770	6-15	...	88	1.02	92	1.01
Sierra Leone	5 560	750	6-11	...	...	...	40	0.56
Somalia	8 926	...	...	...	...	...	28	0.40
South Africa	49 668	9 780	7-15	...	...	...	89	0.98
Swaziland	1 168	5 010	...	0.863	67	0.94	87	0.98
Togo	6 459	820	6-15	0.686	...	...	65	0.70
Uganda	31 657	1 140	6-12	0.798	56	0.66	75	0.81
U. R. Tanzania	42 484	1 230	7-13	...	59	0.67	73	0.84
Zambia	12 620	1 230	7-13	0.858	65	0.79	71	0.76
Zimbabwe	12 463	...	6-12	...	84	0.88	91	0.94
	Sum	Median			Weighted average			
Sub-Saharan Africa	776 203	1 230	...	...	53	0.68	62	0.75
Developing countries	5 430 213	3 940	...	...	67	0.76	79	0.86
World	6 735 143	6 290	...	...	76	0.84	83	0.90

Adult literacy

Adult illiterates
(15 and over)

Total (000)	% Female	Total (000)	% Female
1985–1994 ¹		2005–2008 ¹	
...	...	2 997	72
2 035	60	2 911	61
244	47	213	50
4 116	55	5 646	56
1 945	61	1 681	61
...	...	2 715	67
70	70	50	70
1 059	62	1 165	67
3 171	...	3 981	59
...	...	108	61
...
4 204	54	5 534	59
...	...	11 385	67
...	...	27	78
...	...	998	68
21 859	57	28 902	61
165	64	119	65
...	...	522	61
...	...	4 888	59
...	...	3 476	59
...	...	442	66
...	...	2 989	64
...	...	131	26
602	61	908	57
...	...	3 160	60
2 197	68	2 159	64
...	...	4 966	57
151	63	122	62
...	...	5 759	69
200	56	158	53
...	...	4 767	61
24 156	64	34 603	65
1 469	...	1 672	60
17	73	11	73
2 740	56	3 721	59
...
...	...	1 899	62
...
...	...	3 790	55
124	59	95	55
...	...	1 353	67
4 149	64	4 107	66
5 215	65	6 448	62
1 500	62	1 987	67
985	67	638	69
Sum	% F	Sum	% F
133 771	62	167 200	62
872 565	63	786 386	64
886 508	63	795 805	64

Early childhood care and education

Child survival and well-being

Pre-primary education

Under-5 mortality rate (‰)	Moderate severe and stunting (%)	GER		Country
		Total (%)	Total (%)	
2005–2010	2003–2008 ¹	1999	2008	
205	29	27	40	Angola
121	43	4	13	Benin
54	29	...	16	Botswana
157	36	2	3	Burkina Faso
166	53	0.8	3	Burundi
144	36	11	25	Cameroon
31	12	...	60	Cape Verde
180	43	...	5	Central African Republic
211	41	...	...	Chad
63	44	3	27	Comoros
128	30	2	12	Congo
123	40	2	3	Côte d'Ivoire
198	46	...	3	D. R. Congo
168	35	26	54	Equatorial Guinea
75	44	5	13	Eritrea
131	51	1	4	Ethiopia
80	25	...	...	Gabon
116	28	19	22	Gambia
117	28	40	68	Ghana
148	40	...	11	Guinea
196	28	4	...	Guinea-Bissau
104	35	42	48	Kenya
104	42	21	...	Lesotho
140	39	47	84	Liberia
100	53	3	9	Madagascar
121	53	...	...	Malawi
191	38	2	4	Mali
17	10	94	98	Mauritius
153	44	...	...	Mozambique
52	29	34	31	Namibia
172	55	1	3	Niger
187	41	...	16	Nigeria
155	51	...	...	Rwanda
95	29	25	39	Sao Tome and Principe
120	19	3	11	Senegal
...	...	109	100	Seychelles
148	36	...	5	Sierra Leone
180	42	...	...	Somalia
72	27	21	51	South Africa
102	29	...	...	Swaziland
98	27	2	7	Togo
122	38	...	19	Uganda
106	44	...	34	U. R. Tanzania
160	45	...	...	Zambia
94	36	41	...	Zimbabwe
Weighted average	Median	Weighted average		
149	38	12	17	Sub-Saharan Africa
79	29	27	39	Developing countries
71	26	33	44	World

Table 1 (continued)

Country	Primary education									
	NER		Out-of-school children ²		GPI of GER		Survival rate to last grade		Pupil/teacher ratio ³	
	Total (%)	Total (%)	Total (000)	Total (000)	(F/M)	(F/M)	Total (%)	Total (%)	1999	2008
	1999	2008	1999	2008	1999	2008	1999	2007	1999	2008
Angola	...	...	...	...	...	0.81	...	...	...	...
Benin	...	93	...	99	0.67	0.87	...	...	53	45
Botswana	81	87	52	32	1.00	0.98	82	87	27	25
Burkina Faso	35	63	1 205	866	0.70	0.89	61	71	49	49
Burundi	36	99	732	7	0.82	0.95	...	54	46	52
Cameroon	...	88	...	338	0.82	0.86	78	57	52	46
Cape Verde	99	84	0.5	11	0.96	0.94	...	87	29	24
Central African Republic	...	67	...	227	...	0.71	...	46	...	95
Chad	51	...	646	...	0.58	0.70	47	30	68	62
Comoros	65	...	27	...	0.85	0.92	...	...	35	30
Congo	...	59	...	192	0.97	0.94	...	70	61	52
Côte d'Ivoire	55	...	1 143	...	0.74	0.79	62	90	43	42
D. R. Congo	32	...	5 768	...	0.90	0.83	...	79	26	39
Equatorial Guinea	...	...	...	...	0.79	0.95	...	...	57	28
Eritrea	33	39	335	359	0.82	0.82	95	73	47	47
Ethiopia	36	78	6 481	2 732	0.61	0.89	51	40	...	59
Gabon	...	...	...	...	1.00	...	...	...	44	...
Gambia	76	69	43	73	0.85	1.06	86	70	37	34
Ghana	60	77	1 198	792	0.92	0.99	...	...	30	32
Guinea	43	71	732	420	0.64	0.85	...	55	47	44
Guinea-Bissau	52	...	87	...	0.67	...	...	...	44	62
Kenya	62	82	1 942	1 088	0.97	0.98	...	...	32	47
Lesotho	57	73	153	101	1.08	0.99	58	46	44	37
Liberia	48	...	208	...	0.74	0.90	...	...	39	24
Madagascar	66	98	688	19	0.97	0.97	51	42	47	47
Malawi	98	91	23	235	0.96	1.03	37	36	...	...
Mali	44	73	939	469	0.71	0.84	66	79	62	50
Mauritius	91	94	12	7	1.01	1.00	99	98	26	22
Mozambique	52	80	1 575	863	0.74	0.88	28	44	61	64
Namibia	88	89	37	34	1.01	0.99	82	77	32	29
Niger	26	54	1 291	1 147	0.68	0.80	...	67	41	39
Nigeria	60	61	7 611	8 650	0.80	0.88	...	...	41	46
Rwanda	...	96	...	60	0.98	1.01	30	...	54	68
Sao Tome and Principe	86	96	3	0.4	0.97	1.01	...	74	36	26
Senegal	55	73	705	481	0.86	1.02	...	58	49	36
Seychelles	...	...	...	...	0.99	0.99	99	99	15	13
Sierra Leone	...	...	...	...	...	0.88	...	...	...	44
Somalia	...	...	...	...	...	0.55	...	...	...	36
South Africa	92	87	236	503	0.97	0.96	57	...	35	31
Swaziland	70	83	67	37	0.95	0.93	64	74	33	32
Togo	83	94	112	65	0.75	0.94	44	45	41	41
Uganda	...	97	...	183	0.92	1.01	...	32	57	50
U. R. Tanzania	49	99	3 186	33	1.00	0.99	...	83	40	52
Zambia	69	95	574	82	0.92	0.98	66	79	61	61
Zimbabwe	83	90	398	224	0.97	0.99	...	...	41	38
	Weighted average		Sum		Weighted average		Median		Weighted average	
Sub-Saharan Africa	58	76	42 260	28 867	0.85	0.91	...	70	42	45
Developing countries	80	87	103 180	64 117	0.91	0.96	...	83	27	28
World	82	88	106 269	67 483	0.92	0.97	90	93	25	25

Secondary education				Education finance					Country
GER				Total public expenditure on education as % of GNP	Total aid disbursements to education ⁴ (Constant 2008 US\$ millions)	Total aid disbursements to basic education ⁴ (Constant 2008 US\$ millions)	Total aid disbursements to basic education per primary school age child (Constant 2008 US\$)		
Total (%)	GPI (F/M)	Total (%)	GPI (F/M)						
1999		2008		1999	2008	2008	2008		
12	0.76	...	...	3.4	<i>3.0</i>	36	19	6	Angola
22	0.47	...	...	3.0	3.6	74	41	30	Benin
75	1.07	<i>80</i>	<i>1.06</i>	...	8.8	17	6	20	Botswana
10	0.62	20	0.74	...	4.6	150	102	43	Burkina Faso
...	...	18	0.71	3.5	7.2	40	18	15	Burundi
25	0.83	37	0.80	...	2.9	143	28	10	Cameroon
...	...	...	...	...	5.8	38	3	41	Cape Verde
...	...	14	0.56	...	1.3	7	2	2	Central African Republic
10	0.26	19	0.45	1.7	<i>2.3</i>	17	9	5	Chad
30	0.81	...	...	...	7.6	15	4	46	Comoros
...	...	...	...	6.0	<i>2.5</i>	26	7	13	Congo
23	0.54	...	...	5.6	4.8	35	7	2	Côte d'Ivoire
18	0.52	35	0.55	...	...	86	54	5	D. R. Congo
32	0.37	...	...	...	...	4	2	20	Equatorial Guinea
21	0.69	30	0.71	5.2	<i>2.0</i>	16	9	16	Eritrea
13	0.67	33	0.72	3.5	5.5	234	120	9	Ethiopia
48	0.86	...	...	3.5	...	26	0.5	2	Gabon
32	0.65	51	0.94	3.1	...	11	8	30	Gambia
39	0.80	55	0.89	4.2	5.5	130	74	22	Ghana
14	0.37	36	0.59	2.1	1.7	45	13	9	Guinea
...	...	36	...	5.6	...	16	8	35	Guinea-Bissau
38	0.96	58	0.92	5.4	<i>7.0</i>	111	68	11	Kenya
31	1.35	40	1.32	10.7	9.9	15	6	15	Lesotho
33	0.63	32	0.75	...	3.5	18	15	25	Liberia
...	...	30	0.94	2.5	2.9	98	46	17	Madagascar
36	0.70	29	0.85	4.7	...	81	52	19	Malawi
15	0.53	38	0.65	3.0	3.9	186	128	64	Mali
76	0.99	87	1.02	4.2	3.3	36	12	104	Mauritius
5	0.62	21	0.75	2.2	5.5	271	155	36	Mozambique
58	1.11	66	1.17	7.9	6.6	19	12	34	Namibia
7	0.59	12	0.61	...	3.7	60	40	16	Niger
24	0.88	30	0.77	...	...	104	40	2	Nigeria
10	1.00	22	0.90	...	4.1	112	71	49	Rwanda
...	...	51	1.12	...	...	8	0.6	24	Sao Tome and Principe
16	0.64	31	0.81	...	5.1	169	64	33	Senegal
113	1.04	110	1.19	5.5	5.2	0.8	0.3	44	Seychelles
...	...	35	0.66	...	4.0	34	22	26	Sierra Leone
...	...	8	0.46	...	...	19	17	11	Somalia
89	1.12	95	1.05	6.2	5.6	81	35	5	South Africa
44	1.00	53	0.90	5.0	7.8	4	3	15	Swaziland
28	0.40	41	0.53	4.3	3.8	21	6	6	Togo
10	0.66	25	0.85	...	3.3	139	80	12	Uganda
6	0.82	...	...	2.2	7.1	204	93	12	U. R. Tanzania
21	0.77	46	0.83	2.0	1.5	139	78	32	Zambia
43	0.88	41	0.92	...	...	7	2	1	Zimbabwe
Weighted average				Median	Sum		Weighted average		
24	0.82	34	0.79	4.2	4.1	3 225	1 643	13	Sub-Saharan Africa
51	0.88	62	0.95	4.5	4.2	9 030	3 889	7	Developing countries
59	0.91	67	0.96	4.7	4.8	11 410	4 709	8	World

Notes:
 Data underlined are for 2005.
 Data in italics are for 2006.
 Data in bold italics are for 2007.
 Data in bold are for 2009 or 2008 for survival rate to last grade.
 The averages are derived from both published data and broad estimates for countries for which no recent data or reliable publishable data are available.
 1. Data are for the most recent year available during the period specified.
 2. Data reflect the actual number of children not enrolled at all, derived from the age-specific or adjusted net enrolment ratio (ANER) of primary school age children, which measures the proportion of those who are enrolled either in primary or in secondary schools.
 3. Based on headcounts of pupils and teachers.
 4. Values for total aid disbursements to education and to basic education for regional and other country groups do not always sum up to world totals because some aid is not allocated by region or country.

Glossary

Early childhood care and education (ECCE).

Programmes that, in addition to providing children with care, offer a structured and purposeful set of learning activities either in a formal institution (pre-primary or ISCED 0) or as part of a non-formal child development programme. ECCE programmes are usually designed for children from age 3 and include organized learning activities that constitute, on average, the equivalent of at least 2 hours per day and 100 days per year.

Gender parity index (GPI).

Ratio of female to male values (or male to female, in certain cases) of a given indicator. A GPI of 1 indicates parity between sexes; a GPI above or below 1 indicates a disparity in favour of one sex over the other.

Gross enrolment ratio (GER).

Total enrolment in a specific level of education, regardless of age, expressed as a percentage of the population in the official age group corresponding to this level of education. The GER can exceed 100% because of early or late entry and/or grade repetition.

Gross national product (GNP).

The value of all final goods and services produced in a country in one year (gross domestic product) plus income that residents have received from abroad, minus income claimed by non-residents. Gross national income is the more recent denomination of the same term.

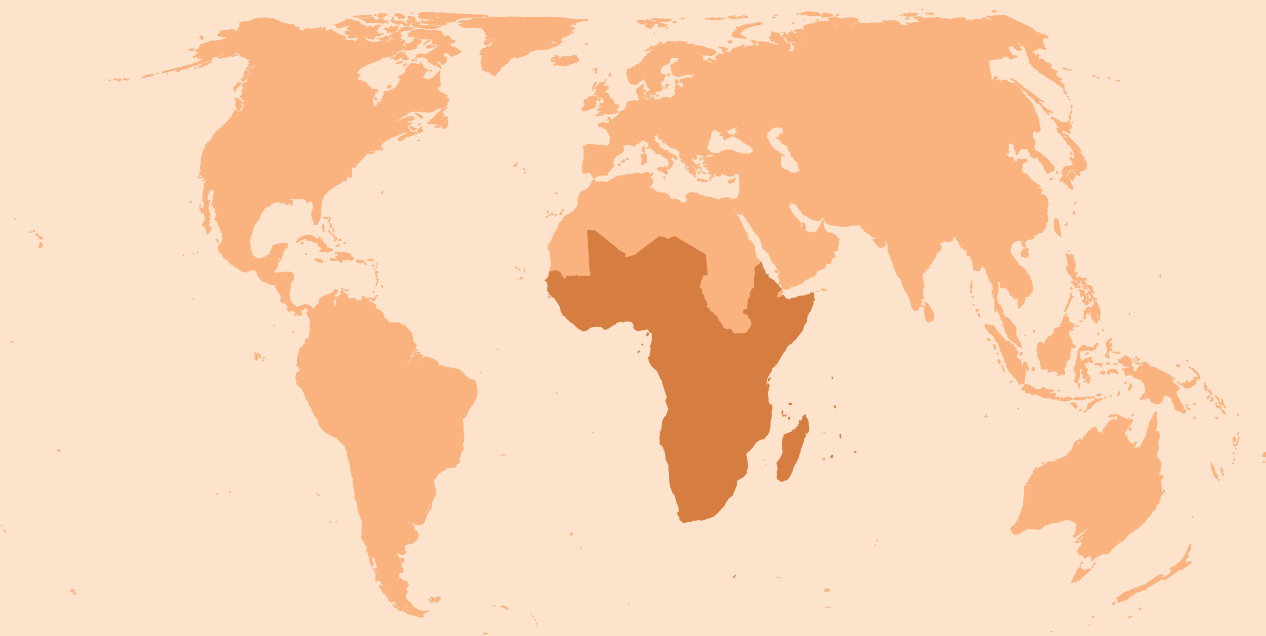
Net enrolment ratio (NER).

Enrolment of the official age group for a given level of education, expressed as a percentage of the population in that age group.

Survival rate by grade.

Percentage of a cohort of students who are enrolled in the first grade of an education cycle in a given school year and are expected to reach a specified grade, regardless of repetition.

Regional Overview: sub-Saharan Africa



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