



SUB-SAHARAN AFRICA

regional report

UNESCO Institute for Statistics

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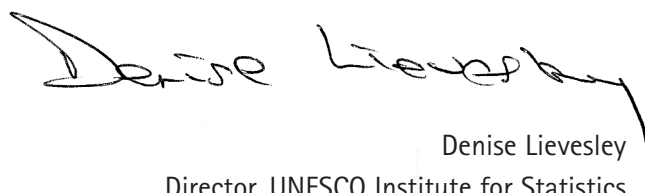
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One of the key ways of meeting the challenges of the twenty-first century is to guarantee the benefits of education for all by ensuring that education systems work in an equitable, efficient and effective manner. Educational statistics and indicators, which monitor trends and facilitate the critical assessment of policies, play a vital part in this process and they can provide valuable information for the formulation of sound policies. In this respect, governments are paying even greater attention to comparative policy analysis. Co-operation at the international level can help countries to identify ways in which access to education might be widened, the quality of educational provision might be improved and more attention paid to improving learning outcomes. A comparative framework can also assist countries to manage their teaching and learning processes more effectively. In a number of countries these imperatives have resulted in renewed efforts to strengthen the collection and reporting of comparative education statistics and indicators.

A significant role of the UNESCO Institute for Statistics (UIS) is to assist Member States to collect, analyse and disseminate internationally comparable education indicators to inform these policy debates. Following its creation in 1999, the UIS has carried out far-reaching consultations with both national and international users and producers of education statistics in order to identify information needs and to develop a strategy to meet these needs.

One part of this strategy has been the implementation of a re-designed data collection instrument, called *Survey 2000*, which aims to build a set of comparable cross-national education indicators. A series of twelve regional workshops were organized and led by UIS to consult educational experts (both statisticians and policy-makers) within Member States and to build better support for this global effort. These workshops also aimed to raise awareness of data collection methodologies and tools, such as the International Standard Classification of Education (ISCED), to provide a common framework for harmonizing national education data. The workshops provided regional forums for the discussion of problems associated with data collection and management, and the exploration of possible solutions.

This report represents one of the first outcomes of this major effort. Not only are the indicators cited in this report based on data provided by countries, but the topics chosen also reflect some of the priority policy issues raised by national participants. The UNESCO Institute for Statistics would like to take this opportunity to thank these participants and their colleagues for their conduct of this survey and also staff of the United Nations Statistics and Population Divisions, the Organisation for Economic Co-operation and Development and the World Bank for providing key supplementary data.



Denise Lievesley
Director, UNESCO Institute for Statistics

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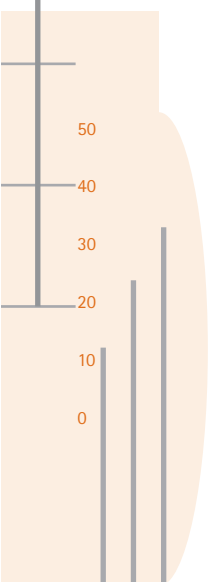
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Introduction

The UNESCO Institute for Statistics initiated *Survey 2000* as the first step in a long-term process in order to improve data quality and standardize data collection in the field of education. As part of the *Survey 2000* exercise, three groups were formed in sub-Saharan Africa. Two groups were composed of French-, Portuguese- and Spanish-speaking countries whilst a third group consisted mainly of English-speaking countries.

For the purpose of this report the region referred to as sub-Saharan Africa is composed of 49 countries and territories divided into two sub-groups. *Central and Western Africa* refers to Angola, Benin, Burkina Faso, Burundi, Cameroon, Cape Verde, Central African Republic, Chad, Comoros, Congo, Côte d'Ivoire, Democratic Republic of the Congo, Djibouti, Equatorial Guinea, Gabon, Gambia, Guinea, Guinea-Bissau, Madagascar, Mali, Mauritania, Niger, Rwanda, Sao Tome and Principe, Senegal, Sudan and Togo. *Eastern and Southern Africa* refers to Botswana, Eritrea, Ethiopia, Ghana, Kenya, Lesotho, Liberia, Malawi, Mauritius, Mozambique, Namibia, Nigeria, St Helena, Seychelles, Sierra Leone, Somalia, South Africa, Swaziland, Uganda, United Republic of Tanzania, Zambia and Zimbabwe.

Experts in education statistics from these countries participated in regional workshops held in Nairobi (June 2000) and Harare (April 2001) for the English-speaking countries, and in Dakar (July 2000 and April 2001), Paris (October 2000) and Libreville (April 2001) for the French-, Portuguese- and Spanish-speaking countries. These workshops provided an opportunity to improve the international classification of the various national educational programmes and to review the new statistical questionnaires in order to ensure their correct interpretation. The



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INTRODUCTION

workshops made it possible to discuss the need for policy-relevant information that may require the collection of other data or the calculation of new indicators. National representatives also presented reports on the education issues that were considered to be of the highest priority in their country.

Many of the issues identified during workshop presentations and discussions are addressed in this first UIS report for sub-Saharan Africa. It presents information from the first educational survey conducted by the UIS using data from countries participating in the workshops as well as from other countries such as Zimbabwe which participate in the joint UNESCO/OECD project on World Education Indicators (WEI).

This report has four sections as follows:

- ◆ Section 1 presents the main demographic, economic and social aspects of the region, including information on selected socio-economic indicators. Country profiles present key data and indicators for each country.
- ◆ Section 2 examines access and participation of pupils and students in each education level from early childhood education to tertiary level programmes.
- ◆ Sections 3 and 4 present a set of indicators related to teaching staff and education finance, respectively.

The Annexes include summary statistical tables that contain data and indicators used in the publication as well as definitions of indicators, a glossary of terms and a more detailed description of the International Standard Classification of Education (ISCED97).

Although this first report is limited in scope and content, it is published with the knowledge that the UIS and the countries participating in its regional project in sub-Saharan Africa will continue to progress with the development of indicators and associated analyses. The UIS hopes that these efforts will help governments in the region implement improvements in their national systems and continue to develop education programmes that will help students of all ages achieve their full potential.

Reader's guide

The data on pupils, students, teachers and education expenditure presented in this publication are gathered mainly from official national responses to questionnaires on education statistics from the UNESCO Institute for Statistics (UIS) for the school and financial years beginning in 1998, unless otherwise specified. They are supplemented by demographic and economic statistics collected by other international organizations including, in particular, the United Nations Statistics and Population Divisions and the World Bank. The indicators on access and participation analysed in this publication have been calculated using the 1998 revision of population estimates produced by the United Nations Population Division. The results may differ from those published by individual countries because of differences between national population estimates and those of the United Nations.

The data on education presented in this publication were reported in the UIS's own annual surveys on education, the most recent being *Survey 2000*. However, for some countries such as Zimbabwe, education data were collected via surveys carried out under the auspices of the World Bank-funded World Education Indicators (WEI) project administered jointly by the UIS and the OECD.

While the two surveys (WEI and *Survey 2000*) aim to collect broadly speaking the same core set of statistics on education, there are some differences in coverage between them. For example, the WEI questionnaires do not collect data on new entrants to primary education with experience in early childhood development programmes, on pupils in secondary vocational education by field of study, nor on teachers who are trained (certified) to teach in accordance with national standards. In addition, data on students enrolled in tertiary education by field of study are

Category	Value
1	12
2	24
3	33

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not requested in the WEI questionnaires. By contrast, the WEI surveys collect more details than *Survey 2000* on the working conditions of teachers.

Both surveys (WEI and *Survey 2000*) use concepts and definitions from the 1997 version of the International Standard Classification of Education (ISCED97).

ISCED97 is a framework for the compilation and presentation of internationally comparable statistics and indicators on education. It is a multi-purpose system, designed for education policy analysis and decision-making, whatever the structure of the national education system and whatever the stage of economic development of a country. It can be utilized for statistics on many different aspects of education such as pupil enrolment, human and financial resources invested in education or the educational attainment of the population. The basic concepts and definitions of ISCED97 have been designed to be universally valid and invariant to the particular circumstances of a national education system.

The statistics in this report refer to both public and private education according to the levels of education defined in ISCED97.

In principle, special needs education offered either in regular schools or in special schools is also included at the relevant ISCED97 levels. The data on teachers refer to both full-time and part-time teaching staff with active teaching duties. School-based personnel who have no active teaching duties such as librarians, careers advisers or student counsellors, administrative staff, non-teaching head teachers or principals, etc., are generally excluded.

In tables and charts throughout the publication (unless they are ranked according to one of the statistics or indicators presented) countries are listed in alphabetical order of their French names. Thus, for example, Mauritania appears after Mauritius rather than before as in English.

Where numbers and percentages have been rounded, totals and subtotals may not always correspond exactly to the sum of the elements of which they are composed.

Please note that both actual and estimated data have been used throughout this publication. In our effort to continuously improve our publications, we would appreciate any comments you may have via e-mail at uis@unesco.org.

Symbols used in this publication:

-	Magnitude nil
0 or 0.0	Magnitude greater than nil but less than half of unit employed
...	Data not available
.	Category not applicable
*	National estimate
**	UIS estimate
./.	Data included elsewhere under another category

1. Regional background

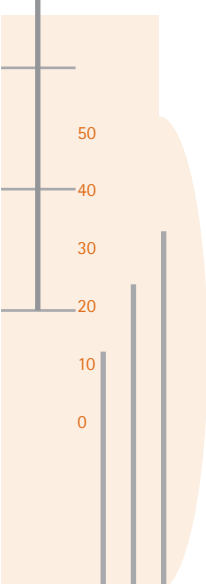
Economic, social and demographic overview

In addition to the forty-three countries of mainland sub-Saharan Africa as well as Sudan, this review covers the Comoros Islands, Madagascar, Mauritius and the Seychelles in the Indian Ocean and St Helena in the Atlantic. Of the mainland countries, only Ethiopia and Liberia have been sovereign states for more than fifty years – all the others have attained sovereignty in the relatively short period following Ghana's independence in 1957; Reunion and St Helena remain an overseas department of France and of the United Kingdom respectively.

Though characterized by great diversity in terms of size, economic structure, level of development and education systems, the countries of this region face many common challenges. These include persistently low levels of economic development and high rates of population growth. The HIV/AIDS epidemic has hit this region particularly hard: of all the people in the world suffering from HIV/AIDS, over 70% live in sub-Saharan Africa; as for "AIDS orphans" - children of whom one or both parents died of HIV/AIDS - more than 90% live in this region. In varying degrees, many countries are also faced with difficulties posed by the effects of civil conflict, natural disasters, public debt burdens and poverty.

Economic growth, public debt and education budgets

The countries covered in this review face serious economic challenges that have become even more pressing. According to the



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Table A - Selected economic, social and demographic indicators, 1998

	Total population 1998	Population growth rate (%) 1998	Total fertility rate 1998	% of adults living with HIV/AIDS 1999	Urban population (as % of total)		GDP per capita current US\$ 1998	Estimated illiteracy rate 15+ (1998)	
					1990	1998		M	F
					South Africa	41 402 392		1.8	2.8	19.9	49	50	3 236	15	16
Angola	12 001 430	2.9	6.7	2.8	28	33	537	...	...
Benin	5 948 260	2.8	5.7	2.5	35	41	388	46	77
Botswana	1 561 720	1.9	4.2	35.8	42	49	3 123	27	22
Burkina Faso	10 730 330	2.4	6.7	6.4	14	17	240	68	87
Burundi	6 548 190	2.0	6.2	11.3	6	8	134	45	63
Cameroon	14 303 010	2.7	5.0	7.7	40	47	608	20	33
Cape Verde	415 880	2.9	3.9	...	44	59	1 297	16	35
Comoros	530 820	2.5	4.5	0.1	28	32	372	35	48
Congo	2 782 620	2.7	6.0	6.4	53	61	701	14	29
Côte d'Ivoire	14 492 080	2.0	5.0	10.8	40	45	775	48	64
Djibouti	635 740	1.9	5.2	11.8	80	83	816	26	49
Eritrea	3 879 000	2.8	5.7	2.9	16	18	175	34	62
Ethiopia	61 266 000	2.5	6.4	10.6	13	17	107	58	70
Gabon	1 180 350	2.4	5.1	4.2	68	79	3 913	...	...
Gambia	1 215 940	2.9	5.6	2.0	26	31	343	58	73
Ghana	18 459 550	2.6	4.8	3.6	34	37	405	22	40
Guinea	7 082 450	2.3	5.4	1.5	26	31	506	...	...
Guinea-Bissau	1 161 330	2.1	5.6	2.5	20	23	177	43	83
Equatorial Guinea	431 400	2.6	5.4	0.5	36	46	1 057	9	29
Kenya	29 294 910	2.4	4.6	14.0	24	31	391	12	27
Lesotho	2 057 770	2.2	4.6	23.6	20	26	427	29	7
Liberia	2 961 520	2.7	6.2	2.8	42	44	...	33	66
Madagascar	14 592 380	3.1	5.7	0.2	24	28	256	28	42
Malawi	10 533 530	2.5	6.4	16.0	13	22	165	27	56
Mali	10 596 000	2.9	6.5	2.0	24	29	245	54	69
Mauritius	1 159 730	1.0	2.0	0.1	41	41	3 512	13	20
Mauritania	2 529 010	2.7	5.4	0.5	44	55	396	48	69
Mozambique	16 947 000	1.9	5.2	13.2	27	38	231	42	73
Namibia	1 662 230	2.4	4.8	19.5	27	30	1 831	18	20
Niger	10 143 380	3.4	7.3	1.4	16	20	205	78	93
Nigeria	120 817 264	2.6	5.3	5.1	35	42	267	30	48
Uganda	20 897 300	2.8	6.5	8.3	11	14	324	24	46
Central African Republic	3 480 160	1.8	4.8	13.8	38	40	301	43	68
DR Congo	48 216 020	3.2	6.3	5.1	28	30	116	29	53
United Republic of Tanzania	32 128 480	2.6	5.4	8.1	21	31	267	17	36
Rwanda	8 105 000	2.6	6.1	11.2	5	6	250	29	43
St Helena	...	...	...	...	...	...	...	...	...
Sao Tome and Principe	141 700	2.3	4.6	...	39	45	288	...	...
Senegal	9 038 820	2.7	5.5	1.8	40	46	516	55	74
Seychelles	78 680	1.3	2.1	...	54	62	6 803	...	...
Sierra Leone	4 854 740	2.2	6.0	3.0	30	35	138	...	...
Somalia	9 076 220	3.4	7.2	...	24	27	...	...	...
Sudan	28 300 000	2.2	4.5	1.0	27	34	354	32	57
Swaziland	988 580	3.1	4.6	25.3	24	26	1 235	21	23
Chad	7 282 870	2.7	6.4	2.7	21	23	231	52	69
Togo	4 457 810	2.6	5.1	6.0	29	32	317	28	62
Zambia	9 665 710	2.3	5.5	20.0	39	39	335	16	31
Zimbabwe	11 689 010	1.9	3.7	25.1	28	34	579	8	17

Source: All data are from the World Bank except for HIV/AIDS data which are taken from the UNAIDS "Report on the global HIV/AIDS epidemic", June 2000.

IMF, average income per capita has fallen at an annual average rate of 1% over the past twenty-five years. This is attributable, on the one hand, to high population growth and, on the other, to the continued reliance of most of these economies on the export of basic

commodities, an activity which constitutes the least skill-intensive stage of production and one which also renders them vulnerable to the vagaries of the weather and to fluctuations in the international commodities markets.

External indebtedness has hampered economic development and poverty reduction. Of the thirty-three countries in this region classified as heavily indebted, thirty-one are eligible for debt relief under the World Bank/IMF Heavily Indebted Poor Countries (HIPC) Initiative, initially implemented in 1996 and enhanced in 1999. Under this initiative, participating countries undertake to engage in the sustained implementation of integrated poverty reduction and economic reform programmes in return for which they receive the technical and financial assistance necessary to substantially reduce their total stock of outstanding debt, typically by approximately two-thirds.

Although per capita growth rates have recently been rising in some countries they have yet to make a noticeable impact on the extent of poverty. A sustained and substantial increase in GDP growth rates would seem to be an important precondition for improving access to education.

Population growth, migration and HIV/AIDS

Although projections point to a slowdown over coming decades, population growth generally remains high across sub-Saharan Africa. At present, one person in three is of primary or secondary school-age, as compared with only one in five in Latin America and Asia, and one in six in OECD countries. The currently high rates of demographic growth are putting considerable strain on the resources available for education, thereby making it increasingly difficult even to maintain current enrolment rates.

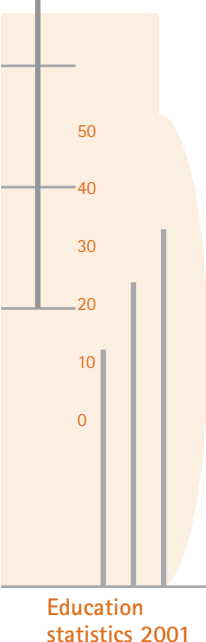
In only eight of these countries does half or more of the population live in a town or city. Yet whilst at present small in comparison to other regions, the urban population in sub-Saharan Africa is, according to UNFPA, increasing at an annual average rate of just under 5%, i.e., twice as fast as the rate of population growth (2.5%). This is due both to

natural increase and rural-to-urban migration. Whilst this increasing concentration of the population in urban areas facilitates the delivery of education and opens up the possibility of reduced unit costs as a result of economies of scale, the sheer pace of population growth in urban centres is presenting municipalities with considerable difficulties in keeping up with the potential demand.

In those countries relatively unaffected by the HIV/AIDS epidemic, the expectation is that improvements in nutrition and health-care and eventual declines in fertility rates will result in smaller age cohorts and gradually falling child-dependency rates which in turn open the possibility for increases in the resources available for each child. By contrast, the population structures of the countries badly affected by the HIV/AIDS epidemic have been altered radically. The prevalence rates are particularly high in southern Africa. In these countries, the epidemic has gone beyond being a basic public health problem to constitute now a rapidly growing obstacle to economic and social development, with the situation in the education sector being particularly critical: on the one hand, government spending on health is accounting for an increasing proportion of the budget, crowding out other social development expenditures; on the other, HIV-related illnesses are rapidly eroding the supply of administrative and teaching staff and are thereby leading to increased classroom sizes. These classrooms are, furthermore, containing increasing proportions of children traumatized by the death of one or both parents.

War and civil conflicts

Those countries in sub-Saharan Africa with the lowest levels of human development share the recent experience of war and civil strife. During the 1990s, the escalation of wars and internal conflicts engulfed one-third of the countries in the region. As a result, the



region accounts for an estimated 5.1 million refugees, equivalent to one-quarter of the world total; this figure is comprised of 3.5 million refugees and asylum seekers, 1.1 million internally displaced people and half a million former refugees who have only recently returned home. These large-scale population movements create immense difficulties for the delivery of public services, such as healthcare and education.

Education reform

The indicators presented in this report reflect many of the challenges facing the countries of this region in the area of education reform; and they are as diverse as the countries are themselves. There exists nevertheless a common set of priority areas. These are: creating the political will to recognise education as part of a larger social and policy context and its role in meeting governments' development goals; enhancing the capacities of institutions and education personnel; extending access and increasing equity; and improving the quality and relevance of education.

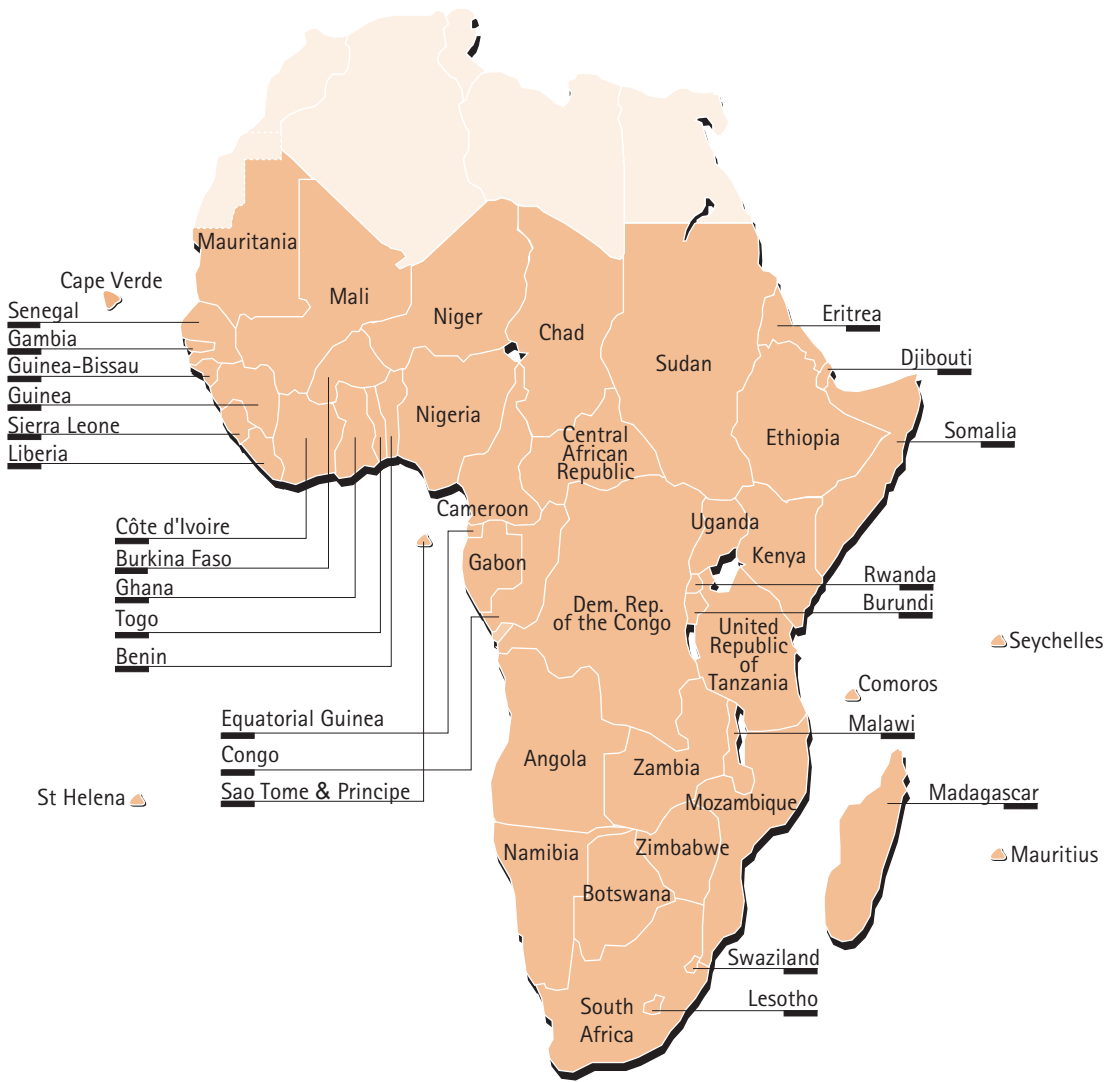
Building political will includes strengthening the partnership between governments and stakeholders in the education process, including decision-making, management and teaching, will engender the creation of a supportive policy environment at regional, national and local levels.

Creating a sustained effort to build institutional and professional capacity is a precondition for the achievement of greater efficiency, effectiveness and gender equality. This capacity-building should focus not only on teacher development but also on the administrators and researchers who participate in the formulation, implementation and evaluation of policy.

Progress in these two areas of the reform agenda will contribute to extending access and increasing equity, partly by enlarging the constituency necessary to secure the restructuring and reallocation of existing national budgets that is needed in order to strengthen basic education.

Another area, improving the quality and relevance of education, is also of critical importance. At present only a small proportion of children are reaching the minimum required competencies. Addressing this problem will involve, among many other things, assessing and revising curricula and teaching methods and accelerating the development, production and distribution of learning materials that are affordable and better suited to local conditions.

These areas for policy reform work together in order to fulfill the role of the education system, that is to promote the development of individuals' critical thinking and creativity in order that their full potential might be realized.



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Interpreting the country profiles

Data sources

Area: Database from United Nations Internet site.

Demographic data: United Nations Population Division, 1998 revision.

GNP and GDP: World Bank, 2001 revision.

Literacy: UNESCO Institute for Statistics, estimates and projections based on data compiled from national population censuses and revised in 2000.

Education data: UNESCO Institute for Statistics, annual education surveys and joint UIS/OECD World Education Indicators (WEI) project.

Explanatory notes

All statistics refer to the reference year unless stated otherwise.

General information

The *area* refers to the surface of each country, i.e., the total number of square kilometres, expressed in thousands.

The *total population* and the average *annual growth rate* refer to the total population in each country for the year of reference, expressed in thousands, and to the average annual growth of the population for 1995–2000, expressed as a percentage.

The *life expectancy at birth* refers to the theoretical number of years a newborn will live if the age-specific mortality rates in the year of birth are taken as constant. It is the sum of the mortality rates for all ages combined. The life expectancies at birth presented in this report refer to the period 1995–2000.

The *average number of children per female* refers to the theoretical number of births to a woman during her child-bearing years taking the given year's age-specific birth rates as constant. It is the sum of the age-specific birth rates for all women of childbearing age (15–49 years).

The *infant mortality rate* refers to the average annual number of deaths of infants under 1 year of age per 1,000 live births in the period 1995 to 2000.

The *estimated literacy rate* refers to the number of literate adults expressed as a percentage of the total adult population aged 15 years and above. A person is considered literate if he/she can read and write with understanding a simple statement related to his/her daily life.

The *national currency* is the currency in circulation in each country in the reference year.

The *GNP per capita* is the gross national product expressed in current United States dollars divided by the total population.

Public expenditure on education as a percentage of GDP is the total public expenditure on education at every level of administration according to the constitution of the country, i.e. central, regional and local authorities, expressed as a percentage of the gross domestic product.

Public expenditure on education as a percentage of total government expenditure is the total public expenditure on education at every level of administration according to the constitution of the country, i.e. central, regional and local authorities, expressed as a percentage of total government expenditure on all sectors (including health, education, social services, etc).

Graphs and tables

Pupils enrolled in primary education (ISCED level 1) compared to the population of official school-age. This graph shows the number of primary-school pupils of all ages and the proportion of children of official primary-school-age who are enrolled in primary education.

Gross enrolment ratios, enrolment, teaching staff, institutions and public expenditure on education. The bar chart shows the gender-specific gross enrolment ratios by ISCED level of education. The overall ratios (for males and females combined) are indicated by the line graph (see Annex 2 for definitions of indicators). The table presents raw data for each ISCED level on the total numbers of pupils and teachers, the percentage of female students and teachers, the number of institutions, the breakdown by level of education of public expenditure on education and the percentage of current expenditure on education devoted to teachers' salaries and other remunerations.

Structure of the education system according to ISCED97

This graph presents information on the current most typical education system in each country. The various national programmes of education are classified according to ISCED97 by level of education (0, 1, 2, etc.) and programme destination (A, B or C). See Annexes 3 and 4 for definitions of some expressions and a more detailed explanation of ISCED97.

A brief summary of the ISCED levels is given below to aid interpretation (as, wherever possible, the national names of programmes in English, French, Portuguese or Spanish have been retained):

ISCED 0	pre-primary education
ISCED 1	primary education (or the first stage of basic education)
ISCED 2	lower secondary education (or the second stage of basic education)
ISCED 3	upper secondary education
ISCED 4	post-secondary non-tertiary education
ISCED 5	first stage of tertiary education
ISCED 6	second stage of tertiary education (advanced research qualifications)

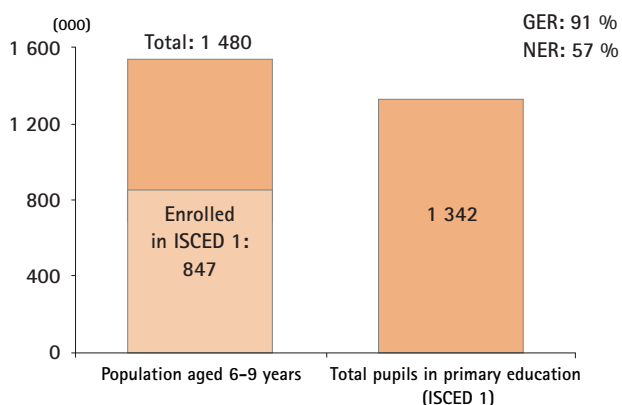
An age scale is included to indicate the theoretical ages for each programme and, in the shaded area, the age range during which education is compulsory in each country.

1998

Angola

General information

Pupils enrolled in primary education (ISCED level 1) compared to the population at official school age (6-9 years)

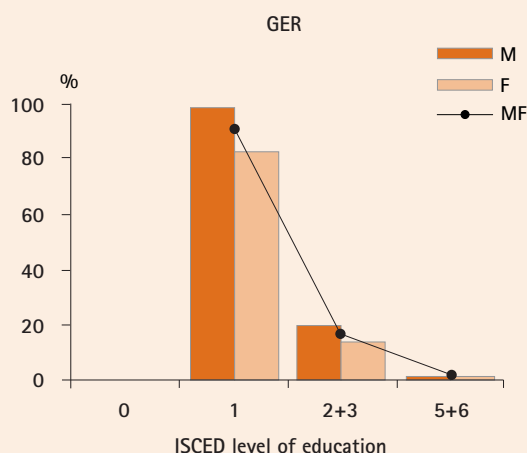


Area in km ² (000):	1 247
Total population (000):	12 092
- average annual growth rate (%):	3.0
Life expectancy at birth (years):	46
Average number of children per female:	6.8
Infant mortality rate (per 1000 live births):	125
Estimated literacy rate M (%):	...
Estimated literacy rate F (%):	...
National currency:	Kwansa
GNP per capita (US\$):	320
Public expenditure on education as a % of:	
- GDP	2.6
- total government expenditure	6.4

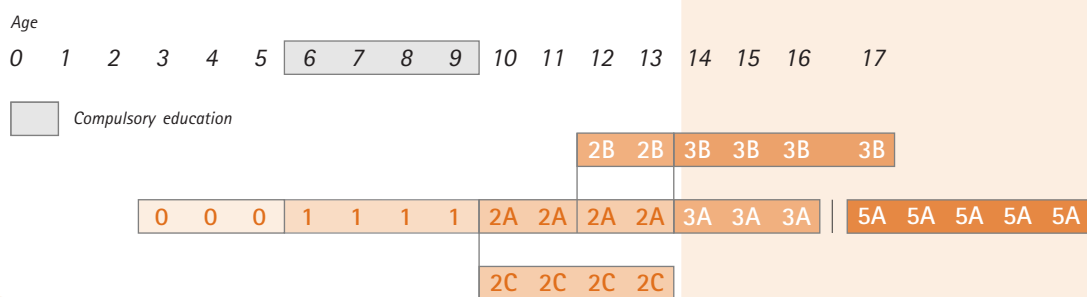
Gross enrolment ratios, enrolment, teaching staff, institutions and public expenditure on education

		Level of education				
		ISCED 0	ISCED 1	ISCED 2+3	ISCED 4	ISCED 5+6
Pupils	MF	...	1 342 116	267 399 ¹	.	8 337
	%F	...	46	...	.	41
Teachers	MF	...	...	...	.	776
	%F	...	...	...	.	...
Institutions		...	...	...	.	...
Public expenditure on education		...	...	...	.	...
- distribution by level of education (%)		...	...	...	.	...
- teachers' remuneration as a % of current expenditure		...	...	...	.	...

1. Level 2 general education only.



Structure of the education system according to ISCED97



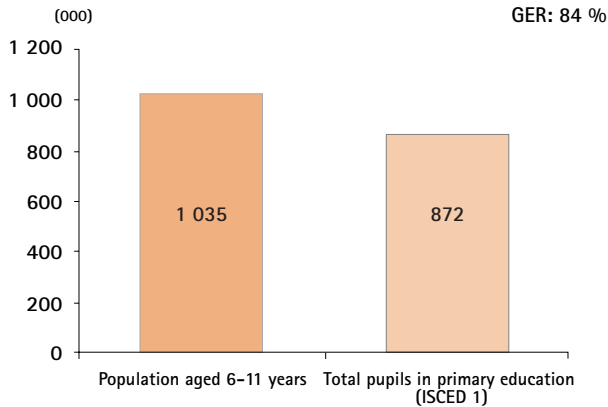
- 0 Écoles d'initiation
- 1 Écoles du 1er niveau
- 2A Écoles du 2ème et du 3ème niveau
- 2B Écoles de formation professionnelle
Cours de base de formation des enseignants
- 2C Centres de formation professionnelle
- 3A Écoles pré-universitaires

- 3B Instituts moyens techniques
Instituts moyens pédagogiques
- 3C Centres de formation professionnelle
- 5A Faculté de sciences, sciences agraires, droit, économie et ingénierie : Licence
Institut supérieur des sciences de l'éducation
Faculté de médecine (6 ans)

1998

Benin

Pupils enrolled in primary education (ISCED level 1) compared to the population at official school age (6-11 years)



General information

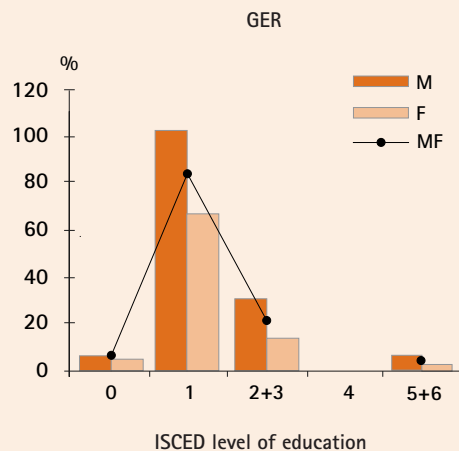
Area in km ² (000):	113
Total population (000):	5 781
- average annual growth rate (%):	2.8
Life expectancy at birth (years):	53
Average number of children per female:	5.8
Infant mortality rate (per 1000 live births):	88
Estimated literacy rate M (%):	54
Estimated literacy rate F (%):	23
National currency:	Franc CFA
GNP per capita (US\$):	380
Public expenditure on education as a % of:	
- GDP	2.5
- total government expenditure	...

Gross enrolment ratios, enrolment, teaching staff, institutions and public expenditure on education

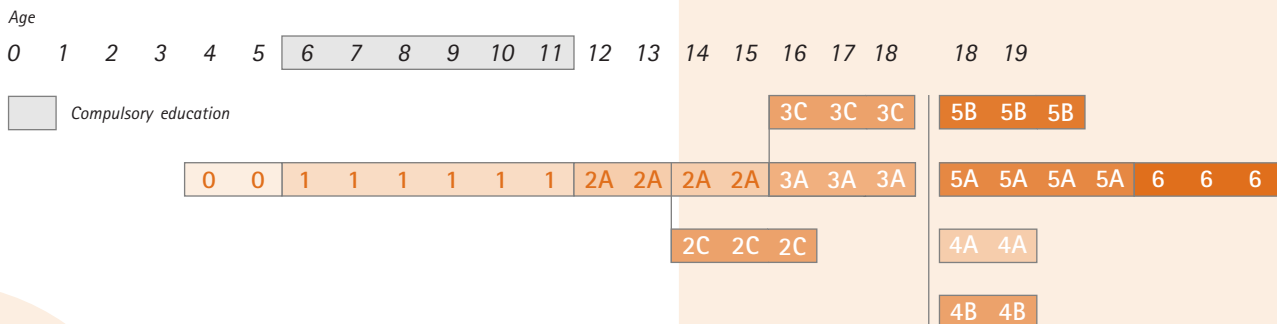
		Level of education				
		ISCED 0	ISCED 1	ISCED 2+3	ISCED 4	ISCED 5+6
Pupils	MF	17 891	872 217	213 474	...	16 284
	% F	48	39	31	...	21
Teachers	MF	638	16 335	**10 691	...	...
	% F	61	23	**13	...	...
Institutions		336	3 773	...	...	...
Public expenditure on education						
- distribution by level of education (%) ¹		1.4	55.2	17.7	. ²	13.0 ²
- teachers' remuneration as a % of current expenditure		92.1	76.9	67.7	. ²	44.6 ²

1. Not allocated: 12.7%

2. Data for level 4 are included in levels 5 and 6.



Structure of the education system according to ISCED97



0	Enseignement maternel
1	Enseignement primaire : CEP
2A	1er cycle de l'enseignement secondaire général : BEPC
2C	2ème cycle de l'enseignement technique et professionnel : CAP
3A	2ème cycle de l'enseignement secondaire général : Bac
3C	2ème cycle de l'enseignement technique et professionnel : Bac techn.

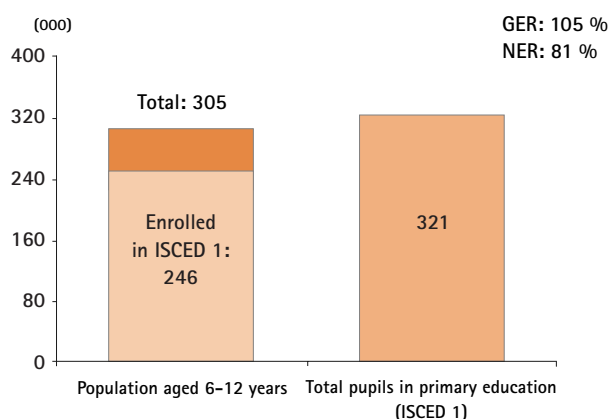
4A	Capacité en droit
4B	Formation professionnelle
5A	1er cycle de l'enseignement supérieur : DUEG, DUEL, DUES, Licence, Maîtrise
5B	Formation professionnelle supérieure : CAPEM, DIAG, DIA, DES, DUT, BTS
6	2ème cycle de l'enseignement supérieur : DEA, Doctorat

1998

Botswana

General information

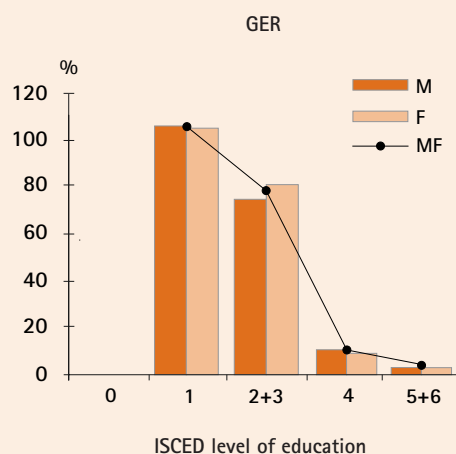
Pupils enrolled in primary education (ISCED level 1) compared to the population at official school age (6-12 years)



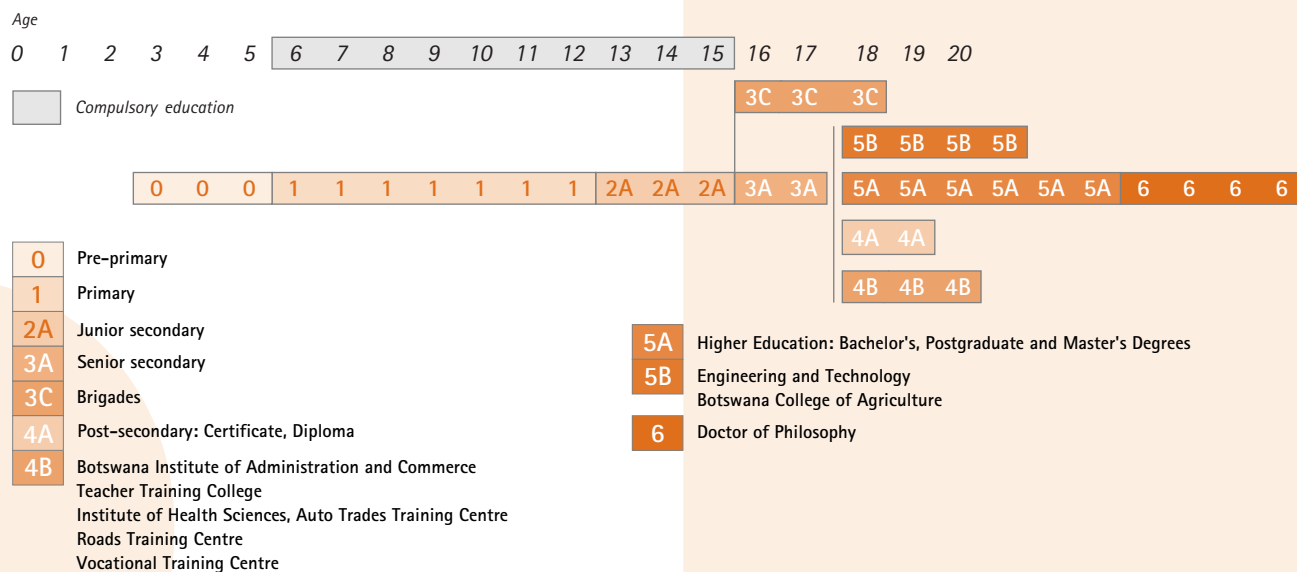
Area in km ² (000):	582
Total population (000):	1 570
- average annual growth rate (%):	1.9
Life expectancy at birth (years):	47
Average number of children per female:	4.4
Infant mortality rate (per 1000 live births):	59
Estimated literacy rate M (%):	73
Estimated literacy rate F (%):	78
National currency:	Pula
GNP per capita (US\$):	3 070
Public expenditure on education as a % of:	
- GDP	...
- total government expenditure	...

Gross enrolment ratios, enrolment, teaching staff, institutions and public expenditure on education

		Level of education				
		ISCED 0	ISCED 1	ISCED 2+3	ISCED 4	ISCED 5+6
Pupils	MF	...	321 271	147 525	9 685	5 532
	% F	...	50	52	43	44
Teachers	MF	...	11 654	**8 610	...	...
	% F	...	82	**46	...	...
Institutions		...	721	...	...	...
Public expenditure on education		...	...	...	...	...
- distribution by level of education (%)		...	...	...	...	...
- teachers' remuneration as a % of current expenditure		...	...	...	...	...



Structure of the education system according to ISCED97

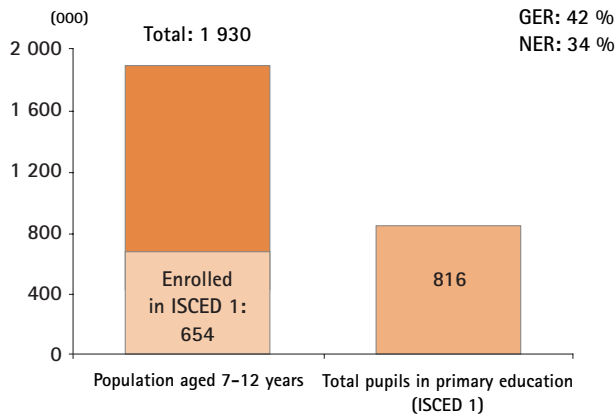


1998

Burkina Faso

General information

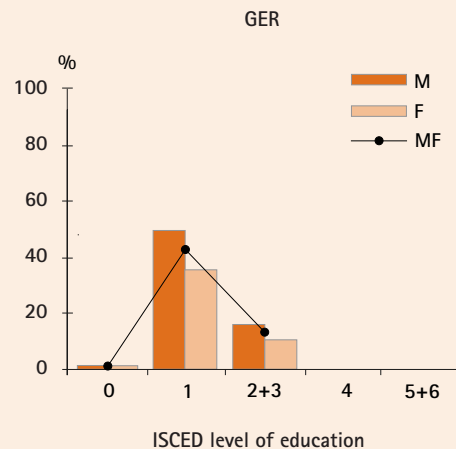
Pupils enrolled in primary education (ISCED level 1) compared to the population at official school age (7-12 years)



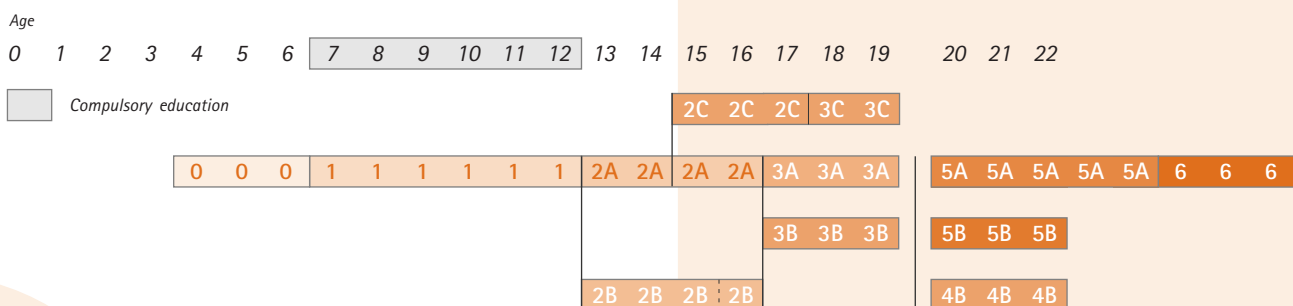
Area in km ² (000):	274
Total population (000):	11 305
- average annual growth rate (%):	2.7
Life expectancy at birth (years):	44
Average number of children per female:	6.6
Infant mortality rate (per 1000 live births):	99
Estimated literacy rate M (%):	32
Estimated literacy rate F (%):	13
National currency:	Franc CFA
GNP per capita (US\$):	240
Public expenditure on education as a % of:	
- GDP	...
- total government expenditure	...

Gross enrolment ratios, enrolment, teaching staff, institutions and public expenditure on education

		Level of education				
		ISCED 0	ISCED 1	ISCED 2+3	ISCED 4	ISCED 5+6
Pupils	MF	19 850	816 393	173 205	...	...
	% F	50	40	38	...	...
Teachers	MF	**485	16 660	6 215	...	...
	% F	**87	25	...	...	...
Institutions		154	4 519	...	...	...
Public expenditure on education						
- distribution by level of education (%)		...	...	...	...	...
- teachers' remuneration as a % of current expenditure		...	...	...	...	...



Structure of the education system according to ISCED97



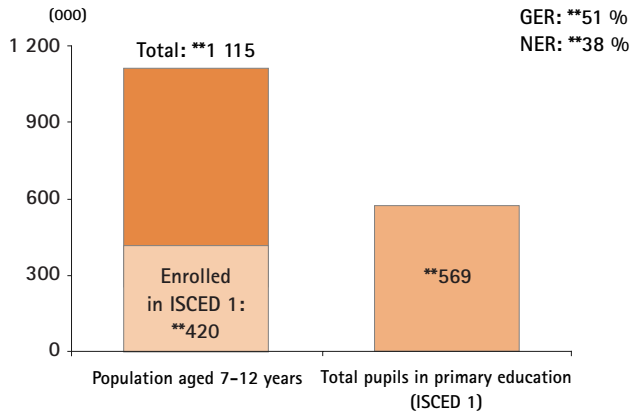
0	Éducation préscolaire	3B	2ème cycle de l'enseignement secondaire technique : Bac techn.
1	Enseignement primaire : CEP	3C	2ème cycle de l'enseignement secondaire professionnel : BEP, Bac Pro, Diplôme d'État
2A	1er cycle de l'enseignement secondaire général : BEPC	4B	Formation continue ou professionnelle : Diplôme d'État
2B	1er cycle de l'enseignement secondaire technique : CAP	5A	1er cycle de l'enseignement supérieur : DEUG, Licence, Maîtrise, DESS, CAPESS, Ingénieur
2C	1er cycle de l'enseignement secondaire professionnel : CAP	5B	Formation professionnelle et technique supérieure : BTS, DUT, Ingénieur de travaux
3A	2ème cycle de l'enseignement secondaire général : Bac	6	2ème cycle de l'enseignement supérieur : DEA, Doctorat

1998

Burundi

General information

Pupils enrolled in primary education (ISCED level 1) compared to the population at official school age (7-12 years)

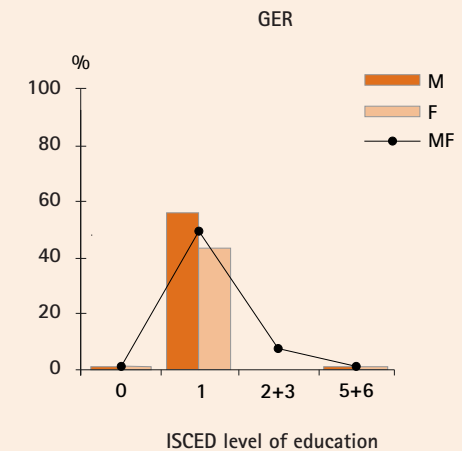


Area in km ² (000):	28
Total population (000):	6 457
- average annual growth rate (%):	2.2
Life expectancy at birth (years):	42
Average number of children per female:	6.3
Infant mortality rate (per 1000 live births):	119
Estimated literacy rate M (%):	55
Estimated literacy rate F (%):	38
National currency:	Franc
GNP per capita (US\$):	140
Public expenditure on education as a % of:	
- GDP	3.9
- total government expenditure	...

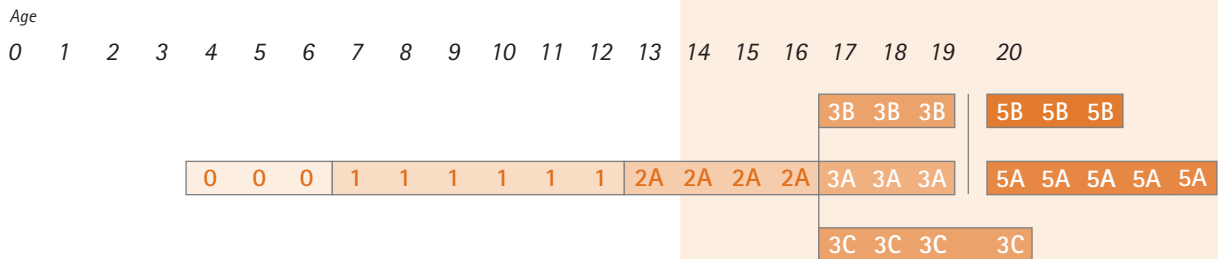
Gross enrolment ratios, enrolment, teaching staff, institutions and public expenditure on education

		Level of education				
		ISCED 0	ISCED 1	ISCED 2+3	ISCED 4	ISCED 5+6
Pupils	MF	4 938	557 344 ¹	61 482 ¹	.	5 037
	% F	50	45 ¹	...	.	30
Teachers	MF	...	12 107 ¹	**3 546 ¹	.	379
	% F	...	54 ¹	...	.	...
Institutions		...	1 512 ¹	400	.	
Public expenditure on education						
- distribution by level of education (%)		...	...	...	.	...
- teachers' remuneration as a% of current expenditure		...	...	...	.	...

1. Public education only.



Structure of the education system according to ISCED97



0	Préprimaire
1	Enseignement primaire
2A	Premier cycle du secondaire
3A	Deuxième cycle du secondaire
3B	Enseignement technique : diplôme A3

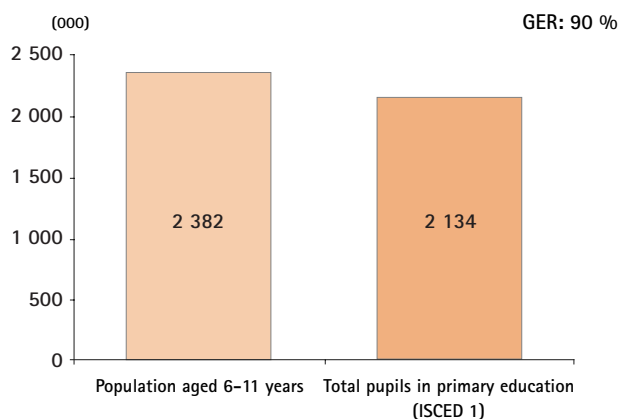
3C	Enseignement technique : diplôme A2
5A	Enseignement supérieur universitaire : Licence, Ingénierat, médecine
5B	Enseignement technique supérieur : diplôme A1

1998

Cameroon

General information

Pupils enrolled in primary education (ISCED level 1) compared to the population at official school age (6–11 years)

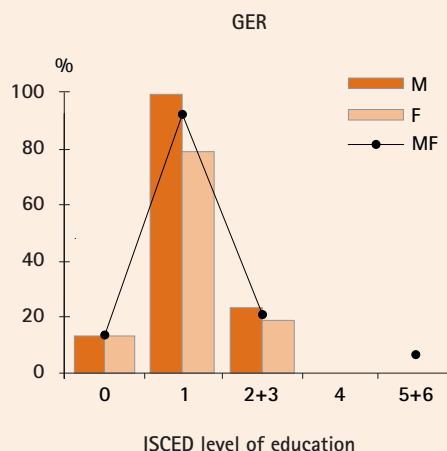


Area in km ² (000):	475
Total population (000):	14 305
- average annual growth rate (%):	2.7
Life expectancy at birth (years):	55
Average number of children per female:	5.3
Infant mortality rate (per 1000 live births):	74
Estimated literacy rate M (%):	80
Estimated literacy rate F (%):	67
National currency:	Franc CFA
GNP per capita (US\$):	610
Public expenditure on education as a % of:	
- GDP	2.6
- total government expenditure	10.9

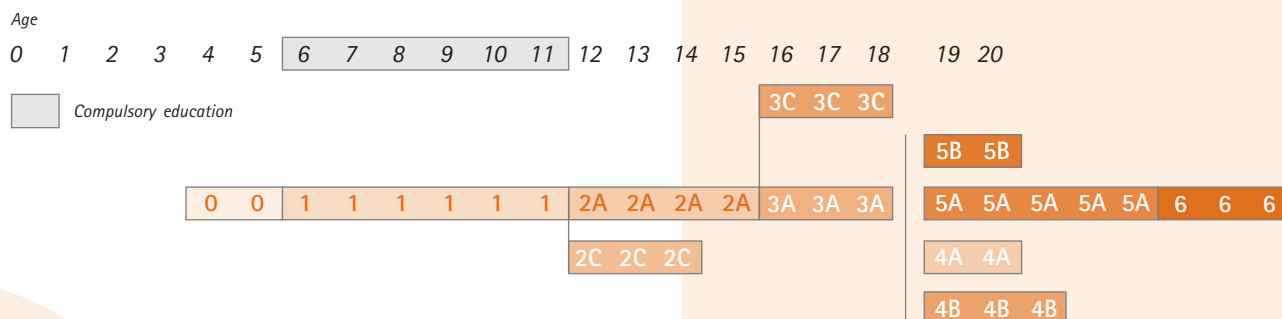
Gross enrolment ratios, enrolment, teaching staff, institutions and public expenditure on education

		Level of education				
		ISCED 0	ISCED 1	ISCED 2+3	ISCED 4	ISCED 5+6
Pupils	MF	103 906	2 133 707	463 561	...	66 902
	% F	48	45	44	...	...
Teachers	MF	4 438	41 142	19 515	...	2 645
	% F	97	36	28	...	...
Institutions		1 371	9 459	947	...	...
Public expenditure on education						
- distribution by level of education (%)		8.1 ¹	56.1 ¹	35.8 ¹	...	...
- teachers' remuneration as a % of current expenditure		...	...	...	...	...

1. Public current expenditure only. Excluding expenditure at levels 4,5 and 6.



Structure of the education system according to ISCED97



- 0** Éducation préprimaire
- 1** Enseignement primaire : CEPE
- 2A** 1er cycle de l'enseignement secondaire général : BEPC
- 2C** 1er cycle de l'enseignement secondaire technique : Section artisanale rurale (SAR) et ménagère (SM)
- 3A** 2ème cycle de l'enseignement secondaire général : Bac
- 3C** École normale d'instituteurs de l'enseignement général (ENIEG) : CAPIEMP
École normale d'instituteurs de l'enseignement technique (ENIET) : CAPIET

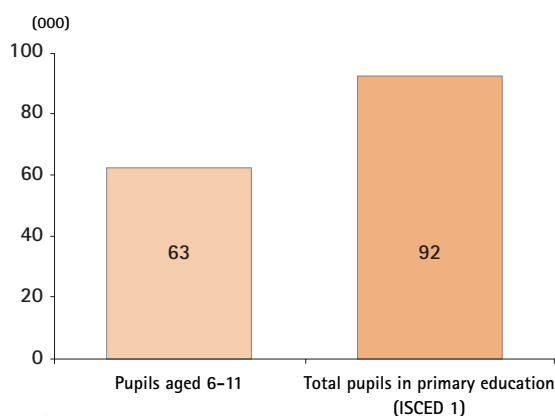
- 4A** Capacité en droit
- 4B** École normale d'instituteurs de l'enseignement général (ENIEG) : DIPEN
École normale d'instituteurs de l'enseignement technique (ENIET) : DIPET
- 5A** 1er cycle de l'enseignement supérieur : DEUG, Licence, Maîtrise, DESS
École d'ingénieurs
École de médecine (6 ans)
- 5B** Formation professionnelle et technique supérieure
- 6** 2ème cycle de l'enseignement supérieur : DEA, Doctorat

1998

Cape Verde

General information

Total pupils in primary education (ISCED 1) compared to the number of pupils of official primary school age (6-11)¹



1. The population and enrolment ratios are not shown due to inconsistencies between the number of pupils and the demographic data.

Area in km ² :	4 033
Total population (000):	408
- average annual growth rate (%):	2.6
Life expectancy at birth (years):	69
Average number of children per female:	3.6
Infant mortality rate (per 1000 live births):	56
Estimated literacy rate M (%):	83
Estimated literacy rate F (%):	64
National currency:	Escudo
GNP per capita (US\$):	1 290
Public expenditure on education as a % of:	
- GDP	4.4
- total government expenditure	...

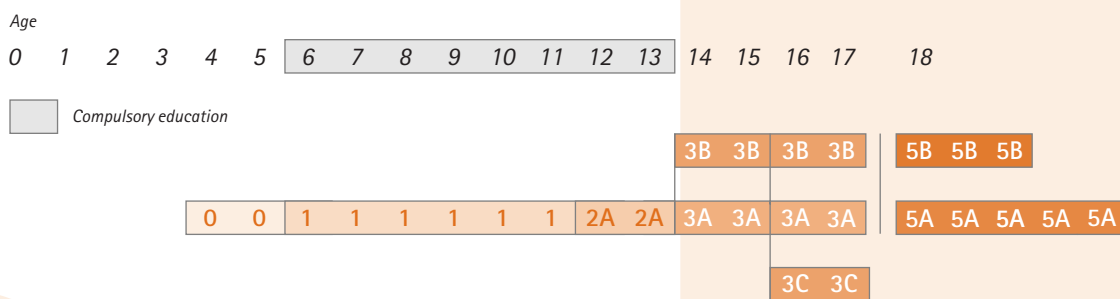
Gross enrolment ratios, enrolment, teaching staff, institutions and public expenditure on education

		Level of education				
		ISCED 0	ISCED 1	ISCED 2+3	ISCED 4	ISCED 5+6
Pupils	MF	...	91 636	40 314 ¹	.	...
	% F	...	49	...	.	...
Teachers	MF	...	3 190	**1 665	.	...
	% F	...	62	...	.	...
Institutions		...	...	...	.	...
Public expenditure on education		...	...	...	.	...
- distribution by level of education (%)		...	...	...	.	...
- teachers' remuneration as a % of current expenditure		...	...	...	.	...

1. Excluding nursing and teachers' colleges.

The gross enrolment ratio figure is not shown due to inconsistencies between the number of pupils and the demographic data.

Structure of the education system according to ISCED97



0	Pré-escolar
1	Ensino primário
2A	Tronco comum (1 ciclo)
3A	Ensino secundario geral (2 e 3 ciclo)
3B	Ensino secundário técnico (2 e 3 ciclo) - orientação geral Ensino secundário técnico (2 e 3 ciclo) - orientação técnica

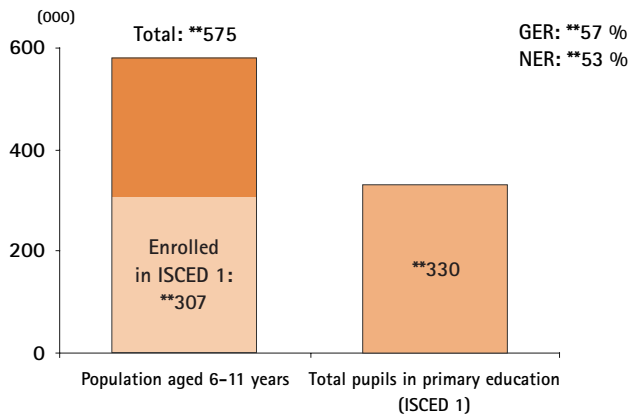
3C	Instituto Pedagógico : Formação de professores de primário Escolas de enfermagem
5A	Ensino superior (ISECMAR e ISE) : Licenciatura
5B	Ensino superior (ISECMAR e ISE) : Bacharelato

Central African Republic

1998

General information

Pupils enrolled in primary education (ISCED level 1) compared to the population at official school age (6-11 years)

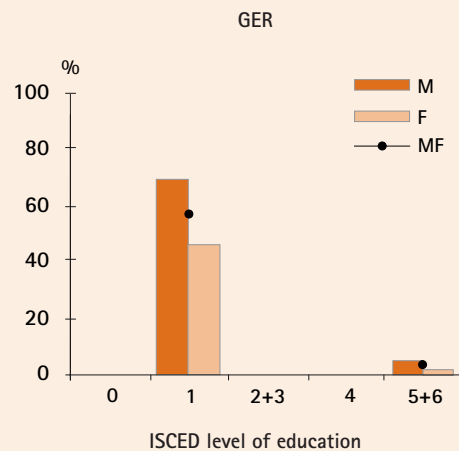


Area in km ² (000):	623
Total population (000):	3 485
- average annual growth rate (%):	1.9
Life expectancy at birth (years):	45
Average number of children per female:	4.9
Infant mortality rate (per 1000 live births):	98
Estimated literacy rate M (%):	57
Estimated literacy rate F (%):	32
National currency:	Franc CFA
GNP per capita (US\$):	300
Public expenditure on education as a % of:	
- GDP	1.8
- total government expenditure	...

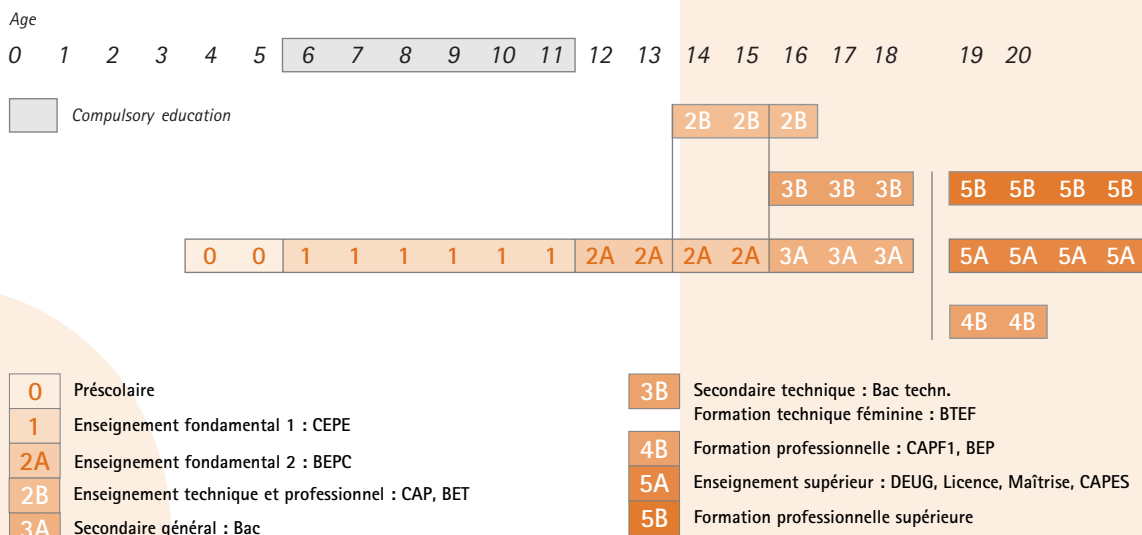
Gross enrolment ratios, enrolment, teaching staff, institutions and public expenditure on education

		Level of education				
		ISCED 0	ISCED 1	ISCED 2+3	ISCED 4	ISCED 5+6
Pupils	MF	...	284 398 ¹	...	...	6 229
	% F	...	41 ¹	...	...	16
Teachers	MF	...	3 125 ¹	...	...	300
	% F	...	22 ¹	...	...	5
Institutions		...	...	...	...	...
Public expenditure on education		...	...	...	...	...
- distribution by level of education (%)		...	...	...	...	...
- teachers' remuneration as a % of current expenditure		...	...	...	...	...

1. Public education only.



Structure of the education system according to ISCED97

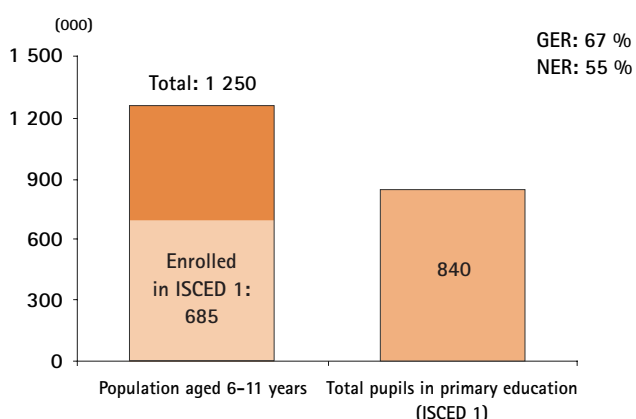


1998

Chad

General information

Pupils enrolled in primary education (ISCED level 1) compared to the population at official school age (6-11 years)

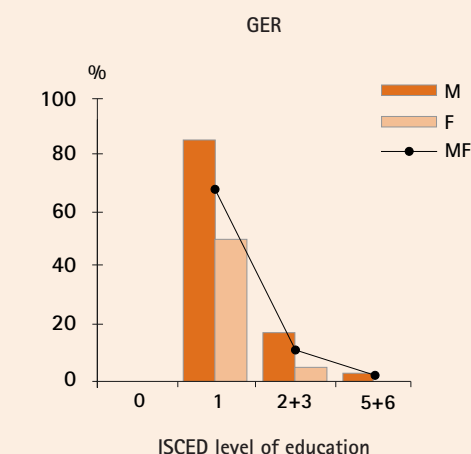


Area in km ² (000):	1 284
Total population (000):	7 270
- average annual growth rate (%):	2.6
Life expectancy at birth (years):	47
Average number of children per female:	6.1
Infant mortality rate (per 1000 live births):	112
Estimated literacy rate M (%):	49
Estimated literacy rate F (%):	31
National currency:	Franc CFA
GNP per capita (US\$):	230
Public expenditure on education as a % of:	
- GDP	1.8
- total government expenditure	...

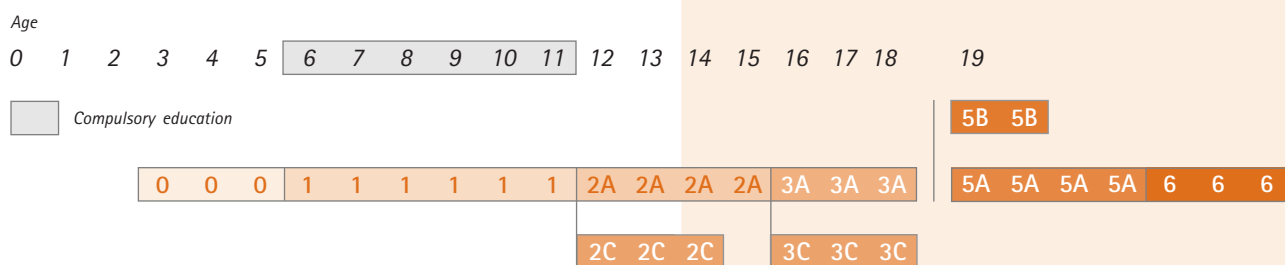
Gross enrolment ratios, enrolment, teaching staff, institutions and public expenditure on education

		Level of education				
		ISCED 0	ISCED 1	ISCED 2+3	ISCED 4	ISCED 5+6
Pupils	MF	...	839 932	123 408	.	5 901 ¹
	% F	...	37	21	.	15 ¹
Teachers	MF	...	12 373	3 619	.	409 ¹
	% F	...	9	5	.	5 ¹
Institutions		...	3 326	244	.	
Public expenditure on education						
- distribution by level of education (%) ²		...	57.5	25.9	.	16.6
- teachers' remuneration as a % of current expenditure ³		...	68.0	63.0	.	19.4

1. Data refer to 1999.
2. Excluding expenditure at level 0.
3. Public expenditure only.



Structure of the education system according to ISCED97



- 0 Encadrement de la petite enfance
- 1 Enseignement élémentaire : CEPE
- 2A Collège d'enseignement secondaire général : BEPE
Collège d'enseignement secondaire techn. et professionnel : BEPE
- 2C Centre technique d'apprentissage et de perfectionnement : CAP
- 3A Lycée d'enseignement secondaire général : Bac
Lycée d'enseignement secondaire techn. et professionnel : Bac techn.
- 3C École normale d'instituteurs : CFEN

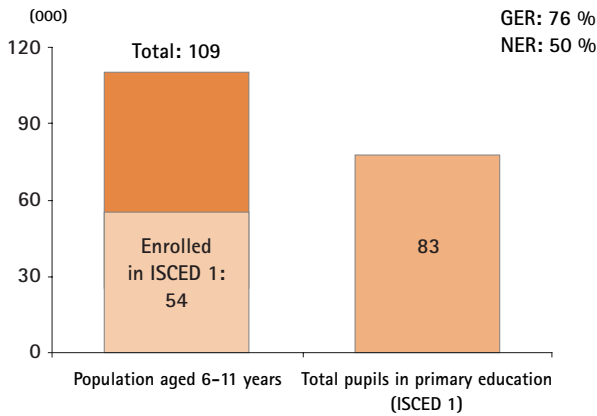
- 5A Enseignement supérieur : DEUG, Licence, Maîtrise
École d'ingénieurs
École de médecine (8 ans)
- 5B Enseignement techn. supérieur :
Cert. d'apt. pédag., BTS, Diplôme sup. management
- 6 Enseignement supérieur (2ème cycle) : Doctorat

1998

Comoros

General information

Pupils enrolled in primary education (ISCED level 1) compared to the population at official school age (6-11 years)

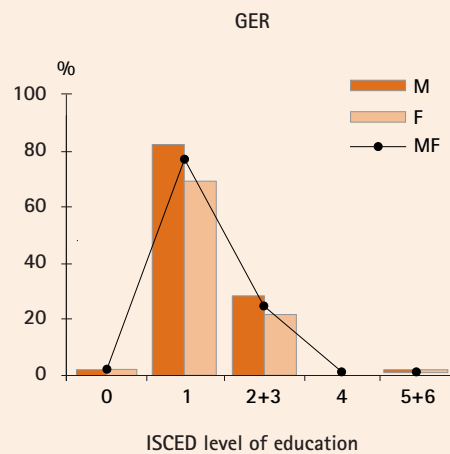


Area in km ² (000):	2 235
Total population (000):	658
- average annual growth rate (%):	2.7
Life expectancy at birth (years):	59
Average number of children per female:	4.8
Infant mortality rate (per 1000 live births):	76
Estimated literacy rate M (%):	66
Estimated literacy rate F (%):	51
National currency:	...
GNP per capita (US\$):	370
Public expenditure on education as a % of:	
- GDP	4.1
- total government expenditure	23.1

Gross enrolment ratios, enrolment, teaching staff, institutions and public expenditure on education

		Level of education				
		ISCED 0	ISCED 1	ISCED 2+3	ISCED 4	ISCED 5+6
Pupils	MF	1 312	82 789	28 718	73	649
	% F	51	45	44	38	43
Teachers	MF	...	2 381	...	15	67
	% F	...	26	...	13	10
Institutions		...	348	151	...	...
Public expenditure on education		...	...	...	...	...
- distribution by level of education (%) ¹		...	41.6	41.2	3.7	3.3
- teachers' remuneration as a % of current expenditure		...	93.6	100.0	93.8	68.5

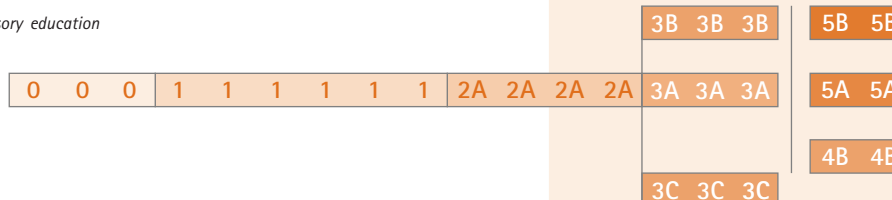
1. Not allocated by level: 10.1%



Structure of the education system according to ISCED97

Age
0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

Compulsory education



0	Enseignement préscolaire
1	Enseignement primaire : CEPE
2A	Enseignement secondaire (1er cycle) : BEPC
3A	Enseignement secondaire (2ème cycle) : Bac
3B	Enseignement secondaire techn. d'administration et de gestion : Bac

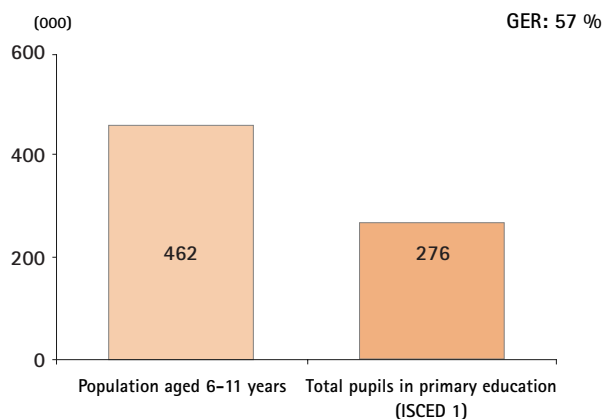
3C	Enseignement secondaire techn. et professionnel : BEP
4B	Enseignement supérieur de formation des instituteurs : DIFOSI
5A	Enseignement supérieur : DEUG
5B	Enseignement supérieur : DEUG

1998

Congo

General information

Pupils enrolled in primary education (ISCED level 1) compared to the population at official school age (6-11 years)

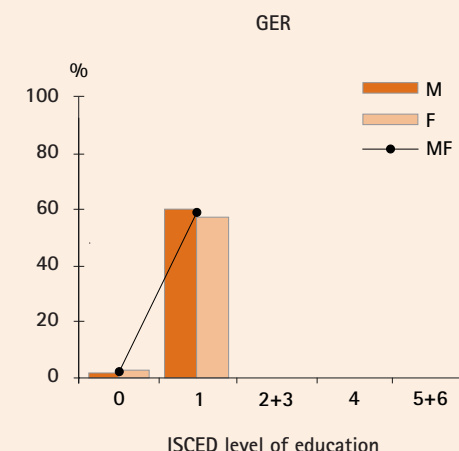


Area in km ² (000):	342
Total population (000):	2 785
- average annual growth rate (%):	2.8
Life expectancy at birth (years):	51
Average number of children per female:	6.4
Infant mortality rate (per 1000 live births):	90
Estimated literacy rate M (%):	85
Estimated literacy rate F (%):	71
National currency:	Franc CFA
GNP per capita (US\$):	580
Public expenditure on education as a % of:	
- GDP	4.7
- total government expenditure	...

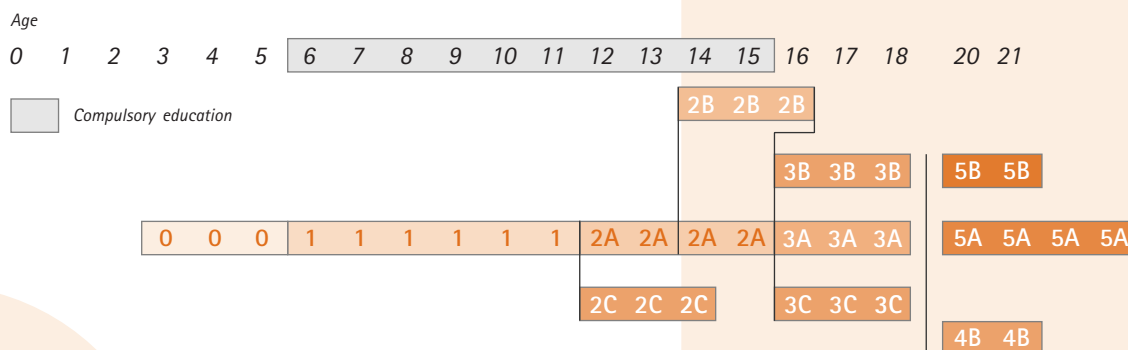
Gross enrolment ratios, enrolment, teaching staff, institutions and public expenditure on education

		Level of education				
		ISCED 0	ISCED 1	ISCED 2+3	ISCED 4	ISCED 5+6
Pupils	MF	6 033	276 451	114 450 ¹	...	...
	% F	61	49	38 ¹	...	...
Teachers	MF	606	4 515	5094 ¹	...	...
	% F	100	42	10 ¹	...	...
Institutions	95	1 168	294	... ¹		
Public expenditure on education						
- distribution by level of education (%)		...	...	...	...	...
- teachers' remuneration as a % of current expenditure		...	...	...	...	...

1. General education only.



Structure of the education system according to ISCED97



0	Éducation préscolaire
1	Enseignement primaire : CEPE
2A	Enseignement secondaire général (1er cycle) : BEPC
2B	Enseignement secondaire technique (1er cycle) : BET
2C	Enseignement professionnel
3A	Enseignement secondaire général (2ème cycle) : Bac général

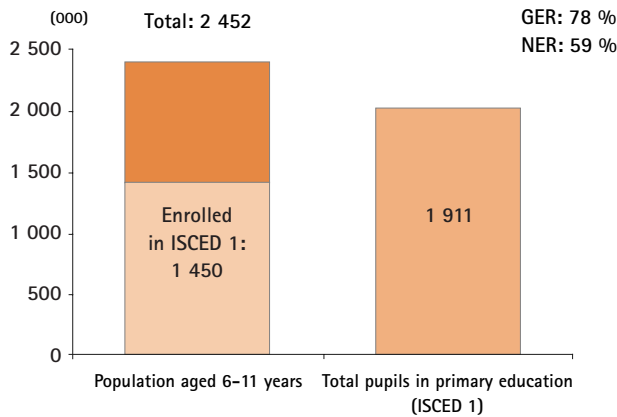
3B	Enseignement secondaire technique (2ème cycle) : Bac techn.
3C	Enseignement secondaire professionnel (2ème cycle)
4B	Cycle moyen supérieur
5A	Enseignement supérieur : DEUG, Licence, Maîtrise, CAPEL
5B	Formation professionnelle supérieure : BTS

1998

Côte d'Ivoire

General information

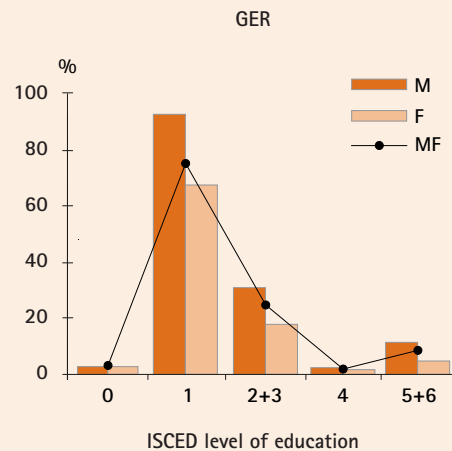
Pupils enrolled in primary education (ISCED level 1) compared to the population at official school age (6-11 years)



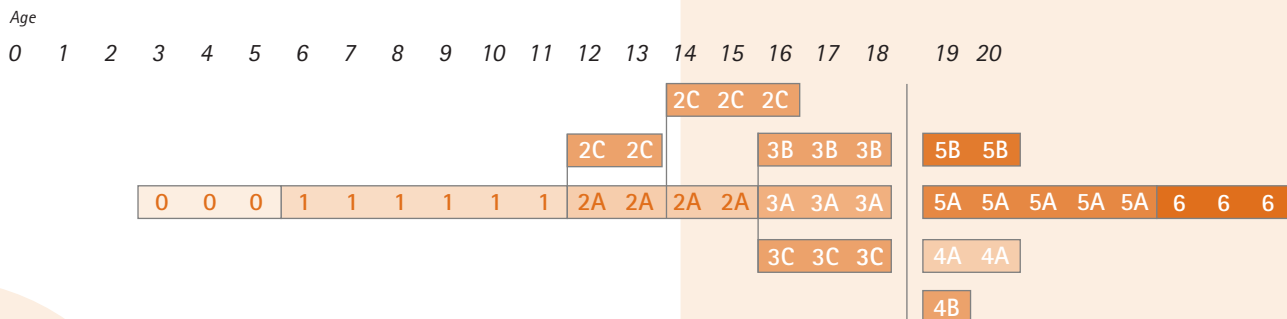
Area in km ² (000):	322
Total population (000):	14 292
- average annual growth rate (%):	2.1
Life expectancy at birth (years):	47
Average number of children per female:	5.1
Infant mortality rate (per 1000 live births):	87
Estimated literacy rate M (%):	53
Estimated literacy rate F (%):	36
National currency:	Franc CFA
GNP per capita (US\$):	680
Public expenditure on education as a % of:	
- GDP	4.3
- total government expenditure	15.9

Gross enrolment ratios, enrolment, teaching staff, institutions and public expenditure on education

		Level of education				
		ISCED 0	ISCED 1	ISCED 2+3	ISCED 4	ISCED 5+6
Pupils	MF	35 553	1 910 820	**586 431	5 570	96 681
	% F	49	43	**35	45	26
Teachers	MF	1 580	44 731	20 124	...	...
	% F	96	20	...	...	...
Institutions		276	8 082	...	...	...
Public expenditure on education						
- distribution by level of education (%)						
		0.1	43.2	33.3	-	23.5
- teachers' remuneration as a % of current expenditure						
		...	90.9	82.9	-	24.4



Structure of the education system according to ISCED97



- 0 Éducation préscolaire
- 1 Enseignement primaire : CEPE
- 2A Enseignement secondaire général (1er cycle) : BEPC
- 2C Enseignement secondaire technique et professionnel (1er cycle) : CQP, CAP
- 3A Enseignement secondaire général (2ème cycle) : Bac
- 3B Enseignement secondaire technique (2ème cycle) : Bac techn.
- 3C Enseignement secondaire professionnel (2ème cycle) : BEP, BT

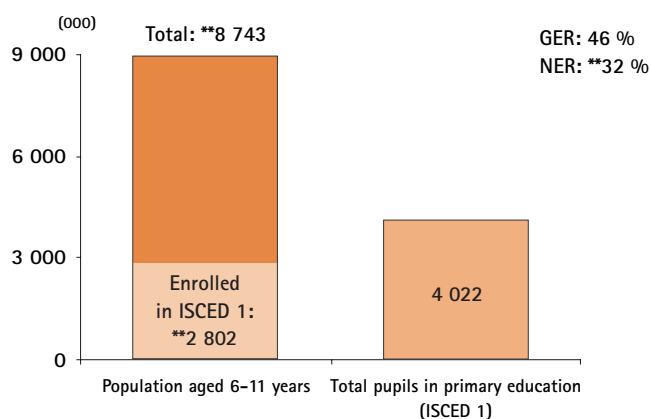
- 4A Enseignement pré-universitaire : Capacité
- 4B Enseignement post-secondaire non supérieur : DAT
- 5A Enseignement universitaire général (1er cycle) : DEUG, PCEM1, Licence, Maîtrise, École d'ingénieurs
- 5B Enseignement supérieur technique et professionnel : DUT, Diplôme de cadre moyen
- 6 Enseignement supérieur (2ème cycle) : Doctorat

1998

DR Congo

General information

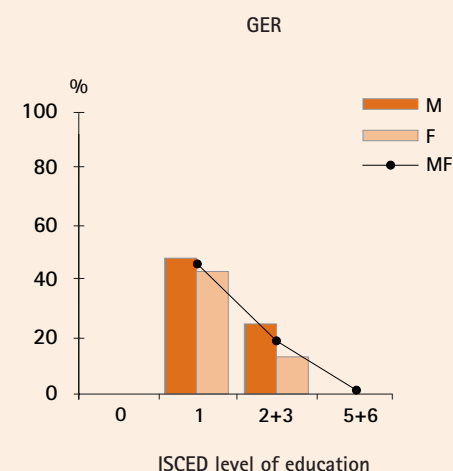
Pupils enrolled in primary education (ISCED level 1) compared to the population at official school age (6-11 years)



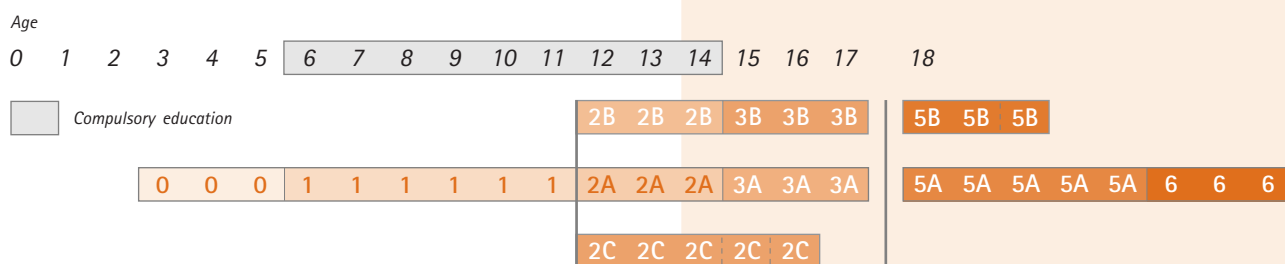
Area in km ² (000):	2 345
Total population (000):	49 139
- average annual growth rate (%):	3.2
Life expectancy at birth (years):	51
Average number of children per female:	6.4
Infant mortality rate (per 1000 live births):	90
Estimated literacy rate M (%):	71
Estimated literacy rate F (%):	47
National currency:	Zaire
GNP per capita (US\$):	100
Public expenditure on education as a % of:	
- GDP	...
- total government expenditure	...

Gross enrolment ratios, enrolment, teaching staff, institutions and public expenditure on education

		Level of education				
		ISCED 0	ISCED 1	ISCED 2+3	ISCED 4	ISCED 5+6
Pupils	MF	...	4 022 411	1 234 528	.	**60 341
	% F	...	47	34	.	...
Teachers	MF	...	154 618	89 461	.	3 788
	% F	...	22	10	.	6
Institutions		...	17 585	6 007	.	
Public expenditure on education		...				
- distribution by level of education (%)		...	...	...	.	...
- teachers' remuneration as a % of current expenditure		...	...	...	.	...



Structure of the education system according to ISCED97



0	Maternelle
1	Primaire : CFEP
A 3A	Enseignement secondaire général et normal
B 3B	Enseignement secondaire technique
2C	Enseignement normal cycle court (4 ans) Enseignement professionnel des arts et métiers (3 ans) Enseignement professionnel cycle court (5 ans)

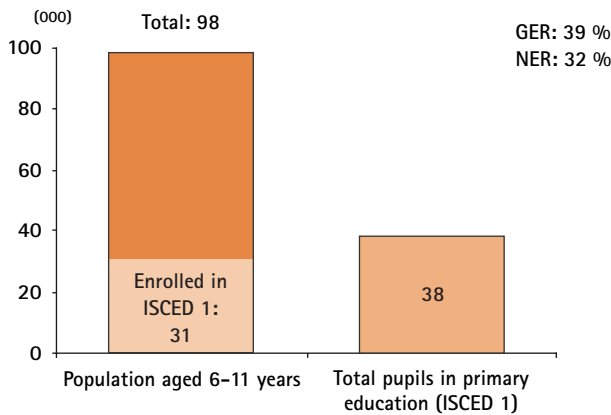
5A	Enseignement supérieur (1er cycle) : Licence, Maîtrise École d'ingénieurs École de médecine (6 ans)
5B	Programmes de technicien supérieur (3 ans) Secrétariat de direction (2 ans)
6	Enseignement supérieur (2ème cycle) : Doctorat

1998

Djibouti

General information

Pupils enrolled in primary education (ISCED level 1) compared to the population at official school age (6-11 years)



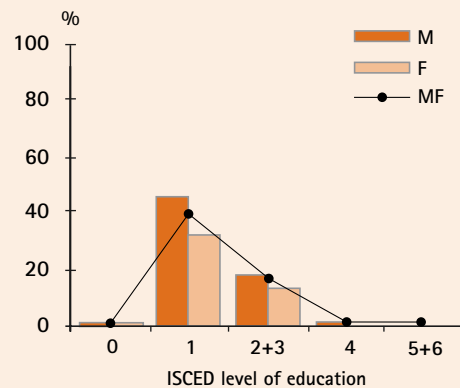
Area in km ² (000):	23
Total population (000):	623
- average annual growth rate (%):	2.2
Life expectancy at birth (years)	50
Average number of children per female:	5.3
Infant mortality rate (per 1000 live births):	106
Estimated literacy rate M (%):	74
Estimated literacy rate F (%):	51
National currency:	Franc
GNP per capita (US\$):	...
Public expenditure on education as a % of:	
- GDP	3.4
- total government expenditure	...

Gross enrolment ratios, enrolment, teaching staff, institutions and public expenditure on education

		Level of education				
		ISCED 0	ISCED 1	ISCED 2+3	ISCED 4	ISCED 5+6
Pupils	MF	171	38 194	15 511	73 ¹	175
	% F	60	41	42	29 ¹	51
Teachers	MF	6	966	680	16 ¹	20
	% F	100	28	22	38 ¹	30
Institutions		2	80	30	1 ¹	
Public expenditure on education						
- distribution by level of education (%)		...	...	...	...	...
- teachers' remuneration as a % of current expenditure		...	...	...	...	...

1. General education only.

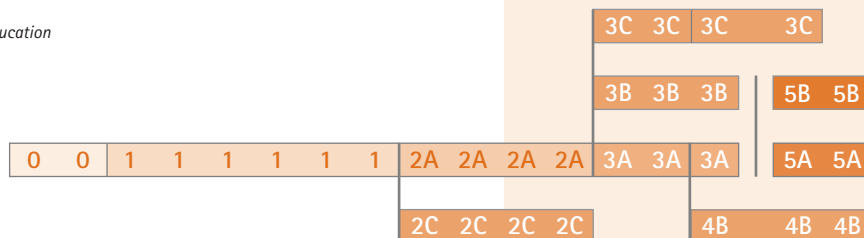
GER



Structure of the education system according to ISCED97

Age
0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

Compulsory education



0	Enseignement préscolaire
1	Enseignement primaire : CEFP
2A	Enseignement moyen général : BEPC
2C	Enseignement moyen professionnel : CAP
3A	Enseignement secondaire général : Bac
3B	Enseignement secondaire technique : Bac techn.

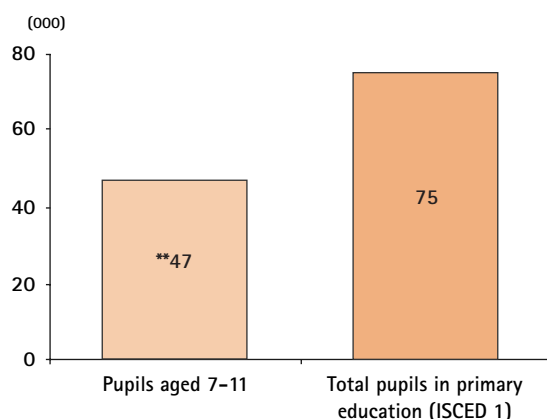
3C	Enseignement secondaire professionnel : BEPE (2 ans)-->Bac pro
4B	École normale (2 ans) Formation paramédicale (3 ans)
5A	DEUG
5B	BTS

Equatorial Guinea

1998

General information

Total pupils in primary education (ISCED 1) compared to the number of pupils of official primary school age (7-11) ¹



1. The population and enrolment ratios are not shown due to inconsistencies between the number of pupils and the demographic data.

Area in km ² (000):	28
Total population (000):	431
- average annual growth rate (%):	2.5
Life expectancy at birth (years)	50
Average number of children per female:	5.6
Infant mortality rate (per 1000 live births):	108
Estimated literacy rate M (%):	91
Estimated literacy rate F (%):	71
National currency:	Franc CFA
GNP per capita (US\$):	1 060
Public expenditure on education as a % of:	
- GDP	1.8
- total government expenditure	...

Gross enrolment ratios, enrolment, teaching staff, institutions and public expenditure on education

		Level of education				
		ISCED 0	ISCED 1	ISCED 2+3	ISCED 4	ISCED 5+6
Pupils	MF	16 645	74 940	18 802 ¹	.	...
	% F	51	44	26 ¹	.	...
Teachers	MF	387	1 322	763 ¹	.	...
	% F	36	28	4 ¹	.	...
Institutions		180	483	62 ¹	.	...
Public expenditure on education						
- distribution by level of education (%) ²						
		. ³	. ³	60.5 ³	.	18.4
- teachers' remuneration as a % of current expenditure						
	

1. General education only.

2. Not allocated by level: 21.1%

3. Data for levels 0 and 1 are included in levels 2 and 3.

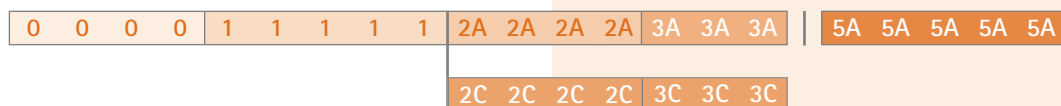
The gross enrolment ratio figure is not shown due to inconsistencies between the number of pupils and the demographic data.

Structure of the education system according to ISCED97

Age

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19

Compulsory education



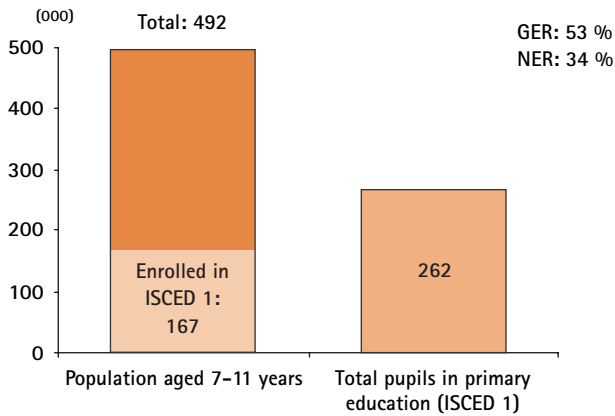
0	Préprimaire
1	Primaire : CEP
2A	1er cycle secondaire général : Bachillerato elemental
2C	1er cycle secondaire technique ou professionnel : Oficial industrial

3A	2ème cycle secondaire général : Bachillerato superior
3C	2ème cycle technique ou professionnel : Maestría industrial Formación profesional específica de enseñantes
5A	1er cycle universitaire général : Licenciatura, Ingeniero superior

1998

Eritrea

Pupils enrolled in primary education (ISCED level 1) compared to the population at official school age (7-11 years)



General information

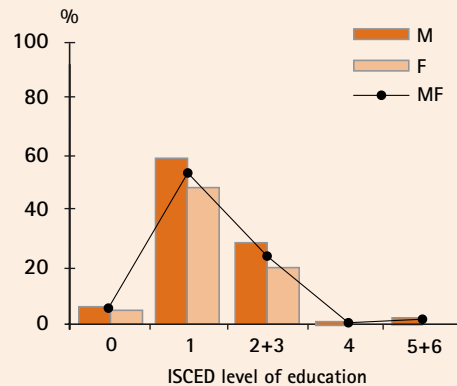
Area in km ² (000):	118
Total population (000):	3 577
- average annual growth rate (%):	2.6
Life expectancy at birth (years)	51
Average number of children per female:	5.7
Infant mortality rate (per 1000 live births):	91
Estimated literacy rate M (%):	66
Estimated literacy rate F (%):	43
National currency:	Nafka
GNP per capita (US\$):	210
Public expenditure on education as a % of:	
- GDP	5.0
- total government expenditure	...

Gross enrolment ratios, enrolment, teaching staff, institutions and public expenditure on education

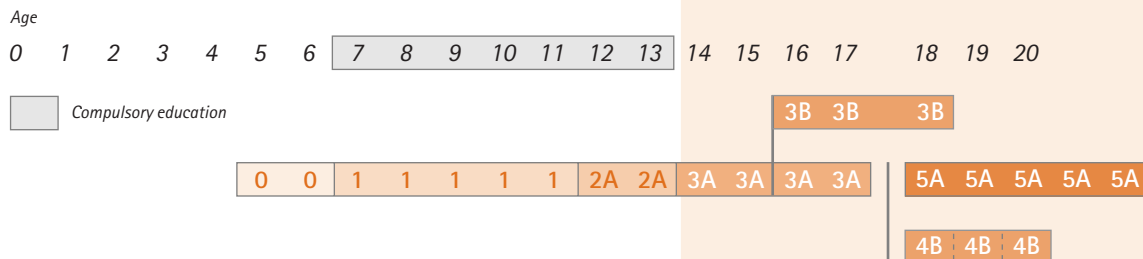
		Level of education				
		ISCED 0	ISCED 1	ISCED 2+3	ISCED 4	ISCED 5+6
Pupils	MF	11 581	261 963	115 393	727	3 994
	% F	47	45	41	19	14
Teachers	MF	321	5 576	2 278	63	184
	% F	97	35	12	8	13
Institutions		88	593	150	3	
Public expenditure on education ¹						
- distribution by level of education (%) ²		...	49,1 ³	13.5	0.6	8.9
- teachers' remuneration as a % of current expenditure		...	...	...	...	...

1. Public current expenditure only.
2. Not allocated by level: 27.8%
3. Data for level 0 are included in level 1.

GER



Structure of the education system according to ISCED97



0	Primary education
1	Elementary education
2A	Middle school education
3A	Secondary education

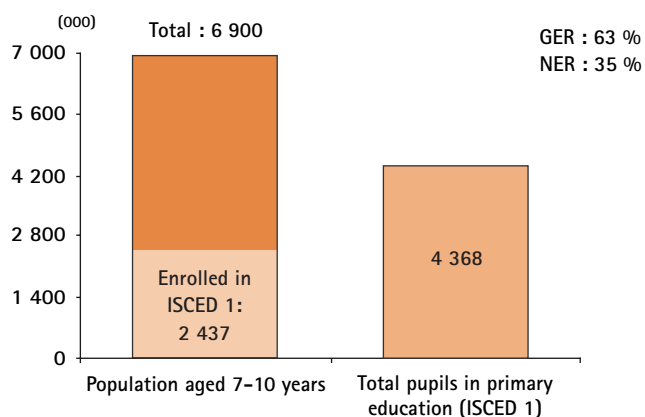
3B	Technical schools
4B	Technical and vocational college
5A	Higher Education: Certificate, Diploma, Bachelor's Degree

1998

Ethiopia

General information

Pupils enrolled in primary education (ISCED level 1) compared to the population at official school age (7-10 years)



Area in km ² (000):	1 104
Total population (000):	59 649
- average annual growth rate (%):	2.5
Life expectancy at birth (years)	43
Average number of children per female:	6.3
Infant mortality rate (per 1000 live births):	116
Estimated literacy rate M (%):	42
Estimated literacy rate F (%):	30
National currency:	Birr
GNP per capita (US\$):	100
Public expenditure on education as a % of:	
- GDP	4.8 ¹
- total government expenditure	...

1. Data for 1999

Gross enrolment ratios, enrolment, teaching staff, institutions and public expenditure on education

		Level of education				
		ISCED 0	ISCED 1	ISCED 2+3	ISCED 4	ISCED 5+6
Pupils	MF	90 321	4 367 929	1 859 406	5 443	52 305
	% F	49	38	38	47	19
Teachers	MF	2 487	126 031 ¹	. ¹	...	2 228
	% F	93	26 ¹	. ¹	...	6
Institutions		793	11 453 ¹	. ¹	11	
Public expenditure on education ²						
- distribution by level of education (%) ³		. ⁴	. ⁴	65.2 ⁴	. ⁴	10.2
- teachers' remuneration as a % of current expenditure		...	...	...	...	...

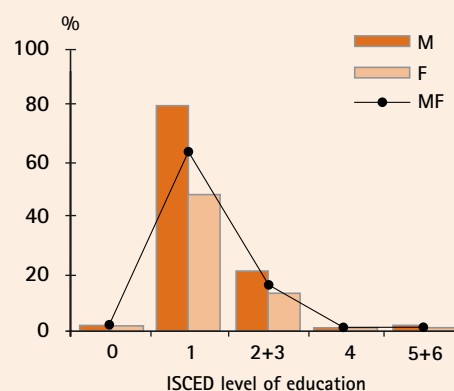
1. Data for levels 2 and 3 are included in level 1.

2. Data for 1999.

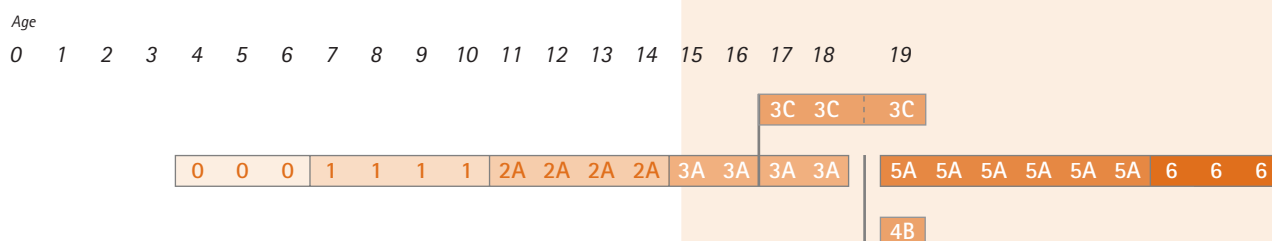
3. Not allocated by level: 24.6%

4. Data for levels 0, 1 and 4 are included in levels 2 and 3.

GER



Structure of the education system according to ISCED97



0	Kindergarten
1	Primary education
2A	Lower secondary education
3A	Upper secondary education

3C	Technical vocational education and training
4B	Teacher Training Institute
5A	Higher Education: Diploma, Undergraduate Degree, Master's Degree
6	Doctor's Degree

1998

Gabon

General information

Total pupils in primary education (ISCED 1) compared to the number of pupils of official primary school age (6-11)

The figure is not shown due to inconsistencies between the number of pupils and the demographic data.

Area in km ² (000):	268
Total population (000):	1 167
- average annual growth rate (%):	2.2
Life expectancy at birth (years)	52
Average number of children per female:	5.4
Infant mortality rate (per 1000 live births):	87
Estimated literacy rate M (%):	...
Estimated literacy rate F (%):	...
National currency:	Franc CFA
GNP per capita (US\$):	4 000
Public expenditure on education as a % of:	
- GDP	3.3
- total government expenditure	9.6

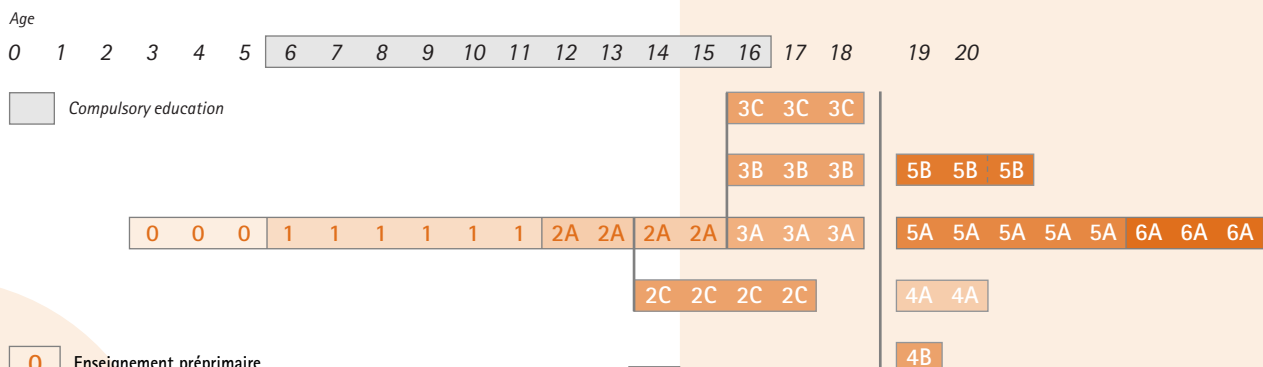
Gross enrolment ratios, enrolment, teaching staff, institutions and public expenditure on education

		Level of education				
		ISCED 0	ISCED 1	ISCED 2+3	ISCED 4	ISCED 5+6
Pupils	MF	...	265 244	86 543	...	7 473
	% F	...	50	46	...	36
Teachers	MF	...	6 022	3 078	...	585
	% F	...	42	17	...	17
Institutions		...	1 175	...	...	...
Public expenditure on education						
- distribution by level of education (%) ¹		5.8	38.3	30.1	...	9.8 ²
- teachers' remuneration as a % of current expenditure		...	...	...	...	...

The gross enrolment ratio figure is not shown due to inconsistencies between the number of pupils and the demographic data.

1. Not allocated by level: 16.0%
2. Data for level 4 are included in levels 5 and 6.

Structure of the education system according to ISCED97



- 0 Enseignement préprimaire
- 1 Enseignement primaire : CEP
- 2A Enseignement secondaire général (1er cycle) : BEPC
- 2C Enseignement professionnel : BEP
- 3A Enseignement secondaire général (2ème cycle) : Bac
- 3B Enseignement secondaire technique : Bac techn.
- 3C Enseignement professionnel : Diplôme de l'EPCA, ENASS
École de commerce

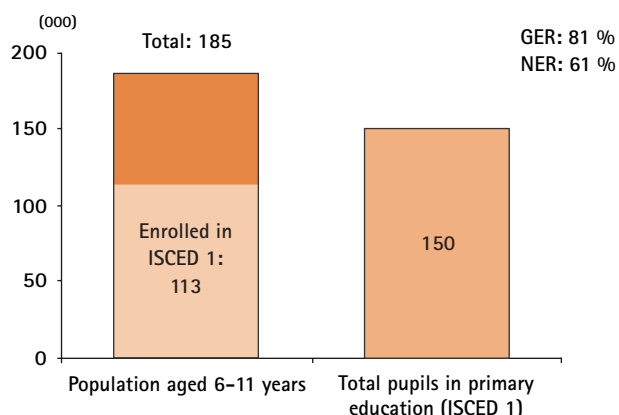
- 4A Capacité en droit
- 4B École normale des instituteurs : CAPEN
- 5A Enseignement supérieur (1er cycle) : DEUG, Licence, Maîtrise, DESS
École de médecine (7 ans)
- 5B Teaching courses, Technical courses, Apprenticeship programmes
École nationale d'administration
- 6A Enseignement supérieur (2ème cycle) : DEA, Doctorat

1998

Gambia

General information

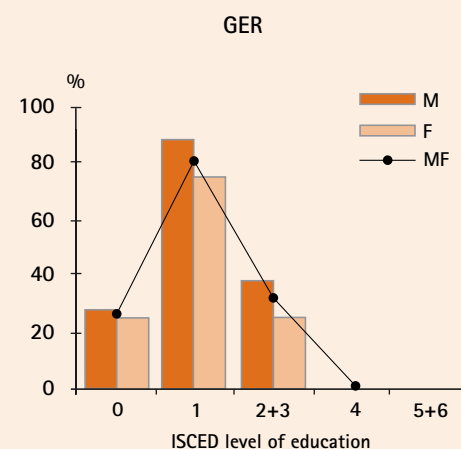
Pupils enrolled in primary education (ISCED level 1) compared to the population at official school age (6-11 years)



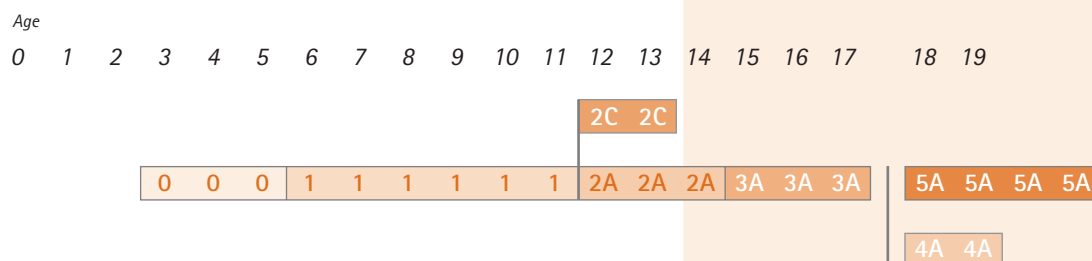
Area in km ² (000):	11
Total population (000):	1 229
- average annual growth rate (%):	2.3
Life expectancy at birth (years)	47
Average number of children per female:	5.2
Infant mortality rate (per 1000 live births):	122
Estimated literacy rate M (%):	42
Estimated literacy rate F (%):	27
National currency:	Dalasi
GNP per capita (US\$):	340
Public expenditure on education as a % of:	
- GDP	...
- total government expenditure	...

Gross enrolment ratios, enrolment, teaching staff, institutions and public expenditure on education

		Level of education				
		ISCED 0	ISCED 1	ISCED 2+3	ISCED 4	ISCED 5+6
Pupils	MF	28 823	150 403	47 106	76	...
	% F	47	46	40	97	...
Teachers	MF	...	4 578	**1 948	...	...
	% F	...	30	**15	...	...
Institutions		264	331	...	...	...
Public expenditure on education						
- distribution by level of education (%)		...	...	...	...	...
- teachers' remuneration as a % of current expenditure		...	...	...	...	...



Structure of the education system according to ISCED97



- 0 Nursery schools
- 1 Lower basic schools
- 2A Upper basic schools
- 2C Skill centres

- 3A Senior secondary schools
- 4A Teacher Training College: Primary Teacher Certificate
- 5A Higher Education

1998

Ghana

Pupils enrolled in primary education (ISCED level 1) compared to the population at official school age (6-11 years)

(Information not available)

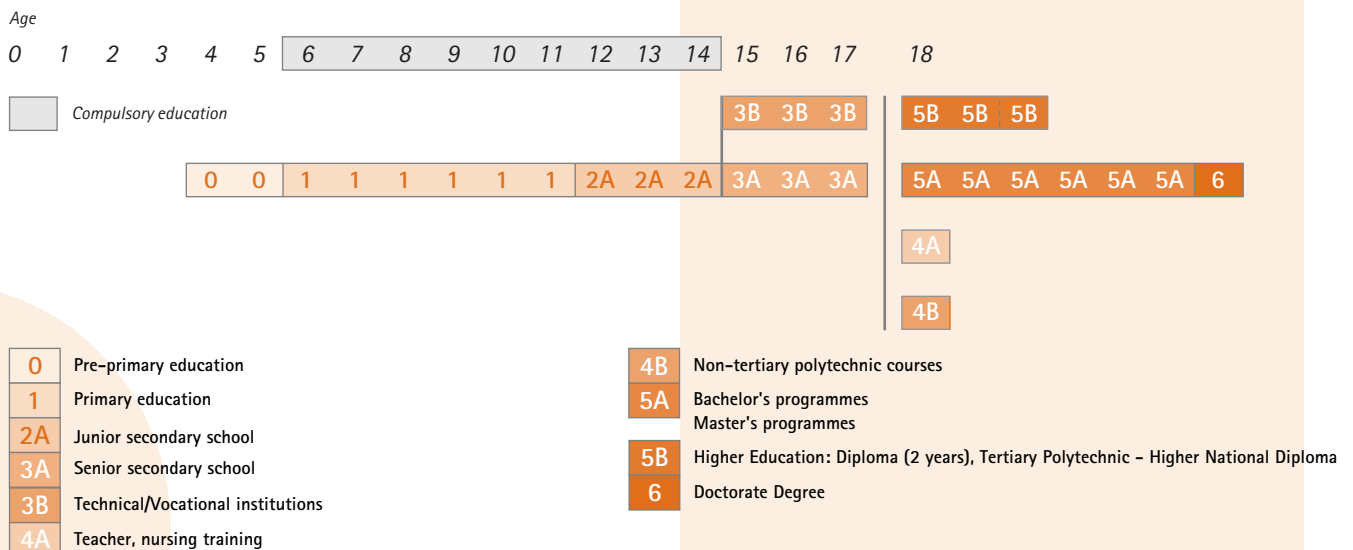
General information

Area in km ² (000):	239
Total population (000):	19 162
- average annual growth rate (%):	2,8
Life expectancy at birth (years)	60
Average number of children per female:	5,2
Infant mortality rate (per 1000 live births):	66
Estimated literacy rate M (%):	78
Estimated literacy rate F (%):	60
National currency:	Cedi
GNP per capita (US\$):	390
Public expenditure on education as a % of:	
- GDP	...
- total government expenditure	...

Gross enrolment ratios, enrolment, teaching staff, institutions and public expenditure on education

(Information not available)

Structure of the education system according to ISCED97

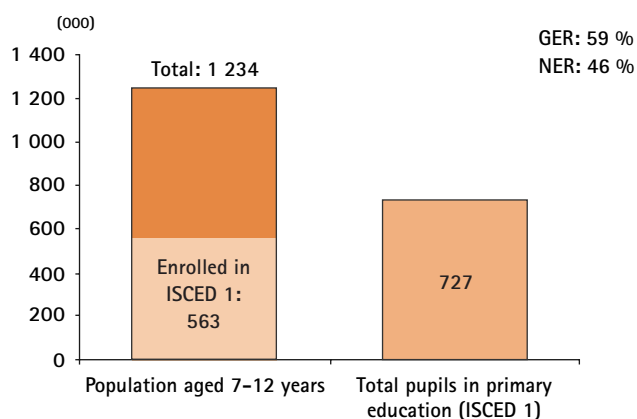


1998

Guinea

General information

Pupils enrolled in primary education (ISCED level 1) compared to the population at official school age (7-12 years)



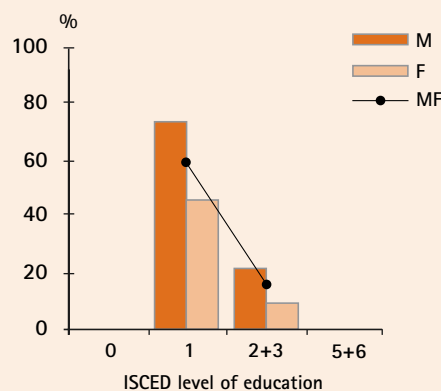
Area in km ² (000):	246
Total population (000):	7 337
- average annual growth rate (%):	2.5
Life expectancy at birth (years)	47
Average number of children per female:	5.5
Infant mortality rate (per 1000 live births):	124
Estimated literacy rate M (%):	...
Estimated literacy rate F (%):	...
National currency:	Dollar
GNP per capita (US\$):	520
Public expenditure on education as a % of:	
- GDP	1.8
- total government expenditure	25.8

Gross enrolment ratios, enrolment, teaching staff, institutions and public expenditure on education

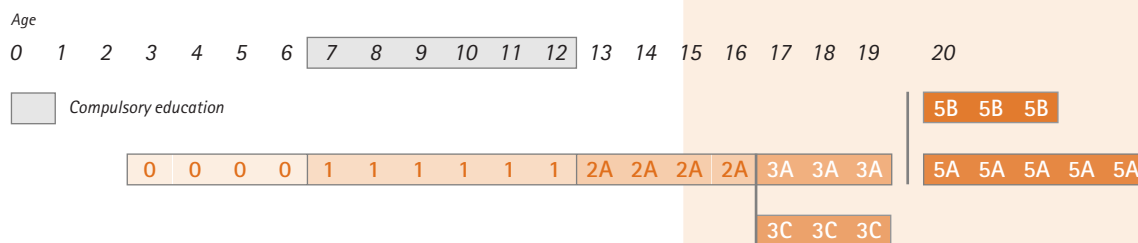
		Level of education				
		ISCED 0	ISCED 1	ISCED 2+3	ISCED 4	ISCED 5+6
Pupils	MF	...	726 561	165 934 ¹	.	...
	% F	...	38	26 ¹	.	...
Teachers	MF	...	15 512	5 356 ¹	.	...
	% F	...	25	11 ¹	.	...
Institutions		...	34 906	358 ¹	.	...
Public expenditure on education		...				...
- distribution by level of education (%)		...	...	...	.	...
- teachers' remuneration as a % of current expenditure		...	...	...	.	...

1. General education only.

GER



Structure of the education system according to ISCED97



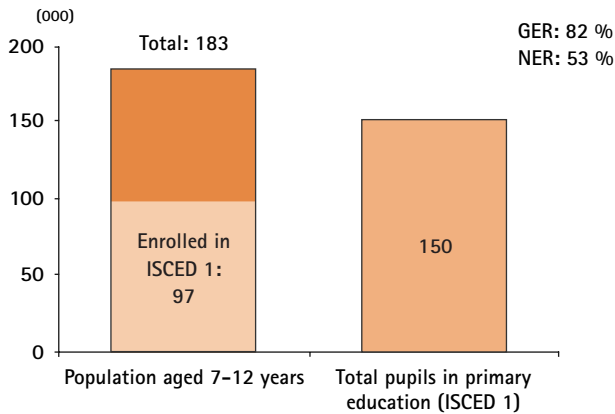
- 0 Éducation préscolaire
- 1 Enseignement primaire : CEPE
- 2A Collège : BEPC
- 3A Lycée : Bac 1 et 2
- 3C École professionnelle/technique, type A : CAP

- 5A Université : Maîtrise
Institut d'enseignement supérieur : DES
École de médecine (6 ans)
- 5B École professionnelle/technique, type B

1999

Guinea - Bissau

Pupils enrolled in primary education (ISCED level 1) compared to the population at official school age (7-12 years)



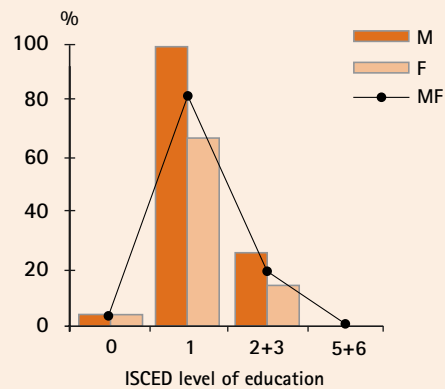
General information

Area in km ² (000):	36
Total population (000):	1 187
- average annual growth rate (%):	2.2
Life expectancy at birth (years)	45
Average number of children per female:	5.8
Infant mortality rate (per 1000 live births):	130
Estimated literacy rate M (%):	58
Estimated literacy rate F (%):	18
National currency:	Dollar
GNP per capita (US\$):	160
Public expenditure on education as a % of:	
- GDP	1.7
- total government expenditure	...

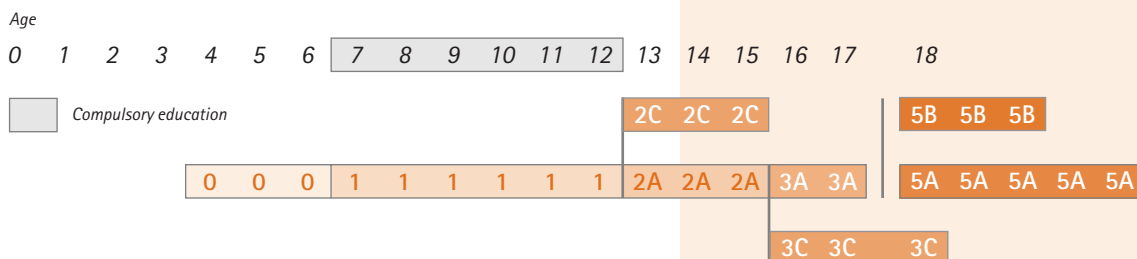
Gross enrolment ratios, enrolment, teaching staff, institutions and public expenditure on education

		Level of education				
		ISCED 0	ISCED 1	ISCED 2+3	ISCED 4	ISCED 5+6
Pupils	MF	4 159	149 530	25 324	.	463
	% F	51	40	36	.	...
Teachers	MF	194	4 306	**1 913	.	...
	% F	73	21	**8	.	...
Institutions		54	759	**85	.	...
Public expenditure on education						
- distribution by level of education (%)		...	...	...	.	...
- teachers' remuneration as a % of current expenditure		...	...	...	.	...

GER



Structure of the education system according to ISCED97



0	Enseignement préprimaire
1	Enseignement de base
2A	Enseignement secondaire général
2C	Formation professionnelle
3A	Enseignement secondaire complémentaire

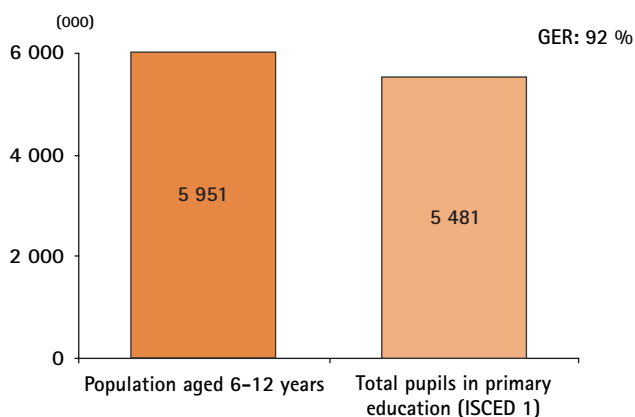
3C	École de formation des enseignants École d'infirmières Enseignement technique professionnel
5A	Faculté de droit École de médecine (7 ans)
5B	École normale supérieure

1998

Kenya

General information

Pupils enrolled in primary education (ISCED level 1) compared to the population at official school age (6-12 years)



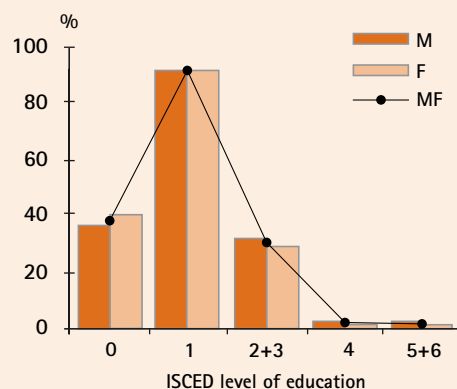
Area in km ² (000):	580
Total population (000):	29 008
- average annual growth rate (%):	2.2
Life expectancy at birth (years)	52
Average number of children per female:	4.5
Infant mortality rate (per 1000 live births):	66
Estimated literacy rate M (%):	88
Estimated literacy rate F (%):	73
National currency:	Shilling
GNP per capita (US\$):	350
Public expenditure on education as a % of:	
- GDP	6.5
- total government expenditure	...

Gross enrolment ratios, enrolment, teaching staff, institutions and public expenditure on education

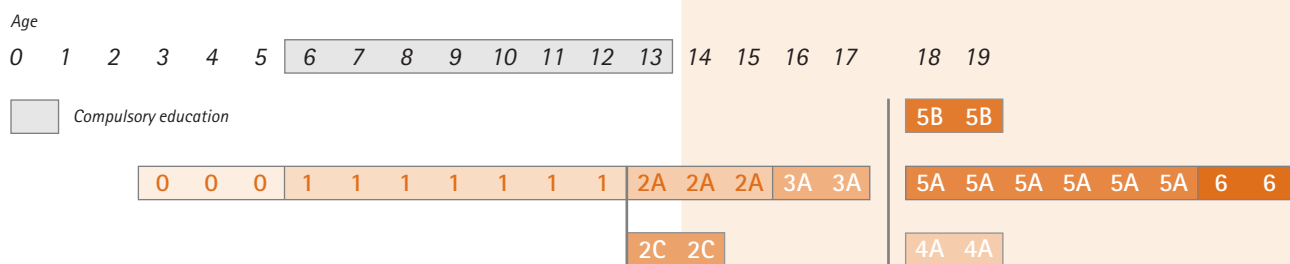
		Level of education				
		ISCED 0	ISCED 1	ISCED 2+3	ISCED 4	ISCED 5+6
Pupils	MF	1 016 606	5 480 689	1 139 569 ¹	17 115	44 411
	% F	51	49	48 ¹	34	32
Teachers	MF	37 752	192 306	43 694 ¹	...	...
	% F	99	42	4 ¹	...	...
Institutions		23 977	17 611	3 234 ¹	...	...
Public expenditure on education						
- distribution by level of education (%)		...	...	...	...	...
- teachers' remuneration as a % of current expenditure		...	...	...	...	...

1. General education only.

GER



Structure of the education system according to ISCED97



0	Early childhood and pre-primary education
1	Primary education
2A	Lower secondary
2C	Village/Youth polytechnics
3A	Upper secondary

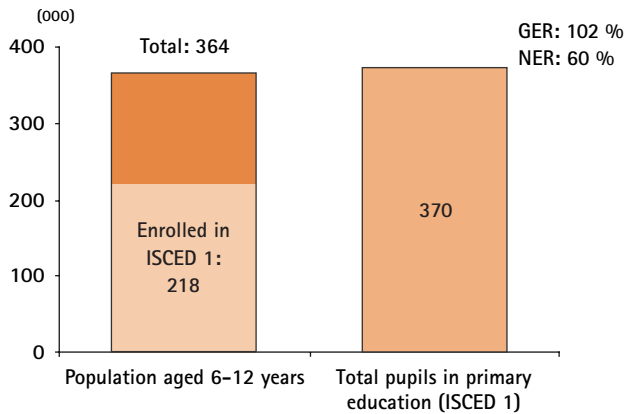
4A	Institutes of Technology
5A	Higher Education: Bachelor's and Master's Degrees
5B	Higher Education: High National Diploma (Nursing courses, Teacher Training College)
6	Doctor's Degree

1998

Lesotho

General information

Pupils enrolled in primary education (ISCED level 1) compared to the population at official school age (6-12 years)

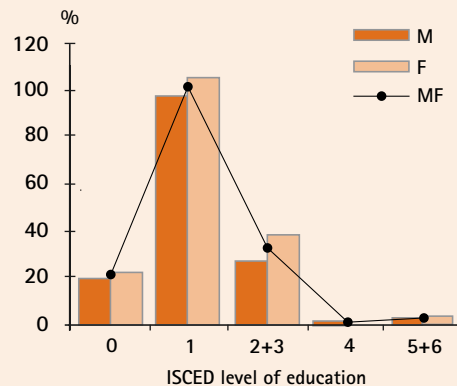


Area in km ² (000):	30
Total population (000):	2 062
- average annual growth rate (%):	2.3
Life expectancy at birth (years)	56
Average number of children per female:	4.8
Infant mortality rate (per 1000 live births):	93
Estimated literacy rate M (%):	71
Estimated literacy rate F (%):	93
National currency:	Maloti
GNP per capita (US\$):	590
Public expenditure on education as a % of:	
- GDP	13.2
- total government expenditure	25.5

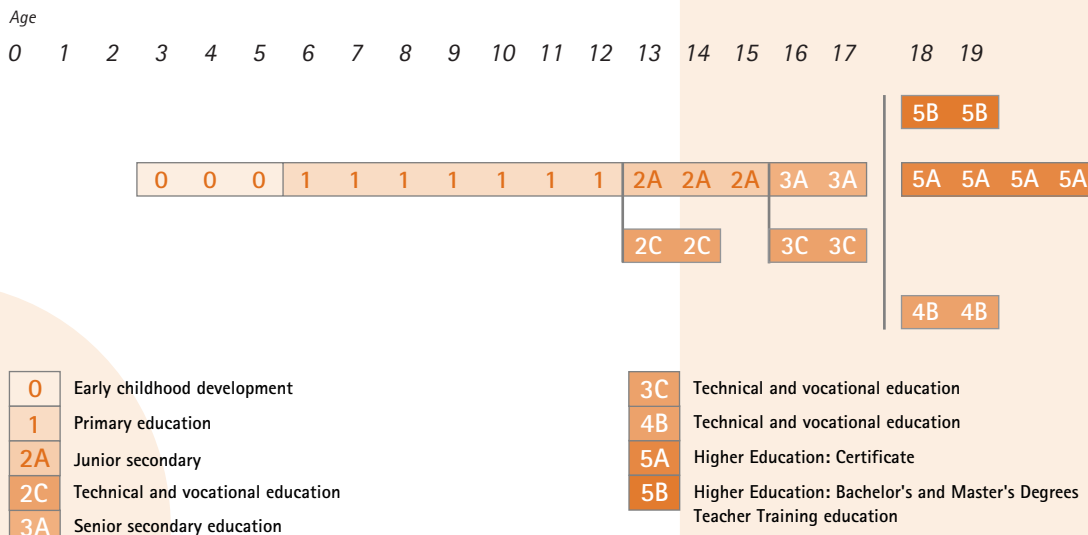
Gross enrolment ratios, enrolment, teaching staff, institutions and public expenditure on education

		Level of education				
		ISCED 0	ISCED 1	ISCED 2+3	ISCED 4	ISCED 5+6
Pupils	MF	36 079	369 515	72 235	536	4 046
	% F	*53	52	58	34	64
Teachers	MF	1 970	14 555	*3 126	...	436
	% F	100	80	...	...	...
Institutions		...	1 264	...	...	...
Public expenditure on education						
- distribution by level of education (%)		.	49.6	21.6	6.9	21.9
- teachers' remuneration as a % of current expenditure		.	84.5	86.5	...	...

GER



Structure of the education system according to ISCED97



- 0** Early childhood development
- 1** Primary education
- 2A** Junior secondary
- 2C** Technical and vocational education
- 3A** Senior secondary education

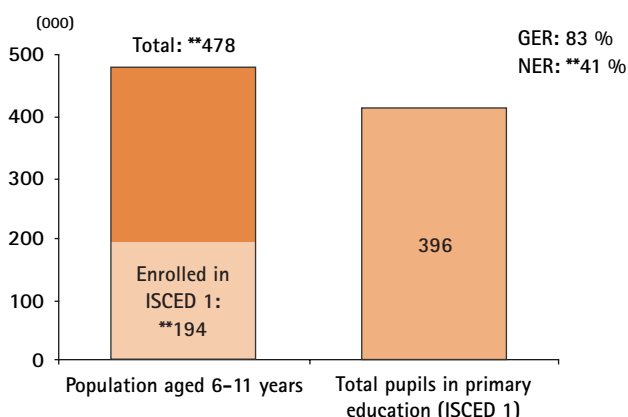
- 3C** Technical and vocational education
- 4B** Technical and vocational education
- 5A** Higher Education: Certificate
- 5B** Higher Education: Bachelor's and Master's Degrees
Teacher Training education

1998

Liberia

General information

Pupils enrolled in primary education (ISCED level 1) compared to the population at official school age (6-11 years)

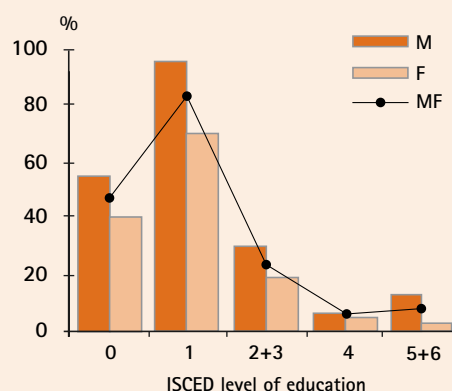


Area in km ² (000):	111
Total population (000):	2 666
- average annual growth rate (%):	2.8
Life expectancy at birth (years)	47
Average number of children per female:	6.3
Infant mortality rate (per 1000 live births):	116
Estimated literacy rate M (%):	67
Estimated literacy rate F (%):	35
National currency:	Dollar
GNP per capita (US\$):	...
Public expenditure on education as a % of:	
- GDP	...
- total government expenditure	...

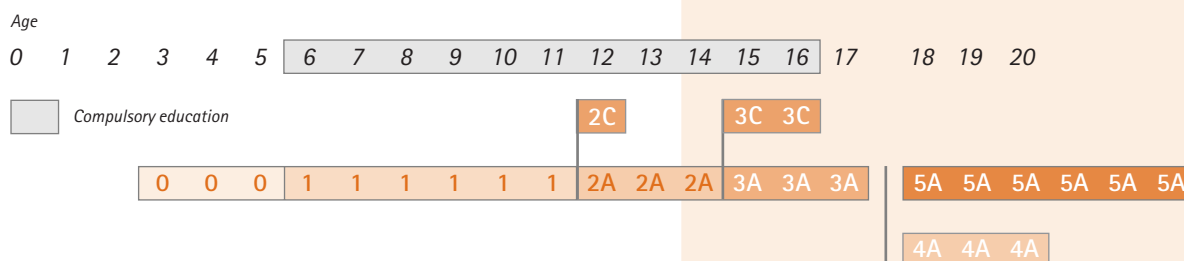
Gross enrolment ratios, enrolment, teaching staff, institutions and public expenditure on education

		Level of education				
		ISCED 0	ISCED 1	ISCED 2+3	ISCED 4	ISCED 5+6
Pupils	MF	111 590	395 611	113 878	10 610	20 804
	% F	42	42	39	38	19
Teachers	MF	6 158	10 047	6 621	198	633
	% F	19	19	16	25	15
Institutions		...	...	...	...	...
Public expenditure on education		...	...	...	...	...
- répartition des dép. totales (%)		...	...	...	...	...
- teachers' remuneration as a % of current expenditure		...	...	...	...	...

GER



Structure of the education system according to ISCED97



0	Pre-primary education
1	Primary education
2A	Lower secondary programmes
2C	Lower secondary vocational

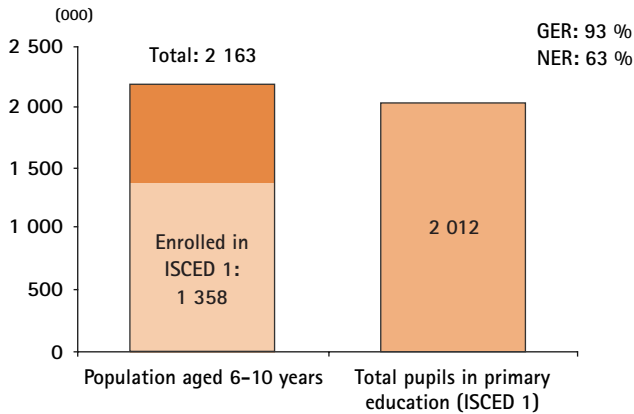
3A	Vocational education
3C	Upper secondary vocational: Certificate
4A	Colleges/professional studies (Certificate/AA Degree)
5A	Higher Education: Bachelor's and Master's Degrees

1998

Madagascar

General information

Pupils enrolled in primary education (ISCED level 1) compared to the population at official school age (6-10 years)



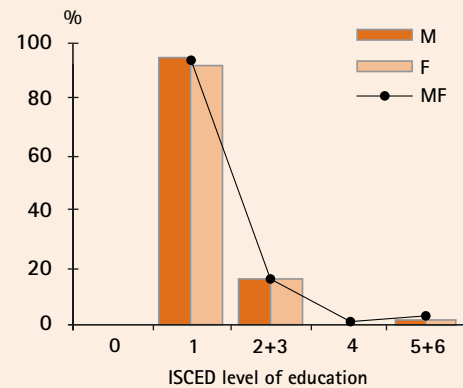
Area in km ² (000):	587
Total population (000):	15 057
- average annual growth rate (%):	3.0
Life expectancy at birth (years)	58
Average number of children per female:	5.4
Infant mortality rate (per 1000 live births):	83
Estimated literacy rate M (%):	72
Estimated literacy rate F (%):	58
National currency:	Franc
GNP per capita (US\$):	260
Public expenditure on education as a % of:	
- GDP	1.9
- total government expenditure	10.2

Gross enrolment ratios, enrolment, teaching staff, institutions and public expenditure on education

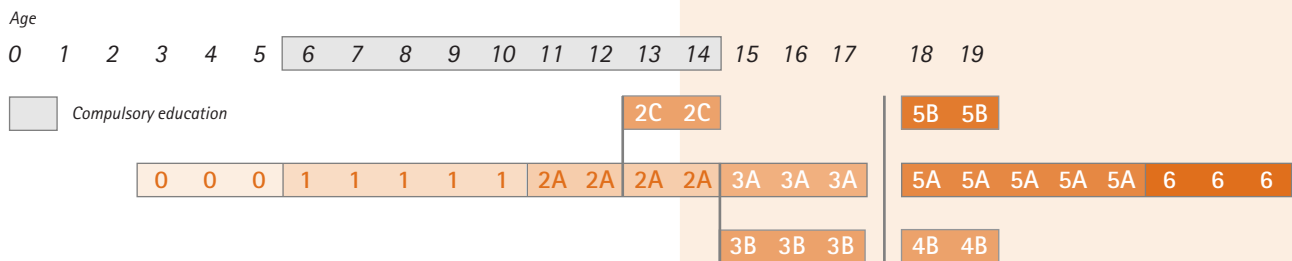
		Level of education				
		ISCED 0	ISCED 1	ISCED 2+3	ISCED 4	ISCED 5+6
Pupils	MF	...	2 012 416	334 250 ¹	306	31 013
	% F	...	49	50 ¹	...	46
Teachers	MF	...	42 678	18 987 ¹	32	1 471
	% F	...	58	45 ¹	13	31
Institutions		...	14 438	1 630 ¹	1	
Public expenditure on education						
- distribution by level of education (%) ²		./. ³	40.3 ³	32.0	0.5	17.2
- teachers' remuneration as a % of current expenditure		...	...	...	...	...

1. General education only.
2. Not allocated by level: 10.0%
3. Data for level 0 are included in level 1.

GER



Structure of the education system according to ISCED97



- 0 Éducation préprimaire
- 1 Enseignement primaire : CEPE
- 2A Enseignement secondaire (1er cycle) : BEPC
- 2C Formation professionnelle initiale : CFEP
- 3A Enseignement secondaire (2ème cycle) : Bac
- 3B Formation professionnelle initiale : Bac techn.
Formation professionnelle qualifiée : BAE, BT
- 4B École normale niveau 1 (EN 1)
Institut National de Formation Pédagogique (INFP)

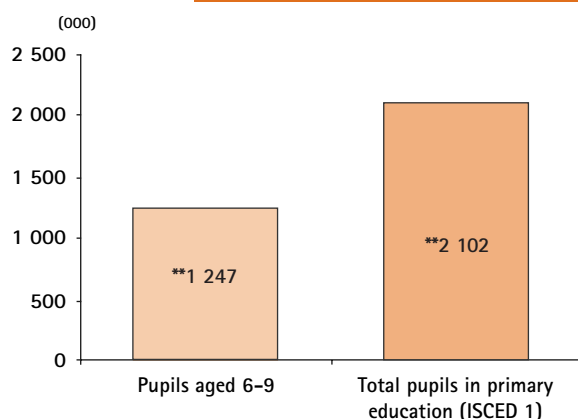
- 5A Enseignement supérieur : DEUG, DUES, DUEL, Licence, Maîtrise
Formation d'ingénieurs
Formation des cadres professionnels
École de médecine (7 ans)
- 5B Formation technique : DUT
- 6 2ème cycle de l'enseignement supérieur : DEA, Doctorat

1997

Malawi

General information

Total pupils in primary education (ISCED 1) compared to the number of pupils of official primary school age (6-9) ¹



1. The population and enrolment ratios are not shown due to inconsistencies between the number of pupils and the demographic data.

Area in km ² (000):	118
Total population (000):	10 067
- average annual growth rate (%):	2.4
Life expectancy at birth (years)	39
Average number of children per female:	6.8
Infant mortality rate (per 1000 live births):	138
Estimated literacy rate M (%):	73
Estimated literacy rate F (%):	43
National currency:	Dollar
GNP per capita (US\$):	210
Public expenditure on education as a % of:	
- GDP	4.6
- total government expenditure	24.6

Gross enrolment ratios, enrolment, teaching staff, institutions and public expenditure on education

		Level of education				
		ISCED 0	ISCED 1	ISCED 2+3	ISCED 4	ISCED 5+6
Pupils	MF	...	**2 102 424	**946 309	8 300 ¹	3179
	% F	...	**50	**44	28 ¹	28
Teachers	MF	...	**34 375	**18 197	290 ¹	509
	% F	...	**40	**31	14 ¹	25
Institutions		...	**3 160	...	6 ¹	
Public expenditure on education						
- distribution by level of education (%) ²		./. ³	60.2 ³	9.5	2.4	14.4
- teachers' remuneration as a % of current expenditure		...	...	...	...	...

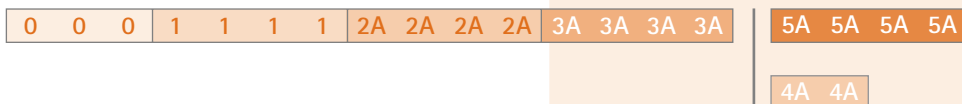
1. General education only.
2. Not allocated by level: 13.4%
3. Data for level 0 are included in level 1.

The gross enrolment ratio figure is not shown due to inconsistencies between the number of pupils and the demographic data.

Structure of the education system according to ISCED97

Age

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19



0	Kindergarten
1	First stage (basic education)
2A	Second stage (basic education)
3A	Secondary level

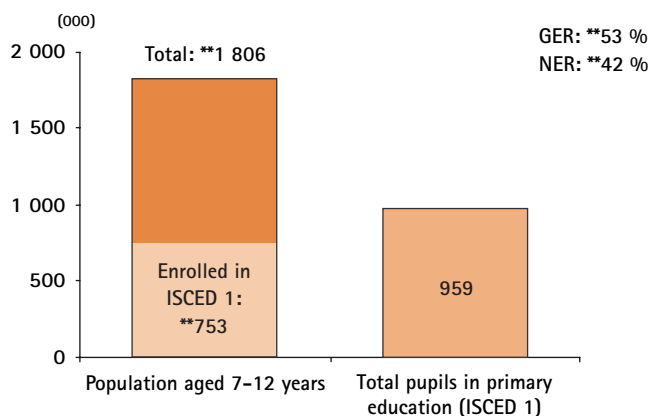
4A	Teacher training Technical programmes
5A	Higher Education: Bachelor's Degree (Art, social sc., education and medicine)

1998

Mali

General information

Pupils enrolled in primary education (ISCED level 1) compared to the population at official school age (7-12 years)



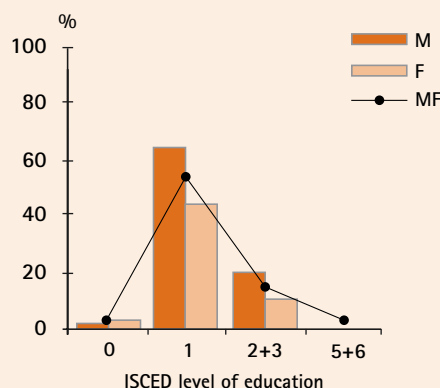
Area in km ² (000):	1 240
Total population (000):	10 694
- average annual growth rate (%):	3.1
Life expectancy at birth (years)	53
Average number of children per female:	6.6
Infant mortality rate (per 1000 live births):	118
Estimated literacy rate M (%):	46
Estimated literacy rate F (%):	31
National currency:	Franc CFA
GNP per capita (US\$):	250
Public expenditure on education as a % of:	
- GDP	3.0
- total government expenditure	...

Gross enrolment ratios, enrolment, teaching staff, institutions and public expenditure on education

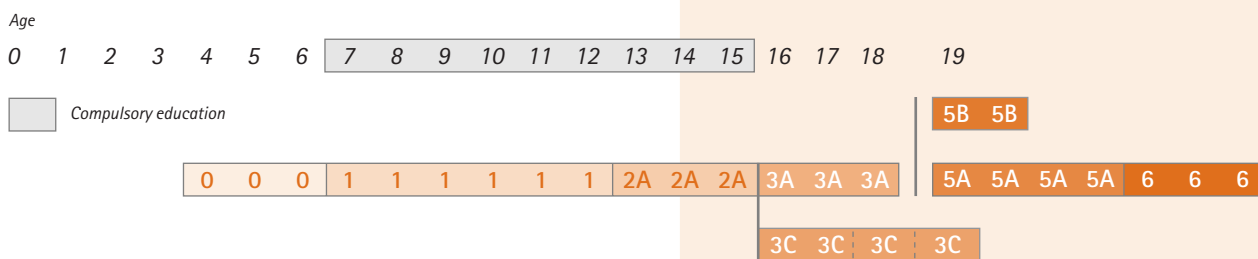
		Level of education				
		ISCED 0	ISCED 1	ISCED 2+3	ISCED 4	ISCED 5+6
Pupils	MF	25 141	958 935	217 700	.	18 662
	% F	60	41	34	.	...
Teachers	MF	1 050	*15 447	*7 663	.	960
	% F	80	*23	*14	.	...
Institutions		212	2 873 ¹	597 ¹	.	
Public expenditure on education						
- distribution by level of education (%)		./. ²	./. ²	85.4 ²	.	14.6
- teachers' remuneration as a % of current expenditure		...	...	...	...	...

1. Excluding the Medersas schools.
2. Data for levels 0 and 1 are included in levels 2 and 3.

GER



Structure of the education system according to ISCED97



- 0** Éducation préscolaire
- 1** 1er cycle fondamental : CFE
- 2A** 2ème cycle fondamental : DEF
- 3A** Enseignement secondaire général : Bac
Enseignement secondaire technique : Bac techn.
- 3C** Enseignement secondaire professionnel : CAP, BP
Enseignement normal (3 ans)

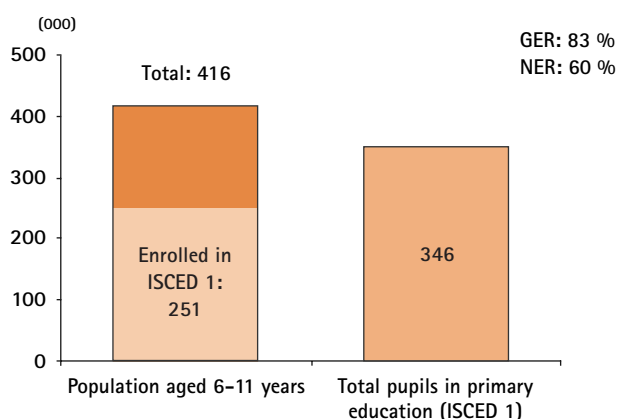
- 5A** 1er cycle enseignement supérieur : DEUG, Licence, Maîtrise
Diplôme de docteur (7 ans)
- 5B** Enseignement technique supérieur : DUTS
École Normale Secondaire (ENSEC)
- 6** 2ème cycle enseignement supérieur : DEA, Doctorat

1998

Mauritania

General information

Pupils enrolled in primary education (ISCED level 1) compared to the population at official school age (6-11 years)

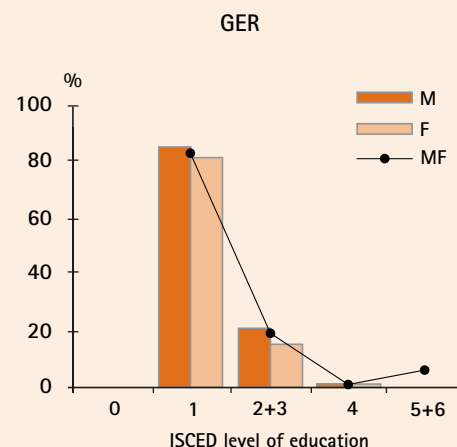


Area in km ² (000):	1 026
Total population (000):	2 529
- average annual growth rate (%):	2.7
Life expectancy at birth (years)	54
Average number of children per female:	5.5
Infant mortality rate (per 1000 live births):	92
Estimated literacy rate M (%):	52
Estimated literacy rate F (%):	31
National currency:	Ouguiya
GNP per capita (US\$):	410
Public expenditure on education as a % of:	
- GDP	4.3
- total government expenditure	18.9

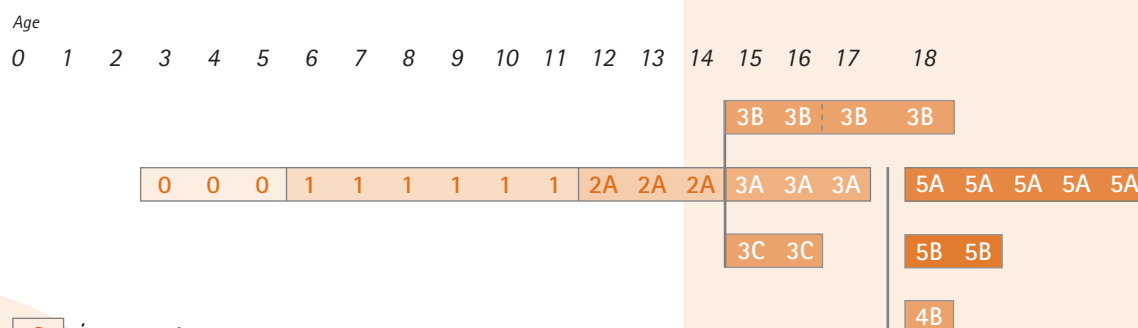
Gross enrolment ratios, enrolment, teaching staff, institutions and public expenditure on education

		Level of education				
		ISCED 0	ISCED 1	ISCED 2+3	ISCED 4	ISCED 5+6
Pupils	MF	...	346 222	61 711 ¹	300	12 912
	% F	...	48	41 ¹	48	...
Teachers	MF	...	7 366	2 185 ¹	48	...
	% F	...	26	8 ¹	6	...
Institutions		...	2 676	107 ¹	2	...
Public expenditure on education ²		...	...	...	...	...
- distribution by level of education (%) ³		J. ⁴	44.2 ⁴	29.5	3.8	19.0
- teachers' remuneration as a % of current expenditure		...	...	...	...	...

1. Public education only.
2. Public current expenditure only.
3. Not allocated by level: 3.6%
4. Data for level 0 are included in level 1.



Structure of the education system according to ISCED97



- 0 Éducation préprimaire
- 1 Enseignement fondamental : CEP
- 2A 1er cycle de l'enseignement secondaire : Brevet
- 3A 2ème cycle de l'enseignement secondaire : Bac
- 3B 2ème cycle de l'enseignement technique (long : 3 ans) : Bac technique
2ème cycle de l'enseignement technique (court) : BET-->Brevet techn.
- 3C Lycée commercial

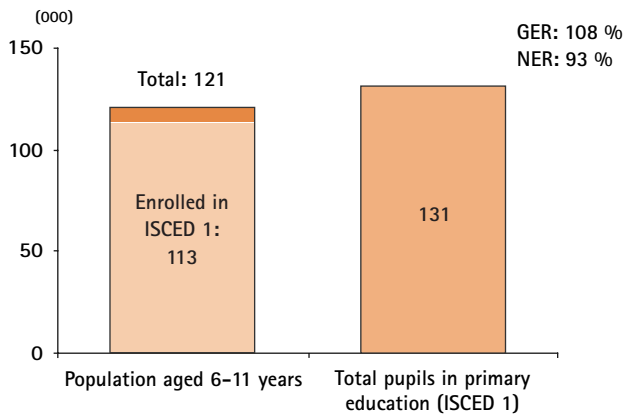
- 4B Enseignement normal : CAP
- 5A Facultés de lettres, d'économie, de droit et des sciences :
DEUG, Licence, Maîtrise, CAPES
École Normale Supérieure : CAPPCC
- 5B Enseignement technique supérieur : BTS

1998

Mauritius

General information

Pupils enrolled in primary education (ISCED level 1) compared to the population at official school age (6-11 years)

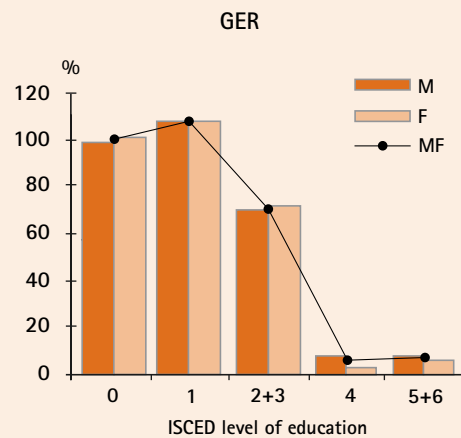


Area in km ² :	2 040
Total population (000):	1 141
- average annual growth rate (%):	1.0
Life expectancy at birth (years)	71
Average number of children per female:	1.9
Infant mortality rate (per 1000 live births):	16
Estimated literacy rate M (%):	87
Estimated literacy rate F (%):	80
National currency:	Rupee
GNP per capita (US\$):	3 590
Public expenditure on education as a % of:	
- GDP	4.0
- total government expenditure	17.7

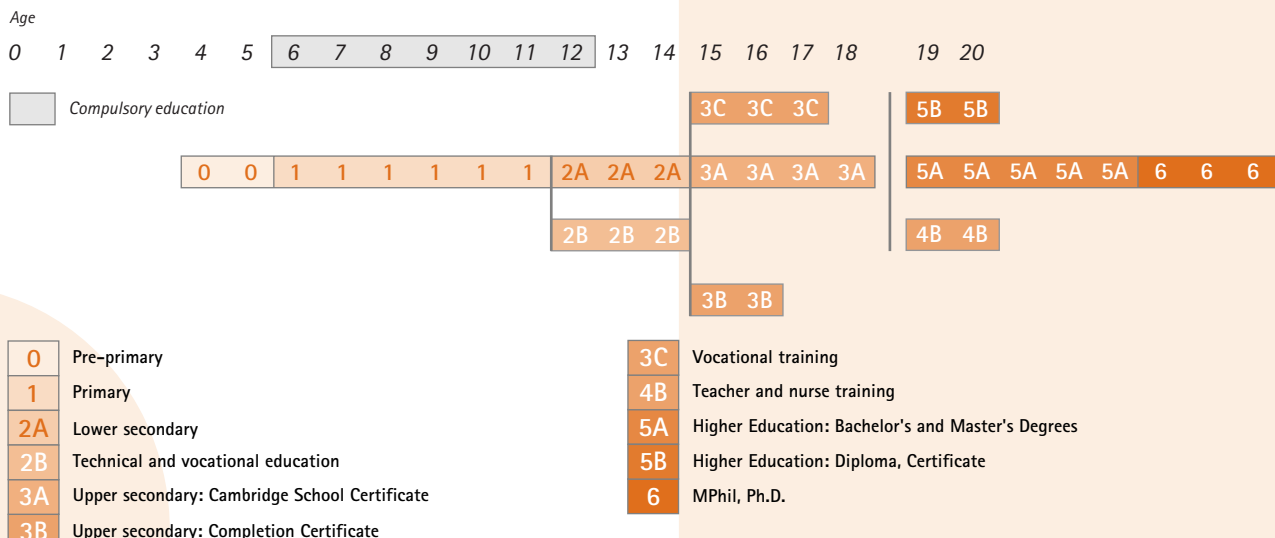
Gross enrolment ratios, enrolment, teaching staff, institutions and public expenditure on education

		Level of education				
		ISCED 0	ISCED 1	ISCED 2+3	ISCED 4	ISCED 5+6
Pupils	MF	42 279	130 505	101 517	2 411	7 559
	% F	50	49	50	30	46
Teachers	MF	2 551	5 065	5 065	...	...
	% F	100	53	47	...	...
Institutions		1 132	285	167	...	...
Public expenditure on education ¹						
- distribution by level of education (%) ²		1.5	31.9	36.7	1.8	13.2
- teachers' remuneration as a % of current expenditure		...	...	...	...	...

1. Public current expenditure only.
2. Not allocated by level: 14.8%



Structure of the education system according to ISCED97

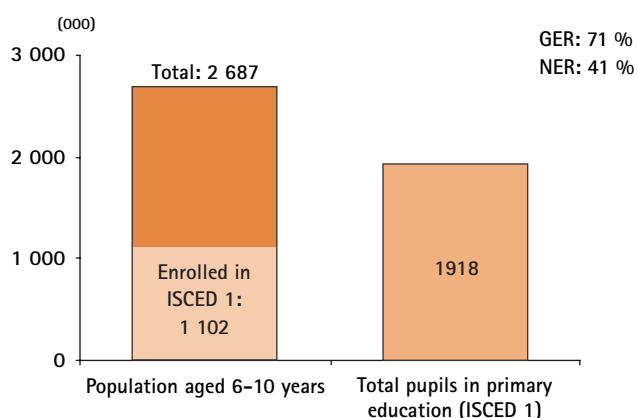


1998

Mozambique

General information

Pupils enrolled in primary education (ISCED level 1) compared to the population at official school age (6-10 years)



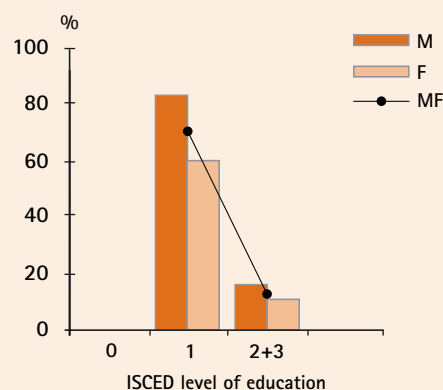
Area in km ² (000):	802
Total population (000):	18 880
- average annual growth rate (%):	2.5
Life expectancy at birth (years)	45
Average number of children per female:	6.3
Infant mortality rate (per 1000 live births):	114
Estimated literacy rate M (%):	58
Estimated literacy rate F (%):	26
National currency:	Metical
GNP per capita (US\$):	210
Public expenditure on education as a % of:	
- GDP	3.0
- total government expenditure	14.3

Gross enrolment ratios, enrolment, teaching staff, institutions and public expenditure on education

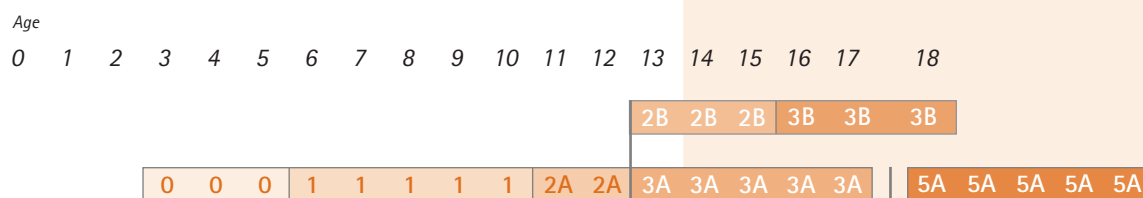
		Level of education				
		ISCED 0	ISCED 1	ISCED 2+3	ISCED 4	ISCED 5+6
Pupils	MF	...	1 918 400	254 540 ¹	.	...
	% F	...	42	41 ¹	.	...
Teachers	MF	...	31 512	8 073 ¹	.	...
	% F	...	25	17 ¹	.	...
Institutions		...	6 263	623 ¹	.	...
Public expenditure on education		...	...	...	.	...
- distribution by level of education (%)		...	...	...	.	...
- teachers' remuneration as a % of current expenditure		...	...	...	.	...

1. General education only.

GER



Structure of the education system according to ISCED97



- 0** Preprimario
- 1** Ensino Primario do 1 Grau
- 2A** Ensino Primario do 2 Grau
Ensino Técnico Elementar (3 anos)
- 2B** Ensino Técnico Básico (Comercial, industrial, agrario)

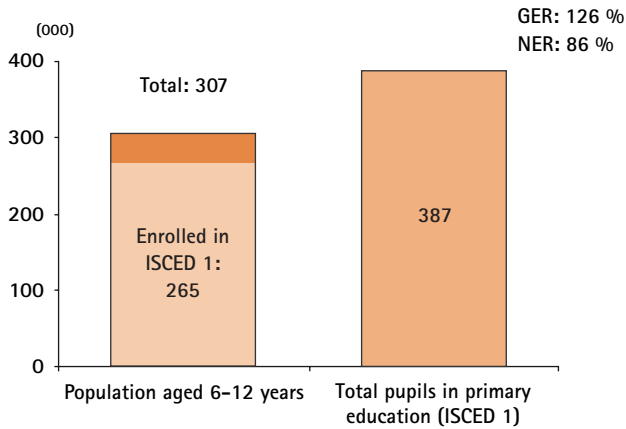
- 3A** Ensino Secundario General (1 ciclo y 2 ciclo)
- 3B** Ensino Técnico Medio (Comercial, industrial, agrario)
- 5A** Ensino superior : Bacharelato, licenciatura

1998

Namibia

General information

Pupils enrolled in primary education (ISCED level 1) compared to the population at official school age (6-12 years)

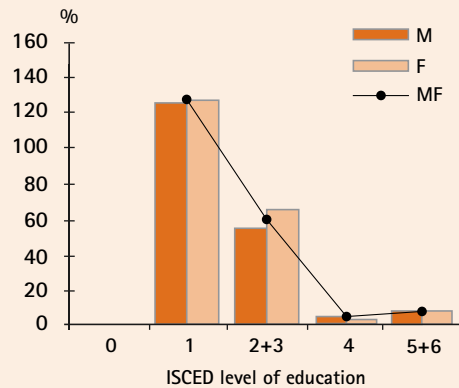


Area in km ² (000):	824
Total population (000):	1 660
- average annual growth rate (%):	2,2
Life expectancy at birth (years)	52
Average number of children per female:	4.9
Infant mortality rate (per 1000 live births):	65
Estimated literacy rate M (%):	82
Estimated literacy rate F (%):	79
National currency:	Dollar
GNP per capita (US\$):	1 930
Public expenditure on education as a % of:	
- GDP	9.1
- total government expenditure	22.5

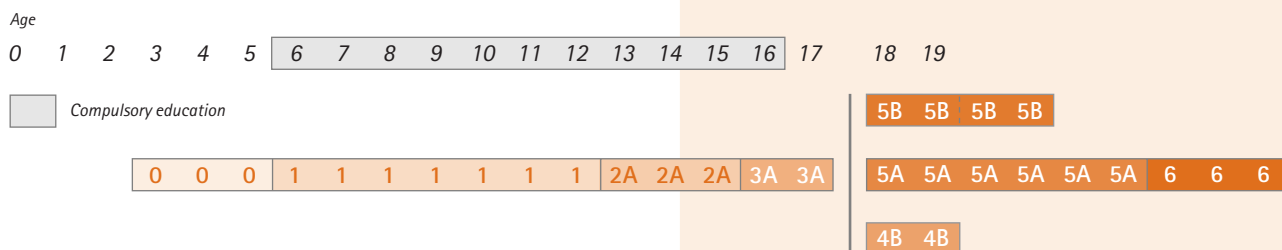
Gross enrolment ratios, enrolment, teaching staff, institutions and public expenditure on education

		Level of education				
		ISCED 0	ISCED 1	ISCED 2+3	ISCED 4	ISCED 5+6
Pupils	MF	...	386 647	110 076	1 578	11 209
	% F	...	50	54	18	53
Teachers	MF	...	11 992	5 093	62	619
	% F	...	67	48	31	...
Institutions		...	1 362	486	10	...
Public expenditure on education		...	...	...	...	...
- distribution by level of education (%)		...	58.5	27.3	2.2	12.0
- teachers' remuneration as a % of current expenditure		...	...	...	...	...

GER



Structure of the education system according to ISCED97



0	Early childhood care and development
1	Primary education (1st stage of basic education)
2A	Junior secondary education (2nd stage of basic education)
3A	International General Certificate of Secondary Education
4B	Agriculture College programmes Vocational programmes

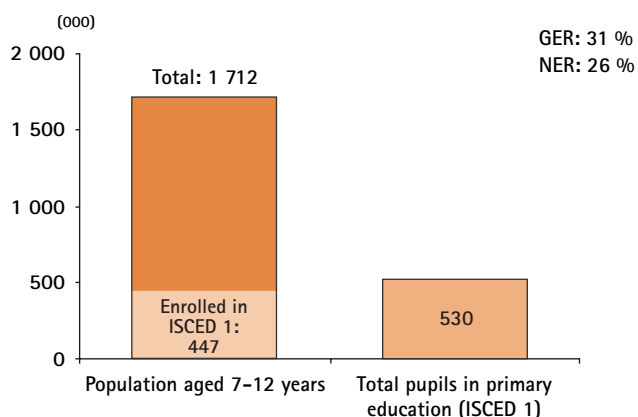
5A	Higher Education: Bachelor's, Honours and Master's Degrees
5B	Higher Education: Diploma in Education, Technical Diploma
6	Doctoral Degree

1998

Niger

General information

Pupils enrolled in primary education (ISCED level 1) compared to the population at official school age (7-12 years)

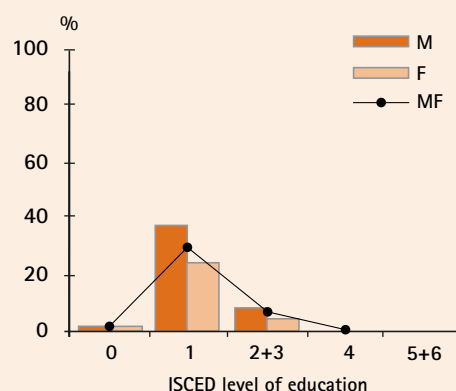


Area in km ² (000):	1 267
Total population (000):	10 078
- average annual growth rate (%):	3.2
Life expectancy at birth (years)	49
Average number of children per female:	6.8
Infant mortality rate (per 1000 live births):	115
Estimated literacy rate M (%):	23
Estimated literacy rate F (%):	8
National currency:	Franc CFA
GNP per capita (US\$):	200
Public expenditure on education as a % of:	
- GDP	...
- total government expenditure	...

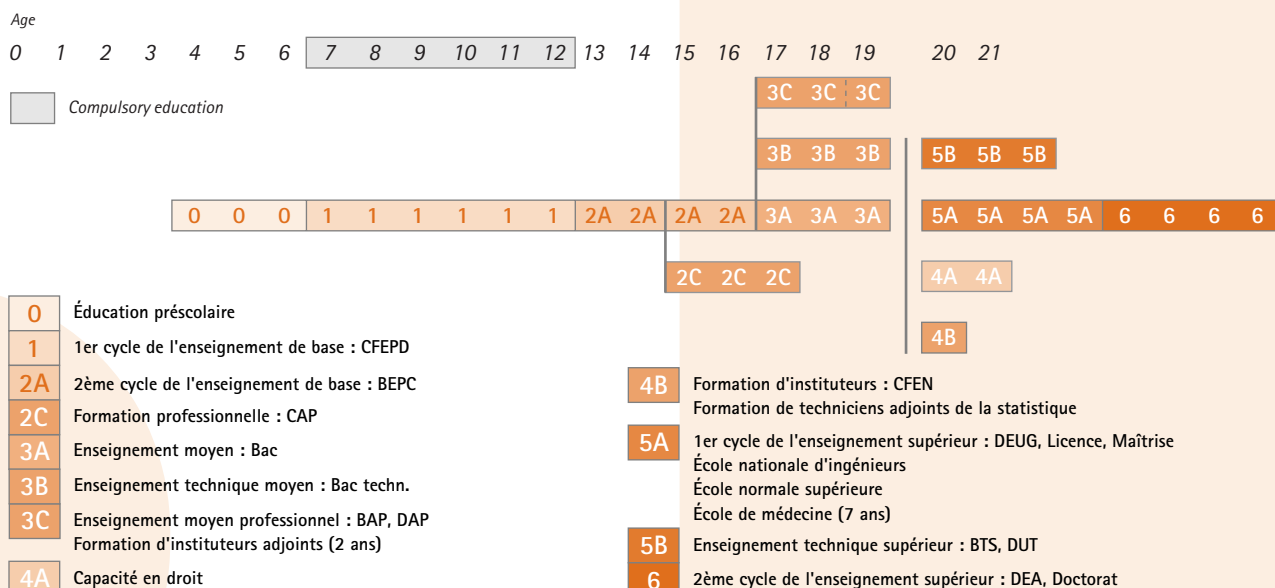
Gross enrolment ratios, enrolment, teaching staff, institutions and public expenditure on education

		Level of education				
		ISCED 0	ISCED 1	ISCED 2+3	ISCED 4	ISCED 5+6
Pupils	MF	11 564	529 806	104 933	638	...
	% F	50	39	38	33	...
Teachers	MF	533	12 901	4 303	79	...
	% F	98	31	...	8	...
Institutions		133	3 597	254	5	...
Public expenditure on education						
- distribution by level of education (%)		...	...	...	...	...
- teachers' remuneration as a % of current expenditure		...	...	...	...	...

GER



Structure of the education system according to ISCED97



1998

Nigeria

Pupils enrolled in primary education (ISCED level 1) compared to the population at official school age (6-11 years)

(Information not available)

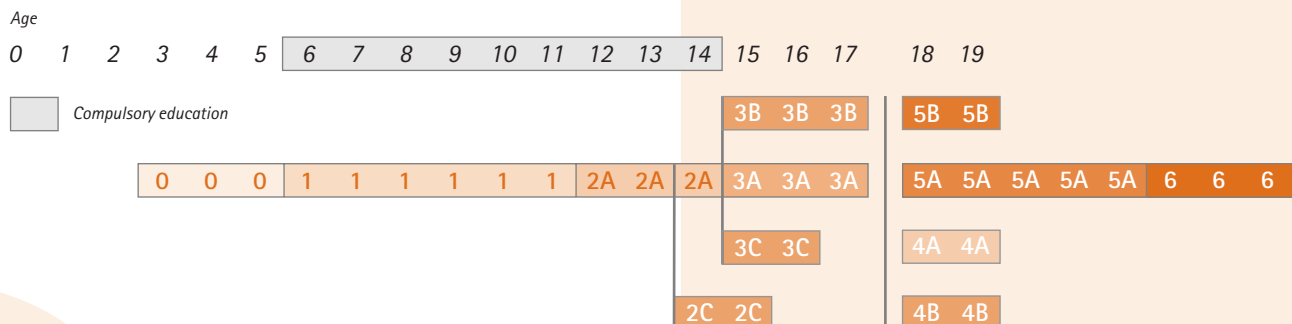
General information

Area in km ² (000):	924
Total population (000):	106 409
- average annual growth rate (%):	2.4
Life expectancy at birth (years)	50
Average number of children per female:	5.2
Infant mortality rate (per 1000 live births):	81
Estimated literacy rate M (%):	70
Estimated literacy rate F (%):	52
National currency:	Naira
GNP per capita (US\$):	260
Public expenditure on education as a % of:	
- GDP	...
- total government expenditure	...

Gross enrolment ratios, enrolment, teaching staff, institutions and public expenditure on education

(Information not available)

Structure of the education system according to ISCED97



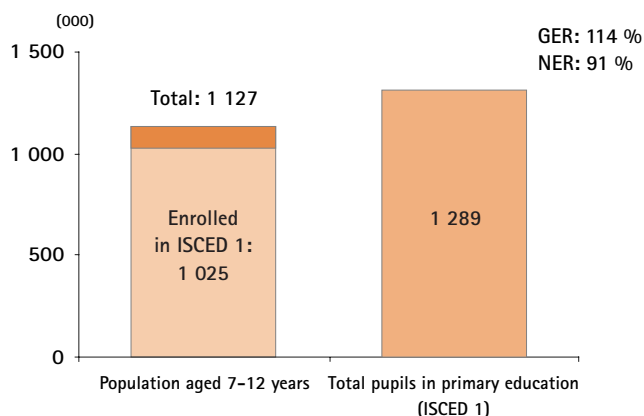
- 0 Pre-primary education
- 1 Basic education
- 2A Junior secondary: Junior Certificate
- 2C Vocational training: Certificate of Proficiency
- 3A Senior secondary: WASSC, NESC
- 3B Technical colleges: NETC, ANTC
- 3C Vocational colleges
Teacher training
Mono-technics
- 4A Remedial programmes
Pre-degree programmes
A-level courses
- 4B School of Nursing
- 5A University Degree Programmes: Bachelor's and Master's Degrees
- 5B Polytechnics
Colleges of Education
- 6 Doctor, Doctor of Philosophy

1998

Rwanda

General information

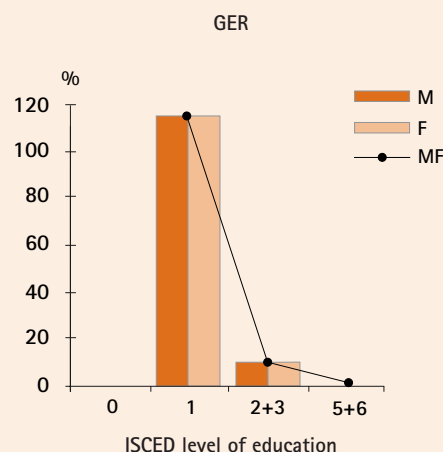
Pupils enrolled in primary education (ISCED level 1) compared to the population at official school age (7-12 years)



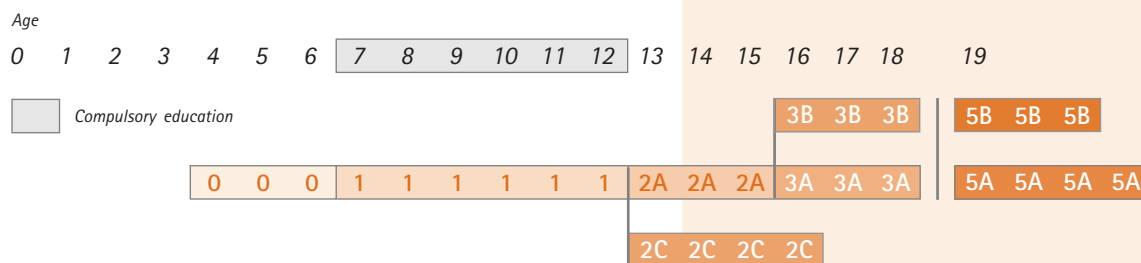
Area in km ² (000):	26
Total population:	6 604
- average annual growth rate (%):	2.2
Life expectancy at birth (years):	41
Average number of children per female:	6.2
Infant mortality rate (per 1000 live births):	124
Estimated literacy rate M (%):	72
Estimated literacy rate F (%):	57
National currency:	Franc
GNP per capita (US\$):	230
Public expenditure on education as a % of:	
- GDP	2.5
- total government expenditure	...

Gross enrolment ratios, enrolment, teaching staff, institutions and public expenditure on education

		Level of education				
		ISCED 0	ISCED 1	ISCED 2+3	ISCED 4	ISCED 5+6
Pupils	MF	...	1 288 669	91 219	.	5 678
	% F	...	50	50	.	...
Teachers	MF	...	23 720	...	.	412
	% F	...	55	...	.	10
Institutions		...	...	...	.	...
Public expenditure on education		...	...	...	.	...
- distribution by level of education (%)		...	...	...	.	...
- teachers' remuneration as a % of current expenditure		...	...	...	.	...



Structure of the education system according to ISCED97



0	Enseignement préscolaire
1	Enseignement primaire
2A	1er cycle de l'enseignement secondaire
2C	Secondaire technique et professionnel (cycle court)
3A	2ème cycle de l'enseignement secondaire
3B	Secondaire technique et professionnel (cycle long)

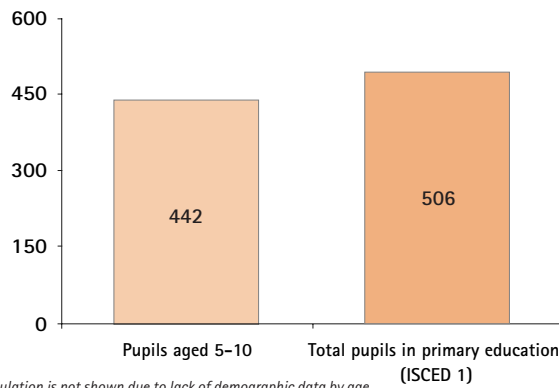
5A	École préparatoire Enseignement universitaire : Licence École de médecine
5B	Enseignement supérieur technique

1998

St Helena

General information

Total pupils in primary education (ISCED 1) compared to the number of pupils of official primary school age (5-10)¹



¹ The population is not shown due to lack of demographic data by age.

Area in km ² :	122
Total population (000):	6
- average annual growth rate (%):	...
Life expectancy at birth (years):	...
Average number of children per female:	...
Infant mortality rate (per 1000 live births):	...
Estimated literacy rate M (%):	...
Estimated literacy rate F (%):	...
National currency:	Pound Sterling
GNP per capita (US\$):	...
Public expenditure on education as a % of:	
- GDP	...
- total government expenditure	...

Gross enrolment ratios, enrolment, teaching staff, institutions and public expenditure on education

		Level of education				
		ISCED 0	ISCED 1	ISCED 2+3	ISCED 4	ISCED 5+6
Pupils	MF	53	506	374 ¹	.	.
	% F	...	44	55 ¹	.	.
Teachers	MF	7	57	52 ¹	.	.
	% F	100	91	40 ¹	.	.
Institutions		...	7	1 ¹	.	.
Public expenditure on education						
- distribution by level of education (%)		...	...	...	.	.
- teachers' remuneration as a % of current expenditure		...	...	...	.	.

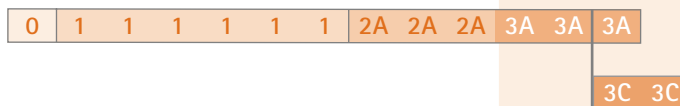
¹ General education only.

The gross enrolment ratio figure is not shown due to lack of demographic data by age.

Structure of the education system according to ISCED97

Age
0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17

Compulsory education



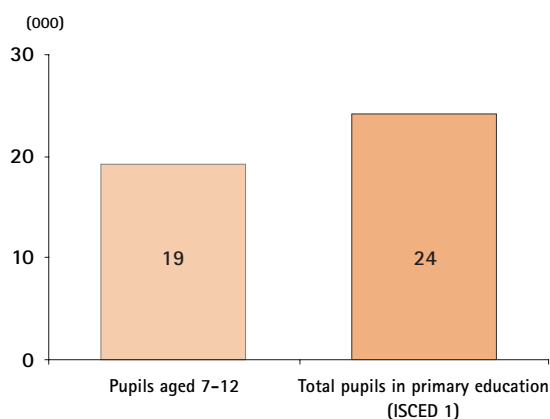
0 Nursery
1 Primary
2A Secondary

3A Post-compulsory
3C Vocational training

Sao Tome and Principe 1998

General information

Total pupils in primary education (ISCED 1) compared to the number of pupils of official primary school age (7-12)¹



1. The population is not shown due to lack of demographic data by age.

Area in km ² :	964
Total population (000):	141
- average annual growth rate (%):	...
Life expectancy at birth (years):	...
Average number of children per female:	...
Infant mortality rate (per 1000 live births):	...
Estimated literacy rate M (%):	...
Estimated literacy rate F (%):	...
National currency:	Dobra
GNP per capita (US\$):	270
Public expenditure on education as a % of:	
- GDP	...
- total government expenditure	...

Gross enrolment ratios, enrolment, teaching staff, institutions and public expenditure on education

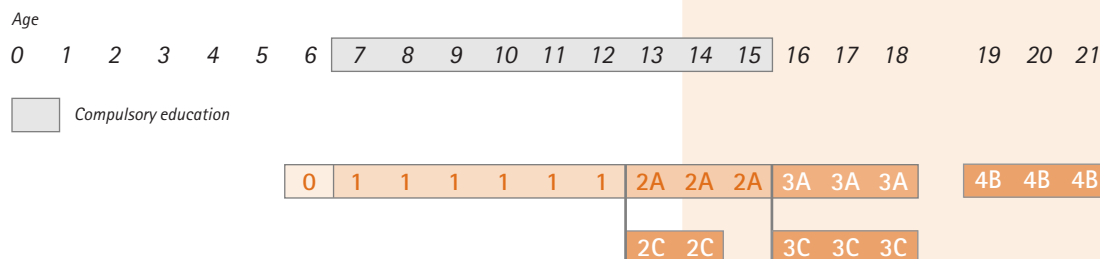
		Level of education				
		ISCED 0	ISCED 1	ISCED 2+3	ISCED 4	ISCED 5+6
Pupils	MF	5 103 ¹	23 769	4 997 ²	95	.
	% F	49 ¹	49	...	26	.
Teachers	MF	139	660	...	15	.
	% F	95	...	...	40	.
Institutions		...	72	...	...	...
Public expenditure on education						
- distribution by level of education (%)		...	...	...	...	.
- teachers' remuneration as a % of current expenditure		...	...	...	...	...

1. Including other early childhood development programmes.

2. General education only.

The gross enrolment ratio figure is not shown due to lack of demographic data.

Structure of the education system according to ISCED97



0	Pré-escolar
1	Ensino primário (1 ciclo y 2 ciclo)
2A	Ensino secundário (1 ciclo)
2C	Centro de formação profissional (curso básico)

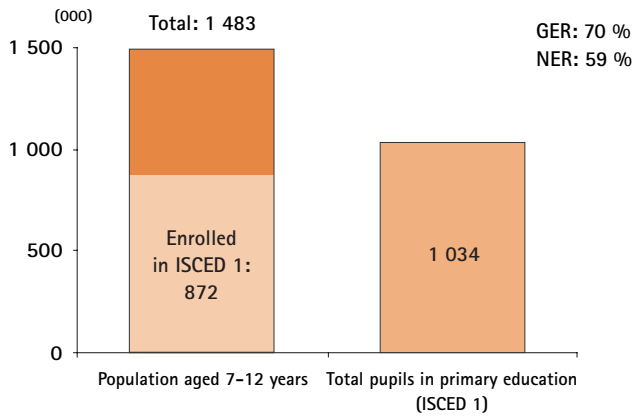
3A	Ensino secundário (2 ciclo)
3C	Centro técnico profissional (curso médio)
4B	Instituto politécnico superior (média superior) : Bacharelato

1998

Senegal

General information

Pupils enrolled in primary education (ISCED level 1) compared to the population at official school age (7-12 years)



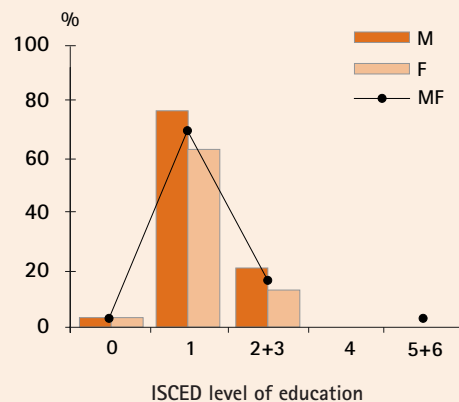
Area in km ² (000):	197
Total population (000):	9 003
- average annual growth rate (%):	2.7
Life expectancy at birth (years):	52
Average number of children per female:	5.6
Infant mortality rate (per 1000 live births):	63
Estimated literacy rate M (%):	46
Estimated literacy rate F (%):	26
National currency:	Franc CFA
GNP per capita (US\$):	510
Public expenditure on education as a % of:	
- GDP	3.4
- total government expenditure	...

Gross enrolment ratios, enrolment, teaching staff, institutions and public expenditure on education

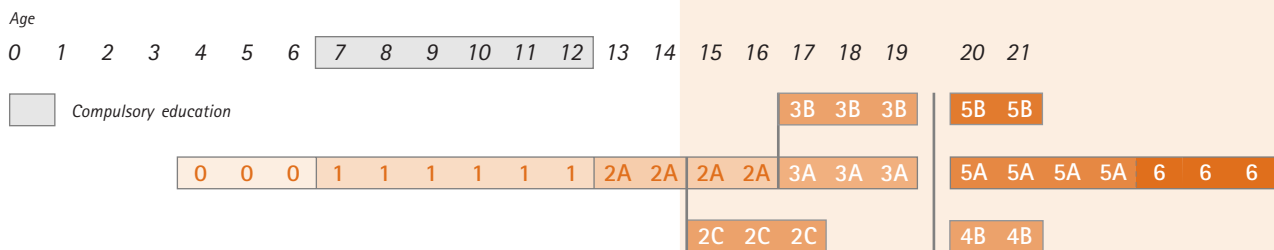
		Level of education				
		ISCED 0	ISCED 1	ISCED 2+3	ISCED 4	ISCED 5+6
Pupils	MF	24 299	1 034 065	237 454	...	29 303
	% F	50	45	39	...	...
Teachers	MF	1 272	21 277	...	...	...
	% F	78	...	...	...	...
Institutions		313	4 256	...	...	...
Public expenditure on education						
- distribution by level of education (%) ¹		2.6	39.9	25.3	3.0	23.1
- teachers' remuneration as a % of current expenditure		...	...	...	...	...

1. Not allocated by level: 6.1%

GER



Structure of the education system according to ISCED97



0	Éducation préscolaire
1	Enseignement élémentaire : CFEE
2A	Enseignement moyen : BFEM
2C	Centre d'apprentissage : CAP
3A	Enseignement secondaire général : Bac
3B	Enseignement secondaire technique : Bac techn.
4B	École de formation des instituteurs (1 an) Formation professionnelle (2 ans)

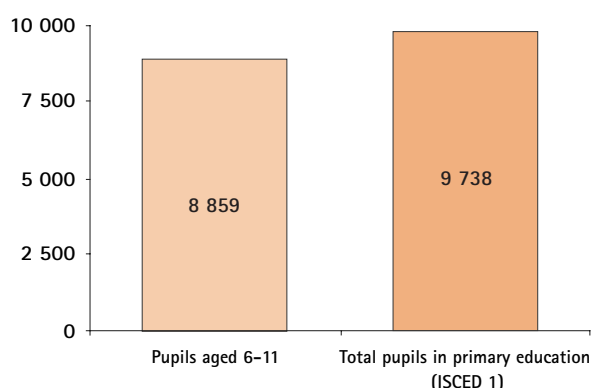
5A	1er cycle de l'enseignement supérieur : DEUG, Licence, Maîtrise École d'ingénieurs École de médecine (7 ans)
5B	Institut Universitaire de Technologie : DUT Enseignement technique supérieur : BTS
6	2ème cycle de l'enseignement supérieur : DEA, Doctorat

1998

Seychelles

General information

Total pupils in primary education (ISCED 1) compared to the number of pupils of official primary school age (6-11)¹



1. The population is not shown due to lack of demographic data by age.

Area in km ² :	455
Total population (000):	76
- average annual growth rate (%):	...
Life expectancy at birth (years):	...
Average number of children per female:	...
Infant mortality rate (per 1000 live births):	...
Estimated literacy rate M (%):	...
Estimated literacy rate F (%):	...
National currency:	Rupee
GNP per capita (US\$):	6 700
Public expenditure on education as a % of:	
- GDP	6.8
- total government expenditure	10.7

Gross enrolment ratios, enrolment, teaching staff, institutions and public expenditure on education

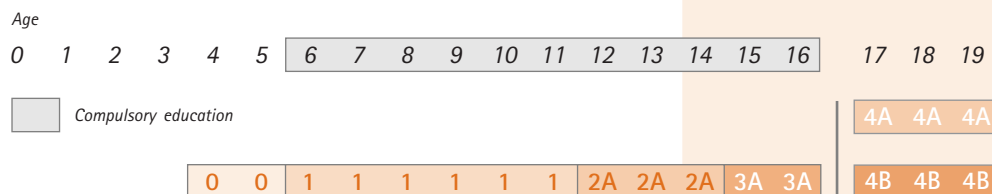
		Level of education				
		ISCED 0	ISCED 1	ISCED 2+3	ISCED 4	ISCED 5+6
Pupils	MF	3 304	9 738	8 027	1 380	.
	% F	49	49	49	51	.
Teachers	MF	194	656	555	134	.
	% F	100	88	53	38	.
Institutions	35	25	26	9		
Public expenditure on education						
- distribution by level of education (%) ¹		5.4	17.7	40.8	10.0	8.1 ²
- teachers' remuneration as a % of current expenditure		96.7	95.2	79.2	100.0	.

1. Not allocated by level: 18.0 %

2. Data refer to student grants for study abroad.

The gross enrolment ratio figure is not shown due to lack of demographic data by age.

Structure of the education system according to ISCED97



0	Crèche
1	Primary education
2A	Lower secondary
3A	Upper secondary

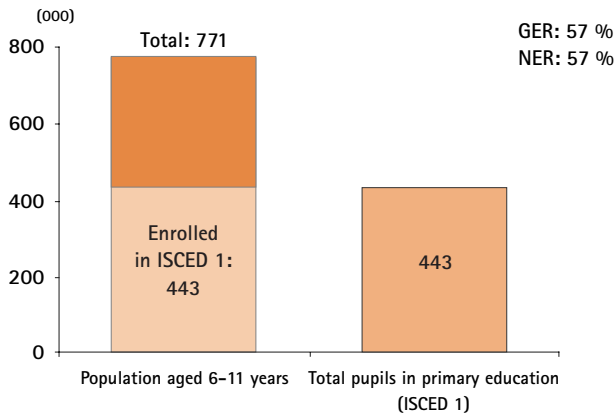
4A	Polytechnic (Academic)
4B	Polytechnic (Technical)

1999

Sierra Leone

General information

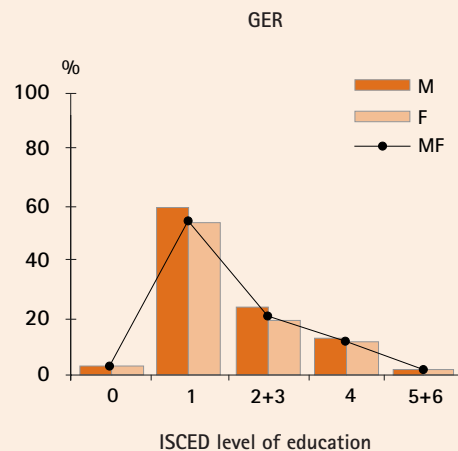
Pupils enrolled in primary education (ISCED level 1) compared to the population at official school age (6-11 years)



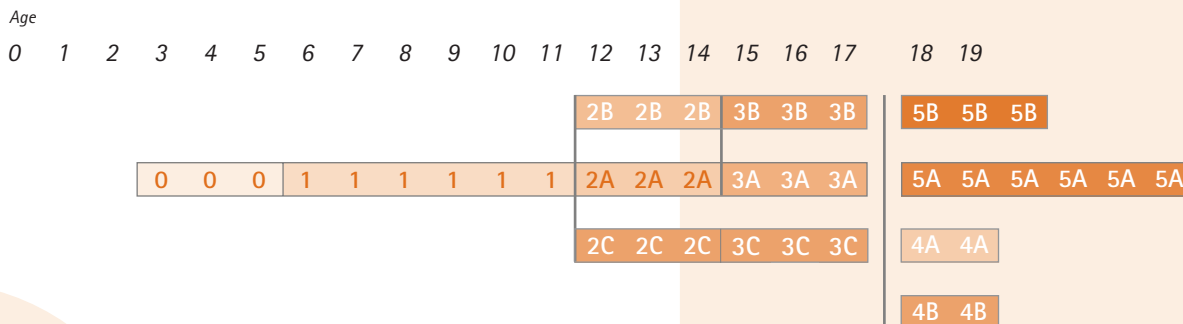
Area in km ² (000):	72
Total population (000):	4 717
- average annual growth rate (%):	2.1
Life expectancy at birth (years):	37.2
Average number of children per female:	6.1
Infant mortality rate (per 1000 live births):	...
Estimated literacy rate M (%):	...
Estimated literacy rate F (%):	...
National currency:	Leone
GNP per capita (US\$):	130
Public expenditure on education as a % of:	
- GDP	1.0
- total government expenditure	...

Gross enrolment ratios, enrolment, teaching staff, institutions and public expenditure on education

		Level of education				
		ISCED 0	ISCED 1	ISCED 2+3	ISCED 4	ISCED 5+6
Pupils	MF	16 520	442 915	136 861	23 665	6 744
	% F	52	48	45	50	45
Teachers	MF	702	14 924	5 924	1 448	850
	% F	90	40	43	59	38
Institutions		154	2 370	244	123	
Public expenditure on education						
- distribution by level of education (%)		-	39.5	23.6	8.8	28.1
- teachers' remuneration as a % of current expenditure		.	79.6	60.5	50.2	91.6



Structure of the education system according to ISCED97



0	Nursery
1	Primary education
2A	Junior secondary I
2B	Junior secondary II
2C	Junior secondary III
3A	Senior secondary I

3B	Senior secondary II (Technical/Vocational)
3C	Senior secondary III (Technical/Vocational)
4A	Technical/Vocational institute I
4B	Technical/Vocational institute II
5A	Higher Education: Bachelor's, Master's Degrees
5B	Higher Education: Certificate, Higher Teacher's Certificate

1998

Somalia

Pupils enrolled in primary education (ISCED level 1) compared to the population at official school age

(Information not available)

General information

Area in km ² (000):	638
Total population (000):	9 237
- average annual growth rate (%):	4,2
Life expectancy at birth (years):	47
Average number of children per female:	7,3
Infant mortality rate (per 1000 live births):	122
Estimated literacy rate M (%):	...
Estimated literacy rate F (%):	...
National currency:	Shilling
GNP per capita (US\$):	...
Public expenditure on education as a % of:	
- GDP	...
- total government expenditure	...

Gross enrolment ratios, enrolment, teaching staff, institutions and public expenditure on education

(Information not available)

Structure of the education system according to ISCED97

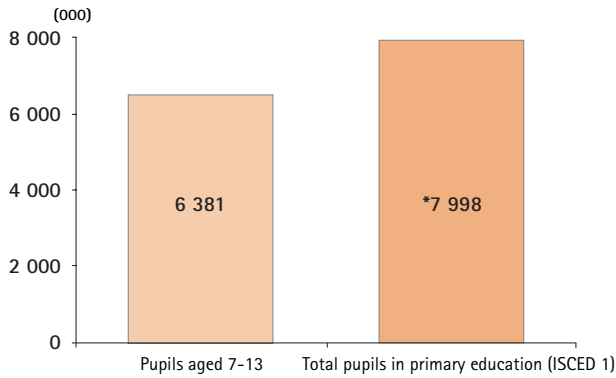
(Information not available)

1998

South Africa

General information

Total pupils in primary education (ISCED 1) compared to the number of pupils of official primary school age (7-13)¹



1. The population and enrolment ratios are not shown due to inconsistencies between the number of pupils and the demographic data.

Area in km ² (000):	1 221
Total population (000):	39 357
- average annual growth rate (%):	1.5
Life expectancy at birth (years):	55
Average number of children per female:	3.3
Infant mortality rate (per 1000 live births):	59
Estimated literacy rate M (%):	85
Estimated literacy rate F (%):	84
National currency:	Rand
GNP per capita (US\$):	3 320
Public expenditure on education as a % of:	
- GDP	6.0
- total government expenditure	22.2

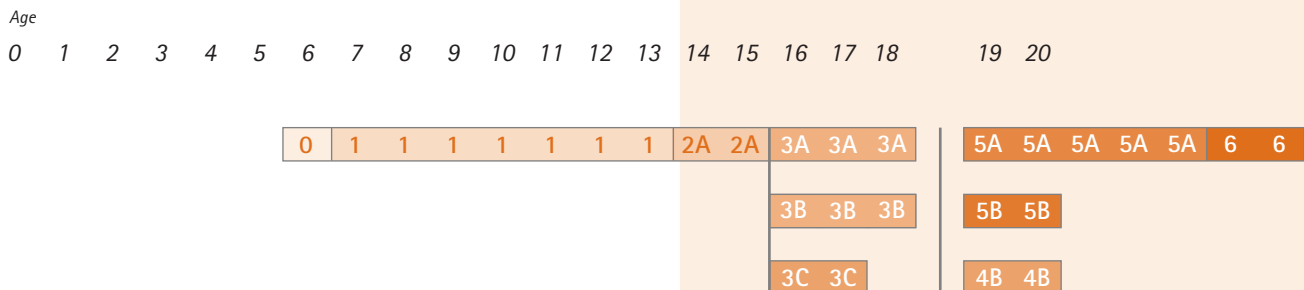
Gross enrolment ratios, enrolment, teaching staff, institutions and public expenditure on education

		Level of education				
		ISCED 0	ISCED 1	ISCED 2+3	ISCED 4	ISCED 5+6
Pupils	MF	*248 469	*7 997 945	*4 244 415	*142 199	633 918
	% F	*50	*49	*53	*44	54
Teachers	MF	. ¹	*223 001 ¹	*143 804	...	19 751
	% F	. ¹	*78 ¹	*50	...	40
Institutions		. ¹	*21 367 ¹	...	...
Public expenditure on education						
- distribution by level of education (%) ²		0.0	45.0	33.7	-	15.2
- teachers' remuneration as a % of current expenditure		8.7	91.8	85.1	-	8.1

1. Data for level 0 are included in level 1.
2. Not allocated by level: 6.1 %

The gross enrolment ratio figure is not shown due to inconsistencies between the number of pupils and the demographic data.

Structure of the education system according to ISCED97



0	Pre-primary education
1	Primary education
2A	Lower/junior secondary
3A	Upper/senior secondary
3B	Technical schools
3C	Technical colleges
4B	Post-secondary (Technical Colleges)

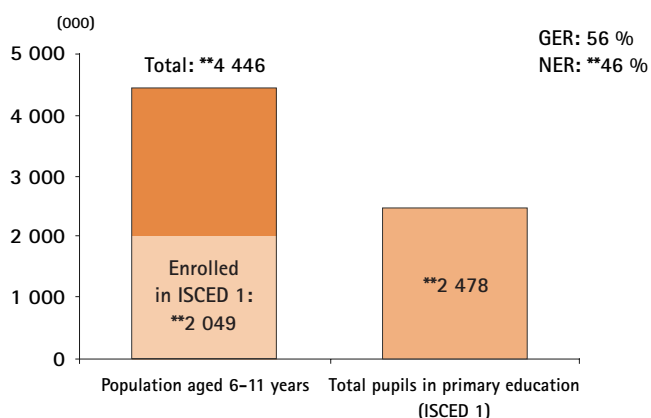
5A	Higher Education: National Diploma, Bachelor's Degree, National Higher Certificate, Higher/Further Diploma, Postgraduate, Honours Degree, Master's Diploma, Master's Degree
5B	Higher Education: National Certificate, National Higher Certificate, Undergraduate Certificate and Diploma
6	Laureatus in Technology, Doctorate

1998

Sudan

General information

Pupils enrolled in primary education (ISCED level 1) compared to the population at official school age (6-11 years)

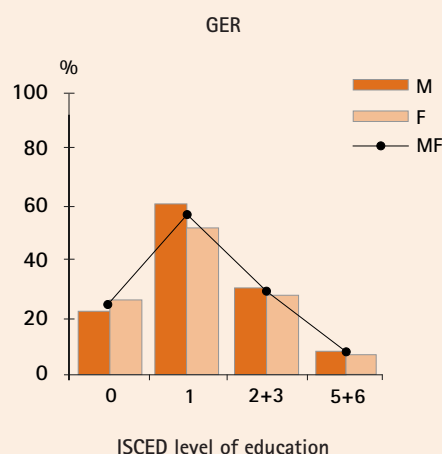


Area in km ² (000):	2 506
Total population (000):	28 292
- average annual growth rate (%):	2.2
Life expectancy at birth (years):	55
Average number of children per female:	4.6
Infant mortality rate (per 1000 live births):	71
Estimated literacy rate M (%):	68
Estimated literacy rate F (%):	43
National currency:	Pound
GNP per capita (US\$):	290
Public expenditure on education as a % of:	
- GDP	3.8
- total government expenditure	...

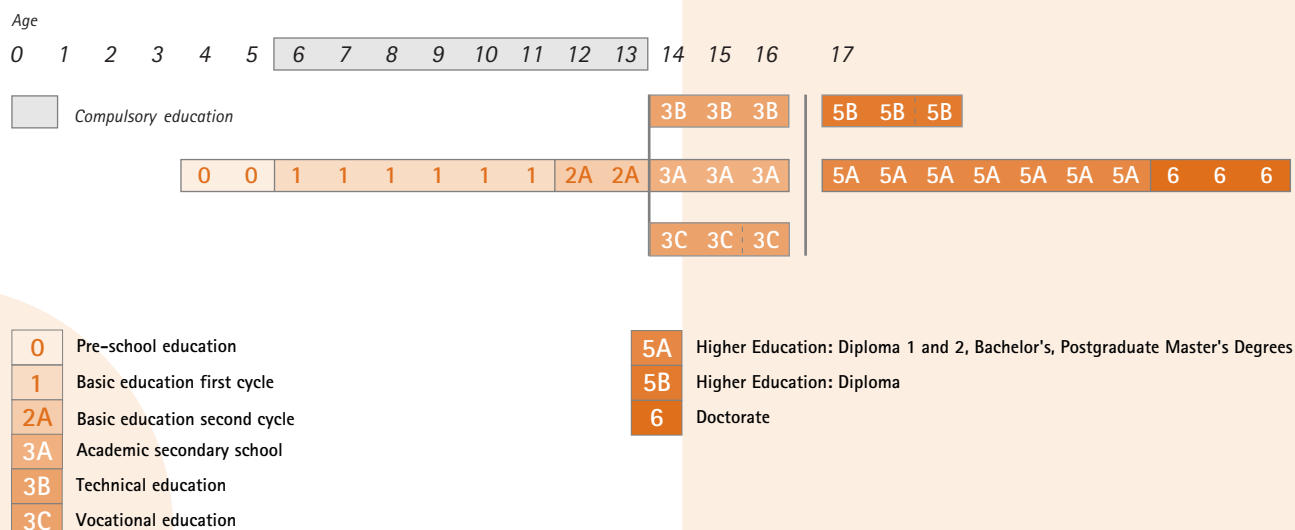
Gross enrolment ratios, enrolment, teaching staff, institutions and public expenditure on education

		Level of education				
		ISCED 0	ISCED 1	ISCED 2+3	ISCED 4	ISCED 5+6
Pupils	MF	365 723	**2 478 309	1 010 060	.	200 538
	% F	54	**45	48	.	47
Teachers	MF	8 796	131 157 ¹	. ¹	.	4 407
	% F	96	65 ¹	. ¹	.	23
Institutions		5 984	13 499 ¹	. ¹	.	
Public expenditure on education						
- distribution by level of education (%) ...						
- teachers' remuneration as a % of current expenditure ...						

1. Data for levels 2 and 3 are included in level 1.



Structure of the education system according to ISCED97

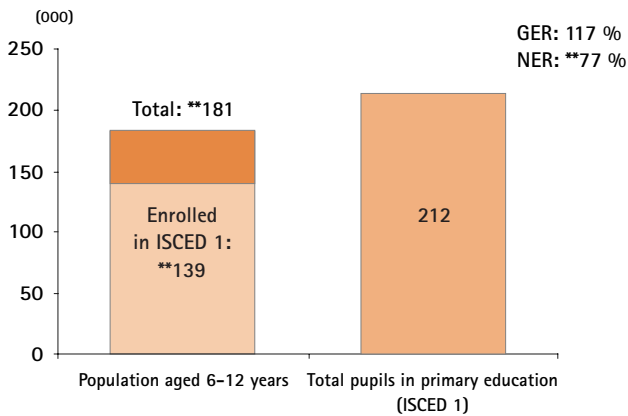


1998

Swaziland

General information

Pupils enrolled in primary education (ISCED level 1) compared to the population at official school age (6-12 years)



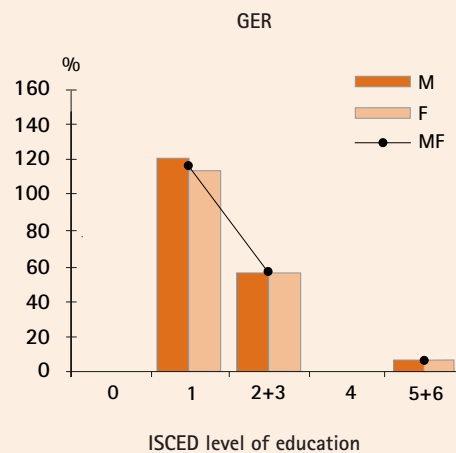
Area in km ² (000):	17
Total population (000):	952
- average annual growth rate (%):	2.9
Life expectancy at birth (years):	60
Average number of children per female:	4.7
Infant mortality rate (per 1000 live births):	65
Estimated literacy rate M (%):	80
Estimated literacy rate F (%):	77
National currency:	Emalangeni
GNP per capita (US\$):	1400
Public expenditure on education as a % of:	
- GDP	6.6
- total government expenditure	...

Gross enrolment ratios, enrolment, teaching staff, institutions and public expenditure on education

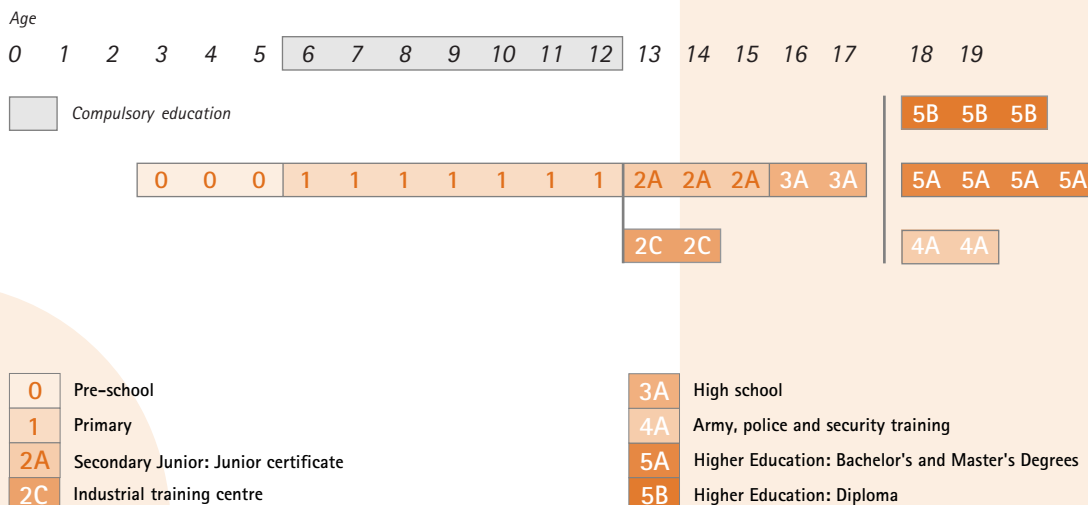
		Level of education				
		ISCED 0	ISCED 1	ISCED 2+3	ISCED 4	ISCED 5+6
Pupils	MF	...	212 052	60 830	...	4 880
	% F	...	49	50	...	48
Teachers	MF	...	6 425	3 416	...	229
	% F	...	75	46	...	32
Institutions		...	539	228	...	...
Public expenditure on education		...	...	...	...	...
- distribution by level of education (%) ¹		0.0	33.2	26.9	...	32.1 ²
- teachers' remuneration as a % of current expenditure		...	...	...	...	...

1. Not allocated by level: 7.8 %

2. Data for level 4 are included in levels 5 and 6.



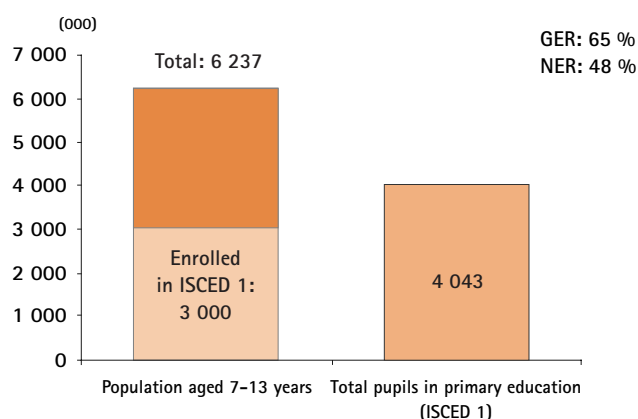
Structure of the education system according to ISCED97



United Republic of Tanzania 1998

General information

Pupils enrolled in primary education (ISCED level 1) compared to the population at official school age (7-13 years)

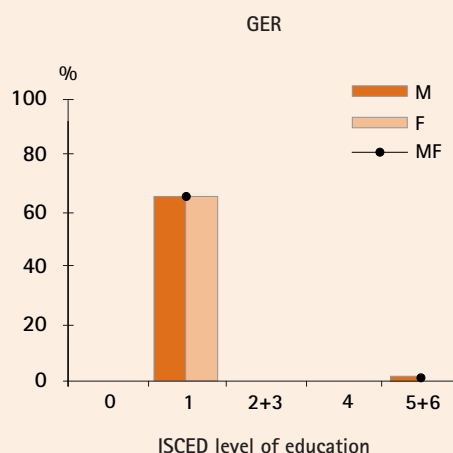


Area in km ² (000):	884
Total population (000):	32 102
- average annual growth rate (%):	2.6
Life expectancy at birth (years):	48
Average number of children per female:	5.5
Infant mortality rate (per 1000 live births):	82
Estimated literacy rate M (%):	83
Estimated literacy rate F (%):	64
National currency:	Shilling
GNP per capita (US\$):	240
Public expenditure on education as a % of:	
- GDP	...
- total government expenditure	...

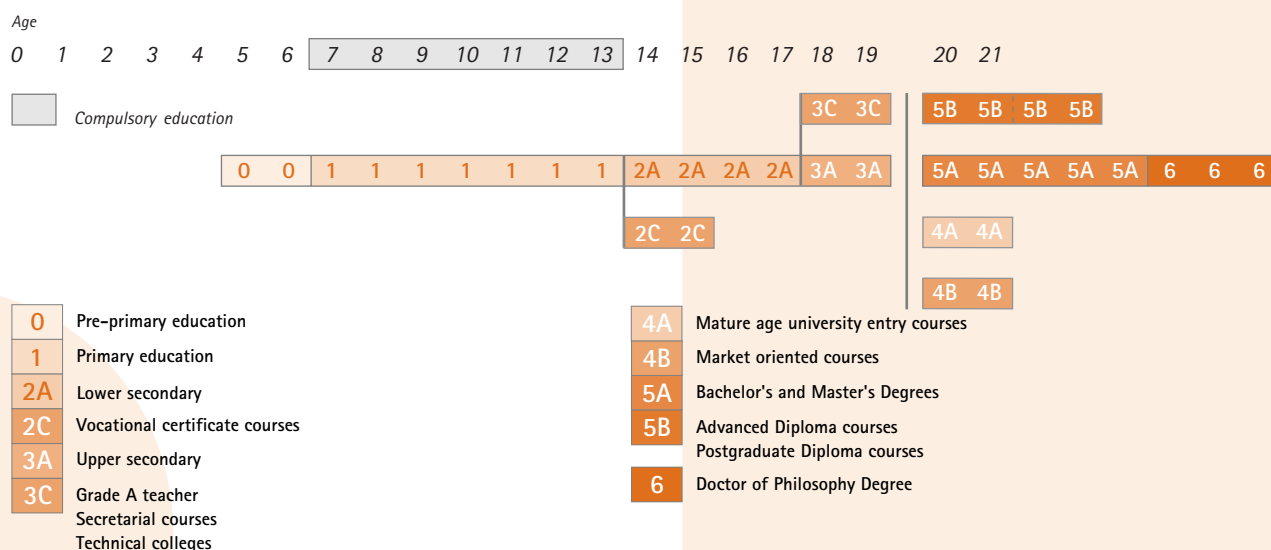
Gross enrolment ratios, enrolment, teaching staff, institutions and public expenditure on education

		Level of education				
		ISCED 0	ISCED 1	ISCED 2+3	ISCED 4	ISCED 5+6
Pupils	MF	...	4 042 568	226 903 ¹	...	18 867
	% F	...	50	46 ¹	...	21
Teachers	MF	...	106 329	11 691 ¹	...	2 064
	% F	...	44	27 ¹	...	14
Institutions		...	11 339	781 ¹	...	...
Public expenditure on education		...	...	...	...	...
- distribution by level of education (%)		...	...	...	...	...
- teachers' remuneration as a % of current expenditure		...	...	...	...	...

1. General education only.



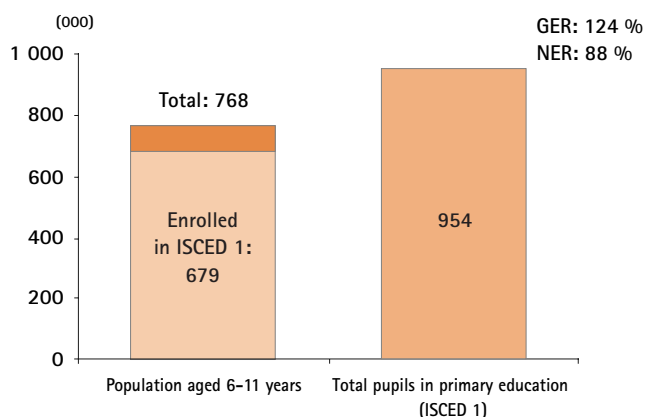
Structure of the education system according to ISCED97



1998

Togo

Pupils enrolled in primary education (ISCED level 1) compared to the population at official school age (6-11 years)



General information

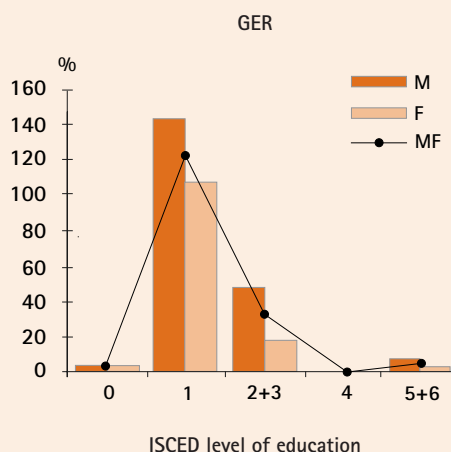
Area in km ² (000):	57
Total population (000):	4 397
- average annual growth rate (%):	2.6
Life expectancy at birth (years):	49
Average number of children per female:	6.1
Infant mortality rate (per 1000 live births):	84
Estimated literacy rate M (%):	72
Estimated literacy rate F (%):	38
National currency:	Franc CFA
GNP per capita (US\$):	320
Public expenditure on education as a % of:	
- GDP	4.5
- total government expenditure	24.4

Gross enrolment ratios, enrolment, teaching staff, institutions and public expenditure on education

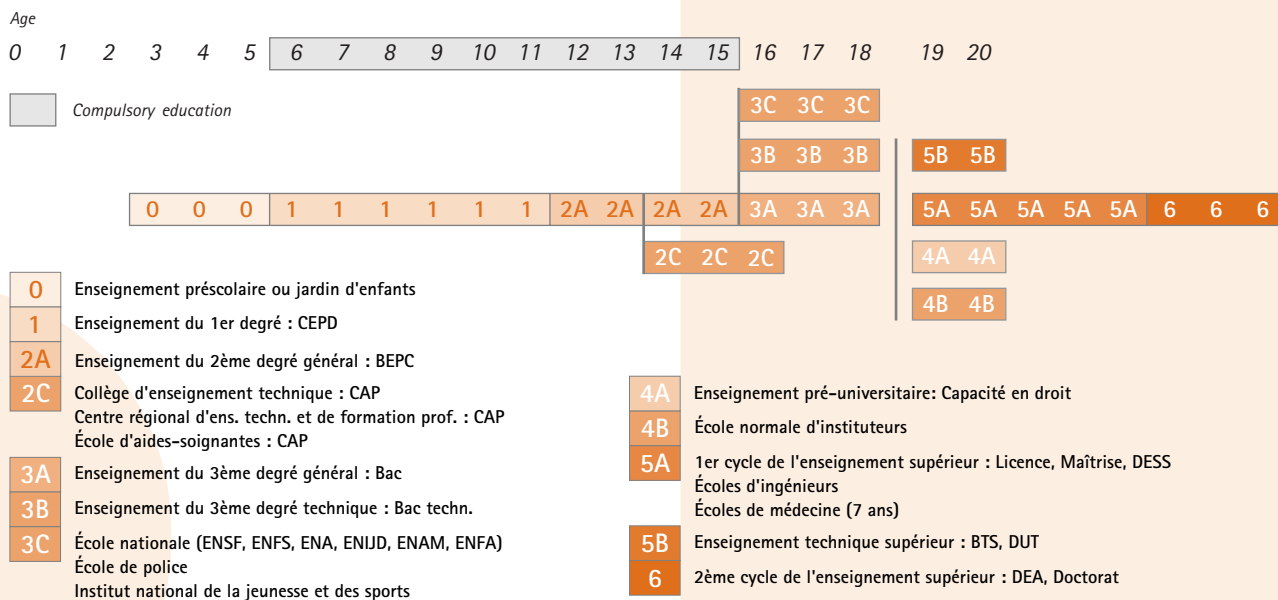
		Level of education				
		ISCED 0	ISCED 1	ISCED 2+3	ISCED 4	ISCED 5+6
Pupils	MF	11 241	953 886	231 948	331	15 028
	% F	50	43	29	15	17
Teachers	MF	566	23 107	6 595	...	384
	% F	97	14	13	...	10
Institutions		319	4 701	723	1	
Public expenditure on education						
- distribution by level of education (%) ¹		∕.2	44.6 ²	28.7	-	21.8
- teachers' remuneration as a % of current expenditure		∕.2	90.8 ²	82.5	-	47.1

1. Not allocated by level; 4.9%

2. Data for level 0 are included in level 1.



Structure of the education system according to ISCED97

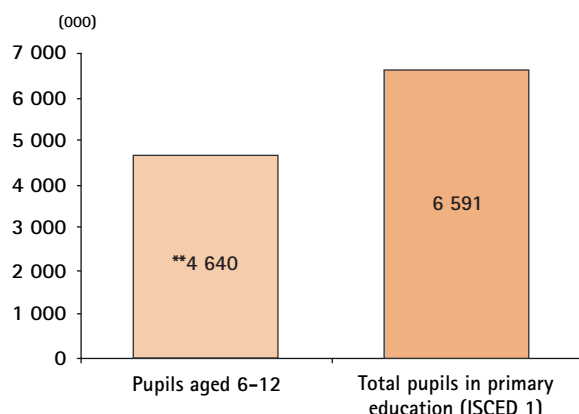


1998

Uganda

General information

Total pupils in primary education (ISCED 1) compared to the number of pupils of official primary school age (6-12)¹



1. The population and enrolment ratios are not shown due to inconsistencies between the number of pupils and the demographic data.

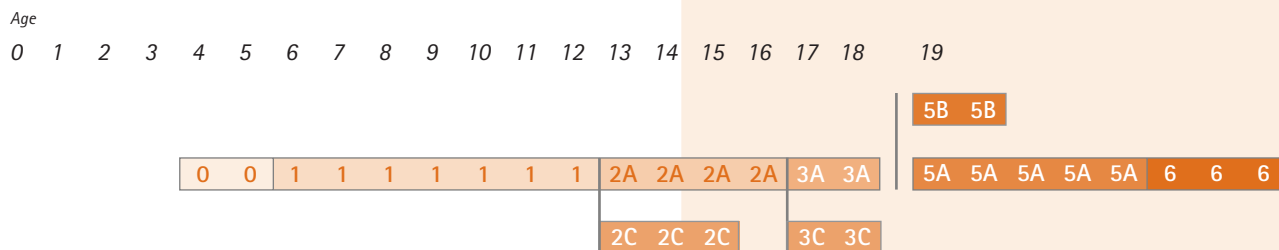
Area in km ² (000):	241
Total population (000):	20 554
- average annual growth rate (%):	2.9
Life expectancy at birth (years)	40
Average number of children per female:	7.1
Infant mortality rate (per 1000 live births):	107
Estimated literacy rate M (%):	76
Estimated literacy rate F (%):	54
National currency:	Shilling
GNP per capita (US\$):	310
Public expenditure on education as a % of:	
- GDP	...
- total government expenditure	...

Gross enrolment ratios, enrolment, teaching staff, institutions and public expenditure on education

		Level of education				
		ISCED 0	ISCED 1	ISCED 2+3	ISCED 4	ISCED 5+6
Pupils	MF	...	6 591 429	465 605	.	40 591
	% F	...	47	39	.	**35
Teachers	MF	...	109 733	24 982	.	2 218
	% F	...	33	21	.	18
Institutions		...	10 597	...	.
Public expenditure on education		...	...	...	.	...
- distribution by level of education (%)		...	...	...	.	...
- teachers' remuneration as a % of current expenditure		...	...	...	.	...

The gross enrolment ratio figure is not shown due to inconsistencies between the number of pupils and the demographic data.

Structure of the education system according to ISCED97



- 0 Pre-primary education
- 1 Primary education
- 2A Lower secondary education
- 2C Technical schools
- 3A Secondary education: Higher School Certificate

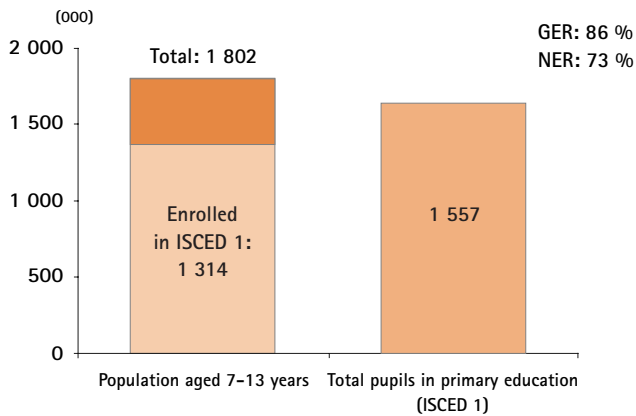
- 3C Technical education
Teacher education
- 5A Higher Education: Bachelor's and Master's Degrees
- 5B Higher Education: Professional qualification
- 6 Doctor's Degree and Doctor of Philosophy

1998

Zambia

General information

Pupils enrolled in primary education (ISCED level 1) compared to the population at official school age (7-13 years)

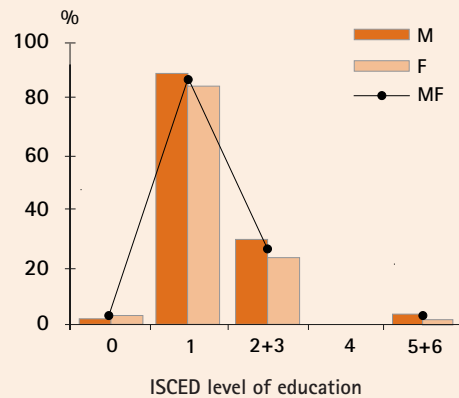


Area in km ² (000):	753
Total population (000):	8 781
- average annual growth rate (%):	2.2
Life expectancy at birth (years):	40
Average number of children per female:	5.6
Infant mortality rate (per 1000 live births):	82
Estimated literacy rate M (%):	84
Estimated literacy rate F (%):	69
National currency:	Kwacha
GNP per capita (US\$):	330
Public expenditure on education as a % of:	
- GDP	2.3
- total government expenditure	17.6

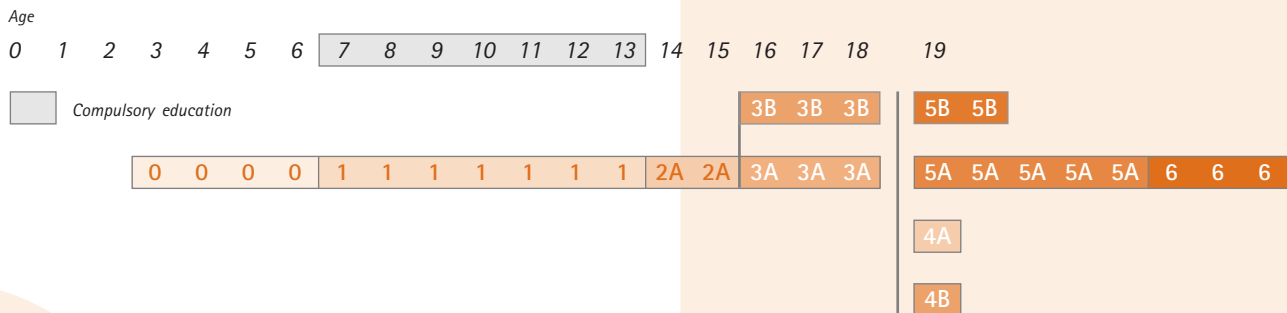
Gross enrolment ratios, enrolment, teaching staff, institutions and public expenditure on education

		Level of education				
		ISCED 0	ISCED 1	ISCED 2+3	ISCED 4	ISCED 5+6
Pupils	MF	*30 000	1 557 257	290 085	...	22 701
	% F	*54	48	43	...	32
Teachers	MF	700	34 810	10 000	...	...
	% F	57	48	26	...	...
Institutions		443	4 221	482	...	...
Public expenditure on education						
- distribution by level of education (%)		...	...	...	...	...
- teachers' remuneration as a % of current expenditure		...	...	...	...	...

GER



Structure of the education system according to ISCED97



0	Pre-schools (3 years)+ Preparatory classes (1 year)
1	Primary education
2A	Upper basic education
3A	High schools
3B	Technical high schools

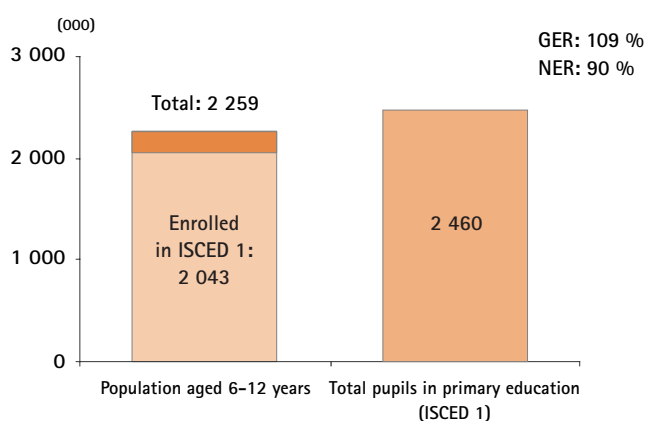
4A	Post-secondary non-tertiary
4B	Post-secondary non-tertiary
5A	Higher Education: Certificate, Diploma, Higher Diploma
5B	Higher Education: Bachelor's, Master's Degrees
6	Doctorate Degree

1999

Zimbabwe

General information

Pupils enrolled in primary education (ISCED level 1) compared to the population at official school age (6-12 years)

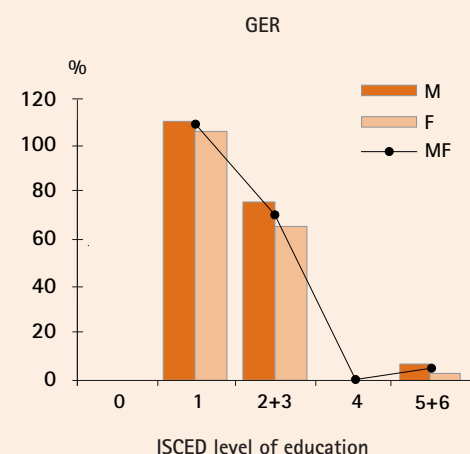


Area in km ² (000):	391
Total population (000):	11 529
- average annual growth rate (%):	1.4
Life expectancy at birth (years):	44
Average number of children per female:	3.8
Infant mortality rate (per 1000 live births):	69
Estimated literacy rate M (%):	92
Estimated literacy rate F (%):	84
National currency:	Dollar
GNP per capita (US\$):	530
Public expenditure on education as a % of:	
- GDP	10.1
- total government expenditure	...

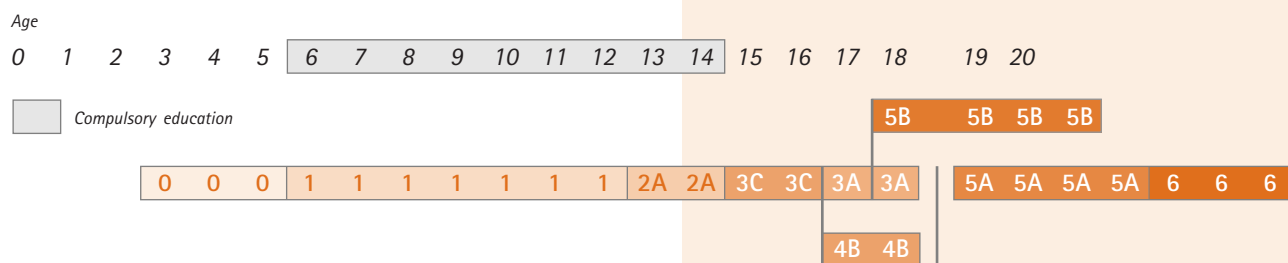
Gross enrolment ratios, enrolment, teaching staff, institutions and public expenditure on education

		Level of education				
		ISCED 0	ISCED 1	ISCED 2+3	ISCED 4	ISCED 5+6
Pupils	MF	...	2 460 323	834 880	871	40 850 ²
	% F	...	49	47	22	25 ²
Teachers	MF	...	59 973	30 572 ¹	...	2 387 ²
	% F	...	47	37 ¹	...	15 ²
Institutions		...	...	...	...	...
Public expenditure on education		...	...	...	...	...
- distribution by level of education (%)		0.0	56.1	29.2	/. ³	14.8 ³
- teachers' remuneration as a % of current expenditure		...	...	...	...	...

1. General education only.
2. Excluding level 6.
3. Data for level 4 are included in levels 5 and 6.



Structure of the education system according to ISCED97



0	Pre-school
1	Primary school
2A	Lower secondary: Junior certificate
3C	Senior secondary: "O" level
3A	Upper secondary: "A" level

4B	Post-secondary non-tertiary,
5A	Higher Education: Bachelor's and Master's Degrees
5B	Teaching courses, Technical courses, Apprenticeship programmes
6	Doctorate Degree

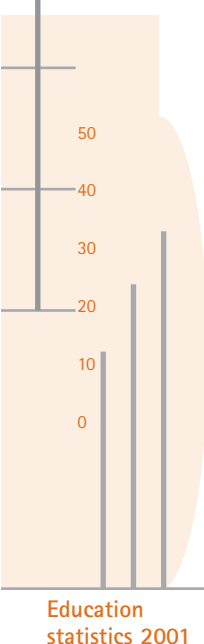
2. Access and participation by level of education

2.1 Pre-primary education

2.1.1 Data coverage

Early childhood development programmes cover both pre-primary education corresponding to ISCED97 level 0 and all other school- or centre-based programmes involving organized and systematic activities aimed at encouraging children's learning and emotional and social development (UNESCO, 1998). In those countries where pre-primary provision is the responsibility of the Ministry of Education, figures for numbers of schools, pupils enrolled and teachers are generally available; but this is often not the case where pre-school education is provided by another Ministry (for example, Health or Social Services), by local communities or councils or by non-governmental organizations (NGOs). In these cases, the data are not communicated systematically to the Ministry of Education or Central Statistical Office, the main national counterparts from whom the UNESCO Institute for Statistics receives data on education.

Data coverage is even more problematic where other early childhood development (ECD) programmes are concerned: in particular those provided by local communities, council bodies or NGOs. Of the region's forty-nine countries, twenty-nine reported such programmes, but only two of these (Comoros and Sao Tome and Principe) provided figures for the number of children enrolled in them.¹ Consequently it has been possible only in the case of Comoros² to calculate the gross enrolment ratio for pre-primary and other ECD programmes as a



¹ In Comoros, the other ECD programmes consist mainly of schools for the study of the Koran. These are attended by children of all ages, with the result that the gross enrolment ratio in these types of programme is well above 100% (166%). This figure probably over-estimates the relative importance of these programmes consisting of all-age schools whose primary purpose is the study of the Koran (Ministry of National Education, *Education For All: EFA 2000 Assessment*, p.17). Pre-primary education, in the strict sense, involves very few children: the gross pre-primary enrolment rate is only 2%.

² It has not been possible to calculate the rate for Sao Tome and Principe because of the lack of demographic data by single year of age.

whole (EFA Core Indicator 1). For the twenty countries where there are no other ECD programmes outside pre-primary schooling proper, EFA Indicator 1 corresponds to the gross enrolment ratio in pre-primary education (see Annex I, Table A1). The present study of access to early childhood development programmes therefore concerns only pre-primary schooling (ISCED level 0).

Table 2.1 - Pupil numbers in pre-primary education by gender and by type of institution, 1998

	Total (millions)	% F	Number of countries	% Private	Number of countries
Sub-Saharan Africa	3 828	49	38/49	81	25/49
Central and Western Africa	1 453	45	25/27	46	14/27
Eastern and Southern Africa	2 375	51	13/22	88	11/22

Table 2.2 - Gross enrolment ratios in pre-primary education by gender and gender parity indices (GPI), 1998

	Gross enrolment ratios (%)			GPI (F/M)
	MF	M	F	
Sub-Saharan Africa	10.6	10.8	10.4	0.96
Central and Western Africa	7.4	8.1	6.7	0.83
Eastern and Southern Africa	14.3	13.9	14.6	1.05

2.1.2 Pupil numbers in pre-primary education

In 1998, some 4 million children were enrolled in pre-primary education (ISCED level 0) in sub-Saharan Africa. Eastern and Southern Africa accounted for 62% of these, or 2.4 million children (more than 1 million of these in Kenya), compared with just under 1.5 million in Central and Western Africa.

In the whole of sub-Saharan Africa nearly half of the children in pre-primary education are girls. It should perhaps be noted, though, that in Central and Western Africa, girls only account for 45% of the total, while in the countries of Eastern and Southern Africa they account for more than half of those enrolled.

Private schools play an important role in pre-primary education: in the region as a whole, more than eight children out of every ten enrolled attend such institutions. There is a difference, though, between the percentages in Eastern and Southern Africa (88%) and the Central and Western subregion (46%) (Table 2.1). In eight countries (Comoros, Djibouti, Ethiopia, Kenya, Lesotho, Sierra Leone, Sudan and Togo), pre-primary education is provided entirely by the private sector (see Annex I, Table A1). The importance of this sector reflects the relative lack of state provision in most of the countries as pre-school education is still only marginal, and is not always one of the priorities of national education policies.

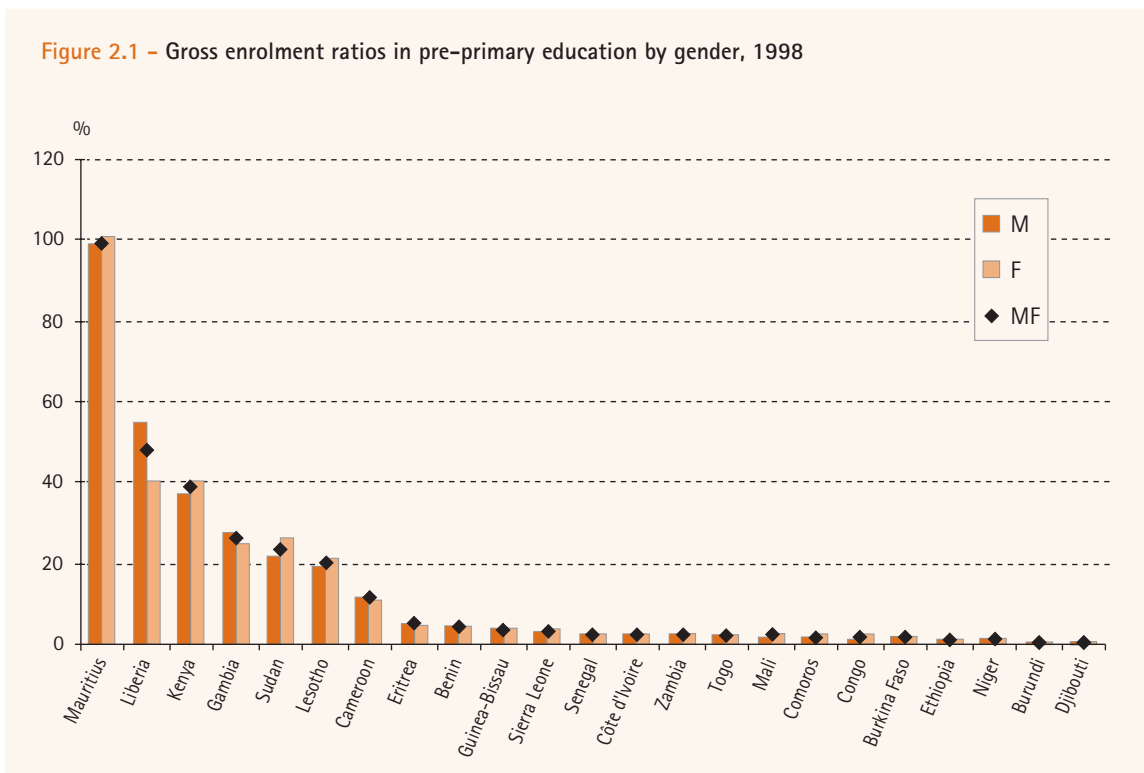
2.1.3 Participation in pre-primary education

Pre-primary education is still relatively marginal in sub-Saharan Africa, at present involving only one child in ten. This form of schooling is more developed in Eastern and Southern Africa, where the gross enrolment ratio is 14%, roughly double that found in Central and Western Africa (7%) (Table 2.2).

However, these mean figures hide some quite marked disparities between individual countries, particularly in Eastern and Southern Africa, where the gross enrolment ratio ranges from 0.5% in Djibouti to 99.8% in Mauritius, a range of 99 percentage points. The differences are far smaller in Central and Western Africa, gross enrolment ratios being lower there generally. In the countries which supplied figures, the difference between the lowest rate (0.8% in Burundi) and the highest (48% in Liberia) is 47 percentage points (Annex I, Table A1). The large variation in levels of participation sometimes follows linguistic distribution: there is a small group of English-speaking countries where enrolment levels are fairly high, and a second group, mainly French-speaking, where rates are extremely low, generally under 5%.

The Gender Parity Index (GPI), which is the ratio between the female and male rates and is here a measure of equality between girls and boys in pre-primary education enrolment,

Figure 2.1 - Gross enrolment ratios in pre-primary education by gender, 1998



confirms what has already emerged from analysis of the numbers enrolled. In sub-Saharan Africa as a whole, girls have slightly lower enrolment ratios than boys: GPI is below 1 (0.96). A distinction must be made, though, between Eastern and Southern Africa, where girls have a higher enrolment ratio than boys (GPI greater than 1), and Central and Western Africa, where access to the limited pre-school provision is often greater for boys (GPI 0.83).

breakdowns by age or by grade. Data on overall numbers were supplied by all countries in the region except Ghana, Nigeria and Somalia, which account for 22% of the region's total population.

2.2 Primary education (ISCED 1)

2.2.1 Access to primary education

Primary education is a priority in most of the countries of sub-Saharan Africa which have set themselves a goal of primary education for all by 2015. The latest information available, however, justifies apprehensions that this objective may not be met in half of the countries in the region.⁴

Access to primary education is measured by two indicators, the apparent intake rate (or gross intake rate) and the net intake rate. The former gives the number of new entrants to the first grade of primary education, whatever their age, as a percentage of the population of official entry age. The net intake rate, on the other hand, is a measure of the level of access (in percentage terms) to primary school of children at the official entry age. In many countries, particularly in sub-Saharan Africa, children seldom enter primary school at the official age, but rather one year or more later, as shown by the apparent intake rate figures which in some cases exceed 100%. Of these two indicators, the apparent (gross) rate is the more widely used, despite its limitations, as the net rate is harder to obtain because of the lack of data on new entrants by age. Studies of apparent intake

Data availability is better in the case of primary education than for other levels. Though reasonably satisfactory so far as total numbers are concerned, it is less so for

⁴ See declaration of the Director of the Regional Office for Education in Africa (BREDA) at the Second EFA Working Group meeting, UNESCO, Paris 10-12 September 2001.

rates, however, should be supplemented, whenever figures are available, by considering net ratios as well, since these allow an estimate of the proportion of school-age children not attending school at the official entry age.⁵

Forty of the forty-nine countries of sub-Saharan Africa provided figures for the total number of new entrants to primary education, and thirty-nine provided data broken down by age, with which it was possible to calculate their net intake rates. As already noted, one of the countries which did not provide statistics was Nigeria, which accounts for a considerable proportion of the region's population. The regional averages presented here must therefore be interpreted with great care.

Apparent intake rate

Just over 12 million children of all ages entered primary school for the first time in 1998, yielding an apparent intake rate of 90% for the region as a whole (Table 2.3).

The apparent intake rate is greater than 100% in Eastern and Southern Africa (106%), suggesting that a number of countries in this sub-region have the theoretical capacity to enrol all children of official entry age to primary education. By contrast, the apparent intake rate is 64% in Central and Western Africa, reflecting the limited availability of school places in many parts of this sub-region, where rates do not reach 50% in some countries (for example, Burkina Faso, Central African Republic, Congo, Democratic Republic of the Congo and Niger).

As well as this difference between the sub-regions, there are considerable variations in access to primary education within each of them. The difference between the lowest rate and the highest is 88 percentage points in Eastern and Southern Africa, and as much as 115 points in Central and Western Africa (Figure 2.2).

The apparent intake rates also show substantial variations according to gender: the mean rate for boys (95%) is higher than

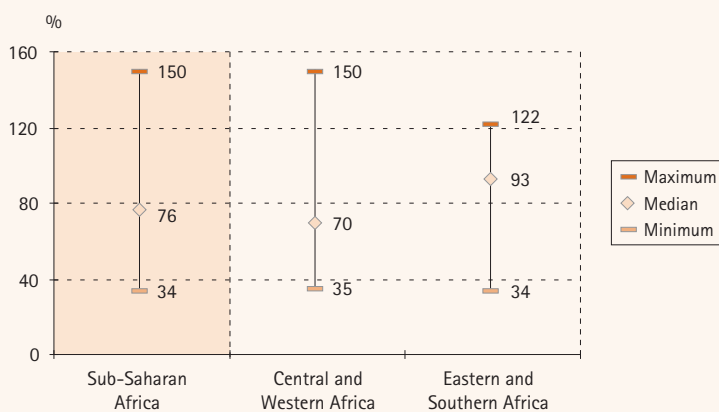
Table 2.3 – Apparent intake rates to Grade 1 of primary education and gender parity indices (GPI) 1998

Central and Western Africa					Eastern and Southern Africa				
Country	Apparent intake rates (%)			GPI (F/M)	Country	Apparent intake rates (%)			GPI (F/M)
	MF	M	F			MF	M	F	
Angola	88	100	77	0.77	Botswana	111	113	108	0.96
Burkina Faso	44	51	36	0.71	Comoros	71	76	67	0.88
Burundi	70	77	62	0.81	Djibouti	34	39	29	0.74
Congo	35	36	34	0.94	Eritrea	55	60	49	0.81
Côte d'Ivoire	74	82	66	0.80	Ethiopia	85	100	69	0.68
Gambia	89	92	87	0.95	Kenya	106	108	104	0.96
Guinea	55	62	49	0.79	Lesotho	94	93	94	1.01
Equatorial Guinea ¹	110	127	94	0.74	Madagascar	103	104	102	0.98
Liberia	65	80	51	0.63	Mauritius	105	105	105	1.00
Mali	54	61	46	0.75	Mozambique	81	89	73	0.81
Niger	41	50	33	0.66	Namibia	117	115	119	1.03
Central African Republic	43	50	36	0.72	United Rep. of Tanzania	69	70	68	0.97
Dem. Rep. of the Congo	47	46	49	1.07	Sudan	65	70	61	0.88
Rwanda	150	151	149	0.99	Swaziland	99	101	98	0.97
Senegal	71	...	...	...	Zambia	91	91	91	0.99
Sierra Leone ¹	70	72	69	0.96	Zimbabwe ¹	122	124	120	0.97
Chad	77	91	64	0.70	Central and Western Africa	64	67	59	0.88
Togo	100	105	94	0.90	Eastern and Southern Africa	106	111	100	0.90
					Sub-Saharan Africa	90	95	85	0.90

1. Data are from 1999.

⁵ Assessment of basic education in Sub-Saharan Africa 1990-1999. UNESCO, NESIS, ADEA, 2000, p.40.

Figure 2.2 - Variations within and between subregions in apparent intake rates in primary education, 1998



provision by 2005. There are, however, exceptions. GPI is very close to unity in most of the countries of Southern Africa, as well as in some other countries where girls enter school in numbers at least as great as boys (for example, Mauritius and Democratic Republic of the Congo).

Net intake rate

that for girls (85%), giving an overall GPI of 0.89 (Table 2.3). The advantage is with boys in most countries, with GPIs below 0.75 (i.e. the rate for girls is only three-quarters of that for boys) in some (Burkina Faso, Central African Republic, Chad, Djibouti, Ethiopia, Liberia and Niger). This inequality is likely to have an impact on the level of girls' participation later on in primary education as well. It also highlights the difficulties most of the region's countries are likely to have in achieving one of the goals set out in the Dakar Framework for Action: the elimination of gender disparities in primary and secondary

Few children enter primary school at the official age in the region. Only 28% of children aged 6 or 7 (the commonest official ages for entry) are in fact enrolled in school (Table 2.4). In other words, more than seven school-age children in ten are still not enrolled at the official entry age.

Many children enter school a little older which explains the difference between the

Table 2.4 - Net intake rates to grade 1 of primary by gender and gender parity indices (GPI), 1998

	Net intake rates (%)			GPI (F/M)
	MF	M	F	
Sub-Saharan Africa	28	29	26	0.91
Central and Western Africa	29	30	26	0.87
Eastern and Southern Africa	27	28	26	0.94

Figure 2.3 - Net intake rates at the official age (NIR), at one year younger (NIR-1) and at one year older (NIR+1), 1998

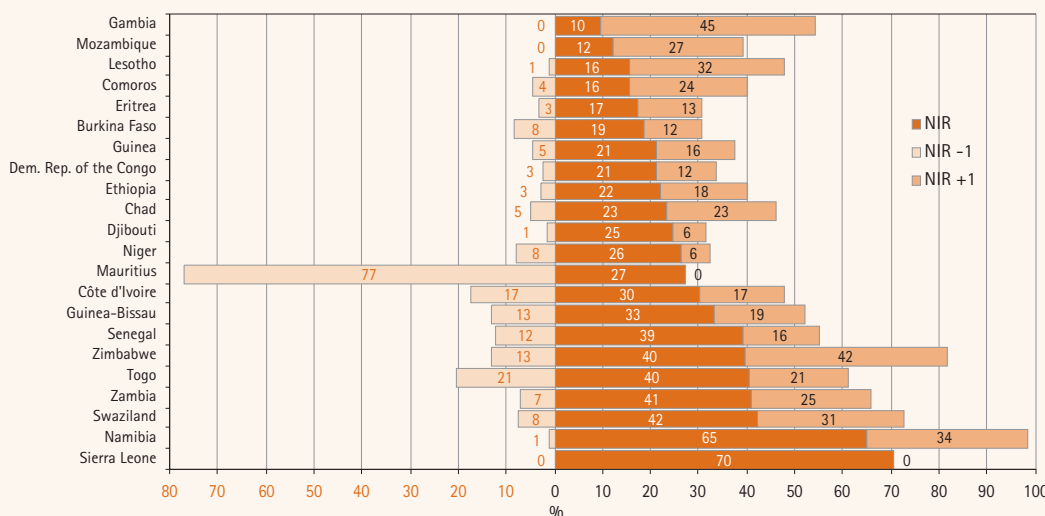
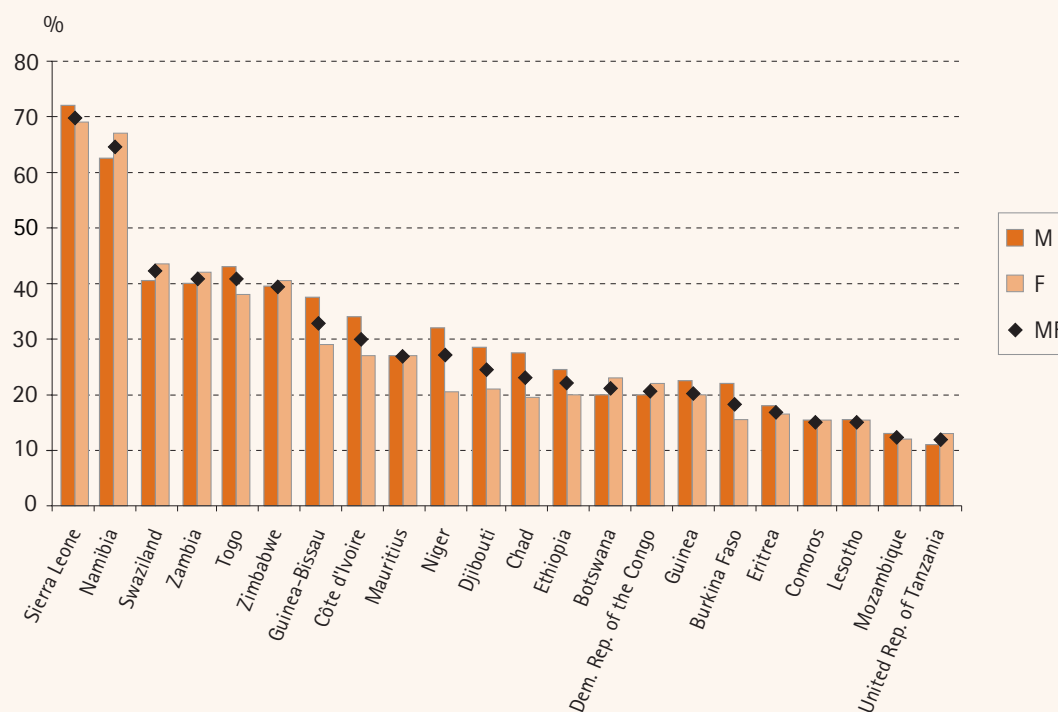


Figure 2.4 – Net intake rates in primary education by gender, 1998



apparent and net intake rates – the former being 90% for the region as a whole. In a number of countries, more children enter school one year older (or younger) than the official age, as revealed by calculations of specific intake rates not only at the official entrance age (NIR), but also one year later (NIR+1) or one year earlier (NIR-1). In several countries NIR+1 is higher than the rate at the official age (Figure 2.3). Mauritius stands out as the only country where intake rates are highest one year prior to the official entrance age but this is due to the fact that in this country the official entry age was raised from 5 to 6 in 1997. Nevertheless, in the year following this change of pattern, admissions still took place mostly at 5 years of age. It will probably take a number of years before they mainly occur at the official age.

The net intake rate differs little between the subregions (Table 2.4); but differences between individual countries are far more pronounced. Among the twenty or so countries for which this indicator is available,

there is a variation by a factor of six between the lowest and highest rates (Annex I, Table A2). The net intake rate is as low as 12% in the United Republic of Tanzania and as high as 70% in Sierra Leone. Only one-third of countries have net rates of 40% or above, indicating that some effort is still required to ensure children's access to school, particularly at the official entrance age.

Access to primary education remains limited in sub-Saharan Africa, especially so far as girls are concerned. An analysis of the net intake rates confirms the existence of gender inequality in the numbers of new entrants of official age, though this is less pronounced than that for all new entrants, particularly in Eastern and Southern Africa where GPI is 0.94 compared with 0.90 for the apparent intake rate. There are, however, countries where girls account for more than half of admissions not only overall, but also at the official age (Namibia, Democratic Republic of the Congo and Zambia).

2.2.2 Participation in primary education

The level of participation in primary education can be measured by two indicators. The first, the gross enrolment ratio (GER) represents the number of children, of all ages, enrolled in primary school, as a percentage of the population of the group of primary school-age. This ratio, which may be greater than 100% because of late entrance or repetition (pupils enrolled in a particular grade for a second or further time), is an indication of the theoretical capacity of an education system to accommodate all children of primary school-age. The second indicator, the net enrolment ratio (NER), is the percentage of the population of the official age group which is in fact enrolled in primary education. Of the two, NER is the more useful statistic for assessing progress towards the goal of primary education for all, and cannot exceed 100%.

Pupil numbers in primary education

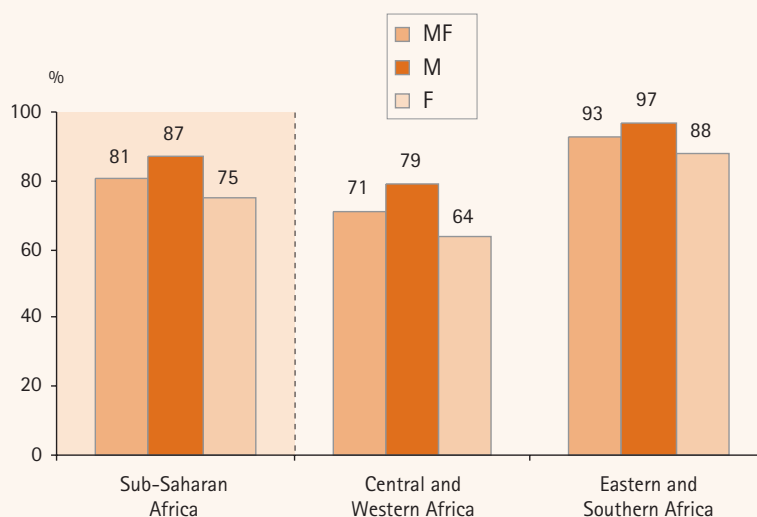
In 1998, around 81 million children of all ages were enrolled in primary education in sub-Saharan Africa, of which 54% were boys. A very great majority of these children (87%) were enrolled in public schools. Private education, though quite well - or in some cases very strongly - established in certain countries (Cameroon, Chad, Equatorial Guinea, Lesotho, Liberia, Madagascar, Mali, Mauritius, Togo and Zimbabwe), is still of limited importance overall (Annex I, Table A2), though its contribution to the achievement of primary education for all could increase in future.

Gross enrolment ratio

The gross enrolment ratio (GER) is 81%, indicating that the region's education system apparently lacks sufficient capacity for accommodating all children of primary school-age. This is the case particularly in Central and Western Africa, where GER is 71%, compared with 93% in Eastern and Southern Africa (Figure 2.5). A number of countries clearly have difficulty in meeting the potential demand for education in a situation where the pressure of population growth is still strong: for example, in countries where GER is below 50% (Burkina Faso, Central African Republic, Congo, Democratic Republic of the Congo, Djibouti, Eritrea, Guinea, Mali, Niger, Sierra Leone and Sudan) (Annex I, Table A2). Except for the last two, these are also countries where access to primary education remains limited.

As these enrolment figures show, fewer girls are enrolled than boys. For sub-Saharan Africa as a whole, GER for girls is 12 percentage points lower than the rate for boys (75% against 87%), whilst GPI is just 0.86. The disparities are more pronounced in Central and Western Africa, with GERs of 64% and 79% for girls and boys respectively. Girls seem to do a little better in the countries

Figure 2.5 - Gross enrolment ratios in primary education by gender, 1998



of Eastern and Southern Africa, where GERS are generally higher (88% and 97% respectively) and where GPI is 0.91. An increase in the general level of enrolment thus appears to bring a reduction of the gender disparity: but this is not always the case. There are countries with relatively high enrolment levels (above 75%) which nevertheless show strong inequalities between the genders (GPIs between 0.65 and 0.85): for example, Angola, Benin, Cameroon, Comoros, Côte d'Ivoire, Gambia, Liberia and Togo.

Net enrolment ratio

The goal, reaffirmed at Dakar, of primary education for all between now and 2015, remains a challenge for the whole of sub-Saharan Africa, in that present levels of access and participation are still relatively low with a net enrolment ratio (NER) of only 60% in 1998. In other words, four

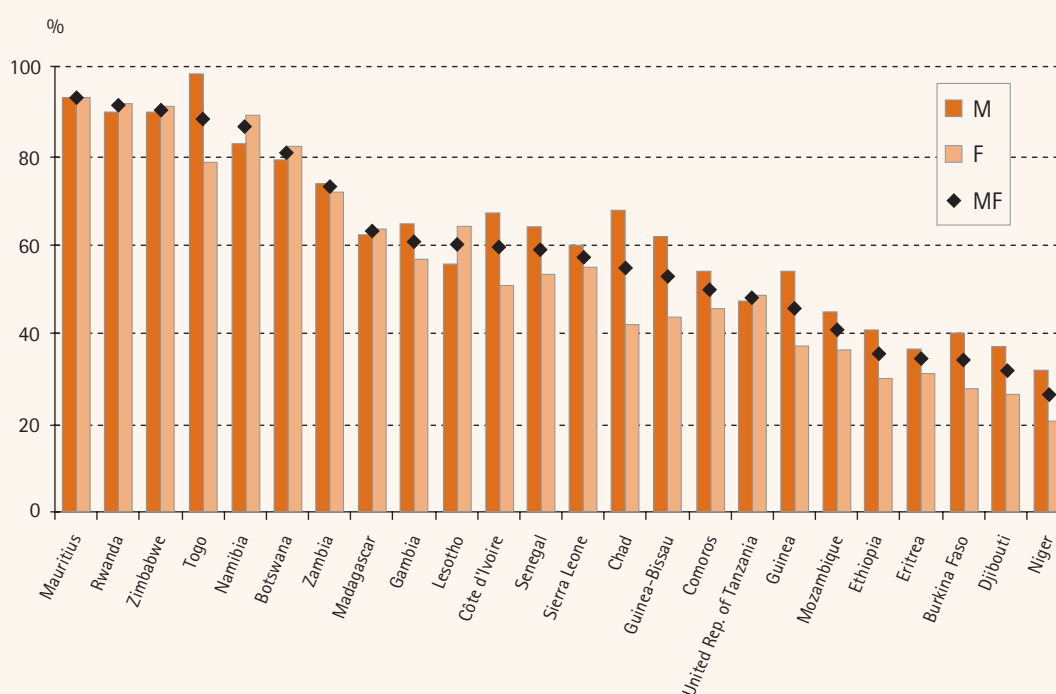
children out of ten of primary-school-age were still not enrolled. This proportion is greater in Central and Western Africa, where only 54% of the population of the official age group is enrolled, against 67% in Eastern and Southern Africa (Table 2.5).

The disparities are more pronounced between individual countries, as Figure 2.6 shows, with a range as great as 67 percentage points between the lowest net ratio (26% in Niger) and the highest (93% in Mauritius). Some countries are relatively close to the objective of education for all (for example, Mauritius) or, on current trends, will not have great difficulty achieving it (Botswana, Namibia, Rwanda, Swaziland, Togo and Zimbabwe).

Table 2.5 - Net enrolment ratios in primary education by gender and gender parity indices (GPI), 1998

	Net enrolment ratios (%)			GPI (F/M)
	MF	M	F	
Sub-Saharan Africa	60	63	57	0.91
Central and Western Africa	54	59	49	0.84
Eastern and Southern Africa	67	69	66	0.96

Figure 2.6 - Net enrolment ratios by gender, 1998



Others, affected by political conflicts or only just emerging from them, or facing poverty or other economic difficulties, still have such low participation levels that their attainment of the EFA objective in 2015 seems uncertain, or even unlikely (for example, Burkina Faso, Burundi, Democratic Republic of the Congo, Djibouti, Eritrea, Ethiopia, Guinea, Liberia, Mali, Mozambique, Niger, Sudan and the United Republic of Tanzania).

The net enrolment ratio also differs between the genders. The average proportion of girls of primary school-age who are enrolled is 6 percentage points lower than that of boys, for sub-Saharan Africa as a whole. These differences, however, are much smaller than in the case of the gross enrolment ratio, even in the countries of Central and Western Africa, though here the disparities between the genders are still greater than in Eastern and Southern Africa (GPIs of 0.84 and 0.96 respectively, Table 2.5). These disparities are particularly great in some countries, which have GPIs below 0.80: these include Burkina Faso, Chad, Côte d'Ivoire, Djibouti, Ethiopia, Guinea, Guinea-Bissau, Niger and Togo (Figure 2.6).

Numbers of children out-of-school

The net enrolment ratios make it possible to estimate the number of children of school-age still outside the system. Based on data

from forty-four of the forty-nine countries in sub-Saharan Africa, it is estimated that in this region as a whole 38 million children were out-of-school in 1998, about 60% of these in Central and Western Africa.⁶

2.2.3 Repetition in primary education

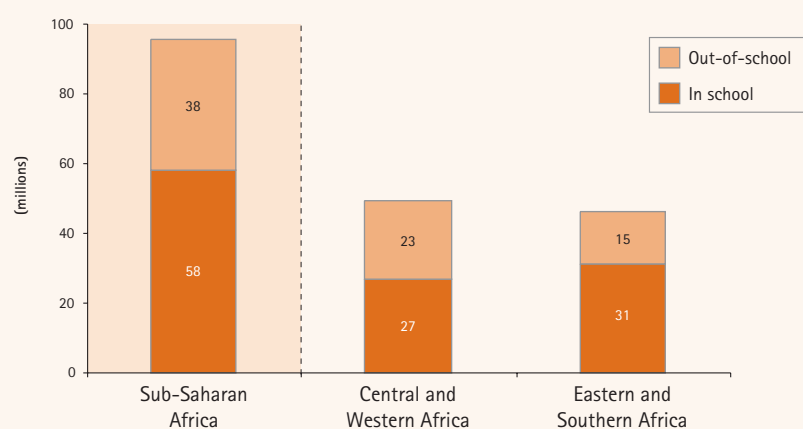
Any discussion of the functioning of education systems should take account not only of their capacity to accommodate all children, and in particular those of the official ages, but also the extent to which pupils are able to complete their schooling: as far as possible, drop-out and repetition, which are obstacles to the attainment of the EFA goals, need to be minimized. Drop-out reduces numbers in the system, lowering the level of participation and, in countries where education provision is insufficient, large numbers of repetitions can restrict access to school for new entrants.

This section deals with repetition – in particular the percentage of repeaters⁷, used here as an indicator of the quality of education.

In the region, twenty-eight countries provided data on repetition. Median figures are used here for the regional analysis.

The level of repetition is relatively high in sub-Saharan Africa with a median figure of nearly 17% of pupils repeating a year. In a quarter of countries the percentage of repeaters was 26% or more. Repetition is more frequent in Central and Western Africa, where the median percentage is 24%, compared with 12% in Eastern and Southern Africa. However, there are considerable differences between countries, with figures ranging from 3% in the United Republic of Tanzania to 39% in

Figure 2.7 – Number of children of primary school-age in and out of school, 1998



⁶ This estimate is slightly lower than the figure of 42 million children out-of-school estimated during the Education for All 2000 Assessment which was based on countries' own estimates of their school-age populations at that time. The current estimate is based on the United Nations population estimates. (See the Reader's Guide for further information.)

⁷ The percentage of repeaters is used here instead of the repetition rate which is more suitable for analysis of the internal efficiency of education systems but requires data on pupil numbers, and numbers repeating, for two consecutive school years. The present publication is essentially based on data for 1998 from the 2000 survey using ISCED97, and data for 1997 did not always conform to that classification.

Congo. The combination of any number of factors could account for these differences: learning difficulties, inadequate teacher training, the conditions under which education operates, or education policies concerning repetition.

In terms of gender inequality, the median percentage of repeaters for boys is higher than for girls (18% against 15%). This would to some extent explain the higher level of boys' participation in primary school as reflected in the gross enrolment ratio. Nevertheless, eight of the countries for which data were available, reported that the proportion of girls repeating was higher than that of boys (Table 2.6).

The percentage of repeaters also varies according to school grade. The first, fourth, and also fifth grades appear to be critical years

for learning. As Figure 2.8 shows, there is relatively high repetition in primary Grade 1, where it involves one child in five. At this stage, this could be an indication of some problems for children in adapting to the system and new modes of learning, and, perhaps, by not being sufficiently prepared for primary school. The available data are not sufficient to reveal which children are affected, nor how far some experience of pre-

Figure 2.8 – Median percentages of repeaters by grade and by gender, 1998

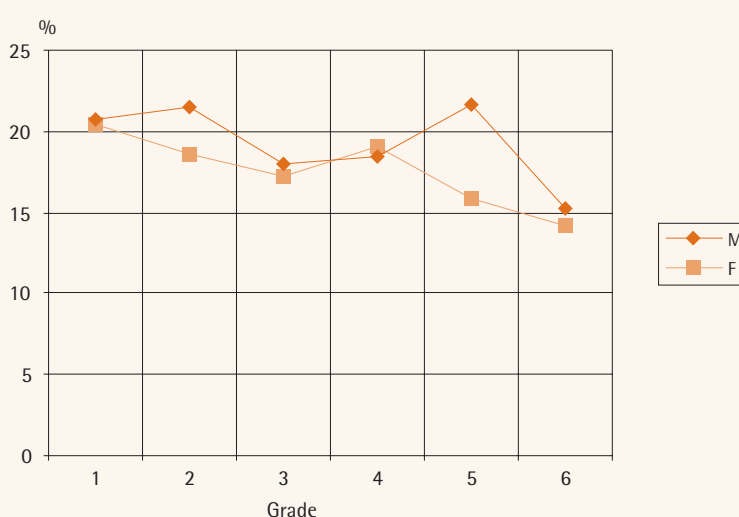


Table 2.6 – Percentage of repeaters in primary education by gender, 1998

Central and Western Africa	Percentage of repeaters (%)			Eastern and Southern Africa	Percentage of repeaters (%)		
	MF	M	F		MF	M	F
Country				Country			
Angola	35	33	38	South Africa	8	9	7
Burkina Faso	18	18	18	Botswana	3	4	3
Cape Verde	12	13	10	Comoros	26	26	26
Congo	39	40	38	Eritrea	19	18	21
Côte d'Ivoire	24	...	...	Ethiopia	11	11	13
Gambia	11	11	11	Lesotho	20	23	17
Guinea	26	26	27	Madagascar	33	34	32
Guinea-Bissau ¹	24	24	25	Mauritius	4	4	3
Equatorial Guinea	12	9	15	Namibia	12	14	11
Niger	12	12	12	United Rep. of Tanzania	3	3	3
Dem. Rep. of the Congo	16	19	12	Swaziland	15	18	13
Rwanda	29	29	29	Zambia	6	6	6
Sao Tome and Principe	31	33	29				
Senegal	14	14	14	Median :			
Chad	26	26	26	Central and Western Africa	24	24	25
Togo	31	31	32	Eastern and Southern Africa	12	12	12
				Sub-Saharan Africa	17	18	15

primary education or other early childhood development programmes could help reduce this phenomenon.

The percentage of repeaters next reaches a peak in the 4th grade for girls and the 5th grade for boys, falling again for both sexes in the 6th grade. As noted above, boys are on the whole more likely to repeat grades than girls, especially in the second and fifth grades.

However, the amount of repetition does not correlate with countries' enrolment ratios. Relatively high percentages are found just as often in countries with low enrolment ratios (Burkina Faso, Burundi, Democratic Republic of the Congo, Djibouti, Eritrea and Mali), as in those where the enrolment levels are highest (Rwanda, Swaziland and Togo) (Table 2.7). In some countries, quantity and quality often go together, while in others increases in quantity of education has sometimes been at the expense of quality.

2.3 Secondary education (ISCED 2 and 3)

Secondary education, unlike primary, is distinguished by programmes on a subject-oriented pattern, requiring more specialized teachers. It is composed of two cycles, a first (ISCED level 2) or lower secondary education, and a second (ISCED level 3). The end of level 2 often coincides with the end of compulsory

Table 2.7 - Net enrolment ratios (NER) and percentage of repeaters, 1998

Country	NER (%)	% of repeaters
Angola	**57	35
Botswana	81	3
Burkina Faso	34	18
Burundi	**38	**35
Comoros	50	26
Côte d'Ivoire	59	24
Djibouti	32	17
Eritrea	34	19
Ethiopia	35	11
Gambia	61	11
Guinea	46	26
Guinea-Bissau ¹	53	24
Lesotho	60	20
Madagascar	63	33
Mali	**42	**18
Mauritius	93	4
Mozambique	41	**26
Namibia	86	12
Niger	26	12
Central African Republic	**53	**33
Dem. Rep. of the Congo	**32	16
United Rep. of Tanzania	48	3
Rwanda	91	29
Senegal	59	14
Sudan	**46	**12
Swaziland	**77	15
Chad	55	26
Togo	88	31
Zambia	73	6

1. Data are from 1999.

schooling, in countries where that exists.⁸ ISCED level 3 is given various different names: for example, "lycée" in systems of the French-speaking type, "high school" in many English-speaking countries.

As well as its two cycles, secondary education has variants in terms of the type or orientation of its programmes: general education, and technical or vocational education. The aim of the former is to give pupils a greater understanding of a particular subject or group of subjects, so as to enable them to study further if they wish, while the technical or vocational programmes are mainly intended to enable pupils to acquire the practical skills,

⁸ International Standard Classification of Education. ISCED97. UNESCO, 1997, p.22.

the abilities and the understanding which they will need later in a trade or vocation.⁹

2.3.1 Participation in secondary education

Secondary education is dealt with here in its entirety, without distinction between ISCED97 levels 2 and 3. Data coverage varies according to the type of programme. General education, typically the direct responsibility of Ministries of Education, is generally well covered, even though the figures supplied by national departments are occasionally incomplete in that they deal only with the public sector, or with only one of the two cycles, or are not broken down by gender. Thus forty-two out of the forty-nine countries in sub-Saharan Africa have provided statistics on numbers enrolled in general secondary education, while only twenty-eight have done so for technical or vocational education. It should be emphasized that in many countries this latter branch is often the province of ministries other than that of education (for example, Ministries of Labour, Agriculture or Trade and Industry). This may account for the difficulty of collecting complete data on this type of education. Because figures broken down by age or by grade are only partial (if available at all), it has been necessary to make estimates in order to calculate the various indicators.

Pupil numbers in secondary education

The thirty-two countries of sub-Saharan Africa for which we have complete data (which account for just under 60% of the school-age population of the whole region), have 14.4 million young people enrolled in secondary education, of which over 10 million are in Eastern and Southern Africa.

More boys are enrolled than girls (56% against 44%, for the region as a whole). The proportion of boys is again higher in Central and Western Africa, where they account for nearly two-thirds of all those enrolled.

Secondary education is for the most part general education, the number of enrolments in this type of programme representing 94% of the total (Table 2.9). Though only a marginal proportion overall, technical or vocational education is relatively widespread in certain countries, especially in Central and Western Africa: for example, Cameroon (26% of pupils), Democratic Republic of the Congo (30%) and Guinea-Bissau (35%), all with percentages well above the subregional mean of 17%.

As with primary education, secondary education is still for the most part public in sub-Saharan Africa, 87% of pupils being enrolled in this type of institution (Figure 2.9). The private sector's share is a little higher in Central and Western Africa (22% of pupils). Private education is well established in many individual countries, accounting for 30% or more of pupils in Cameroon (32%), Burkina Faso (33%), Côte d'Ivoire (36%), Liberia (37%), Uganda (38%), Zimbabwe (39%), Comoros (46%), Rwanda (49%), Mauritius (74%) and Lesotho (89%).

Table 2.8 - Enrolments in secondary education and percentage of females, 1998

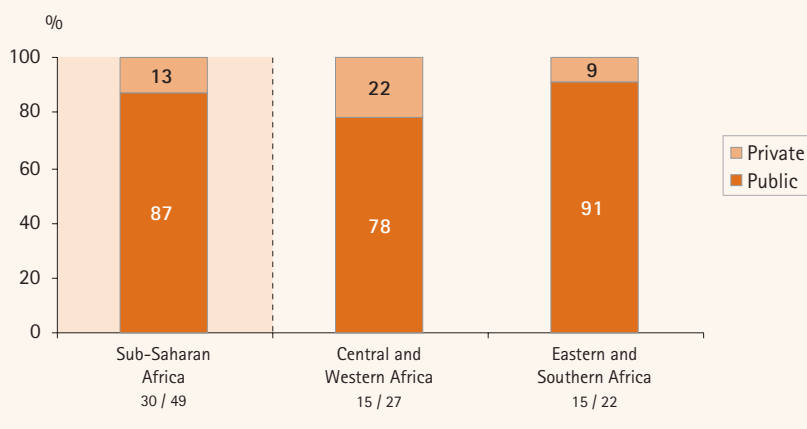
	Secondary enrolments		Number of countries
	Total (thousands)	% F	
Sub-Saharan Africa	14 400	44	32/49
Central and Western Africa	4 082	36	16/27
Eastern and Southern Africa	10 318	47	16/22

Table 2.9 - Secondary enrolments by programme type and by subregion, 1998

	Total (thousands)	Distribution of enrolments by type of programme (%)		Number of countries
		General	Tech./voc.	
Sub-Saharan Africa	13 957	94	6	30/49
Central and Western Africa	3 990	83	17	16/27
Eastern and Southern Africa	9 967	98	2	14/22

⁹ Ibid. pp. 19-20.

Figure 2.9 – Distribution of secondary pupils by type of institution, 1998



being 77% in Botswana and the lowest 9% in Mozambique – a range of 68 percentage points, compared with a range of only 26 percentage points in Central and Western Africa where the situation appears more uniform (Figure 2.10).

So far as differences between girls' and boys' ratios are concerned, girls are enrolled in far fewer numbers than boys in the countries of Central and

Western Africa, where GPI is 0.59, as compared with 0.93 in Eastern and Southern Africa.

Gross enrolment ratios in secondary education are substantially lower than those for primary education (Figure 2.11). This difference, particularly noticeable in the case of some countries, raises a number of questions, about the status of secondary

Gross enrolment ratio

This indicator could only be calculated for thirty-four countries, eight of which required some estimation since the data provided were only partial. Analysis of the gross enrolment ratio at the regional and subregional levels is consequently based on the medians of the gross ratios for each gender, and not on weighted means. This is particularly important since the countries not providing data include Nigeria, which accounts for a large proportion of the region's population, as noted above.

Secondary education is still not widespread in sub-Saharan Africa. In 1998, the median gross enrolment ratio was 25%, meaning that in half of the countries GERs were below this figure. There is a great disparity between the two subregions (18% in Central and Western Africa: 29% in Eastern and Southern Africa). In the latter subregion, however, there is a wide range of enrolment ratios between individual countries: the highest

Table 2.10 – Median gross enrolment ratios and gender parity indices (GPI), 1998

	Median gross enrolment ratios (%)			GPI (F/M)
	MF	M	F	
Sub-Saharan Africa	25	27	22	0.81
Central and Western Africa	18	22	13	0.59
Eastern and Southern Africa	29	30	28	0.93

Figure 2.10 – Variations within and between subregions in gross enrolment ratios in secondary education, 1998

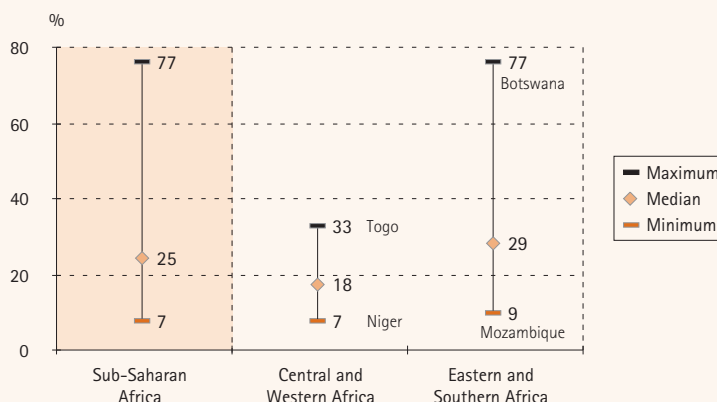
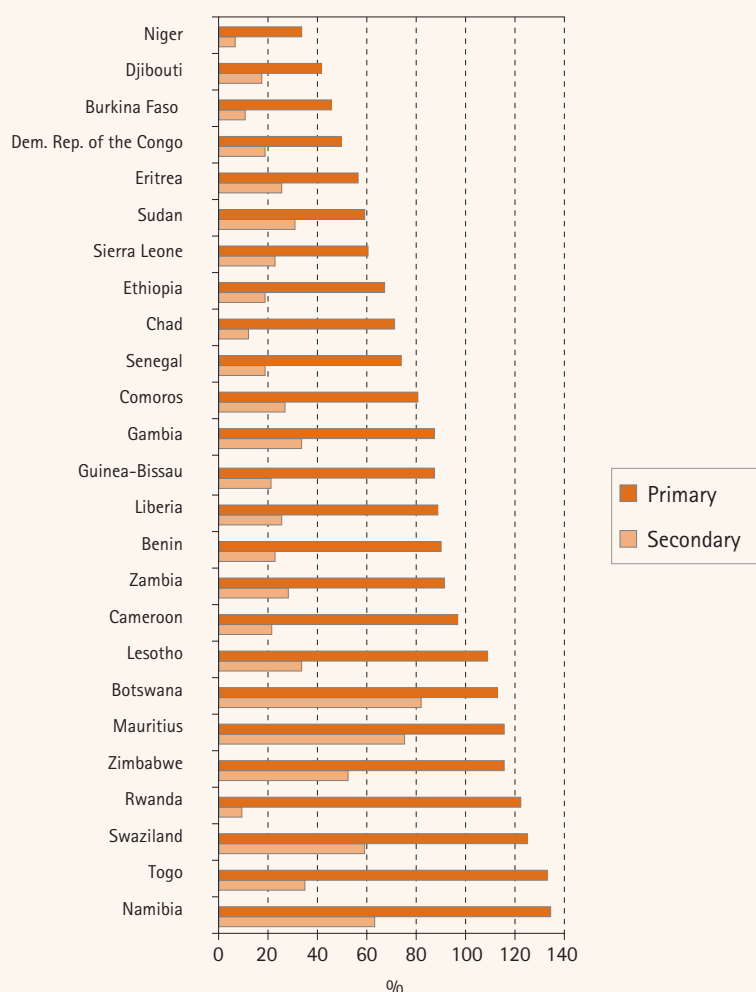


Figure 2.11 – Gross enrolment ratios in primary and secondary education, 1998



education in situations where primary education for all is still the priority, the limited supply of education in the face of the potential demand stemming from the development of primary education, and the application of highly selective policies of access to secondary education. In certain countries, particularly French-speaking ones, entrance to secondary education constitutes a high hurdle, requiring not only a certificate of successful completion of primary studies, but also success in a competitive entry process.

It is understandable that where the level of primary education provision is still low, policy-makers want to develop this first of all, before tackling the other levels of education. But, secondary education is still in a virtually embryonic stage in a number of African countries

even though primary education is becoming more widespread. The Framework for Action adopted at Dakar in April 2000 reaffirms that Education for All must extend further than primary education. Improved provision at other levels of education is important for individual welfare, and no less indispensable for national development.

Net enrolment ratio

The rate of enrolment in secondary education of young people of secondary school-age is very low in sub-Saharan Africa. The median net enrolment ratio among the twenty-one countries for which data are available is approximately 19% (Table 2.11), but the ratio differs considerably from country to country,

ranging from 6% in Niger to 63% in Mauritius. Four other countries besides Niger have a ratio below 10% (Burkina Faso, Chad, Guinea and Mozambique). At the other end of the scale, one-quarter of the countries for which data are available have a ratio of over 30% (Botswana, Mauritius, Namibia, Swaziland and Zimbabwe).

Gender disparities in secondary education enrolment are very marked in this region. In two-thirds of the twenty-one countries studied, fewer girls are enrolled than boys, as shown in Table 2.11 and also Figure 2.12 (in which such countries appear below the diagonal of gender equality). In countries such as Benin, Chad, Guinea-Bissau and Togo, the girls' ratio is less than half that of the boys. In Chad, GPI is only 0.29.

Table 2.11 - Net enrolment ratios in secondary education by gender and gender parity indices (GPI), 1998

Country	Net enrolment ratios (%)			GPI (F/M)
	MF	M	F	
Benin	**16	**22	**10	0.45
Botswana	**57	**52	**62	1.19
Burkina Faso	9	11	6	0.59
Eritrea	**19	**21	**17	0.81
Ethiopia	**16	**19	**12	0.63
Gambia	23	27	20	0.72
Guinea	**8	**14	**18	1.29
Guinea-Bissau ¹	10	12	7	0.56
Lesotho	**14	**10	**19	1.90
Madagascar	**13	**12	**13	1.08
Mauritius	**63	**63	**63	1.00
Mozambique	**7	**9	**6	0.67
Namibia	31	25	38	1.48
Niger	**6	**7	**5	0.71
Dem. Rep. of the Congo	12	15	9	0.60
Sierra Leone ¹	22	24	19	0.81
Swaziland	**35	**38	**32	0.84
Chad	7	12	3	0.29
Togo	23	32	14	0.44
Zambia	**22	**21	**20	0.95
Zimbabwe ¹	45	48	43	0.90
Median	19	21	17	0.81

¹ Data refer to 1999

There are countries, on the other hand (those above the diagonal in Figure 2.12) where the gender disparity is in favour of the girls (whatever the general level of enrolment) including three countries in Southern Africa: Botswana, Lesotho and Namibia where the advantage is very much in favour of girls.

The rate of enrolment of young people of secondary-school-age in secondary education tells only part of the story of this population group's education. The low net enrolment ratios in secondary education in sub-Saharan Africa underestimate to some extent the overall participation in education of the age-group concerned, since some of these young people are still enrolled in primary education, despite their age (Figures 2.13 and 2.14).

The proportion of young people of secondary-school-age enrolled in primary education varies considerably from country to country. It ranges from 3% in Niger, where few children of official secondary-school-age are enrolled in education at all, to 64% in Swaziland, where almost all young people in the age group are enrolled but only about one-third of them in secondary education.

In most countries for which data are available

Figure 2.12 - Net enrolment ratios in secondary education by gender, 1998

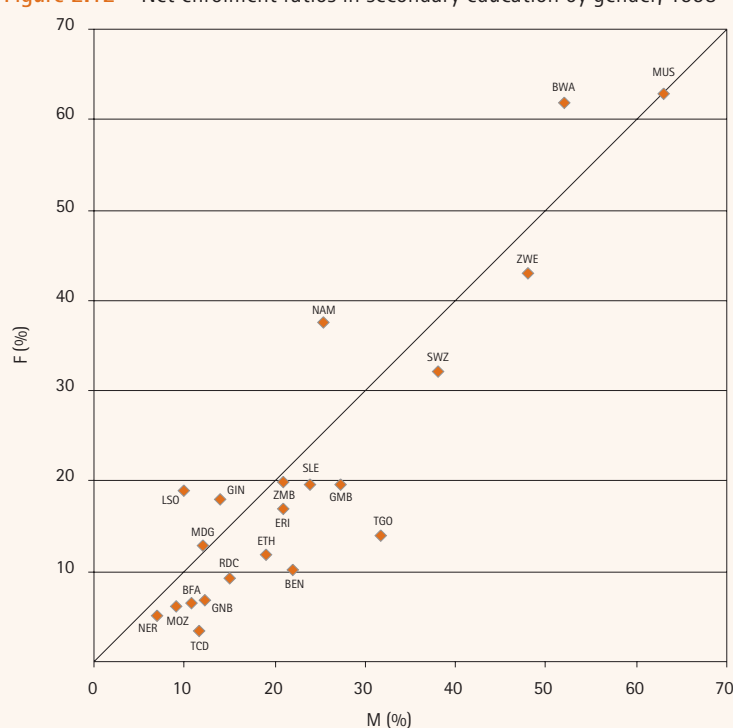
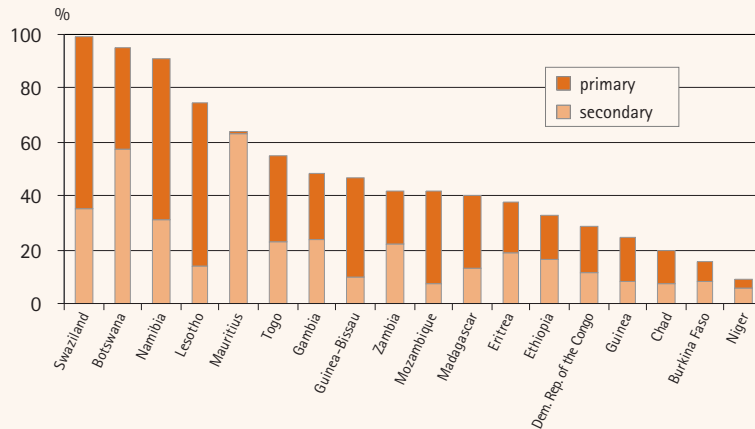


Figure 2.13 - Enrolment ratios of population of secondary-school-age in primary and secondary education, 1998



of the percentages of repeaters, and only for general education. Data availability on repetition is even poorer in the case of secondary education. Twenty-three countries provided figures on this and, in addition, Seychelles and Sierra Leone reported nil repetition, as did St Helena, where the policy is one of moving all children to the next grade automatically.

(11 out of 18), the majority of pupils of official secondary-school-age are enrolled in primary education (Figure 2.14). This lag in schooling, due to repetition of grades and to late entry, explains why the figures for gross enrolment ratios are so high compared with net enrolment ratios. The proportion of children of secondary age enrolled in primary education ranges from 1% in Mauritius to around 80% in Guinea-Bissau, Lesotho and Mozambique. In these latter countries, the percentages of repeaters in primary education are between 20% and 26%.

Though generally lower than that observed in primary education, the percentage of repeaters in general secondary education was relatively high in 1998, with a median figure for the region of 15% although the percentage varies widely, ranging from 0.5% in Botswana to nearly 30% in Burkina Faso.

Girls seem somewhat more subject to repetition. Though slight overall in the region, the gender difference is very marked in certain countries such as Equatorial Guinea, Eritrea and Ethiopia (Figure 2.15).

The percentage of repeaters also varies by grade. The median for the eighteen countries for which data are available by grade is relatively stable, at approximately 13%, from the first to the third grades of general secondary education. It then rises to a first

2.3.2 Repetition in secondary education

Just as in the case of primary education, internal efficiency is measured here in terms

Figure 2.14 - Distribution of pupils of secondary-school-age by level of education, 1998

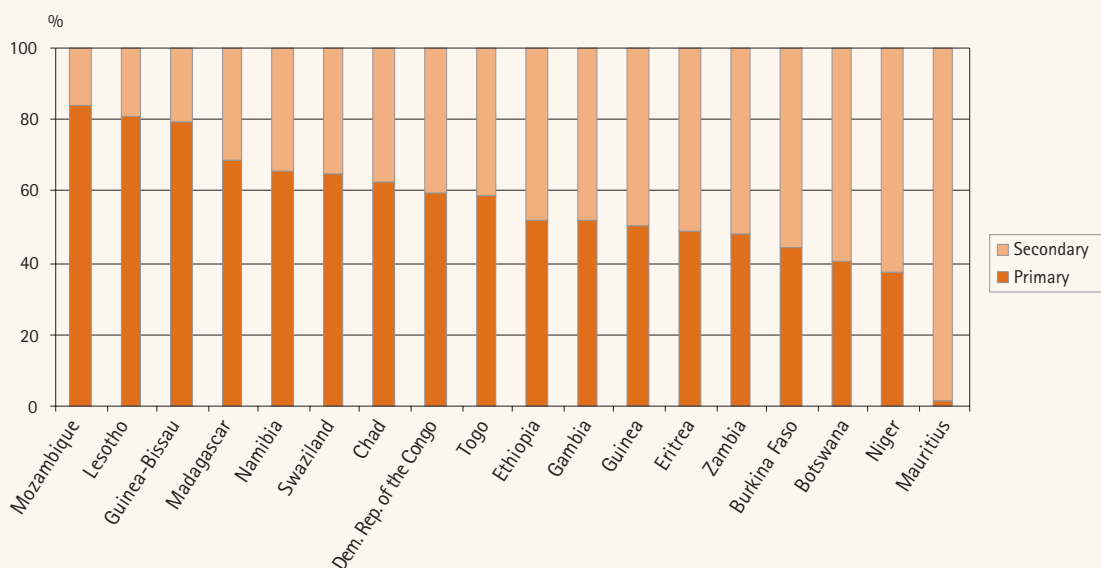
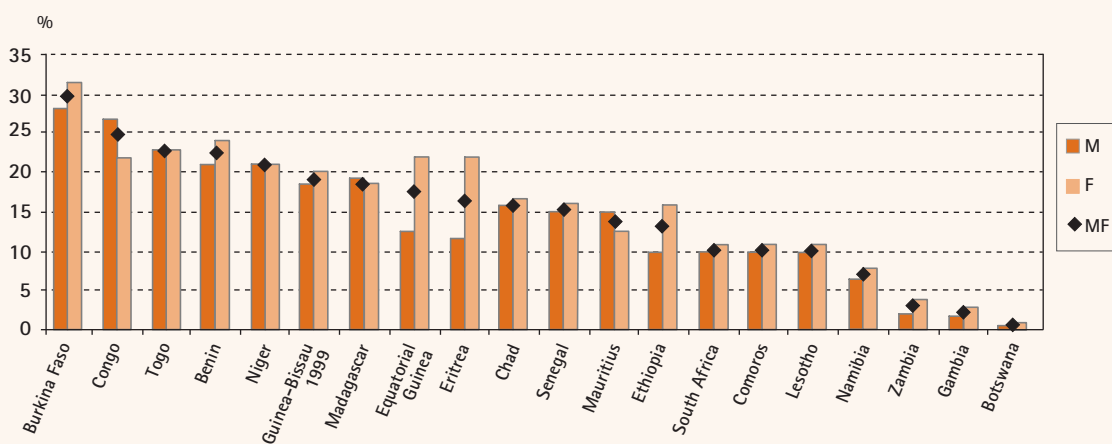
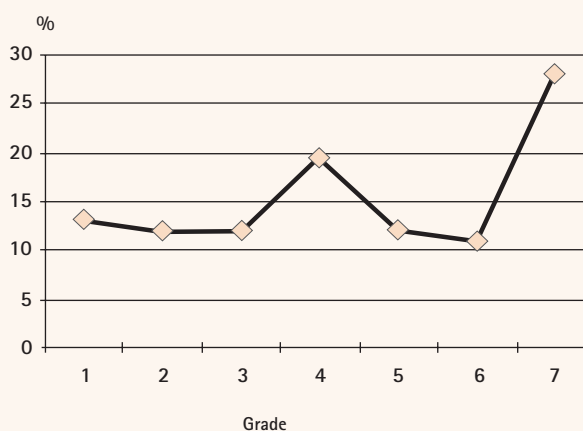


Figure 2.15 - Percentage of repeaters in secondary education by gender, 1998



peak in the fourth grade which, in most countries, is the year of passage from the first to the second stage of secondary education. Falling again in the fifth and sixth grades, the percentage of repeaters rises to a second peak, of 29%, in the final year of secondary education (Figure 2.16). This high level of repetition is an indication of the fairly high overall failure rate in the final examinations at the end of secondary schooling in the countries studied.

Figure 2.16 - Median percentage of repeaters by grade, 1998



2.4 Post-secondary non-tertiary education (ISCED 4)

This is the first time that UNESCO is presenting data separately on post-secondary non-tertiary education, or ISCED97 level 4. This type of education covers programmes which, though no longer part of secondary education, do not form part of tertiary education either, because of their content and/or duration. These programmes are often designed as a preparation for tertiary education for those students who have ended their secondary education without managing to get a secondary certificate. They may also

be relatively short programmes of technical or vocational training. The length of level 4 programmes is generally between six months and two years, though in some countries (Liberia, Malawi, Sao Tome and Principe, and Seychelles) programmes lasting longer than two years are classified at this level too.

There are no level 4 programmes in fourteen countries of sub-Saharan Africa. Of the remaining thirty-five countries, only twenty-two provided statistics on at least one of the two types of programme (general and technical/vocational).

2.4.1 Student numbers, by type of programme and by gender

Table 2.12 below includes only those countries that provided information on both

Table 2.12 - Students in post-secondary non-tertiary education (ISCED4), and distribution by type of programme, 1998

Country	Number of students in ISCED4	Distribution by type of programme (%)	
		General	Tech./voc.
South Africa	142 199	.	100
Botswana	9 685	19	81
Comoros	73	-	100
Côte d'Ivoire	5 570	.	100
Eritrea	727	.	100
Ethiopia	5 443	100	.
Gambia	76	100	.
Kenya	17 115	.	100
Lesotho	536	.	100
Liberia	10 610	.	100
Madagascar	306	100	.
Mauritius	2 411	.	100
Mauritania	300	100	.
Namibia	1 578	15	85
Niger	638	10	90
Sao Tome and Principe	95	.	100
Seychelles	1 380	36	64
Togo	331	100	.
Zimbabwe ¹	871	.	100

1. Data refer to 1999.

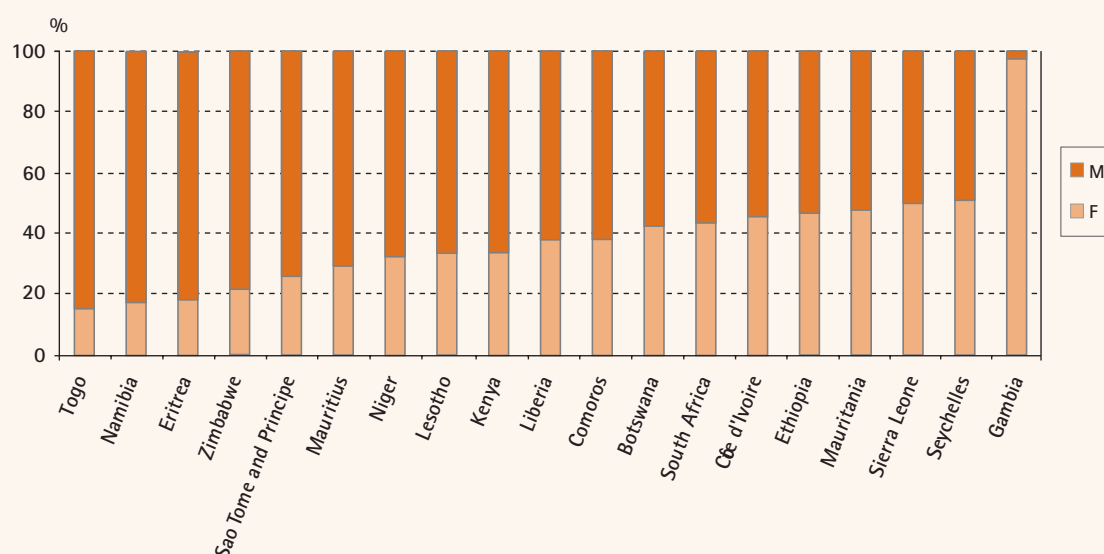
general programmes and those of a technical or vocational kind.

Post-secondary non-tertiary education is typically of the technical or vocational kind in

three-quarters of the countries for which data are available (fourteen out of nineteen). General programmes predominate at this level of education in five countries (Ethiopia, Gambia, Madagascar, Mauritania and Togo), where they consist of teacher training.

This post-secondary level has mainly men students in most countries, with a few exceptions (Gambia, Seychelles and Sierra Leone), as shown in [Figure 2.17](#). The proportion of males in total student numbers (all types of programme), ranges from 52% in Mauritania to 85% in Togo: these are countries where the post-

secondary level only contains programmes of the general type (teacher training in particular). In these countries, in other words, the teacher-training colleges appear to be training mainly men as teachers.

Figure 2.17 - Distribution by gender of post-secondary non-tertiary students, 1998

2.4.2 Gross enrolment ratio in post-secondary non-tertiary education

Post-secondary non-tertiary education involves a small proportion of the relevant age group in most of the countries of sub-Saharan Africa. Gross enrolment ratios are below 10% in nearly two-thirds of the countries (eleven of the eighteen studied). Only four countries have ratios above 5%: Liberia and Mauritius (5.6%), Botswana (9.5%) and Sierra Leone (12.8%). It should be borne in mind that these ratios are really only an indication; this is for various reasons, the main one being that level 4 programmes are designed for young people who, because of their age, might otherwise still be enrolled in other programmes at the secondary or tertiary levels. It follows that a very low ratio for post-secondary non-tertiary education does not necessarily mean a low level of enrolment in education, since the young people of the ages concerned could be enrolled in other levels and types of education.¹⁰

An examination of gender inequality confirms

the observation already made in connection with student numbers: this post-secondary education is essentially attended by young men in the overwhelming majority of countries. Gender disparities do vary though, from country to country, with GPIs ranging from 0.18 in Togo, where level 4 programmes are essentially of the general type, to 0.98 in Sierra Leone where there are nearly as many young women as young men. Only in one country, Gambia, is there a large disparity in favour of women students: here such post-secondary education consists exclusively of teacher training, and all seventy-four students are women.

2.5 Tertiary education (ISCED 5A, 5B and 6)

Tertiary education plays a crucial role in national development, above all by training managers.¹¹ In ISCED97, this level of education, which students reach by successfully completing their secondary education or getting a comparable qualification at level 4A, is divided into two cycles. The first (ISCED level 5) is composed of two types of programme: those that are theoretically based, preparatory to advanced research, or giving access to professions with high skills requirements (level 5A); and programmes of study, typically of a more practical or technical nature and generally shorter than those of level 5A, which give access to the labour market (level 5B). The second cycle of tertiary education, ISCED level 6, covers programmes which lead to the award of an advanced research qualification, typically at doctorate level or beyond.

All the countries of sub-Saharan Africa, with the exception of St Helena, Sao Tome and Principe, and Seychelles, have at least one university institution offering programmes at one or more of the levels of education classified by ISCED97 as tertiary. The provision of tertiary education within a country has not, however, prevented emigration by students who go abroad to

Table 2.13 - Gross enrolment ratios in post-secondary non-tertiary education by gender and gender parity indices (GPI), 1998

Country	Gross enrolment ratios (%)			GPI (F/M)
	MF	M	F	
Botswana	9.5	10.9	8.1	0.7
Comoros	0.3	0.3	0.2	0.6
Côte d'Ivoire	1.8	2.0	1.7	0.8
Djibouti	0.3	0.4	0.2	0.4
Eritrea	0.5	0.9	0.2	0.2
Ethiopia	0.5	0.5	0.5	0.9
Gambia	0.2	0.0	0.3	.
Kenya	1.3	1.7	0.9	0.5
Lesotho	0.6	0.8	0.4	0.5
Liberia	5.6	6.9	4.3	0.6
Madagascar	0.1	...	...	...
Mauritius	5.6	7.7	3.4	0.4
Mauritania	0.3	0.3	0.3	0.9
Namibia	2.4	3.9	0.8	0.2
Niger	0.2	0.2	0.1	0.5
Sierra Leone ¹	12.8	12.9	12.7	1.0
Togo	0.2	0.3	0.1	0.2
Zimbabwe ¹	0.2	0.3	0.1	0.3

¹⁰ The reference age group used for calculating this ratio is that of the most common Level 4 programme in each country. For an indication of these programmes' duration, and the age groups used for calculation of the ratios, see the Country Profiles and Table A3 in Annex I.

¹¹ Jeanne Lamoure-Rontopoulou, *L'université africaine à la croisée des chemins, Crise de l'éducation en Afrique*, La Documentation Française, p.149, 1994.

complete their training, to specialize, or simply to study. This emigration can sometimes be on a considerable scale; with the result that national statistics only give part of the real picture of participation in tertiary education, to the extent that they only cover students enrolled in national institutions.

A problem of data coverage arises sometimes in the case of tertiary education provided within the country, also. Of the forty-six countries in the region which have a university or other, more general, tertiary education institutions, eleven did not provide

statistics on this aspect.

The extent of the statistical information available on tertiary education is particularly limited so far as the distribution of students by gender, age, ISCED level, field of study and country of origin are concerned.

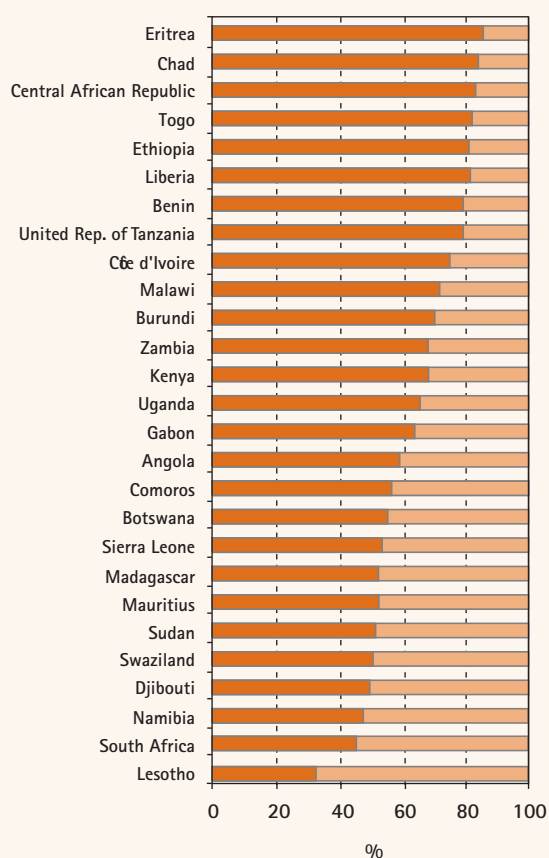
2.5.1. Student numbers: tertiary education

The estimated number of students, in the thirty-five countries of the region (out of forty-six) which provided figures on this matter, is around one and a half million. The seventeen countries concerned in Eastern and

Table 2.14 - Students enrolled in tertiary education by gender and by subregion, 1998

	Number of students	Gender distribution (%)		Number of countries
		M	F	
Sub-Saharan Africa	1 274 085	56	44	27/49
Central and Western Africa	188 518	75	25	10/27
Eastern and Southern Africa	1 085 567	52	48	17/22

Figure 2.18 - Distribution by gender of enrolments in tertiary education, 1998



Southern Africa account for nearly three-quarters of this total (74%). It should be noted that among the countries for which data are not available is Nigeria, whose importance in terms of population has already been stressed.

In the twenty-seven countries where data broken down by gender are available, men outnumber women, accounting for 56% of those enrolled (Table 2.14). The situation of women is worse in the countries of Central and Western Africa, where they only account for a quarter of all students; they form almost half (48%) in Eastern and Southern Africa.

The proportion of women students varies greatly from country to country, ranging from 14% in Eritrea to 64% in Lesotho. Women are in the majority in three other countries, as Figure 2.18 shows: Djibouti (51%), Namibia (53%) and South Africa (54%).

Student numbers by level

In twenty of the twenty-nine countries that provided data more than three-quarters of all enrolments are in programmes at ISCED97 level 5A (Table 2.15), which is the only level of tertiary education in four of them (Angola, Eritrea, Liberia and Malawi).

Level 5B, providing generally shorter programmes than level 5A and designed to train students for a particular occupation or trade, appears to be widely established in certain countries, particularly in Eastern and Southern Africa where it involves a considerable number of students. It is more widespread than the more theoretical programmes at level 5A in Djibouti, Mauritius, Namibia and Sierra Leone.

The portion of tertiary education which is oriented towards advanced research (ISCED level 6) is still negligible in most of the twenty-nine countries studied: indeed, this level is non-existent in twelve of them. Students wanting to carry out advanced studies therefore have to go abroad to do so.

Women are still in a minority overall in tertiary education, but their comparative numbers vary by ISCED level. Table 2.16 shows a number of particular cases where:

- ◆ women are under-represented at all levels of education: this is so in the majority of the countries (twenty out of twenty-five);

- ◆ women are over-represented at one or both of the levels 5A and 5B; this may represent a certain "feminization" of a particular type of course (Comoros, Djibouti, Lesotho, Namibia, Sierra Leone and South Africa);
- ◆ fewer women are engaged in long courses, particularly doctorates. They form a substantial, but always minority portion in nine of the countries where level 6 courses exist.

Table 2.15 - Distribution of enrolments in tertiary education by ISCED level, 1998

Country	Total	Distribution by level (%)		
		Level 5A	Level 5B	Level 6
South Africa	633 918	91	8	1
Angola	8 337	100	.	.
Benin	16 284	80	20	0
Botswana	5 532	92	8	0
Burundi	5 037	91	9	.
Comoros	649	61	39	.
Côte d'Ivoire	96 681	53	42	5
Djibouti	175	28	72	.
Eritrea	3 994	100	.	.
Ethiopia	52 305	100	.	0
Gabon	7 473	74	26	0
Lesotho	4 046	79	21	.
Liberia	20 804	100	.	.
Madagascar	31 013	80	16	4
Malawi	3 179	100	.	.
Mali	18 662	95	5	./.
Mauritius	7 559	42	57	1
Namibia	11 209	22	78	0
Uganda	40 591	49	47	4
Central African Republic	6 229	91	9	.
Dem. Rep. of the Congo	**60 341	79	20	**1.7
United Rep. of Tanzania	18 867	65	34	2
Rwanda	5 678	91	9	.
Senegal	29 303	95	5	./.
Sierra Leone ¹	6 744	24	76	.
Swaziland	4 880	82	19	.
Chad ¹	5 901	89	7	4
Togo	15 028	100	0	./.
Zambia	22 701	58	41	1

1. Data are from 1999.

Table 2.16 – Percentage of female students at each ISCED level, 1998

Country	Percentage of female students (%)		
	Level 5A	Level 5B	Level 6
South Africa	53	66	36
Angola	41	.	.
Benin	19	27	-
Botswana	46	18	-
Burundi	30	26	.
Comoros	34	56	.
Côte d'Ivoire	21	33	23
Djibouti	43	54	.
Eritrea	14	.	.
Ethiopia	19	.	-
Gabon	34	42	37
Lesotho	62	70	.
Liberia	19	.	.
Madagascar	46	44	43
Malawi	28	.	.
Mauritius	49	44	42
Namibia	54	53	-
Uganda	37	32	**34
Central African Republic	17	7	.
United Rep. of Tanzania	18	26	24
Sierra Leone ¹	50	44	.
Swaziland	49	43	.
Chad ¹	14	28	20
Togo	17	-	./.
Zambia	38	23	14

1. Data refer to 1999.

./ . Included in level 5A.

where there are more women than men in university studies, women are disadvantaged in all countries, to different extents. GPI is below 0.50 – meaning that the enrolment ratio for women is less than half that for men – in thirteen of the thirty-one countries for which it could be calculated, and in five of these GPI is below 0.25 (Chad, Eritrea, Ethiopia, Liberia and Togo). The breakdown of student numbers by field of study, however, shows that women outnumber men in certain disciplines.

The low level of participation in tertiary education can be a handicap for a region where many national economies have not yet taken off (especially in the least developed countries). On the other

2.5.2 Gross enrolment ratio in tertiary education

Despite its expansion after independence and the creation of national universities, tertiary education remains marginal in sub-Saharan Africa. The median gross enrolment ratio among the thirty or so countries for which data are available is barely above 2%. The level of participation varies from country to country, ranging from less than 1% (Angola, Djibouti, Guinea-Bissau, Rwanda and United Republic of Tanzania) to a little over 7% (Côte d'Ivoire, Liberia, Mauritius, Namibia and Sudan), as Table 2.17 shows.

If enrolment ratios in tertiary education are low generally, they are still lower in the case of women. Except in Lesotho and in Namibia,

hand, the development of this type of education is an extremely heavy burden on these countries' limited budgets. African universities, besides accommodating a relatively small number of young people, have also been living through a crisis for the past decade and a half. Originally designed for the education of managers and national elites, universities have been finding it hard to carry out this mission in situations of manifold economic and social crisis and employment shortage.

2.5.3 Distribution of students in tertiary education by field of study

Twenty-three countries provided data on the distribution of tertiary students by field of

study. Education and the social sciences (including humanities) are the disciplines in which most students are engaged in the majority of these countries (Table 2.18).

Education is the commonest field of study in Lesotho (37% of enrolments), Mauritius (32%), Namibia (45%), Uganda (44%) and Sierra Leone (67%) where it accounts for more than two-thirds of students. Social sciences are studied by a large majority of students in sixteen countries: the percentage of enrolments in these is as high as 87% in Comoros. Other figures of note are the large numbers in the health and social services field in Liberia (50%) and in general programmes in Eritrea (40%). Certain predominantly science or technology courses, though covering far fewer students, nevertheless have a considerable place in some countries: science in Botswana and in Cameroon, for instance, with 22% and 24% of enrolments respectively; or engineering (with industry and construction) in Zambia and Mauritius (22% and 25% respectively).

Women form a majority in the disciplines connected with education and social sciences – fields which generally include most students. Health and social services and Services are fields with a large proportion of women in some countries, though the total number of students in these disciplines is generally low (Benin, Gabon, Madagascar, Namibia and South Africa) (Table 2.19).

2.5.4 Graduates by field of study

The availability and quality of data on graduates leave a great deal to be desired. In the 14 countries for which data are available, the distribution of graduates by broad field of study roughly follows that of students, in that the social sciences account for the greatest number of graduates, followed by either education or science (Table 2.20). There are relatively high percentages of science graduates in Benin (27%) and Gabon (19%). In the United Republic of Tanzania, engineering courses have the greatest

Table 2.19 – Percentage of female students in each broad field of study, 1998

Country	General Programmes	Education	Social sciences, humanities & arts	Science	Engineering	Agriculture	Health and social services	Services	Unspecified
South Africa	-	71	52	43	16	38	35	73	-
Benin	-	12	21	18	15	18	34	66	-
Botswana	-	56	51	27	14	35	-	-	-
Comoros	-	-	46	23	-	-	-	-	-
Côte d'Ivoire	-	15	30	13	9	15	26	37	44
Djibouti	-	-	53	38	-	-	-	-	-
Eritrea	16	12	15	8	4	9	6	-	-
Ethiopia	12	17	27	16	9	17	18	-	17
Gabon	-	9	41	-	-	14	54	-	-
Lesotho	-	73	53	37	-	46	-	-	73
Liberia	-	17	19	31	12	4	20	27	-
Madagascar	-	40	50	33	22	35	52	63	-
Mauritius	-	53	62	53	23	46	33	14	52
Namibia	63	55	49	39	38	32	73	68	-
Uganda	-	34	42	23	17	18	40	46	36
United Rep. of Tanzania	37	21	21	13	9	22	38	1	7
Sierra Leone ¹	-	44	50	49	29	50	45	27	-
Swaziland	-	53	48	44	7	41	76	36	-
Chad ¹	-	18	16	10	-	-	12	-	-
Togo	-	25	18	8	1	4	21	-	-
Zambia	-	47	35	22	8	15	35	-	-

1. Data refer to 1999.

Table 2.20 - Distribution of graduates by broad field of study, 1998

Country	Total graduates	Distribution by broad field of study (%)								
		General programmes	Education	Social sciences, humanities & arts	Science	Engineering	Agriculture	Health and social services	Services	Unspecified
South Africa	103 796	-	36	43	6	6	1	7	1	-
Benin	1 000	-	1	47	27	14	2	8	-	-
Botswana	1 366	-	33	44	18	4	1	-	-	-
Comoros	246	-	-	90	10	-	-	-	-	-
Djibouti	59	-	-	100	-	-	-	-	-	-
Eritrea	823	-	7	62	13	7	10	1	-	-
Ethiopia	8 555	-	23	36	6	8	17	11	-	-
Gabon	2 499	-	8	66	19	3	2	2	-	-
Liberia	1 190	-	15	63	4	-	1	-	-	17
Madagascar	5 981	-	3	66	15	5	2	9	1	-
Uganda	10 919	-	41	36	13	5	2	2	2	-
United Rep. of Tanzania	3 922	19	6	39	2	24	7	3	0	-
Sierra Leone ¹	6 236	-	68	21	2	1	5	3	1	-
Togo	4 463	-	2	84	7	1	2	5	-	-

1. Data refer to 1999.

Table 2.21 - Percentage of female graduates in each broad field of study, 1998

Country	General programmes	Education	Social sciences, humanities & arts	Science	Engineering	Agriculture	Health and social services	Services	Unspecified
South Africa	-	73	53	43	14	36	71	74	-
Benin	-	-	26	23	14	4	49	-	-
Comoros	-	-	50	36	-	-	-	-	-
Djibouti	-	-	55	-	-	-	-	-	-
Eritrea	-	3	15	13	3	6	-	-	-
Ethiopia	-	22	28	16	7	10	17	-	-
Gabon	-	22	45	...	...	12	50	-	-
Uganda	-	33	42	32	9	27	28	72	7
United Rep. of Tanzania	40	26	22	12	7	28	22	20	-
Sierra Leone ¹	-	42	46	73	25	52	56	49	-
Togo	-	20	13	9	-	-	19	-	-

number of graduates (24%) after social sciences (39%).

The proportion of women graduates is relatively high in the disciplines where they are generally well represented in terms of enrolments (education, social sciences)

(Table 2.21). This also applies to fields such as science, agriculture and services, which have a very strong contingent of women in certain countries (Sierra Leone, South Africa and Uganda).

50
40
30
20
10
0

Education
statistics 2001

3. Teaching staff

Teachers play an all-important role in the educational process. Any policy which aims at improving access to education, or its quality, has to take this variable into account. The type of data collected by the UNESCO Institute for Statistics covers teacher numbers (full- and part-time), by gender and by level of education. Starting with the latest survey (*Survey 2000*), the Institute has also been collecting data on numbers of trained (or certified) teachers (those who have attended initial or in-service teacher training courses leading to a teacher's diploma). Data availability and the quality of replies vary greatly, however, from country to country and by type of indicator.

3.1 Teaching staff by level of education and by gender

The availability of data on teachers varies according to the level of education. It is reasonable in the case of primary education and general secondary education, but poorer for the other levels: pre-primary, post-secondary non-tertiary, and tertiary education. The figures available are sometimes only partial, covering just one type of institution (generally those in the public sector), or just one type of programme (general secondary education).

Pre-primary, primary and secondary education are generally conducted full-time so far as both pupils and teachers are concerned, though mention should be made of the practice of double shifts in certain countries. For the university level, where courses may be taken, or entirely provided, part-

time, very few countries have provided figures on these matters; and even when these are available, the calculation of student and

teacher number in terms of full-time equivalents has not been possible due to lack of information on the proportions of a full-time position which the average part-timer represents.

The presence of women among the teaching staff is evidence of their integration in the social, economic and even political life of their country. A large proportion of women teachers can be helpful in improving girls' access to school (in primary education especially). This is particularly true in those countries where parents are reluctant to send their children, or at least their daughters, to school.

The percentage of women among the teaching staff varies according to the level of education and the region, as shown in [Table 3.1](#) that covers only the countries that provided full data by gender (including all types of institution and programme).

Pre-primary education is provided by a teaching body composed of 90% women overall. The situation in the other levels of education is very different: here women are under-represented (as low as 28% of the total in tertiary education, up to a maximum of 37% in primary education, for the region as a whole). The percentage of women teachers in pre-primary education in Central and Western Africa, though high (66%), is still short of their great preponderance in Eastern and

Table 3.1 - Number of teachers and percentage of females by level of education, 1998

	Teaching staff by level of education							
	Pre-primary		Primary		Secondary		Tertiary	
	Total	% F	Total	% F	Total	% F	Total	% F
Sub-Saharan Africa	73 532	90	1 409 869	37	384 011	31	41 285	28
Central and Western Africa	18 748	66	432 826	26	161 331	15	8 137	13
Eastern and Southern Africa	54 784	98	977 043	42	222 680	43	33 148	32
Number of countries	24/49		38/49		23/49		20/46	

Southern Africa (98%). There are even greater differences between the two subregions in the case of the other levels of education: in Central and Western Africa women are only 26% of teachers in primary education (against 42% in Eastern and Southern Africa), 15% in secondary education (against 43%) and only 13% in tertiary education (against 32%).

The proportion of women in the teaching staff also varies between individual countries. In the case of pre-primary schooling, the range is wide: women are as few as 19% of teachers in Liberia – which, along with Equatorial Guinea (36%), is one of the countries where women's presence is smallest – and as many as 100% in Congo, Djibouti, Lesotho, Mauritius, St Helena and Seychelles (Figure 3.1 and Annex I, Table A1).

The proportion of women teachers also varies greatly in primary education, ranging from 9% in Chad to 91% in St Helena, where out of fifty-seven teachers, only two are men. Nearly one-third of the countries studied (twelve out of thirty-eight) have proportions of women teachers of 25% or less. On the other hand there are ten countries with a mainly female teaching force (Botswana, Cape Verde, Lesotho, Madagascar, Mauritius, Namibia, Rwanda, St Helena, Seychelles and Swaziland).

In secondary and tertiary education the

difference between the lowest and highest percentages of women teachers is smaller: 48 percentage points in the case of secondary education (5% in Central African Republic and Chad, and 53% in Seychelles), and 35 percentage points in the case of tertiary education (5% in Chad and 40% in South Africa).

3.2 Training of teachers, by gender and by level of education

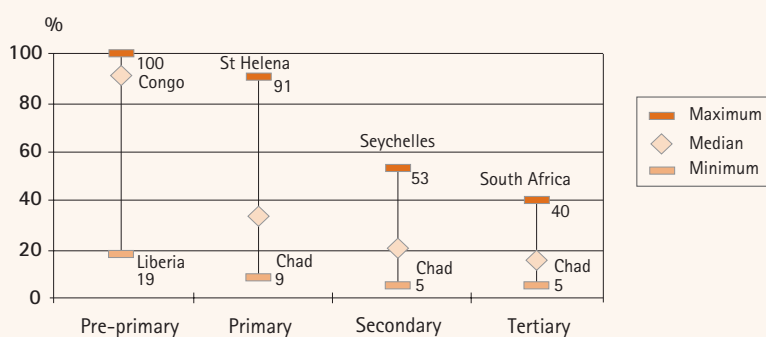
The development of education presupposes recruitment of a sufficient number of teachers, and in particular of teachers who have been trained to teach. Employment of trained teachers is in fact one of the ways of ensuring that pupils and students will get a good education. The level of training required of such teachers is laid down by national standards, which may differ from one country to another, and it is important, therefore, to take great care with international comparisons.

The data collected by the UNESCO Institute for Statistics on trained teachers cover only pre-primary, primary, secondary and post-secondary, non-tertiary education, and the coverage differs according to educational level. Data are more often available for trained teachers in primary schools than for the other levels; but the data are sometimes

only partial, which further restricts the number of countries studied. The analysis here therefore only deals with the pre-primary and primary levels of education.

The general shortage of teachers who have received even a modest amount of teacher training is still a problem in the region. The situation varies, however, according to the level of education and from

Figure 3.1 – Variations in percentages of female teaching staff by level of education, 1998



country to country. Pre-primary education employs a very small proportion of trained teachers, the median percentage among the sixteen countries that provided figures being only 30%. This percentage ranges from 22% in Guinea-Bissau to 100% in Benin, Equatorial Guinea, Mauritius and Zambia (Figure 3.2).

Though the situation is somewhat better in primary education, it is still the case that in half of the twenty-six countries studied, two teachers out of ten have not had any teacher training – neither initially nor in service. As with pre-primary education, there are great differences between countries: proportions of trained teachers range from only 28% in Guinea-Bissau to 100% in Equatorial Guinea, Guinea and Mauritius (Figure 3.3).

Turning to gender inequalities in training, in general as many women as men teachers in pre-primary schools have had teacher training: here, of course, the women are a very great majority of the teaching staff. A greater proportion of pre-primary women teachers are trained than men in Eritrea,

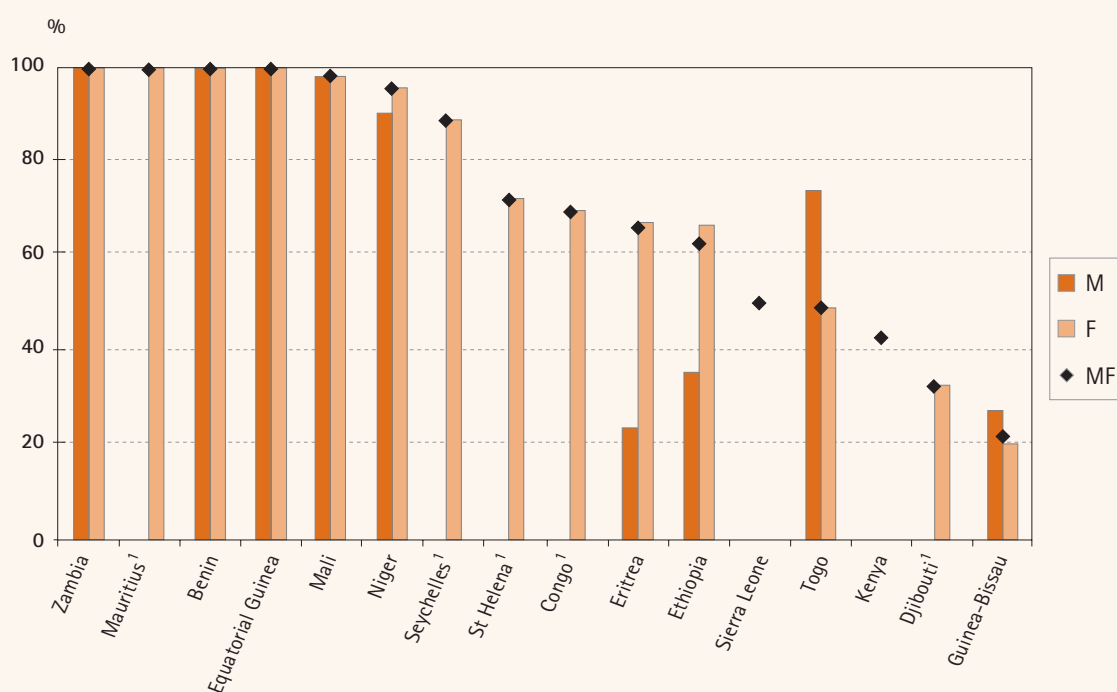
Ethiopia and Niger, while the opposite is true in Guinea-Bissau and Togo, where the percentage of men who have received teacher training is greater than that of women (Figure 3.2).

This finding at the pre-primary level holds good also in primary education. In the majority of the countries studied (twenty out of twenty-five), as many women teachers are just as likely to be trained as men teachers, or even more so. In other words, although we find fewer women teachers at this level of education, this inequality does not apply to their training status, for this is often as good as men's, or even better.

3.3 Pupil/teacher ratio in primary education

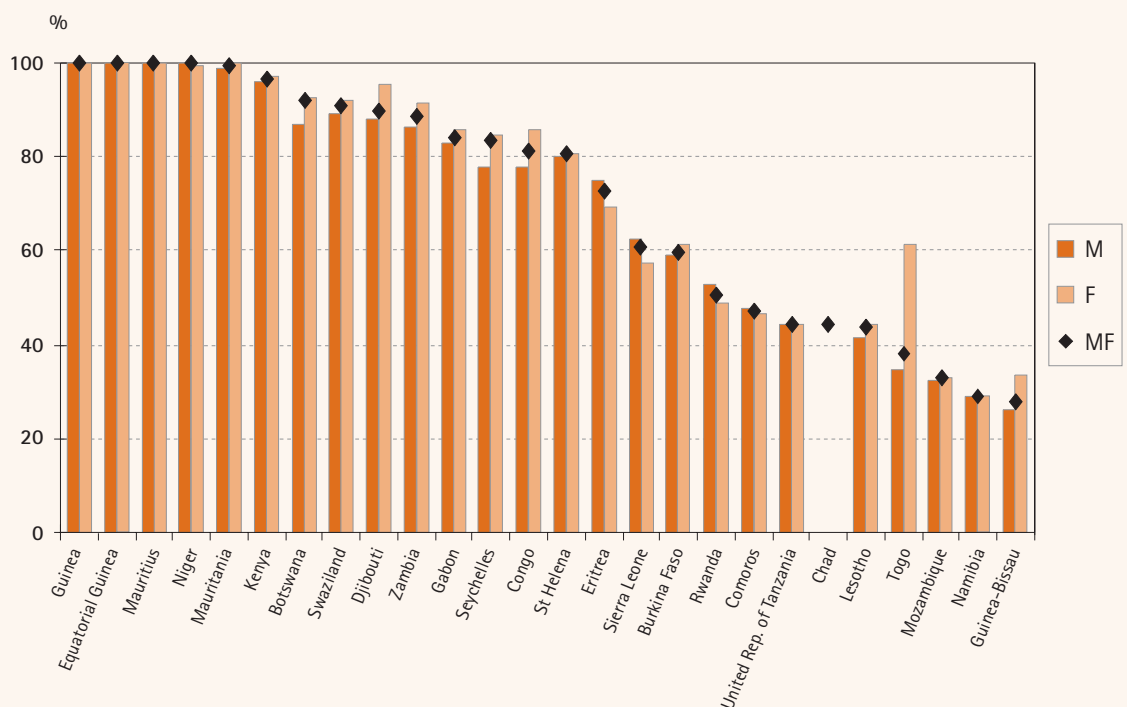
The pupil/teacher ratio is a measure of the level of investment in human resources by comparison with pupil numbers: it is one of the indicators of quality of education and a better one when it is calculated using the number of trained teachers. Oversized classes limit

Figure 3.2 – Percentage of trained teachers in pre-primary education by gender, 1998



1. There are no male teachers in pre-primary education.

Figure 3.3 – Percentage of trained teachers in primary education by gender, 1998



teachers' opportunities to give individual pupils the necessary attention; and an oversized classes run by unqualified or untrained teachers make learning still harder for pupils.

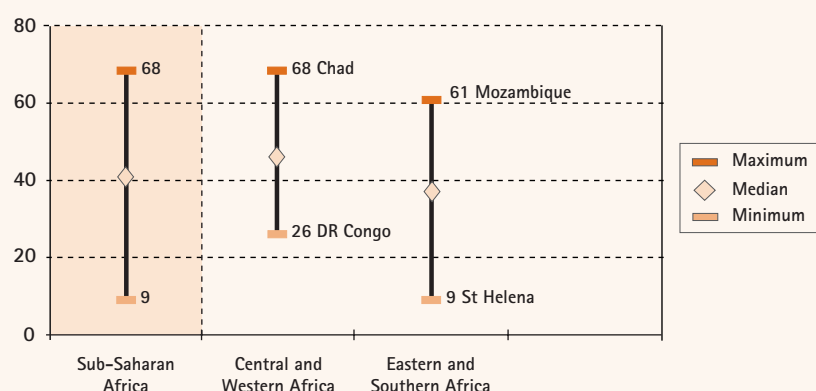
As suggested by countries' participants in the Institute's training workshops on education statistics and indicators, the present study of pupil/teacher ratios only concerns primary education: this mirrors most closely the preoccupations of many countries. Besides, in secondary education, an overall pupil/teacher figure is less meaningful because of the many different courses, taught by different teachers, particularly in technical or vocational education programmes.

The pupil/teacher ratio in primary education varies greatly across sub-Saharan Africa. The average number of pupils per teacher is 40/l overall;

and among the forty countries for which data were available, ten have a pupil/teacher ratio below 32/l. At the other extreme, ten countries reported a ratio of over 50/l. This proportion varies more among countries than it does between the regions, as shown by Table 3.2 and Figure 3.4.

Greater disparities are to be seen among the countries of Eastern and Southern Africa, where an exceptionally low pupil/teacher ratio is found in St Helena (9/l), whilst the

Figure 3.4 – Variations within and between subregions in pupil/teacher ratios, 1998



highest are in Mozambique (61/l) and Uganda (60/l). In the case of Central and Western Africa, the highest pupil/teacher ratio is in Chad (68/l), but levels above 60/l are also

recorded in Mali and Congo. Particularly difficult conditions for education in these countries certainly have important implications for the quality of education received by its pupils. It should be stressed that national mean figures of 60 pupils or more per teacher in fact mean these countries may have some teachers in charge of 100 pupils or more. The practice of double shifts, frequent in some African countries, is often the only solution to the problems of limited resources of teaching staff.

Table 3.2 - Pupil/teacher ratios in primary education, 1998

Central and Western Africa		Eastern and Southern Africa	
Country	Pupil/teacher ratios	Country	Pupil/teacher ratios
Benin	53	Botswana	28
Burkina Faso	49	Comoros	35
Cameroon	52	Djibouti	40
Cape Verde	29	Eritrea	47
Congo	61	Kenya	28
Côte d'Ivoire	43	Lesotho	25
Gabon	44	Madagascar	47
Gambia	33	Malawi ¹	61
Guinea	47	Mauritius	26
Guinea-Bissau ²	35	Mozambique	61
Equatorial Guinea	57	Namibia	32
Liberia	39	Uganda	60
Mali	62	United Rep. of Tanzania	38
Mauritania	47	St Helena	9
Niger	41	Seychelles	15
Dem. Rep. of the Congo	26	Swaziland	33
Rwanda	54	Zambia	45
Sao Tome and Principe	36	Zimbabwe ²	41
Senegal	49		
Sierra Leone ²	30		
Chad	68		
Togo	41		
Mean	40	Mean	42

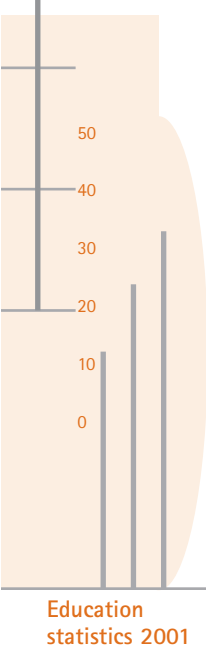
1. Data refer to 1997.

2. Data refer to 1999.

4. Finance for and expenditure on education

Any discussion of the development of education will give a prominent place to the question of its finance. The share of expenditure allocated to education is one indication of national education effort and accordingly a sign of the political will behind it. As with other aspects of education, the availability of consistent and reliable data is crucial for an assessment of the effort each country is making, and for an identification of its needs. However, it is very difficult to get statistics on education finance and expenditure that are complete, reliable and comparable at the international level. Unlike the data on pupils and teachers, which can be collected directly at school level, expenditure data come from various different sources: some public, some private. In the case of public sources, for example, the annual reports of Ministries of Education, one of the main sources of such figures, often fail to give a complete picture of the real situation, since spending by other ministries and departments, local government and independent institutions such as universities are often not fully reported. Public education finance at central level, therefore, is often more readily recognized than that spent at regional or local level. Moreover, most of the countries in sub-Saharan Africa, as in other regions of the world, have very little information on spending by private sources.

In view of these difficulties, the data on education expenditure analysed in this publication only cover expenditure from public sources; in fact only four countries in this region were able to supply data on private spending, while two others indicated that the sums involved were negligible.



4.1 Total public spending on education, as a percentage of gross domestic product (GDP) and as a percentage of total government expenditure

Total public spending on education as a percentage of GDP

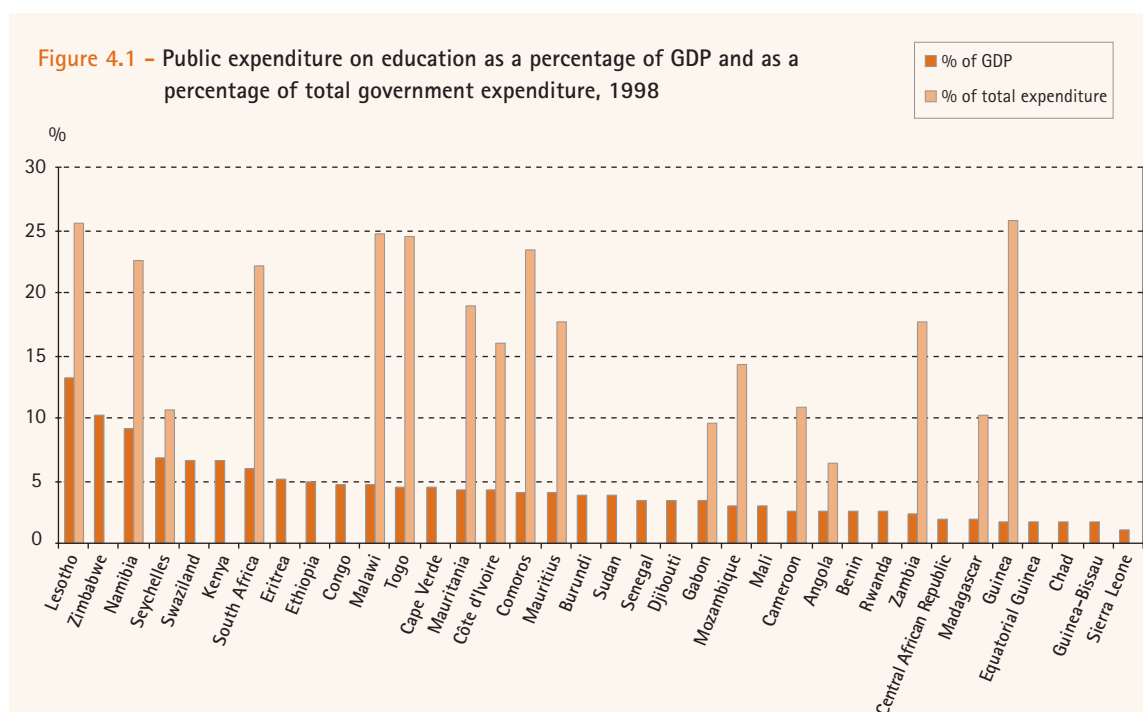
Public spending on education (current and capital expenditures combined), expressed as a percentage of GDP, shows what proportion of national income is allocated to education. It has been possible to calculate this indicator, which enables international comparisons to be made, in the case of thirty-six of the region's forty-nine countries. Half of these countries devote less than 4% of their GDP to education, seven of them less than 2%. Of the other half, seven countries, all in Eastern and Southern Africa (Kenya, Lesotho, Namibia, Seychelles, South Africa, Swaziland and Zimbabwe), allocate more than 6% of their national income to education. The median figure for this indicator in this subregion is 4.8%, against 2.6% in Central and Western Africa.

In the region as a whole, the percentage of GDP devoted to education varies considerably between countries, ranging from 1% in Sierra Leone to 10% or more in Zimbabwe (10.1%) and Lesotho (13.2%) (Figure 4.1).

Total public spending on education, as a percentage of total government expenditure

This indicator is, in theory, a better one for assessing the effort that governments put into education. However, the figures for total government expenditure are less comparable internationally than those for GDP, since the relative size of the public sector is different in different national economies. In the seventeen countries for which data were available, the share of education in the government budget ranges from 6% in Angola to nearly 26% in Guinea (Figure 4.1). This percentage is greater than 22% in seven of these countries (Comoros, Guinea, Lesotho, Malawi, Namibia, South Africa and Togo).

Though the proportion of the government budget allocated to education is often proportional to that of GDP so allocated, there are exceptions: on the one hand Guinea and Zambia, where education as a component



of the government budget (25.8% and 17.6% respectively) is important compared with its share in GDP (1.8% and 2.3%) and, on the other hand, Seychelles where the opposite is found, a far from negligible percentage of GDP (6.8%) allocated to education although education only receives a comparatively small proportion of government spending (10.7%).

In 1998, public expenditure on education was mainly spent on current costs of the education system. In the twenty-three countries for which data were available, current expenditure (which covers mainly teachers' pay but also the purchase of educational materials, etc.) as a percentage of total expenditure ranges from 60.5% of total expenditure in Ethiopia to 99.9% in Chad, Comoros and Swaziland (Annex 1, Table A4). Of these twenty-three countries, nineteen allocated at least 80% of their expenditure to current or operating costs, while the other four devoted a relatively large proportion to capital spending: Mauritania (24%), Lesotho (26%), Eritrea (31%) and Ethiopia (40%).

4.2 Total public spending on education, by level of education

The distribution of public spending by level of education gives a view of the share of public expenditure allocated to each ISCED97 level of education. In considering this distribution, it is worth recalling that the number of years' schooling covered by each level may be different from one country to another, and resource allocation by levels may vary as a result. Secondly, the proportion of expenditure that is not distributed by level at all can affect this distribution. This proportion is fairly large in certain countries (in Gabon and Seychelles it reaches 16% and 18% respectively and in some other countries – not shown in the table below – it is higher still) (Table 4.1).

The financial effort made by governments is mainly directed towards primary (including pre-primary) education, followed by secondary education. Primary education is presented here combined with pre-primary education, the cost of which it is not always easy to identify separately; in any case these costs are only marginal by comparison with

Table 4.1 – Public expenditure on education by ISCED level, 1998

Country	Distribution of total public expenditure on education (%)				
	ISCED 0 & 1	ISCED 2 & 3	ISCED 4	ISCED 5 & 6	Not allocated
South Africa	45	34	-	15	6
Benin	57	18	./.	13	13
Comoros	42	41	4	3	10
Côte d'Ivoire	43	33	-	24	0
Gabon	44	30	./.	10	16
Lesotho	50	22	7	22	-
Madagascar	40	32	1	17	10
Malawi	60	10	2	14	13
Namibia	59	27	2	12	-
Senegal	43	25	3	23	6
Seychelles ¹	23	41	10	8	18
Sierra Leone	40	24	9	28	-
Swaziland	33	27	./.	32	8
Chad ²	58	26	.	17	-
Togo	45	29	.	22	5
Zimbabwe	56	29	./.	15	-

./ Expenditure on level 4 is included in ISCED levels 5 & 6.

1. The data for ISCED 5 and 6 refer to bursaries for studies abroad.

2. Excluding expenditure on ISCED level 0.

those of primary education, as are its pupil numbers (see Section 2). The three levels (pre-primary, primary and secondary) together account for at least 70% of public spending on education in twelve of the sixteen countries studied. In six of the region's countries, more than half of public spending is devoted to primary and pre-primary education combined: this percentage is as high as 60% in Malawi.¹²

The share of expenditure devoted to secondary education ranges from a fairly low figure of 9.5% in Malawi to levels above 30% in six countries (Comoros, Côte d'Ivoire, Gabon, Madagascar, Seychelles and South Africa).

The percentages of public expenditure devoted to post-secondary non-tertiary education and to tertiary education are smaller overall, but these levels together do receive, in some countries, a share of expenditure that is sometimes higher than that of secondary education: this is the case in Lesotho, Malawi, Senegal, Sierra Leone and Swaziland.

4.3 Public spending per pupil as a percentage of GDP per capita

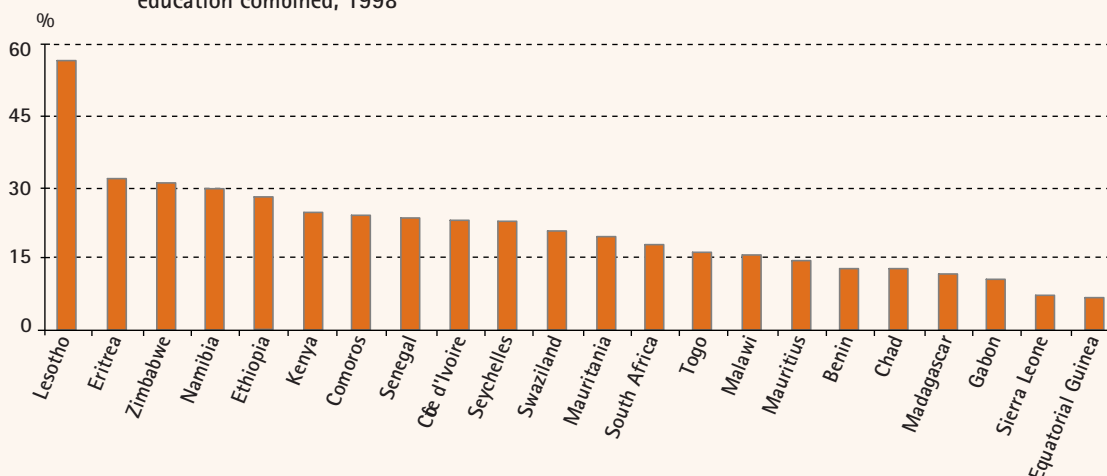
This indicator measures the average cost of a pupil by comparison with the average income (per person) in each country. It is an

approximate measure of a country's ability to pay for education, and has the advantage of avoiding the international comparison difficulties which arise from conversion of expenditures into a common currency.

Spending per pupil, taking all levels of education together, was between 7% and 56% of GDP per capita in the twenty-two countries for which estimates were considered reliable. Guinea and Sierra Leone are the countries where unit costs per pupil relative to per capita income are lowest, and Lesotho the country where this figure is the highest. This proportion is 20% or more in over half of the countries (Figure 4.2).

Spending per pupil compared with average income varies according to level of education (Table 4.2). It is greater at higher levels of education, except in Malawi where it is lower in the case of secondary education than for pre-primary and primary education combined. Though spending on the primary level, which covers the largest proportion of pupils, is generally a major part of total public spending on education, the mean cost per pupil is usually higher in secondary education, and higher still in tertiary. At this level, average spending per student is considerably higher than GDP per capita, in all the countries shown in Table 4.2, with the exception of South Africa. Tertiary education is extremely expensive in these countries: the

Figure 4.2 – Public expenditure on education per pupil as a percentage of GDP per capita for all levels of education combined, 1998



¹² To be precise, "expenditure on primary education" in this case refers to "basic education", which lasts eight years and includes the first stage of secondary education.

cost of a single student can represent more than ten times the per capita GDP (e.g. in Comoros, Lesotho and Malawi). The reasons for this might be, on the one hand, the small number of students enrolled, which could mean excessively high unit costs; and, on the other, the fact that many students need to go abroad to continue their studies (allocation of bursaries).

Table 4.2 - Public expenditure per student as a percentage of GDP per capita by level of education, 1998

Country	Public expenditure per pupil as % of GDP per capita			
	All levels	ISCED 0 & 1	ISCED 2 & 3	ISCED 5 & 6
South Africa	18	13	18	57
Comoros	24	13	39	1393
Côte d'Ivoire	23	13	34	140
Lesotho	56	33	81	1472
Madagascar	11	5	26	156
Malawi	16	14	5	2158
Namibia	30	23	37	162
Senegal	23	12	33	245
Seychelles	23	9	26	.
Sierra Leone	7	4	8	190
Chad	13	9	26	350
Togo	16	9	24	279

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Education statistics 2001

ANNEXES

- **ANNEX 1** - Statistical tables
- **ANNEX 2** - Definitions of indicators
- **ANNEX 3** - Glossary
- **ANNEX 4** - ISCED97

Table A1 - Pre-primary education (ISCED 0) and other early childhood development programmes (ECD), 1998

Country	Pre-primary education		Number of institutions	Enrolment					Gross enrolment ratio for pre-primary and other ECD (%)		
	Entrance age	Duration (years)		Pre-primary education			Other ECD		Total	M	F
				Total	F	% Private	Total	F			
South Africa ¹	6	1	. ²	*248 469	*122 969	17	...	...	...	...	...
Angola	3	3	...	...	...	...	...	...	...	...	...
Benin	4	2	336	17 891	8 649	20	.	.	5	5	5
Botswana	3	3	...	...	...	...	...	...	...	...	...
Burkina Faso	4	3	154	19 850	9 920	34	...	...	...	...	...
Burundi	4	3	...	4 938	2 483	49	...	...	...	...	...
Cameroon	4	2	1 371	103 908	50 271	57	.	.	12	12	11
Cape Verde ¹	4	2	...	...	...	...	.	.	...	...	...
Comoros	3	3	...	1 312	669	100	95 440	46 729	166	169	164
Congo	3	3	95	6 033	3 695	85	.	.	2	2	3
Côte d'Ivoire	3	3	276	35 553	17 387	46	.	.	3	3	3
Djibouti	4	2	2	171	102	100	.	.	0.5	0.4	0.6
Eritrea	5	2	88	11 581	5 413	97	.	.	5	6	5
Ethiopia	4	3	793	90 321	44 230	100	...	...	...	...	...
Gabon ¹	3	3	...	...	...	...	...	...	...	...	...
Gambia	3	3	264	28 823	13 618	...	...	...	...	...	...
Ghana	4	2	...	...	...	...	...	...	...	...	...
Guinea	3	4	...	...	...	...	.	.	...	...	...
Guinea-Bissau ³	4	3	54	4 159	2 132	62	.	.	4	4	4
Equatorial Guinea ¹	3	4	180	16 645	8 475	37	.	.	...	...	...
Kenya	3	3	23 977	1 016 606	522 230	100	...	...	...	...	...
Lesotho	3	3	...	36 079	*19 063	100	.	.	20	19	22
Liberia	3	3	...	111 590	47 324	39	...	...	...	...	...
Madagascar	3	3	...	...	...	...	...	...	...	...	...
Malawi ^{1,4}	3	3	...	...	...	...	...	...	...	...	...
Mali	4	3	212	25 141	15 085	*1	...	...	...	...	...
Mauritius	4	2	1 132	42 279	21 023	83	.	.	100	99	101
Mauritania	3	3	...	...	...	...	.	.	...	...	...
Mozambique	...	...	...	...	...	...	...	...	...	...	...
Namibia	3	3	...	...	...	...	...	...	...	...	...
Niger	4	3	133	11 564	5 779	33	.	.	1.1	1.1	1.1
Nigeria	3	3	...	...	...	...	...	...	...	...	...
Uganda ¹	4	2	...	...	...	...	...	...	...	...	...
Central African Republic	4	2	...	...	...	...	.	.	...	...	...
DR Congo	3	3	...	...	...	...	...	...	...	...	...
United Republic of Tanzania	5	2	...	...	...	...	...	...	...	...	...
Rwanda	4	3	...	...	...	...	...	...	...	...	...
St Helena ⁵	4	1	8	53	...	-	.	.	...	...	...
Sao Tome and Principe ⁵	6	1	...	5 103 ⁶	2 503 ⁶	-	. ⁶	. ⁶	...	...	...
Senegal	4	3	313	24 299	12 030	68	...	...	...	...	...
Seychelles ⁵	4	2	35	3 304	1 604	4	.	.	...	...	...
Sierra Leone ³	3	3	154	16 520	8 578	100	...	...	...	...	...
Somalia	...	...	...	...	...	...	...	...	...	...	...
Sudan	4	2	5 984	365 723	196 083	100	.	.	24	22	26
Swaziland	3	3	...	...	...	...	.	.	...	...	...
Chad	3	3	...	...	...	...	...	...	...	...	...
Togo	3	3	319	11 241	5 601	53	.	.	3	3	3
Zambia	3	4	443	*30 000	*16 263	100	...	...	...	...	...
Zimbabwe ³	3	3	...	...	...	...	...	...	...	...	...

1. The enrolment ratios have not been calculated due to inconsistencies between enrolment and demographic data.

2. Data are included in level 1 (see Table A2).

3. Data refer to 1999.

4. Data refer to 1997.

5. The enrolment ratios have not been calculated due to lack of demographic data by age.

6. Data on other ECD programmes are included in level 0.

Pre-primary education											
Gross enrolment ratio (%)			Net enrolment ratio (%)			Teaching staff		Percentage of trained teachers			Pupil/teacher ratio
Total	M	F	Total	M	F	Total	F	Total	M	F	
...	...	...	...	...	...	.²	. ²	. ²	. ²	. ²	...
...
5	5	5	3	3	3	638	386	100	100	100	28
...
1.8	1.7	1.8	...	...	...	**485	**420	...	...	...	41
0.8	0.8	0.8	...	...	...	...	...	...	...	...	...
12	12	11	...	...	...	4 438	4 312	...	...	...	23
...
2	2	2	2	2	2	...	...	...	...	...	...
2	2	3	2	2	3	606	606	68	.	68	10
3	3	3	...	...	...	1 580	1 519	.	.	.	23
0.5	0.4	0.6	0.4	0.3	0.5	6	6	33	.	33	29
5	6	5	4	4	4	321	312	65	22	66	36
1.5	1.6	1.5	...	...	...	2 487	2 301	63	37	65	36
...
26	28	25	...	...	...	...	...	...	...	...	...
...
...
4	4	4	3	3	3	194	142	22	27	20	21
...	...	...	...	...	...	387	141	100	100	100	43
39	37	40	...	...	...	37 752	37 374	42	...	...	27
20	19	22	...	...	...	1 970	1 970	.	.	.	18
48	55	41	...	...	...	6 158	1 184	...	...	...	18
...
...
2	2	3	...	...	...	1 050	839	98	98	98	24
100	99	101	71	71	72	2 551	2 551	100	.	100	17
...
...
...
1.1	1.1	1.1	1.0	1.0	1.0	533	523	94	90	94	22
...
...
...
...
...
...	...	...	...	...	...	7	7	71	.	71	8
...	...	...	...	...	...	139	132	.	.	.	...
3	3	3	...	...	...	1 272	988	...	...	...	19
...	...	...	...	...	...	194	194	88	.	88	17
4	4	4	...	...	...	702	632	50	...	...	24
...
24	22	26	...	...	...	8 796	8 463	...	...	...	42
...
...
3	3	3	3	3	3	566	551	49	73	49	20
3	2	3	...	...	...	700	400	100	100	100	43
...

Table A2 - Primary education (ISCED 1) and school life expectancy, 1998

Country	Primary education		School-age population (000)	Number of institutions	Enrolment			Apparent intake rate (%)			Net intake rate (%)		
	Entrance age	Duration (years)			Total	F	% Private	Total	M	F	Total	M	F
South Africa ¹	7	7	6 300	*21 367 ²	*7 997 945	*3 934 217	1	...	...	...	...	...	...
Angola	6	4	1 480	...	1 342 116	611 672	5	88	100	77	**24	**27	**22
Benin	6	6	1 035	3 773	872 217	342 595	7	...	...	...	...	...	...
Botswana	6	7	305	721	321 271	159 430	4	111	113	108	**22	**20	**23
Burkina Faso	7	6	1 930	4 519	816 393	330 077	11	44	51	36	19	22	15
Burundi	7	6	1 115	1512 ³	557 344 ³	250 265 ³	...	**70	**77	**62	**25	**27	**23
Cameroon	6	6 [#]	2 362	9 459	2 133 707	957 306	28	...	...	...	...	...	...
Cape Verde ¹	6	6	63	...	91 636	44 915	-	...	...	...	...	...	...
Comoros	6	6	109	348	82 789	37 538	12	71	76	67	16	16	16
Congo	6	6	482	1 168	276 451	134 805	10	35	36	34	**10	**11	**10
Côte d'Ivoire	6	6	2 452	8 082	1 910 820	813 346	12	74	82	66	30	34	27
Djibouti	6	6	98	80	38 194	15 726	9	34	39	29	25	29	21
Eritrea	7	5	492	593	261 963	118 385	11	55	60	49	17	18	16
Ethiopia	7	4	6 900	11 051 ⁴	4 367 929	1 660 014	5	85	100	69	22	25	20
Gabon ¹	6	6	172	1 175	265 244	131 720	17	...	...	...	...	...	...
Gambia	6	6	185	331	150 403	69 043	...	89	92	87	**10	**10	**10
Ghana	6	6	3 243	...	...	...	...	...	...	...	...	...	...
Guinea	7	6	1 234	34 906	726 561	276 708	15	55	62	49	21	23	20
Guinea-Bissau ⁵	7	6	183	759	149 530	60 129	18	110	127	94	33	38	29
Equatorial Guinea ¹	7	5	57	483	74 940	32 975	33	...	...	...	...	...	...
Kenya	6	7	5 951	17 611	5 480 689	2 709 826	...	106	108	104	...	...	...
Lesotho	6	7	364	1 264	369 515	191 384	97	94	93	94	16	16	15
Liberia	6	6	478	...	395 611	167 658	38	65	80	51	**39	**48	**31
Madagascar	6	5	2 163	14 438	2 012 416	988 130	22	103	104	102	**51	**56	**46
Malawi ^{1,6}	6	4	1 223	**3 160	**2 102 424	**1 045 151	...	...	...	...	...	...	...
Mali	7	6	1 806	2 871 ⁷	958 935	393 192	22	**54	**61	**46	...	...	...
Mauritius	6	6	121	285	130 505	64 471	24	105	105	105	27	27	27
Mauritania	6	6	416	2 676	346 222	167 550	2	...	...	...	...	...	...
Mozambique	6	5	2 687	6 263	1 918 400	807 389	2	82	90	73	12	13	12
Namibia	6	7	307	1 362	386 647	193 478	4	117	115	119	65	63	67
Niger	7	6	1 712	3 597	529 806	207 559	4	41	50	33	26	32	21
Nigeria	...	...	...	...	...	...	...	...	...	...	...	...	...
Uganda ¹	6	7	4 276	10 597	6 591 429	3 124 337	6	...	...	...	...	...	...
Central African Republic	6	6	575	...	284 398 ³	116 284 ³	...	**43	**50	**36	...	...	...
DR Congo	6	6	8 743	17 585	4 022 411	1 905 659	19	47	46	49	21	20	22
United Republic of Tanzania	7	7	6 237	11 339	4 042 568	2 009 287	0.2	69	70	68	**12	**11	**13
Rwanda	7	6	1 127	...	1 288 669	643 834	...	150	151	149	...	...	...
St Helena ⁸	5	6	...	7	506	221	.	...	...	...	...	...	...
Sao Tome and Principe ⁸	7	6	...	72	23 769	11 564	-	...	...	...	...	...	...
Senegal	7	6	1 483	4 256	1 034 065	462 998	12	71	...	...	39	...	...
Seychelles ⁸	6	6	...	25	9 738	4 791	4	...	...	...	...	...	...
Sierra Leone ⁵	6	6	771	2 370	442 915	214 279	1	70	72	69	70	72	69
Somalia	...	...	...	...	...	...	...	...	...	...	...	...	...
Sudan	6	6	4 446	11 982 ⁴	**2 478 309	**1 129 250	4	65	70	61	...	...	...
Swaziland	6	7	181	539	**212 052	**103 175	2	99	101	98	42	41	43
Chad	6	6	1 250	3 326	839 932	308 613	25	77	91	64	23	27	19
Togo	6	6	768	4 701	953 886	410 894	36	100	105	94	40	43	38
Zambia	7	7	1 802	4 221	1 557 257	746 384	...	91	91	91	41	40	42
Zimbabwe ⁵	6	7	2 259	...	2 460 323	1 208 790	88	122	124	120	40	39	40

1. The enrolment ratios have not been calculated due to inconsistencies between enrolment and demographic data.

2. Including level 0 (see Table A1).

3. Data refer to public education only.

4. Data include level 2 (see Table A3).

5. Data refer to 1999.

6. Data refer to 1997.

7. Excluding Merdersas schools.

8. The enrolment ratios have not been calculated due to lack of demographic data by age.

The education system has a structure of 6-7 years in the anglophone provinces.

Gross enrolment ratio (%)			Net enrolment ratio (%)			Percentage of repeaters			Teaching staff		Percentage of trained teachers			Pupil/teacher ratio	School life expectancy (in years)
Total	M	F	Total	M	F	Total	M	F	Total	F	Total	M	F		
...	...	...	...	...	...	8	9	7	*223 001 ²	*174 208 ²	*63 ²	*66 ²	*62 ²	...	...
91	99	83	**57	**61	**53	35	33	38	...	...	...	...	...	...	...
84	102	66	...	...	...	...	...	...	16 335	3 699	...	...	...	53	...
105	106	105	81	79	82	3	4	3	11 654	9 539	92	87	93	28	**11.7
42	50	34	34	40	28	18	18	18	16 660	4 114	60	59	61	49	...
**51	**56	**46	**38	**41	**34	**25	**26	**25	12 107 ³	6 499 ³	87 ³	...	...	...	...
90	99	82	...	...	...	...	...	...	41 142	14 607	...	...	...	52	...
...	...	...	...	...	...	12	13	10	3 190	1 975	...	...	...	29	...
76	82	70	50	54	46	26	26	25	2 381	612	47	48	46	35	...
57	59	56	...	...	...	39	40	38	4 515	1 890	81	78	86	61	...
78	89	66	59	67	51	24	...	...	44 731	8 949	...	...	...	43	...
39	46	32	32	37	27	17	...	...	966	268	90	88	96	40	...
53	58	48	34	36	31	19	18	21	5 576	1 951	73	75	69	47	**4.3
63	79	48	35	41	30	11	11	12	112 405 ⁴	31 302 ⁴	91 ⁴	91 ⁴	92 ⁴	...	**4.1
...	...	...	...	...	...	...	...	...	6 022	2 507	84	83	86	44	...
81	88	75	61	65	57	11	11	10	4 578	1 350	...	...	...	33	...
...
59	72	45	46	54	37	26	25	27	15 512	3 873	100	100	100	47	...
82	98	67	53	62	44	24	24	25	4 306	889	28	26	34	35	6.3
...	...	...	...	...	...	12	9	15	1 322	375	100	100	100	57	...
92	92	92	...	...	...	...	...	...	192 306	80 899	97	96	97	28	...
102	97	106	60	56	64	20	23	17	14 555	11 644	44	41	45	25	**9.2
83	95	70	**41	**46	**35	...	...	...	10 047	1 931	...	...	...	39	...
93	94	92	63	62	63	33	34	32	42 678	24 905	...	...	...	47	**6.3
...	...	...	...	...	...	**16	**16	**16	**340 375	**130 881	**54	**57	**49	61	...
**53	**63	**44	**42	**49	**34	**18	**18	**18	*15 447	*3 522	...	...	...	62	...
108	108	108	93	93	93	4	4	3	5 065	2 692	100	100	100	26	**12
83	86	81	60	62	58	...	...	...	7 366	1 888	99	99	100	47	...
71	83	60	41	45	37	**26	**25	**27	31 512	7 706	33	33	33	61	**5.0
126	125	127	86	83	90	12	14	11	11 992	7 982	29	29	29	32	13.0
31	38	24	26	32	20	12	12	12	12 901	3 974	100	100	99	41	...
...
...	...	...	...	...	...	**7	**7	**6	109 733	35 811	...	...	...	60	...
**57	**69	**46	**53	**64	**43	**33	**33	**32	3 125 ³	694 ³	100 ³	100 ³	100 ³	...	...
46	48	44	32	33	31	16	19	12	154 618	33 198	...	...	...	26	**4.3
65	65	65	48	47	49	3	3	3	106 329	46 850	44	44	44	38	...
114	115	114	91	90	92	29	29	29	23 730	12 988	50	53	49	54	...
...	...	...	...	...	...	...	...	...	57	52	81	80	81	11	...
...	...	...	...	...	...	31	33	29	660	...	...	...	...	36	...
70	76	63	59	64	54	14	14	14	21 277	...	...	...	...	49	...
...	...	...	...	...	...	...	...	...	656	580	84	78	84	15	...
57	60	55	57	60	55	.	.	.	14 924	5 979	61	63	58	30	5.0
...
56	60	51	**46	**50	**42	**12	**11	**12	113 026 ⁴	76 526 ⁴	52 ⁴	79 ⁴	39 ⁴	...	...
117	121	114	**77	**76	**78	**15	**18	**13	6 425	4 845	91	89	92	33	**10.0
67	85	49	55	68	42	26	26	26	12 373	1 156	44	...	...	68	5.0
124	141	107	88	99	78	31	31	32	23 107	3 110	38	34	61	41	10.3
86	89	84	73	74	72	6	6	6	34 810	16 530	89	86	92	45	**8.0
109	111	107	90	90	91	.	.	.	59 973	28 339	...	...	...	41	**10.0

Table A3 - Secondary education (ISCED 2 and 3) and post-secondary non-tertiary education (ISCED4), 1998

Country	General secondary education		School-age population (000)	Students enrolled in secondary education								
	Entrance age	Duration (years)		Total			General			Technical and Vocational		
				Total	F	% Private	Total	F	% Private	Total	F	% Private
South Africa ¹	14	5	4 095	* 4 244 415	* 2 251 847	1	*4 084 064	*2 181 293	1	*160 351	*70 554	.
Angola	10	7	2 064	...	...	...	267 399 ³	...	11	...	...	...
Benin	12	7	996	213 474	66 945	18	188 035	57 342	11	25 439	9 603	72
Botswana	13	5	193	147 525	76 904	6	143 503	75 832	6	4 022	1 072	.
Burkina Faso	13	7	1 779	173 205	65 018	33	160 096	58 112	30	13 109	6 906	72
Burundi	13	7	1 005	61 482 ⁴	...	...	56 872 ⁴	26 268 ⁴	...	4 610 ⁴	...	...
Cameroon	12	7	2 297	463 561	202 765	32	341 439	154 034	30	122 122	48 731	37
Cape Verde ¹	12	6	59	40 314 ^{5,6}	...	-	39 403 ⁶	...	-	911 ⁵	...	-
Comoros	12	7	116	28 718	12 731	46	28 559	12 692	46	159	39	-
Congo	12	7	440	...	...	...	114 450	43 281	8	...	...	...
Côte d'Ivoire	12	7	2 519	** 586 431	** 203 091	36	565 850	193 742	35	**20 581	**9 349	39
Djibouti	12	7	98	15 511	6 447	14	13 304	5 172	10	2 207	1 275	34
Eritrea	12	6	485	115 393	47 183	7	114 554	47 046	7	839	137	.
Ethiopia	11	8	10 890	1 859 406	710 235	2	1 856 032	709 510	2	3 374	725	8
Gabon ¹	12	7	158	86 543	40 097	29	80 382	37 974	32	6 161	2 123	-
Gambia	12	6	150	47 106	18 750	...	46 769	18 525	...	337	225	...
Ghana	12	6	2 738	...	...	...	...	...	...	...	...	...
Guinea	13	7	1 168	...	...	...	165 934	43 336	7	...	...	...
Guinea-Bissau ⁹	13	5	128	25 324	8 997	13	25 034	8 925	13	280	72	-
Equatorial Guinea ¹	12	7	65	...	...	...	18 802	4 846	25	...	...	...
Kenya	13	5	3 773	...	...	...	1 139 569	542 439	...	...	...	...
Lesotho	13	5	228	72 235	42 171	89	71 262	41 692	89	973	479	100
Liberia	12	6	467	113 878	44 355	37	94 126	38 367	39	19 752	5 988	28
Madagascar	11	7	2 207	...	...	...	334 250	165 616	45	...	...	...
Malawi ^{1, 10}	10	8	1 957	** 946 309	**414 538	3	**946 309	**414 538	3	.	.	.
Mali	13	6	1 530	217 700	74 416	...	190 916	63 702	10	26 784	10 714	...
Mauritius	12	7	143	101 517	50 384	74	94 364	48 382	75	7 153	2 002	55
Mauritania	12	6	353	61 711 ⁴	25 371 ⁴	...	60 029 ⁴	24 837 ⁴	...	1 682 ⁴	534 ⁴	...
Mozambique	11	7	3 018	...	...	...	254 540	104 638	9	...	...	...
Namibia	13	5	185	110 076	58 873	5	110 076	58 873	5	.	.	.
Niger	13	7	1 525	104 933	39 842	16	98 362	37 234	15	6 571	2 608	43
Nigeria	12	6	...	...	...	...	...	...	...	...	...	...
Uganda ¹	13	6	2 897	465 605	182 313	38	427 492	170 997	41	38 113	11 316	.
Central African Republic	12	7	558	...	...	...	...	...	...	...	...	...
DR Congo	12	6	6 752	1 234 528	423 320	11	862 725	307 830	9	371 803	115 490	18
United Republic of Tanzania	14	6	4 287	...	...	...	226 903	105 474	45	...	...	...
Rwanda	13	6	968	91 219	45 272	49	77 425	38 337	41	13 794	6 935	92
St Helena ¹²	11	6	...	...	...	...	374	206	...	...	...	...
Sao Tome and Principe ¹²	13	6	...	...	...	...	4 997	1 080 ³	-	...	...	...
Senegal	13	7	1 395	237 454	92 356	28	230 043	89 742	28	7 411	2 614	11
Seychelles ¹²	12	5	...	8 027	3 931	3	8 027	3 931	3	.	.	.
Sierra Leone ⁹	12	6	631	136 861	61 968	3	...	...	...	...	...	...
Somalia	...	...	...	...	...	...	...	...	...	...	...	...
Sudan	12	5	3 512	1 010 060	485 493	15	984 020	476 182	15	26 040	9 311	11
Swaziland	13	5	109	60 830	30 602	16	...	...	...	...	...	...
Chad	12	7	1 149	123 408	25 530	14	120 523	24 648	14	2 885	882	3
Togo	12	7	701	231 948	66 383	18	216 484	62 542	15	15 464	3 841	57
Zambia	14	5	1 095	290 085	125 093	...	...	...	...	...	...	.
Zimbabwe ⁹	13	6	1 718	834 880	391 813	39	834 880	391 813	39	.	.	.

1. The enrolment ratios have not been calculated due to inconsistencies between enrolment and demographic data.

2. Data refer to general education only.

3. Data refer to level 2 only.

4. Data refer to public education only.

5. Excluding nursing schools.

6. Excluding teachers' colleges.

7. Data refer to level 3 only; those related to level 2 are included in level 1 (see Table A2).

Secondary education						Percentage of repeaters in general education			Teaching staff		Percentage of trained teachers			Pupil/teacher ratio	Post-secondary non-tertiary education (ISCED4)			
Gross enrolment ratio (%)			Net enrolment ratio (%)												Total	M	F	Total	M	F	ratio	Theoretical entrance age	Average duration (years)	Enrolment
Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	F					
...	...	...	...	...	...	11	11	11	*143 804	*72 059	**89	**86	**93	30	19	2	*142 199	*62 568
**16	**19	**13	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
21	30	13	**16	**22	**10	22	21	24	**10 691	**1 402	**33	**31	**42	20	...	...	...	...
77	73	80	**57	**52	**62	0.5	0.1	0.9	**8 469	**3 870	82	85	79	17	18	2	9 685	4 127
10	12	7	9	11	6	29	28	32	6 215	...	...	...	...	28	...	...	...	...
**7	...	...	...	...	...	...	...	...	**3 546 ⁴	...	...	...	...	17 ⁴	...	...	...	...
20	23	18	...	...	...	...	...	...	19 515	5 474	...	...	...	24	...	...	...	...
...	...	...	...	...	...	...	...	...	**1 665	...	...	...	...	...	...	...	...	...
25	27	22	...	...	...	10	10	11	...	...	...	...	...	...	19	2	73	28
...	...	...	...	...	...	25	27	22	5 094 ²	516 ²	**39 ²	**38 ²	**52 ²	22	...	...	...	...
**23	**30	**16	...	...	...	...	...	...	20 124	...	...	...	...	29	19	1	5 570	2 531
16	19	13	...	...	...	10	...	...	680	147	58	57	61	23	19	2	73 ²	21 ²
24	28	19	**19	**21	**17	16	12	22	2 278	265	56	55	66	51	19	2	727	138
17	21	13	**16	**19	**12	12	10	16	13 626 ⁷	1 158 ⁷	...	...	...	...	19	1	5 443	2 536
...	...	...	...	...	...	...	...	...	3 078	511	...	...	...	28	...	...	...	...
31	38	25	23	27	20	2	2	3	1 948	287	...	...	...	24	18	2	76	74
...
**15	**21	**8	**8	**14	**18	...	...	...	5 356 ²	575 ²	100 ²	100 ²	100 ²	31 ²	...	...	...	...
20	26	14	10	12	7	19	18	20	**1 913	**158	**56	**56	**54	13	...	...	...	...
...	...	...	...	...	...	16	13	22	763 ²	33 ²	...	...	...	25 ²	...	...	...	...
**31	**32	**29	...	...	...	...	...	...	43 694 ²	1 546 ²	93 ²	61 ²	10 ²	26 ²	18	2	17 115	5 787
32	26	37	**14	**10	**19	10	10	11	*3 126	...	...	...	...	23	18	2	*536	*181
24	30	19	...	...	...	...	...	...	6 621	1 060	...	...	...	17	18	3	10 610	4 039
**16	**16	**16	**13	**12	**13	18	19	18	**18 987 ²	**8 509 ²	...	...	...	18 ²	18	2	306	...
...	...	...	...	...	...	...	...	...	18 197	5 545	...	...	...	30	18	3	8 300 ²	2 300 ²
14	19	10	...	...	...	...	...	...	7 663	1 080	...	...	...	28	...	...	...	...
71	70	71	**63	**63	**63	14	15	13	5 065	2 361	...	...	...	20	19	2	2 411	717
**18	**21	**15	...	...	...	...	...	...	2 185 ⁴	184 ⁴	...	...	...	28 ⁴	18	2	300	145
**9	**11	**7	**7	**9	**6	...	...	...	8 073 ²	1 403 ²	...	...	...	32 ²	...	...	...	...
59	55	64	31	25	38	7	7	8	5 093	2 418	51	51	52	22	18	2	1 578	279
7	9	5	**6	**7	**5	21	21	21	4 303	776	**84	**85	**82	24	20	2	638	211
...
...	...	...	...	...	...	...	...	...	24 982	5 135	...	...	...	19	...	...	...	...
...
18	24	13	12	15	9	24 ¹³	25 ¹³	22 ¹³	89 461	9 045	...	...	...	14	...	...	...	...
...	...	...	...	...	...	...	...	...	11 691 ²	3 206 ²	90 ²	88 ²	95 ²	19 ²	...	...	...	...
9	10	9	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	52 ²	21 ²	90 ²	61 ²	133 ²	7 ²	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	19	3	95	25
17	21	13	...	...	...	15	15	16	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	-	-	-	555	295	88	85	89	14	17	3	1 380	709
22	24	19	22	24	19	-	-	-	5 924	2 552	90	84	98	23	18	2	23 665	11 853
...
29	30	28	...	...	...	...	...	...	18 131 ⁷	8 447 ⁷	...	...	...	...	...	...	...	...
56	56	55	**35	**38	**32	8 ¹³	8 ¹³	7 ¹³	3 416	1 573	99	99	99	18	...	...	...	...
11	17	4	7	12	3	16	16	17	3 619	195	...	...	...	34	...	...	...	...
33	47	19	23	32	14	23	23	23	6 595	866	...	...	...	35	19	2	331	51
27	30	23	**22	**21	**20	3	2	4	10 000	2 640	89	98	65	29	...	...	...	...
49	52	46	45	48	43	...	...	...	30 572 ²	11 419 ²	...	...	...	27 ²	17	2	871	193

8. Data refer to level 2 general education only.

9. Data refer to 1999.

10. Data refer to 1997.

11. Excluding Merdersas schools.

12. The enrolment ratios have not been calculated due to lack of demographic data by age.

13. Data refer to the whole of secondary education (general and technical).

Table A4 - Tertiary education (ISCED 5 and 6) and public expenditure on education, 1998

Country	Tertiary education										
	Enrolled students		Gross enrolment ratio (%)			Distribution of students by ISCED level (%)			Percentage of female students in each ISCED level		
	Total	F	Total	M	F	Level 5A	Level 5B	Level 6	Level 5A	Level 5B	Level 6
South Africa ¹	633 918	340 842	...	...	...	91	8	0.9	53	66	36
Angola	8 337	3 425	0.8	0.9	0.6	100	.	.	41	.	.
Benin	16 284	3 346	3.4	5.5	1.4	80	20	0.2	19	27	-
Botswana	5 532	2 436	3.5	3.9	3.1	92	8	0.0	46	18	-
Burkina Faso	...	...	...	...	...	...	...	...	...	...	...
Burundi	5 037	1 488	1.0	1.4	0.6	91	9	.	30	26	.
Cameroon	66 902	...	5.2	...	...	...	...	...	...	...	...
Cape Verde ¹	...	...	...	...	...	...	...	...	...	...	...
Comoros	649	277	1.0	1.2	0.9	61	39	.	34	56	.
Congo	...	...	...	...	...	...	...	...	...	...	...
Côte d'Ivoire	96 681	25 398	7.3	10.7	3.9	53	42	5	21	33	23
Djibouti	175	89	0.3	0.3	0.3	28	72	.	43	54	.
Eritrea	3 994	540	1.2	2.2	0.3	100	.	.	14	.	.
Ethiopia ⁵	52 305	9 769	1.0	1.6	0.4	100	.	0.0	19	.	-
Gabon ¹	7 473	2 667	...	...	...	74	26	0.4	34	42	37
Gambia	...	...	...	...	...	...	...	...	...	...	...
Ghana	...	...	...	...	...	...	...	...	...	...	...
Guinea	...	...	...	...	...	...	...	...	...	...	...
Guinea-Bissau ⁸	463	...	0.5	...	...	...	...	...	...	...	...
Equatorial Guinea ¹	...	...	...	...	...	...	...	...	...	...	...
Kenya	44 411	14 175	1.5	2.0	0.9	...	...	...	...	...	...
Lesotho	4 046	2 579	2.0	1.5	2.6	79	21	.	62	70	.
Liberia	20 804	3 987	7.8	12.4	3.0	100	.	.	19	.	.
Madagascar	31 013	14 187	2.3	2.5	2.1	80	15	4	46	44	43
Malawi ¹	3 179	876	...	...	...	100	.	.	28	.	.
Mali	18 662	...	1.9	...	...	95 ⁹	5	./.	...	...	...
Mauritius	7 559	3 488	7.4	7.9	6.8	42	57	1.3	49	44	42
Mauritania	12 912	...	5.5	...	...	...	...	...	...	...	...
Mozambique	...	...	...	...	...	...	...	...	...	...	...
Namibia	11 209	5 971	7.3	6.8	7.8	22	78	0.0	54	53	-
Niger	...	...	...	...	...	...	...	...	...	...	...
Nigeria	...	...	...	...	...	...	...	...	...	...	...
Uganda ¹	40 591	**14 005	...	...	...	49	47	4	37	32	**34
Central African Republic	6 229	1 002	2.0	3.5	0.6	91	9	.	17	7	.
DR Congo	** 60 341	...	**1.4	...	...	79	20	**2	...	...	...
United Republic of Tanzania	18 867	3 970	0.7	1.1	0.3	65	34	2	18	26	24
Rwanda	5 678	...	0.9	...	...	91	9	.	...	...	.
St Helena ¹⁰	.	.	.	.	.	.	.	.	.	.	.
Sao Tome and Principe ¹⁰	.	.	.	.	.	.	.	.	.	.	.
Senegal	29 303	...	3.8	...	...	95 ⁹	5	./.	...	...	...
Seychelles ¹⁰	.	.	.	...	.	.	.	.	.	.	.
Sierra Leone ⁸	6 744	3 049	1.6	1.8	1.4	24	76	.	50	44	.
Somalia	...	...	...	...	...	...	...	...	...	...	...
Sudan	200 538	94 654	7.3	7.7	6.9	...	...	...	...	...	...
Swaziland	4 880	2 337	5.1	5.4	4.8	82	18	.	49	43	.
Chad ⁸	5 901	885	1.0	1.7	0.3	89	7	4	14	28	20
Togo	15 028	2 615	4.0	6.6	1.4	100 ⁹	0.1	./.	17 ⁹	-	./.
Zambia	22 701	7 181	2.7	3.6	1.7	58	41	0.8	38	23	14
Zimbabwe ⁸	40 850 ¹³	10 347 ¹³	**3.8	**5.7 ¹³	**1.9	...	...	...	...	...	...

1. The enrolment ratios have not been calculated due to inconsistencies between enrolment and demographic data.

2. Data on level 4 expenditure are included in levels 5 and 6.

3. Excluding expenditure on levels 4, 5 and 6.

4. Data are for public current expenditure only.

5. Expenditure data are for 1999 only.

6. Expenditure data for levels 0, 1 and 4 are included in levels 2 and 3.

7. Expenditure data for levels 0 and 1 are included in levels 2 and 3.

Tertiary education				Public expenditure on education			Distribution of public current expenditure on education by ISCED level (%)				
Foreign students		Teaching staff		As a % of Gross Domestic Product	As a % of total government expenditure	Current expenditure as a % of total exp.	Levels 0 and 1	Levels 2 and 3	Level 4	Levels 5 and 6	Not allocated by level
Total	F	Total	F								
15 494	7 127	19 751	7 985	6.0	22.2	98.1	45.0	33.7	-	15.2	6.1
50	27	776	167	2.6	6.4	88.7	...	...	.	...	...
...	2.5	...	93.8	56.6	17.7	./. ²	13.0 ²	12.7
727
...
147	...	379	...	** 3.9	...	...	...	...	.	...	...
...	...	2 645	...	** 2.6	** 10.9	...	64.2 ^{3,4}	35.8 ^{3,4}	...	...	...
...	** 4.4	...	...	...	...	.	...	...
.	.	67	7	4.1	23.5	99.9	41.6	41.2	3.7	3.3	10.1
...	4.7	...	...	...	...	...	...	...
5 542	4.3	15.9	88.3	43.2	33.3	-	23.5	0.0
-	-	20	6	** 3.4	...	...	...	...	...	...	...
92	15	184	24	5.0	...	69.5	49.1 ⁴	13.5 ⁴	0.6 ⁴	8.9 ⁴	27.8 ⁴
...	...	2 228	137	4.8	...	60.5	./. ⁶	65.2 ⁶	./. ⁶	10.2	24.6
422	...	585	100	3.3	9.6	87.3	44.1	30.1	./. ²	9.8 ²	16.0
...
...
...	** 1.8	** 25.8	...	...	...	.	...	...
-	-	1.7	...	...	...	...	.	...	...
...	1.8	...	84.5	./. ⁷	60.5 ⁷	.	18.4	21.1
...	6.5	...	95.5	...	...	...	...	...
985	453	436	...	13.2	25.5	74.1	49.6	21.6	6.9	21.9	-
...	...	633	93	...	...	...	...	...	...	...	...
1 070	...	1 471	456	1.9	10.2	79.6	40.3	32.0	0.5	17.2	10.0
-	-	509	129	4.6	24.6	81.8	60.2	9.5	2.4	14.4	13.4
1 221	...	960	...	3.0	...	89.6	./. ⁷	85.4 ⁷	.	14.6	-
...	4.0	17.7	91.1	33.4 ⁴	36.7 ⁴	1.8 ⁴	13.2 ⁴	14.8 ⁴
...	4.3	18.9	76.4	44.2 ⁴	29.5 ⁴	3.8 ⁴	19.0 ⁴	3.6 ⁴
...	** 3.0	** 14.3	...	...	...	.	...	...
...	...	619	...	9.1	22.5	93.9	58.5	27.3	2.2	12.0	-
...
...
...	...	2 218	388	...	...	...	...	...	...	...	...
...	...	300	15	** 1.9	...	...	...	...	...	...	...
...	...	3 788	225	...	...	...	...	...	.	...	...
...	...	2 064	286	...	...	...	...	...	...	...	...
65	...	412	41	** 2.5	...	...	...	...	.	...	...
-	-
.
...	3.4	...	...	42.5	25.3	3.0	23.1	6.1
.	.	.	.	6.8	10.7	84.4	23.1	40.8	10.0	8.1 ¹¹	18.0
...	...	850	319	1.0	...	98.5	39.5	23.6	8.8	28.1	-
...
...	...	4 407	1 018	** 3.8	...	...	...	...	.	...	...
124	...	229	74	6.6	...	99.9	33.2	26.9	./. ²	32.1 ²	7.8
...	...	409	19	1.8	...	99.9	57.5 ¹²	25.9 ¹²	.	16.6 ¹²	-
545	178	384	40	4.5	24.4	96.8	44.6	28.7	.	21.8	4.9
...	2.3	17.6	99.4	...	...	...	...	...
...	...	2 387 ¹³	364 ¹³	10.1	...	...	56.1	29.2	./. ²	14.8 ²	-

8. Data refer to 1999.

9. Data for level 6 are included in level 5A.

10. The enrolment ratios have not been calculated due to lack of demographic data by age.

11. Data refer to overseas study scholarships.

12. The allocation does not include expenditure on level 0.

13. Excluding level 6.

Definitions of indicators

(Average) Annual Growth Rate (of population). The average annual growth of the population during the period 1995 to 2000, expressed as a percentage.

Apparent intake rate in primary education. Number of new entrants into first grade of primary education, regardless of age, expressed as a percentage of the population of official entrance age to primary education.

Coefficient of efficiency. The ideal number of pupil-years required for a cohort to complete a level or cycle of education (e.g. the primary level) should there be no repetition nor drop-out, divided by the total number of pupil-years actually spent by the same cohort.

Current expenditure per pupil (or student) as a percentage of GDP per capita. Public current expenditure per pupil (or student), at each level of education, expressed as a percentage of GDP per capita.

Gender parity index. Ratio of female to male values of a given indicator.

Gross enrolment ratio. Number of pupils enrolled in the given level of education, regardless of age, expressed as a percentage of the population in the relevant official age-group.

Gross enrolment ratio in tertiary education. Total enrolment in tertiary education regardless of age, expressed as a percentage of the population in the five-year age group following on from the secondary-school leaving age.

Gross domestic product per capita. The gross domestic product in current US dollars divided by the total population.

Gross national product per capita. The gross national product in current US dollars divided by the total population.

Infant mortality rate. The annual number of deaths of infants under 1 year of age per 1,000 live births in a given year.

Life expectancy at birth. The theoretical number of years a newborn will live if the age-specific mortality rates in the year of birth are taken as constant. It is the sum of the mortality rates for all ages combined. The life expectancies at birth presented in this report refer to the period 1995-2000.

(Estimated) Literacy rate. The number of literate adults expressed as a percentage of the total adult population aged 15 years and above. A person is considered literate if he/she can read and write with understanding a simple statement related to his/her daily life.

Net enrolment ratio. Number of pupils in the official age-group for a given level of education enrolled in that level expressed as a percentage of the total population in that age-group.

Net intake rate in primary education. Number of pupils at the official school entrance age who are new entrants into the first grade of primary education, expressed as a percentage of the population of official admission age to primary education.

Percentage of a cohort reaching Grade 5, or survival rate to Grade 5. Percentage of children starting primary school who eventually attain Grade 5.

Percentage of new entrants to primary Grade 1 who have attended some form of organized early childhood development programme. Number of new entrants to primary Grade 1 who have attended some form of organized early childhood development programme equivalent to at least 200 hours, expressed as a percentage of total number of new entrants to primary Grade 1.

Percentage of repeaters. Number of pupils who are enrolled in the same grade (or level) as the previous year, expressed as a percentage of the total enrolment in the given grade (or level) of education.

Percentage of trained teachers, or percentage of teachers who are certified to teach according to national standards. Number of teachers who are certified to have received the minimum organized teacher-training (pre-service or in-service) required for teaching at the relevant level of education, expressed as a percentage of the total number of teachers in the given level of education.

Public expenditure on education as a percentage of GDP. Total public expenditure on education at every level of administration according to the constitution of the country, i.e. central, regional and local authorities, expressed as a percentage of the Gross Domestic Product.

Public expenditure on education as a percentage of total government expenditure. Total public expenditure on education at every level of administration according to the constitution of the country, i.e. central, regional and local authorities, expressed as a percentage of total government expenditure on all sectors (including health, education, social services, etc.).

Pupil/teacher ratio. Average number of pupils per teacher at the level of education specified in a given school year. When data are available the calculation of the pupil/teacher ratio is based on teachers and pupils expressed in full-time equivalents.

Teachers' remuneration as a percentage of current expenditure on education. Public current expenditure on teachers' salaries and other remuneration expressed as a percentage of total public current expenditure on education.

Total fertility rate or the average number of children per female. Theoretical number of births to a woman during her child-bearing years taking the given year's age-specific birth rates as constant. It is the sum of the age-specific birth rates for all women of childbearing age (15-49 years).

School life expectancy. Number of years a child is expected to remain at school, or university, including years spent on repetition. It is the sum of the age-specific enrolment ratios for primary, secondary, post-secondary non-tertiary and tertiary education.

Glossary

Basic education. The whole range of educational activities that take place in different settings and that aim to meet basic learning needs as defined in the World Declaration on Education for All (Jomtien, Thailand, 1990). It thus comprises both formal schooling (primary and sometimes lower secondary) as well as a wide variety of non-formal and informal

public and private educational activities offered to meet the defined basic learning needs of groups of people of all ages.

Compulsory education. Number of years or the age-span during which children and young people are legally obliged to attend school.

Duration. Number of grades (years) in a given level of education.

Early childhood development (ECD) programmes. Programmes which 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. Early childhood development programmes are normally designed for children aged 3 years or above and include organized learning activities that constitute on average the equivalent of at least 2 hours per day and 100 days per year.

Enrolment. Number of pupils or students enrolled in a given level of education, regardless of age.

(Theoretical) **Entrance age.** The age at which pupils or students would enter a given programme or level of education assuming they had started at the official entrance age for the lowest level of education, had studied full-time throughout and had progressed through the system without repeating a grade or skipping a grade. Note that the theoretical entrance age to a given programme or level may be very different from the actual or even the typical or most common entrance age.

Expenditure on education:

Public expenditure on education. Current and capital expenditures on education by local, regional and national governments, including municipalities. Household contributions are normally excluded.

Current expenditure on education. Expenditure for goods and services consumed within the current year and which would need to be renewed if there were a need for prolongation the following year. It includes expenditure on: staff salaries and benefits; contracted or purchased services; other resources including books and teaching materials; welfare services; and other current expenditure such as furniture and equipment, minors repairs, fuel, telecommunications, travel, insurance and rents.

Capital expenditure on education. Expenditure for assets that last longer than one year. It includes expenditure for construction, renovation and major repairs of buildings and the purchase of heavy equipment or vehicles.

Fields of study in tertiary or higher education:

General programmes: basic programmes; literacy and numeracy; personal development.

Education: teacher training and education science.

Humanities and arts: humanities; religion and theology; fine and applied arts.

Social science, business and law: social and behavioural sciences; journalism and information; business and administration; law.

Science: life and physical sciences; mathematics, statistics and computer sciences.

Engineering, manufacturing and construction: engineering and engineering trades; manufacturing and processing; architecture and building.

Agriculture: agriculture, forestry and fishery; veterinary.

Health and welfare: medical sciences and health-related services; social services.

Services: personal services; transport services; environmental protection; security services.

Other unspecified or unknown.

Foreign students. Students enrolled in an educational programme in a country of which they are not a permanent resident.

Gross domestic product. The sum of gross value added by all resident producers in the economy, including distributive trades and transport, plus any product taxes and minus any subsidies not included in the value of the products.

Gross national product. The sum of gross value added by all resident producers in the economy, including distributive trades and transport, plus any product taxes, minus any subsidies not included in the value of the products plus net receipts of income from abroad. Since net receipts from abroad may be positive or negative, it is possible for GNP to be greater or smaller than GDP.

Institutions:

Private institutions. Schools, colleges or universities which are controlled and managed by a non-governmental organization (church, trade union, business enterprise or other NGO) whether or not they receive financial support from public authorities.

Public institutions. Schools, colleges or universities which are controlled and managed by a public education authority or agency (national/federal, state/provincial, or local), whatever the origin of its financial resources.

New entrants. Pupils or students entering a programme at a given level or sub-level of education for the first time.

Orientation of educational programmes:

General education. Designed mainly to lead pupils to a deeper understanding of a subject or group of subjects, especially, but not necessarily, with a view to preparing pupils for

further (additional) education at the same or a higher level. Such programmes are typically school-based and may or may not contain vocational elements. Successful completion of such programmes may or may not lead to an academic qualification. However, they do not typically allow successful completers to enter a particular occupation or trade or class of occupations or trades without further training.

Technical and vocational education. Designed mainly to prepare pupils for direct entry into a particular occupation or trade (or class of occupations or trades). Successful completion of such programmes normally leads to a labour-market relevant vocational qualification recognized by the competent authorities in the country in which it is obtained (e.g. Ministry of Education, employers' associations, etc.).

Out-of-school children or youth. Children or youth in the official school age-group who are not enrolled in school.

Repeaters. Pupils enrolled in the same grade for a second or further year.

School-age population. Population of the age-group which officially corresponds to the relevant level of education.

School drop-outs. Pupils who drop out from a given grade or cycle or level of education in a given school-year.

Teachers:

Teachers or teaching staff. Number of persons employed full-time or part-time in an official capacity for the purpose of guiding and directing the learning experience of pupils and students, irrespective of his/her qualification or the delivery mechanism, i.e. whether face-to-face and/or at a distance. This definition excludes educational personnel who have no active teaching duties (e.g. headmasters, headmistresses or principals who do not teach) or who work occasionally or in a voluntary capacity in educational institutions (e.g. parents).

Trained teachers. Teachers who have received the minimum organized teacher-training (pre-service or in-service) required for teaching at the relevant level in the given country.

Full-time teachers. Persons engaged in teaching for a number of hours of work statutorily regarded as full-time at the particular level of education.

Part-time teachers. Teachers whose statutory working hours are less than those required of full-time teachers.

Full-time equivalent numbers of teachers. These are generally calculated in person-years. The unit for the measurement of full-time equivalents is full-time employment. Thus, a full-time teacher equals one full-time equivalent. The full-time equivalence of part-time teachers is determined by calculating the ratio of their hours worked to the statutory hours worked by a full-time teacher during the school year. For example, a teacher who works one-third of the statutory hours of a full-time teacher equals one-third of a full-time equivalent.

Universal primary education (UPE). Full enrolment of all children in the primary school-age-group, i.e. 100% net enrolment ratio.

ANNEX 4

ISCED97

0 PRE-PRIMARY LEVEL OF EDUCATION		Main criteria	
Initial stage of organized instruction, designed primarily to introduce very young children to a school-type environment.	Should be centre- or school-based, be designed to meet the educational and developmental needs of children of at least 3 years of age, and have staff that are adequately trained (i.e., qualified) to provide an educational programme for children.		
1 PRIMARY LEVEL OF EDUCATION		Main criteria	
Normally designed to give pupils a sound basic education in reading, writing and mathematics.	Beginning of systematic studies characteristic of primary education, e.g. reading, writing and mathematics. Entry into the nationally designated primary institutions or programmes. The commencement of reading activities alone is not a sufficient criteria for classification of an educational programmes at ISCED level 1.		
2 LOWER SECONDARY LEVEL OF EDUCATION		Main criteria	
The lower secondary level of education generally continues the basic programmes of the primary level, although teaching is typically more subject-focused, often employing more specialized teachers who conduct classes in their field of specialization.	Programmes at the start of level 2 correspond to the point where programmes are beginning to be organized in a more subject-oriented pattern, using more specialized teachers conducting classes in their field of specialization. If this organizational transition point does not correspond to a natural split in the boundaries between national education programmes, then programmes should be split at the point where national programmes begin to reflect this organizational change.		
3 UPPER SECONDARY LEVEL OF EDUCATION		Main criteria	
The final stage of secondary education in most countries. Instruction is often more organized along subject-matter lines than at ISCED level 2 and teachers typically need to have a higher level, or more subject-specific, qualification than at ISCED 2.	National boundaries between lower secondary and upper secondary education should be the dominant factor for splitting levels 2 and 3. Admission into programmes at this level usually requires the completion of ISCED 2 for admission, or a combination of basic education and life experience that demonstrates the ability to handle ISCED 3 subject matter.		
4 POST-SECONDARY NON-TERTIARY		Main criteria	
These programmes straddle the boundary between upper secondary and post-secondary education from an international point of view, even though they might clearly be considered as upper secondary or post-secondary programmes in a national context. They are often not significantly more advanced than programmes at ISCED 3 but they serve to broaden the knowledge of participants who have already completed a programme at level 3. The students are typically older than those in ISCED 3 programmes. ISCED 4 programmes typically have a duration of between 6 months and 2 years.	Students entering ISCED 4 programmes will typically have completed ISCED 3.		
5 FIRST STAGE OF TERTIARY EDUCATION		Classification criteria for level and sub-categories (5A and 5B)	
ISCED 5 programmes have an educational content more advanced than those offered at levels 3 and 4.	Entry to these programmes normally requires the successful completion of ISCED level 3A or 3B or a similar qualification at ISCED level 4A.		
5A ISCED 5A programmes are largely theoretically based and are intended to provide sufficient qualifications for gaining entry into advanced research programmes and professions with high skills requirements.	1. have a minimum cumulative theoretical duration (at tertiary level) of three years; 2. typically require that the faculty have advanced research credentials; 3. may involve completion of a research project or thesis; 4. provide the level of education required for entry into a profession with high skills requirements or an advanced research programme.		
5B ISCED 5B programmes are generally more practical/technical/occupationally specific than ISCED 5A programmes.	1. are more practically oriented and occupationally specific than programmes at ISCED 5A and do not prepare students for direct access to advanced research programmes; 2. have a minimum of two years' duration; 3. the programme content is typically designed to prepare students to enter a particular occupation.		
6 SECOND STAGE OF TERTIARY EDUCATION (LEADING TO AN ADVANCED RESEARCH QUALIFICATION)			
This level is reserved for tertiary programmes that lead to the award of an advanced research qualification. The programmes are devoted to advanced study and original research.	1. requires the submission of a thesis or dissertation of publishable quality that is the product of original research and represents a significant contribution to knowledge; 2. are not solely based on course-work; 3. prepare participants for faculty posts in institutions offering ISCED 5A programmes as well as research posts in government and industry.		

Auxiliary criteria		Sub-Categories	
Pedagogical qualifications for the teaching staff; implementation of a curriculum with educational elements.			
Auxiliary criteria			
In countries where the age of compulsory attendance (or at least the age at which virtually all students begin their education) comes after the beginning of systematic study in the subjects noted, the first year of compulsory attendance should be used to determine the boundary between ISCED 0 and ISCED 1.			
Auxiliary criteria		Destination for which the programme have been designed to prepare students:	Programme orientation
If there is no clear break-point for this organizational change, however, then countries should artificially split national programmes into ISCED 1 and 2 at the end of 6 years of primary education. In countries with no system break between lower secondary and upper secondary education, and where lower secondary education lasts for more than 3 years, only the first 3 years following primary education should be counted as lower secondary education.	A	Programmes designed to prepare students for direct access to level 3 in a sequence which would ultimately lead to tertiary education, that is, entrance to ISCED 3A or 3B;	General Education which is not designed explicitly to prepare participants for a specific class of occupations or trades or for entry into further vocational/technical education programmes.
	B	Programmes designed to prepare students for direct access to programmes at level 3C;	Vocational Education which prepares participants for direct entry, without further training, into specific occupations. Successful completion of such programmes leads to a labour-market relevant vocational qualification.
	C	Programmes primarily designed for direct access to the labour market at the end of this level (sometimes referred to as 'terminal' programmes).	
Modular programmes		Destination for which the programmes have been designed to prepare students:	Programme orientation
An educational qualification is earned in a modular programme by combining blocks of courses, or modules, into a programme meeting specific curricular requirements. A single module, however, may not have a specific educational or labour market destination or a particular programme orientation.	A	Programmes designed to provide direct access to ISCED 5A;	General Education which is not designed explicitly to prepare participants for a specific class of occupations or trades or for entry into further vocational/technical education programmes.
	B	Programmes designed to provide direct access to ISCED 5B;	Vocational Education which prepares participants for direct entry, without further training, into specific occupations. Successful completion of such programmes leads to a labour-market relevant vocational qualification.
	C	Programmes not designed to lead directly to ISCED 5A or 5B. Therefore, these programmes lead directly to the labour market, ISCED 4 or other ISCED 3 programmes.	
Types of programmes which can fit into level 4		Destination for which the programmes have been designed to prepare students:	Programme orientation
The first type are short vocational programmes where either the content is not considered "tertiary" in many countries or the programmes do not meet the duration requirement for ISCED 5B—at least 2 years. These programmes are often designed for students who have completed level 3, although a formal ISCED level 3 qualification may not be required for entry. The second type of programmes are nationally considered as upper secondary programmes, even though entrants to these programmes will have typically already completed another upper secondary programme (i.e., second-cycle programmes).	A	Programmes designed to provide direct access to ISCED 5A or 5B;	General Education which is not designed explicitly to prepare participants for a specific class of occupations or trades or for entry into further vocational/technical education programmes.
	B	Programmes not designed to lead directly to ISCED 5A or 5B. These programmes lead directly to the labour market or other ISCED 4 programmes.	Vocational Education which prepares participants for direct entry, without further training, into specific occupations. Successful completion of such programmes leads to a labour-market relevant vocational qualification.
		Cumulative theoretical duration at tertiary	Position in the national degree and qualifications structure
	A	Duration categories: Less than 5 years; 5 years or more.	A Categories: First; Second or further.
	B	Duration categories: None.	B Categories: None.

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