

LMA	56	31	25	23	14	8
CM ¹ B	54	26	28	20	19	6
EMA	56	23	33	12	25	11
CM ¹ B	50	24	26	8	18	16
CE ² A	57	28	29	26	23	2
CE ² B	54	23	31	16	25	7
CE ¹ A	50	24	36	22	23	2
CE ¹ B	51	18	33	14	30	4
CPA	54	25	29	22	27	3
CPB	57	30	27	24	26	6
CIA	52	32	20	24	19	8
CIB	56	22	34	17	32	5

SUB-REGIONAL STATISTICS AND ANALYSIS

Education
For All
IN AFRICA
2 0 0 6



DAKAR + 6 REPORT

SUB-REGIONAL STATISTICS AND ANALYSIS

Education
For All
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The ideas and opinions expressed in this document are those of the authors and do not necessarily reflect the views of UNESCO.

The designations used in this publication and the presentation of data do not imply that UNESCO has adopted any particular position with respect to the legal status of the countries, territories, towns or areas, their governing bodies or their frontiers or boundaries.

Data sources :

› Schooling data

The bulk of the data (to 2003/04) was provided by the UNESCO Institute for Statistics (UIS). This concerns the provisional dataset published in the first three months of 2006. Any more recent data (2004/05) is the result of joint actions between the ministries of education, the BREDA/Pôle de Dakar for education sector analysis and the World Bank. The United Nations tables are used as the reference for indicators that require population data; these are sometimes different from those used at national level. This explains any differences between the figures in national publications and those in this report.

› Financial data

In addition to that provided by the UIS, data collected by BREDA/Pôle de Dakar for education sector analysis and/or World Bank (Africa Region/Human Development) from education sector finance models and/or medium term expenditure frameworks has also been used.

› Survey data

A wide range of sources has been used, specific examples of which are the UNICEF MICS household surveys, and data and analysis from the CONFEMEN PASEC programme for the surveys on school achievement and the determining factors of same.

In the interest of clarity, the specific source and precise year of data are not always mentioned in the body of the text or in the 'country sheets'; we invite the reader to refer to the tables in the Appendices for information on specific data.

Care has been taken in monitoring and consolidating data by the authors, especially when there were several sources for the same item of data.

› Data from CSR (Country status report) type sector analysis

Alongside comparative international data on education produced by the UNESCO Institute for Statistics, sub-regional analysis uses complementary country statistical information from CSR type sector diagnostic assessments already made or ongoing, especially for the following countries:

- West Africa: Benin, Burkina Faso, Côte d'Ivoire, Guinea, Mali, Mauritania, Niger and Togo
- Central Africa: Cameroon, Congo, Central African Republic, Democratic Republic of Congo and Chad
- East Africa: Burundi, Ethiopia, Madagascar, Malawi, Mozambique and Rwanda
- Southern Africa: Lesotho, Namibia and Swaziland

› Other data

The bulk of macroeconomics data (GDP, GDP per capita, Government revenues as a percentage of GDP) are from the World Bank (World development indicators 2005). The HDI (Human Development Index) data come from the UNDP's Human development report published in 2005. Data on HIV/AIDS prevalence are from the WHO/UNAIDS' report on the situation, published in 2005.

Data sources, definitions and conventions as to the calculation of indicators and averages are to be found in Appendices 2 and 3.

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This report was drawn up within the Regional Office for Education in Africa (BREDA) by the Pôle de Dakar for education sector analysis under the responsibility of **Dr. Lalla Aïcha Ben Barka**, Director of BREDA. The **Pôle de Dakar for education sector analysis** (www.poledakar.org) is a center of expertise attached to BREDA's LBE/DFU unit. Resulting from a partnership between the French Ministry for Foreign Affairs and UNESCO, the Pôle de Dakar has been working since 2001 to support countries and technical and financial partners in the fields of education system analysis, the development of strategies and the monitoring of education sector policies.

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1	Ngue	Faye							
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3	Nogaye	Chiorib	30						
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5	Falou	Guaye	30				.04		
6	Asmane	Albaye	29				00		
7	Chukh Eclibou	Ndiaye	29						
8	Dogo	Cham	29						
9	Mamadou Wall	Ndour	29				12		
10	Faya Mamadou	Fall	29				07		
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12	Faton Kine	Albaye	28				00		
13	Falou Fall	Ndiaye	28				05		
14	Abdoulaye	Fall	28				05		
15	El hadji Sogou	Sogou	27				10		
16	Chukh Lohna	Mou	27				07		
17	Faton Binetou	Khang	26				00		
18	Ly Falou	Diop	25.5				00		
19	Minata Mika	Ndiaye	25.5				20		
20	Mamadou Yacine	Ba	25				00		
21	Souma	Sop	25				02		
22	Am	Faye	25				08		
23	Gaye	Diouque	25				10		
24	Richardia	Ndiaye	25				10		
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29		Fa	21				02		
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32		Kebe	19				00		
33		Faye	18				00		
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Foreword

Last year, at the time of the fifth anniversary of the Dakar World Education Forum, the UNESCO Regional Office for Education in Africa (BREDA) contributed a 2005 edition to the series of monitoring reports (started in 2002); the sub-title « Paving the Way for Action » indicated the ambition, beyond that of a status report, to be used directly for evaluating educational policy choices in reference to the Dakar objectives.

A comprehensive report of that type will come out every two years, and in the interim BREDA will publish an intermediary report centred on statistics. “Dakar + 6” is the first of the intermediary reports to be published.

Indeed it seemed important not only to update statistical information already presented last year, but also to present and comment upon same per sub-region. This means that the reader can « zoom in » on any one country in reference not only to Africa as a whole, but also in relation to neighbouring countries, where realities are often more comparable. It also means that it is possible to extend the analysis of specific situations to a group of countries, which greatly benefits the consideration being given to the challenges of regional integration in Africa.

With both the main report and the intermediary report, BREDA also hopes to make a useful contribution to the implementation of the African Union's second decade for education. Moreover, the present report is published to coincide with the launch of this new decade by the COMEDAF in Maputo in September 2006.

Beyond that date, this report is only of use for the countries themselves (governments and civil society) and for external partners involved in the discussion on educational policies. One of the aims is to make up for the relative handicap of some key partners (members of parliament and non-governmental organizations, etc.) regarding access to basic data.

BREDA would like to extend its special thanks to the French Ministry for Foreign Affairs, as the major human and financial contributor to this report, and the UNESCO Institute for Statistics (UIS), as the main source of basic data. We hope that this support will continue and be extended to other partners, to enable BREDA pursue and fulfil even better its mandate with the African States.

I hope that all our readers will find material in these pages to fuel their reflection and guide their choices!

Dr. Lalla Aïcha Ben Barka
Director of UNESCO/BREDA





Reader's guide

The following explanations as to the logic and plan of the report, will facilitate its reading.

The comparative and empirical approach used in this report is that used in the earlier Pôle de Dakar education sector analysis reports, and based on the latest available data on African education systems.

This year, the report adopts a sub-regional perspective within the African continent. The grouping of countries per sub-region (North Africa, West Africa, Central Africa, East Africa and Southern Africa) is that of the United Nations Population Division, the international institution with a mandate to supply demographic data for all countries worldwide. This grouping has been preferred to the one of the African Union list of economic entities since those entities present overlaps (some countries belong to several entities). Another reason of our choice has to do with the high number of those entities (between 8 and 10) that would have made difficult the reading of this report. The body of the report is therefore organized per sub-region, and each sub-regional section can be read as an independent entity or complementary to the others.

Each sub-regional section includes:

- A **contextual introduction** which introduces the sub-region in economic, demographic and human development terms and in relation to the HIV/AIDS pandemic,
- The **global educational pyramid for the sub-region** (schematizing school coverage at the different levels of education and the pupil transition rate between levels) and a one-page interpretation of same,
- The **overall profile of the sub-region** setting out the most important indicators according to a comparative approach (average value of the sub-region in reference to the overall African average and minimum and maximum values for countries making up the region),
- A **descriptive section** setting out i) the **results** with regard to the EFA objectives, ii) ongoing **education policies** and iii) **challenges** for the sub-region, with the presentation of averages as well as disparities from country to country and,
- **Educational pyramids and individual profiles for the countries** making up the sub-region.

In addition, the Appendices to be found at the end of the report contain i) the educational pyramid and profile sheet for the continent as a whole (Appendix 1), ii) a detailed explanation on the method of calculation for the indicators and data sources (Appendix 2), iii) statistical recap tables which provide the data and their sources with an entry per indicator (Appendix 3) and iv) the list of abbreviations and acronyms used in the report (Appendix 4).

For any further questions, the editorial team can be contacted by e-mail at: poledakar@poledakar.org

Happy reading !