

# Education For All in Africa

## “Sub-regional Statistics and Analysis Dakar + 6 Report”



*Pôle de Dakar*  
EDUCATION SECTOR ANALYSIS

STATISTIQUES ET ANALYSES SOUS-RÉGIONALES

Education  
Pour Tous  
EN AFRIQUE  
2 0 0 6

RAPPORT DAKAR + 6

# 1. Context of the report

- Since 2002, the Regional Office for Education in Africa (BREDA) publishes each year a monitoring report of **the progress made toward the Education For All goals**.
- For the 5th anniversary of the Dakar World Education Forum, the series of reports changes, indicating a greater ambition: **to be used directly for evaluating educational policy choices** in reference to the Dakar objectives.
  - Report « Dakar + 5 Paving for Action »
- Since, the BREDA will alternate from one year to another a principal report such as “Dakar+ 5” and an **intermediate report centred on statistics**. “Dakar + 6” constitutes the 1st of the intermediate reports to be published.

## 2. Objectives of the report

- To participate to the consideration in progress on the challenges of **regional integration in Africa**,
- To contribute to the **implementation of the African Union's second decade for education**,
- To follow the **progress made toward Education For All goals**,

## 2. Objectives of the report

- By placing at the disposal of the actors of the African education systems **statistical information** taking into account, for each country, the **educational sector as a whole** in order to support the dialogue on the principal choices and trade-off of educational policy,
- By presenting and commenting this information **per region** in order to locate each country in reference to a regional point of view,
- By **positioning each region** in the African context.

# 3. Methodological choices

- Report based on a **comparative** and **empirical** approach and on the latest available data on African education systems.
- The grouping of countries per 5 region is that of the United Nations Population Division :
  - **North Africa** (Algeria, Egypt, Libyan Arab Jamahiriya, Morocco, Sudan, Tunisia),
  - **West Africa** (Benin, Burkina Faso, Cape Verde, Côte d'Ivoire, The Gambia, Ghana, Guinea, Guinea-Bissau, Liberia, Mali, Mauritania, Niger, Nigeria, Senegal, Sierra Leone, Togo),
  - **Central Africa** (Angola, Cameroon, CAR, Congo, DRC, Gabon, Equatorial Guinea, Sao Tome and Principe, Chad)
  - **East Africa** (Burundi, Comoros, Djibouti, Eritrea, Ethiopia, Kenya, Madagascar, Malawi, Mauritius, Mozambique, Uganda, Tanzania, Rwanda, Seychelles, Somalia, Zambia, Zimbabwe)
  - **Southern Africa** (South Africa, Botswana, Lesotho, Namibia, Swaziland).

# 3. Methodological choices

The data sources are:

- **UNESCO Institute for Statistics (UIS)**
- **Joint action between ministries** (Education, Finance, ...) of the countries, the **BREDA/Pôle de Dakar for education sector analysis** and the **World Bank**, in particular with the **CSR type sector diagnostic assessments**
- Other sources: CONFEMEN, UNICEF MICS, UN, UNDP, WHO/UNAIDS', WDI

# 4. General plan of the report

The report is organized per region.

Each regional section can be **read as an independent entity** or **complementary** to the others and includes:

- (i) An **contextual introduction** of the region (economic, demographic, human development and HIV/AIDS prevalence),
- (ii) The **global educational pyramid for the region** (schematizing school coverage at the different levels of education and the pupils transition rate between levels),

# 4. General plan of the report

- (iii) 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),
- (iv) A **descriptive section** setting out for the region (in average and by taking into account differences between countries of the region)
  - the **results** with regard to the EFA objectives,
  - ongoing **education policies** and
  - **challenges** for the region,
- (v) **Educational pyramids and individual profiles for the countries** making up the region.

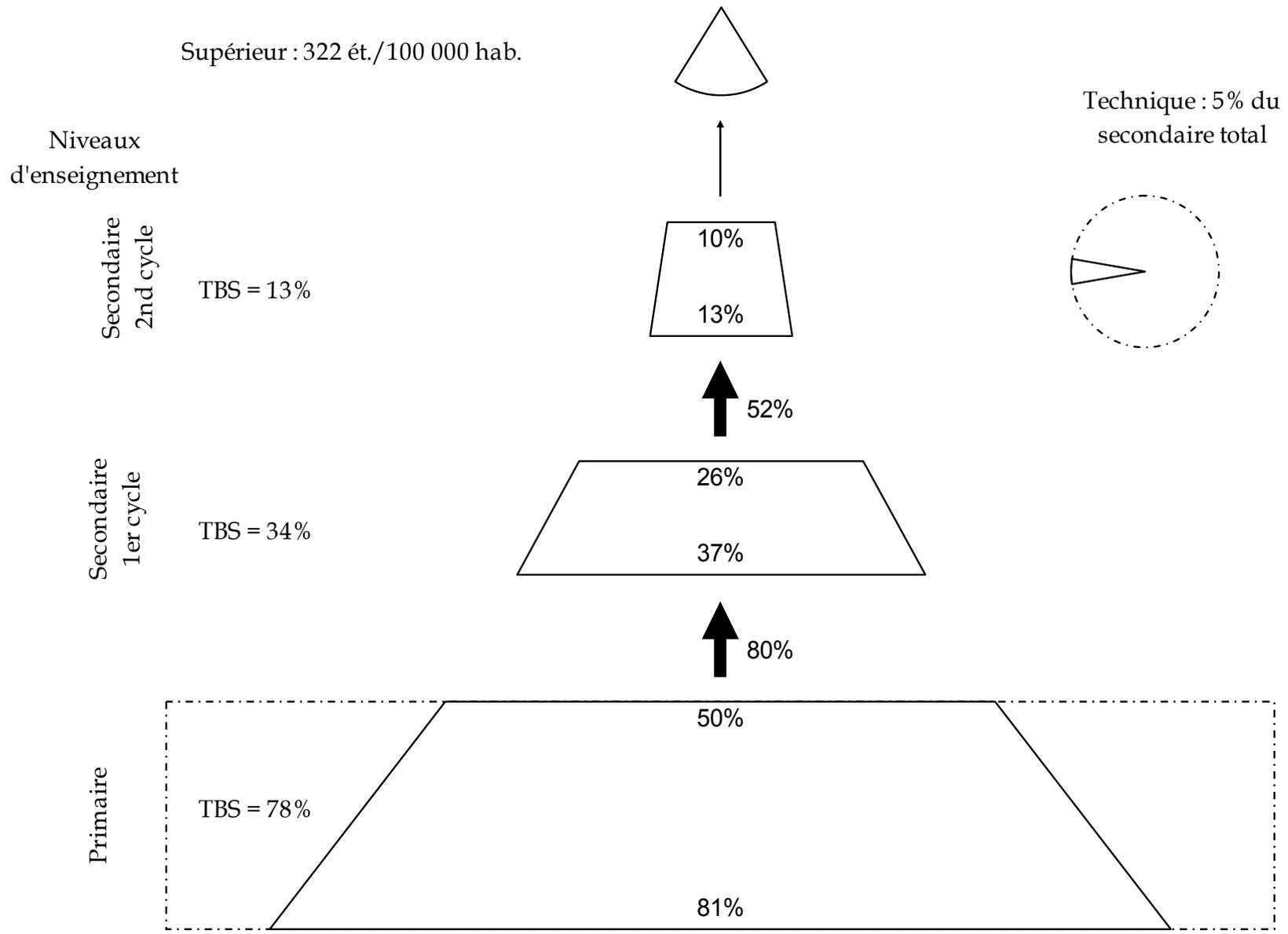
# 5. In detail... The educational pyramids

- They give a **sectorial point of view** of the education system and allow an **easy comparison** between:
  - Each region and Africa as a whole
  - Regions
  - Each country and the others countries of its region

On the following aspects:

- The distance from reaching **Universal Primary Enrolment**
- The educational policy choices in terms of **pupil flow regulation** between levels of study and within each level
- The **more or less harmonious development of the levels** in comparison to each other
- The **internal efficiency at each level**, or in other words the capacity for leading children from the start of an educational level to completion of same in a minimum number of years

# Afrique de l'Ouest (2003/2004)



## 5. In detail... The profiles of education systems

- The regional profiles as the profiles of the countries present **indicators** on the **constraints** and **leeway of systems** and on the **main education policy choices**. These indicators concern the sector as a whole with a « zoom in » primary education.
- They enable situate each region and each country within a region with regard to:
  - The **achievement of the EFA objectives**, thanks to the EFA diamond, that indicates the position of the region (or the country) to 5 EFA objectives on a single chart (primary completion, literacy, girl-boy parity, pre-primary enrolment, quality of primary education). The size of the diamond gives a visual indication of the current situation and the efforts needed to achieve these goals,

# 5. In detail... The profiles of education systems

- The **efficiency of the system to use public resources** in terms of schooling possibilities
- The **equity of the system** in the sense that all the children benefit from the same part of public resources in education
- The **financial constraint** of the system
- The **management of teaching staff**

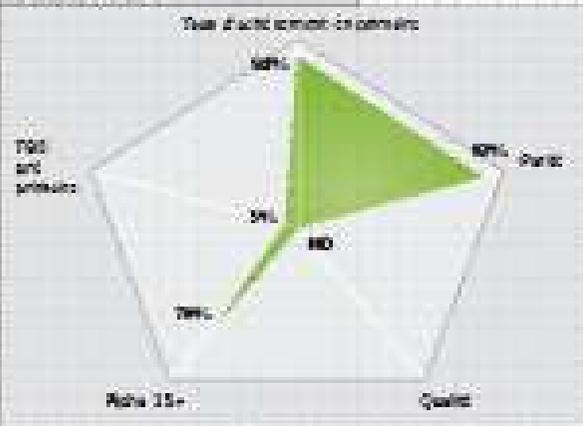
But also with regard to the following trade-off:

- The **inter-sector budget trade-off** (is the education sector a priority?)
- The **intra-sector budget trade-off** (for which level of study the budget allocation is the most favourable? Is it consistent with the status of development of each level?)

## 5. In detail... The profiles of education systems

- The trade-off between **the number of pupils enrolled and the cost per pupil**, for each level of study quantity of (the region or the country gives priority to the resources allocated per children rather than to the number of pupils enrolled or the contrary? Is it consistent with the schooling coverage for each level?)
- The trade-off between **the different components of the unit cost**: the pupil-teacher ratio, teacher salary and other current expenditure

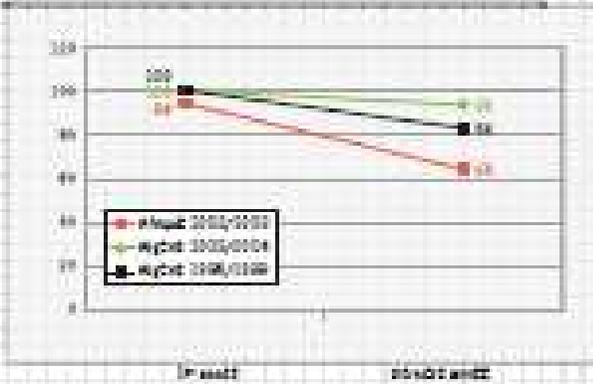
Indicateurs EPT



Contexte démographique et macro-économique (2008)

PIB/habitant (€ US)	2 125
Population totale (000)	38 866
% de la population d'âge scolaire (primaire)	12,7
Prévalence VIH/SIDA (15-49 ans)	0,1 %
IDH (classé)	103/177

Profil de scolarisation transverse primaire



Mobilisation des ressources domestiques



Répartition du budget éducation



Coût par élève en % du PIB/élève



Appropriation des ressources publiques d'éducation



Paramètres de politiques éducatives primaires (Donnée du cycle « 6 ans



Légende

Algérie	ND
Moins que l'Algérie	Donnée
Plus que l'Algérie	Non Disponible

# Conclusion

The report highlights:

- **Significant differences** between regions but also for some of them within region with regard to the main indicators of education systems
- Very varied trade-offs **paving the way for an** exchange of experience between countries
- **Significant leeway** for the countries, with regard of regional integration,
- **Challenges specific to each region** to achieve the main international objectives for education.

# Thank for your attention

For more information or  
suggestions, please contact  
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