



United Nations
Educational, Scientific and
Cultural Organization

UNESCO
INSTITUTE
for
STATISTICS

FINANCING EDUCATION IN SUB-SAHARAN AFRICA

Meeting the Challenges of Expansion, Equity and Quality

April 27, 2011

Albert Motivans

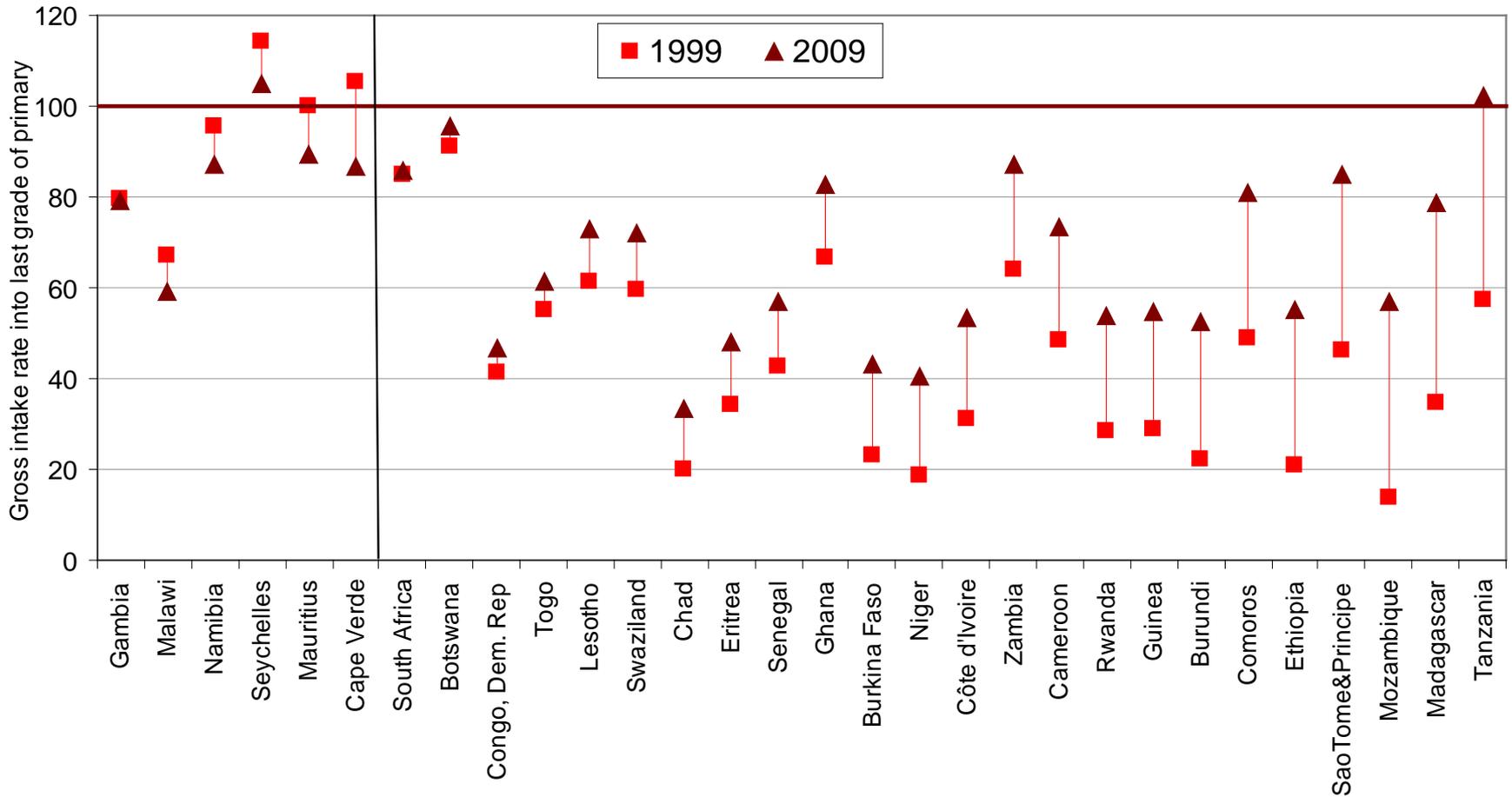
Significant improvements since 2000

2

- Widened participation at every education level
 - ▣ Primary: 87 to 129 million pupils (+48%)
 - ▣ Secondary: 22 to 36 million students (+65%)
 - ▣ Tertiary: 2.5 million to 4.5 million students (+80%)
- Clear progress towards the goal of universal primary education
 - ▣ Improved entry rates into grade 1
 - ▣ Improved primary completion rates

Higher rates of children who complete primary schooling compared to 1999

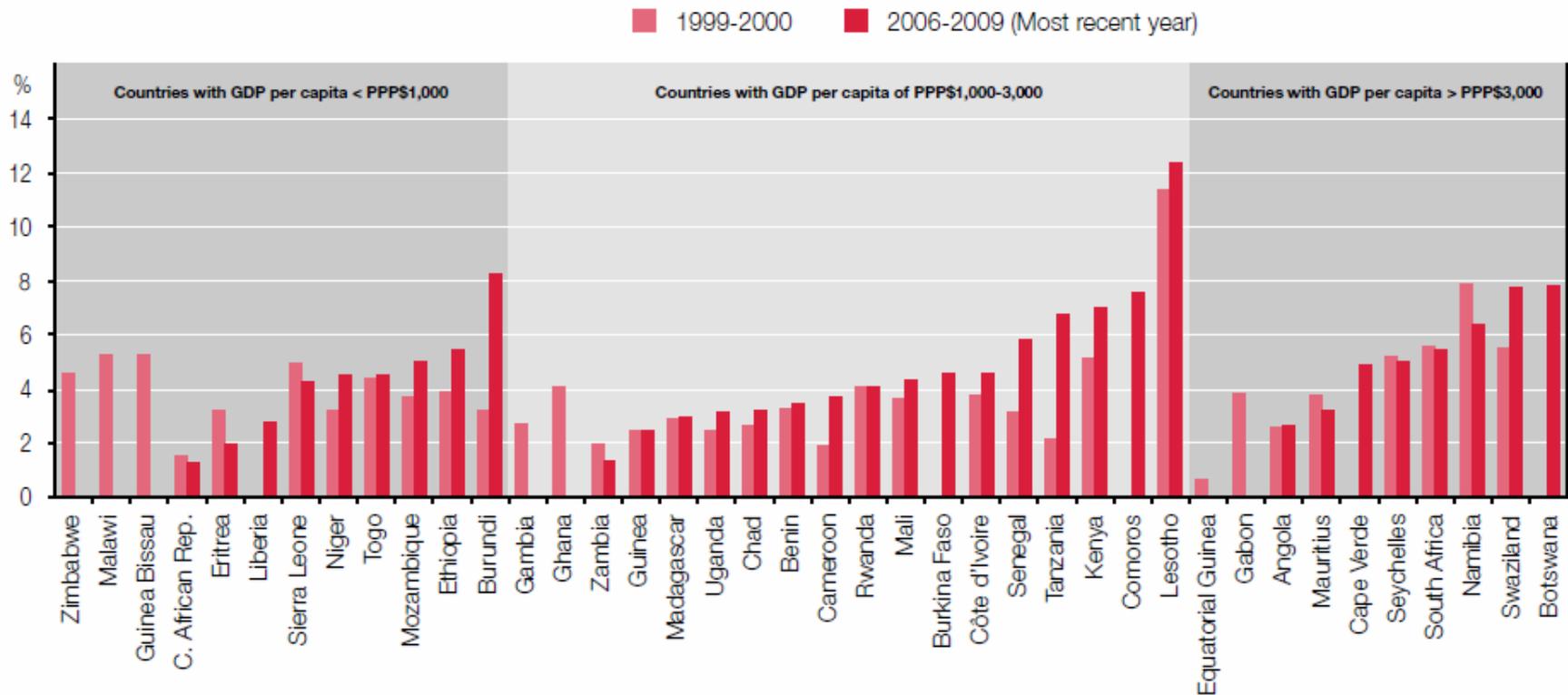
3



Increased public education expenditure as a percentage of GDP

4

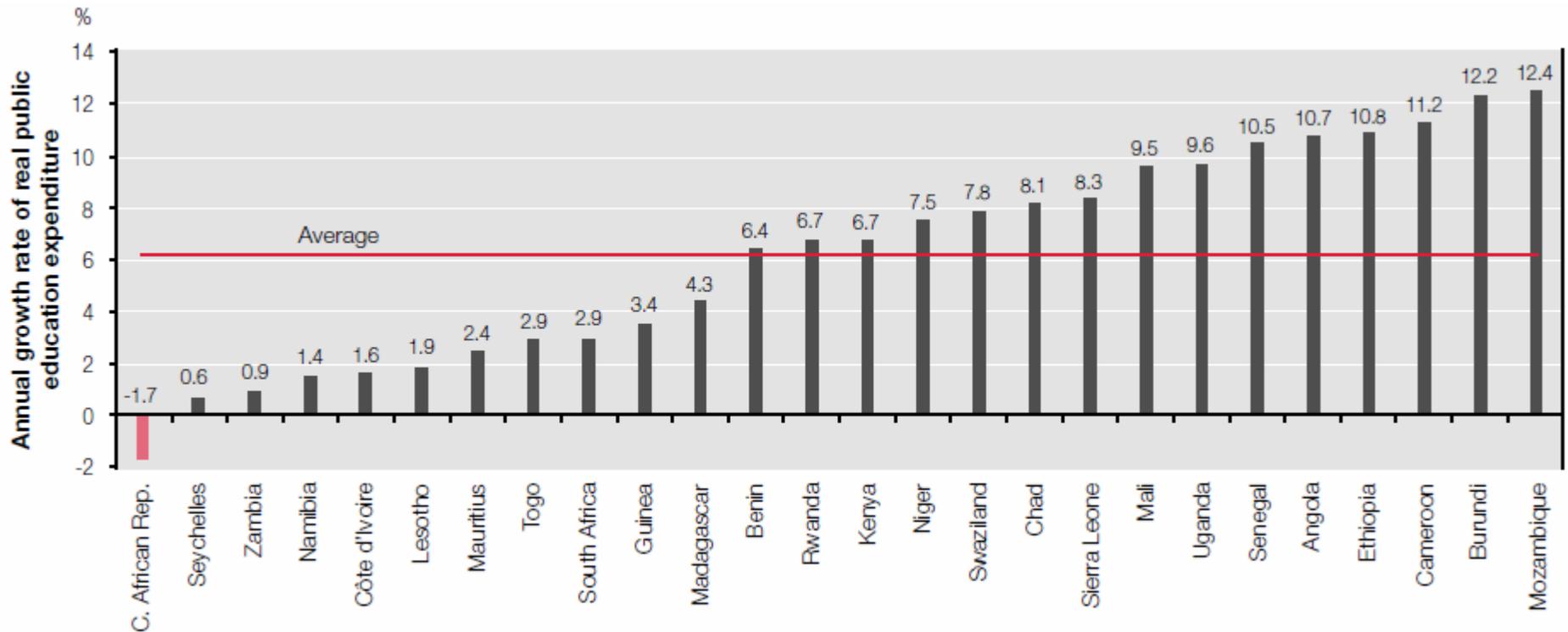
- Education expenditure grew as a proportion of GDP in 18 countries and declined in 10 countries



Increased commitment reflected by real growth of investments in education

5

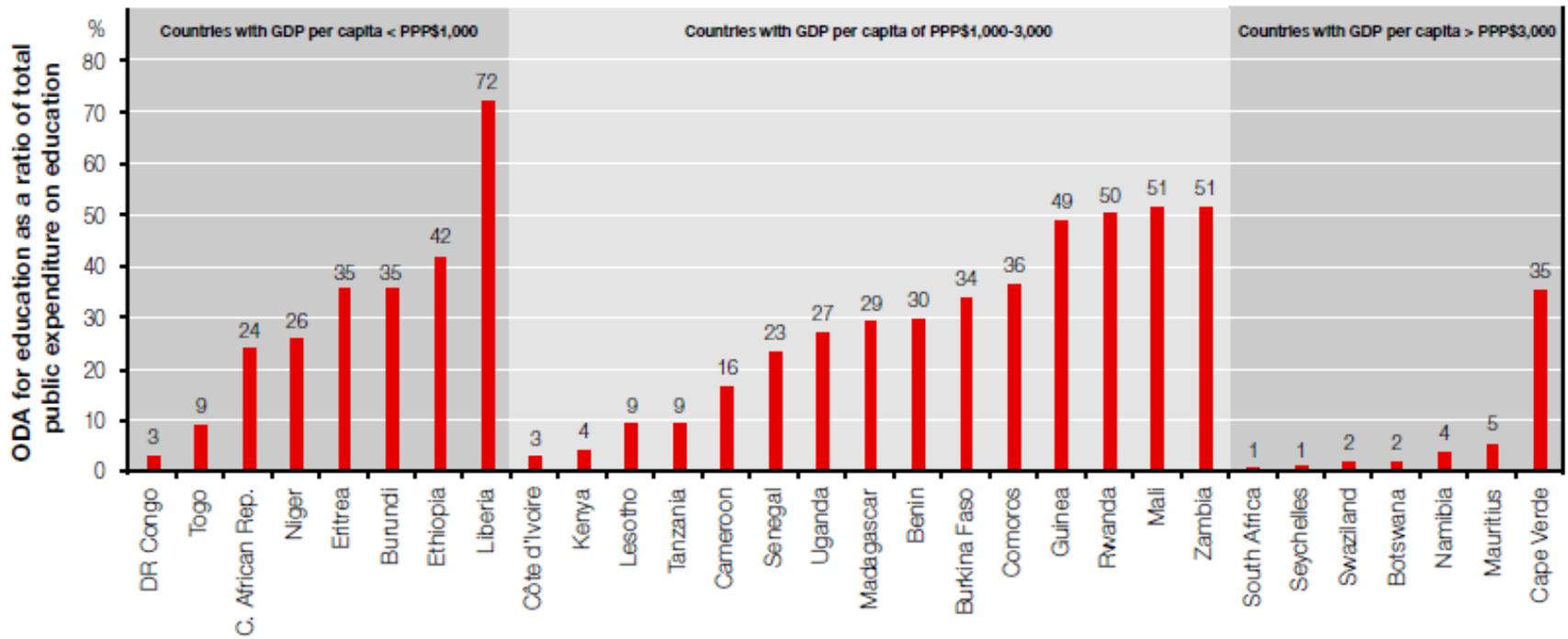
- Education expenditure grew, on average, by 6% every year since 2000 (in constant LCUs)



Official development assistance plays a minor role (mostly) in funding education

6

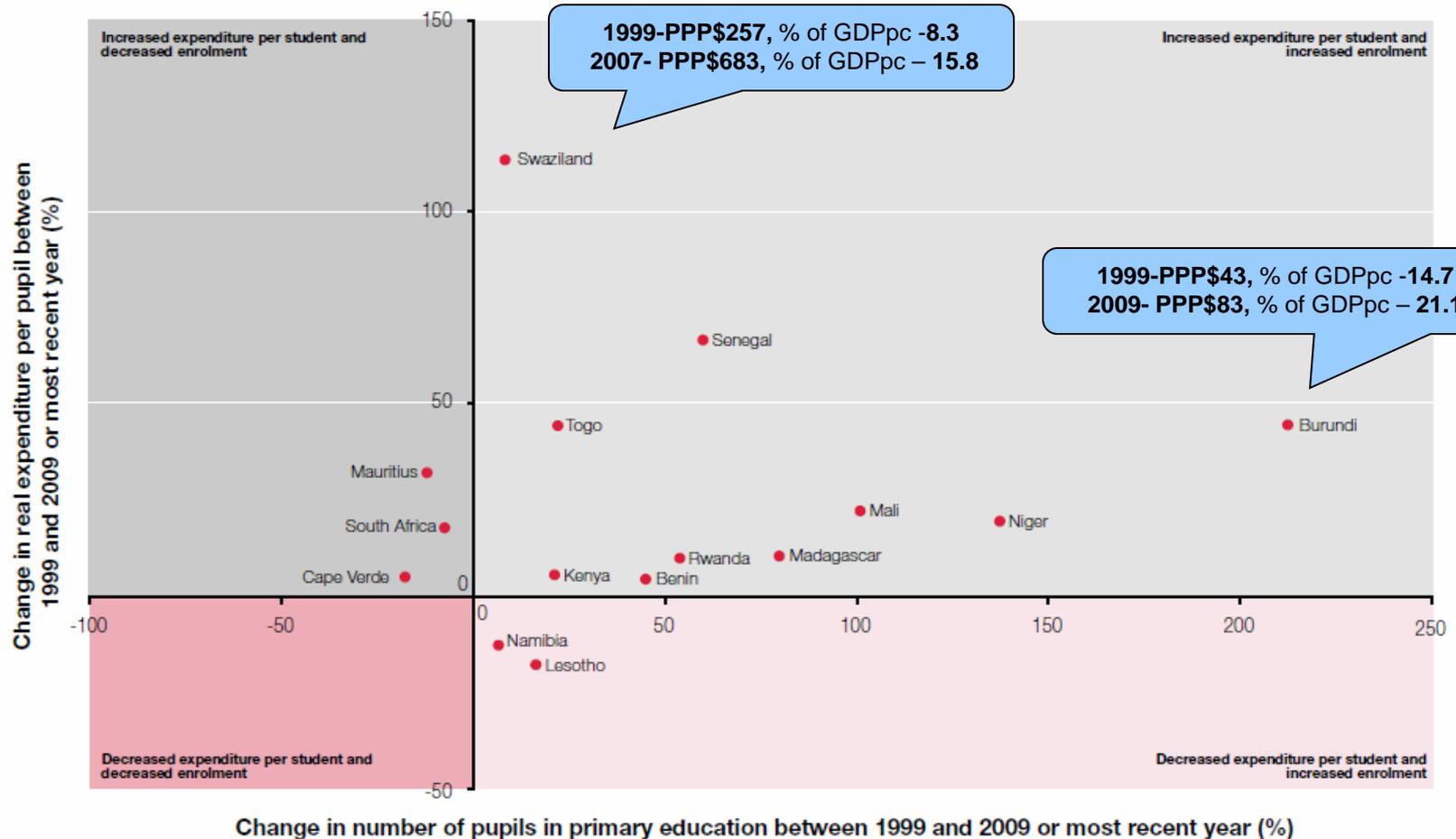
- ODA to SSA doubled during the 2000s
- Dependence to ODA is high in some countries, but overall, only 6% of total education expenditure
- Between 2002-2008, 9% (or US\$221 million) of committed education ODA was not spent



Expenditure per pupil increased – even where primary enrolments grew

7

CHANGE IN NUMBER OF STUDENTS AND REAL EXPENDITURE PER PUPIL IN PRIMARY EDUCATION BETWEEN 1999-2002 AND 2009 OR MOST RECENT YEAR



However, still a long way to EFA...

- Sub-Saharan Africa faces persistent constraints
 - ▣ Demographic pressure
 - Steady population growth rate - 2.4% annually
 - In 2030 there will be 77 million more school-age children than in 2010
 - At least 32 million primary school-age children now out of school
 - ▣ Economic constraints
 - Economic downturn – affects both governments and households
 - Already weak domestic resource mobilization
 - Official development assistance for education expected to decline
 - ▣ Increased and diversified demand for education
 - Increasing demand for secondary education
 - Increased demand for better quality primary education

Managing teacher recruitment and remuneration policies

9

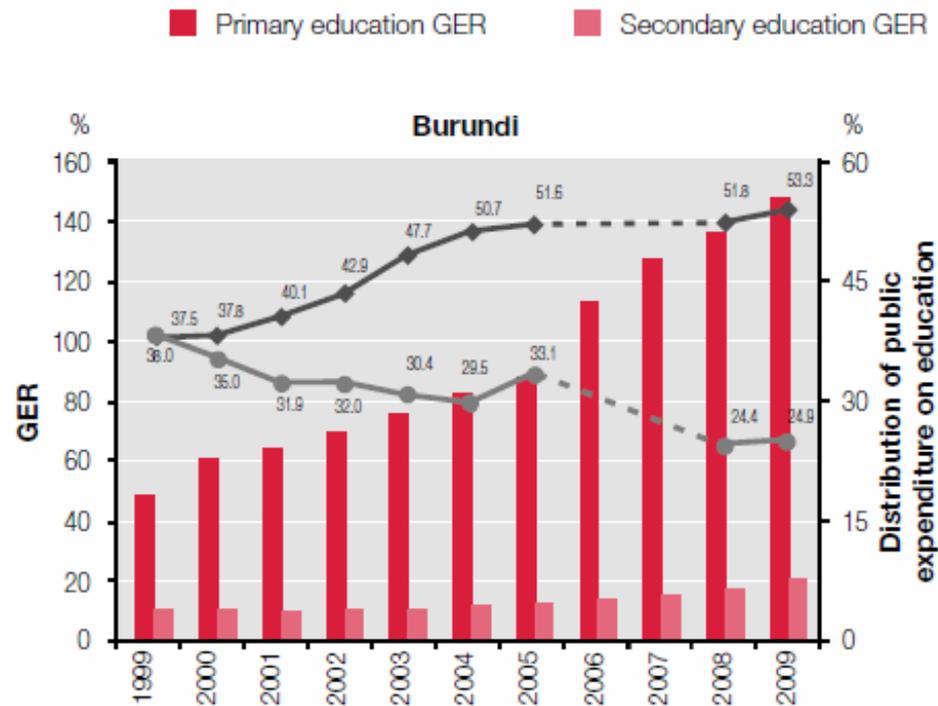
- Number of teachers increased between 2000-2008...
 - Primary: 2.0 million to 2.8 million (+40%)
 - Secondary: 0.9 million to 1.4 million (+64%)
- New modalities for teacher recruitment: para-teachers, volunteers temporary contracts, community-funded teachers, etc.
- ...yet large shortfalls remain
 - UIS estimates that one million additional primary teachers are needed to achieve UPE in sub-Saharan Africa by 2015
- Trade-off between the number of teachers and remuneration: average primary teacher salary has declined over time
- Teacher salaries are the largest spending item of education budgets
 - 70-80% or more of current expenditure at primary education

Allocating funds across education sectors: primary and secondary levels

10

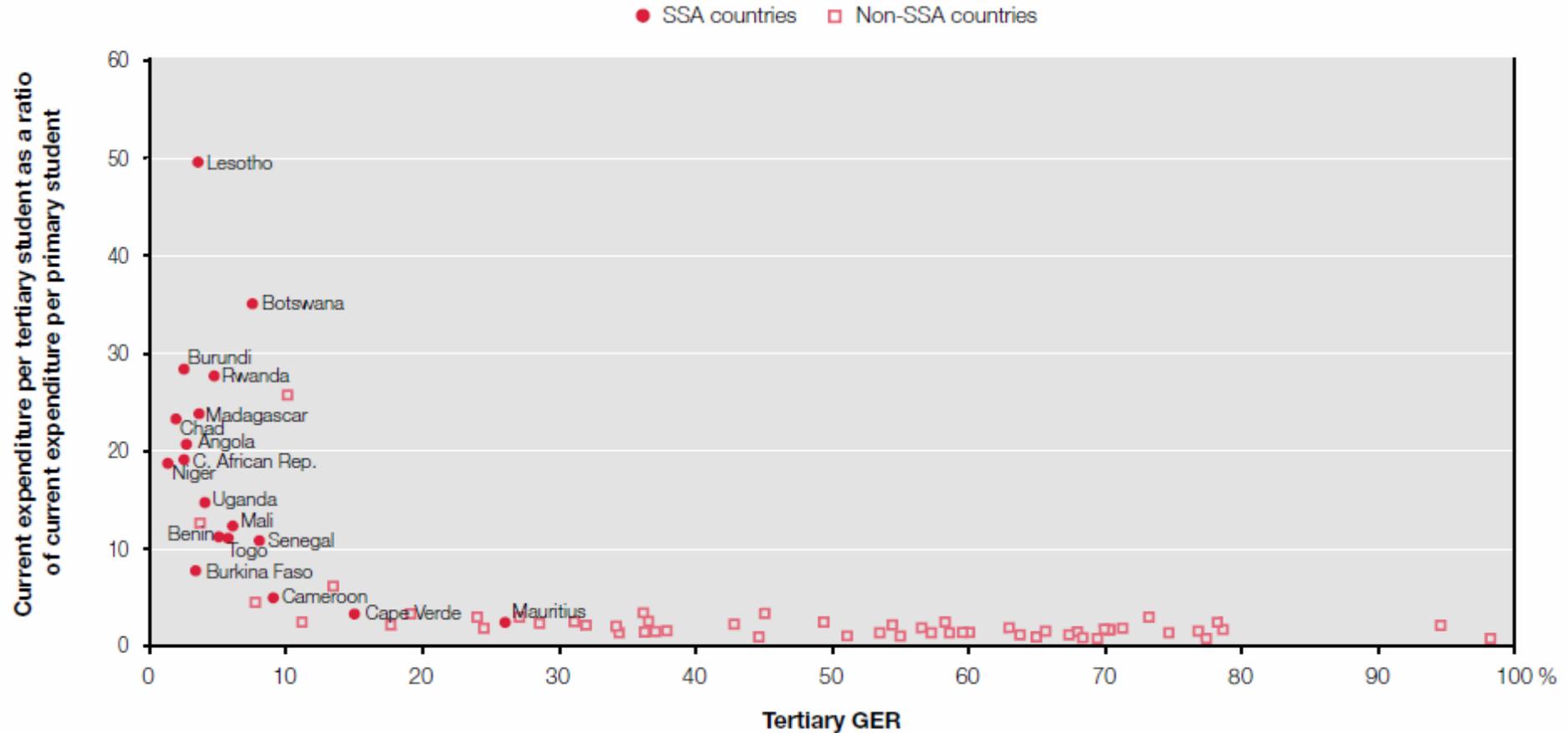
□ The case of Burundi

- Increased total education budget from 3.2% to 8.3% of GDP
- Shifted resource allocation to primary education
 - School fee abolition in 2005
 - 38% of budget (1999) to 53% (2009)
- Primary gross enrolment rate tripled since **1999**
 - GER: 49% in 1999 – 147% in 2009
 - Out-of-school children dropped from 723,000 to 10,000



Allocating funds across education sectors: primary and tertiary levels

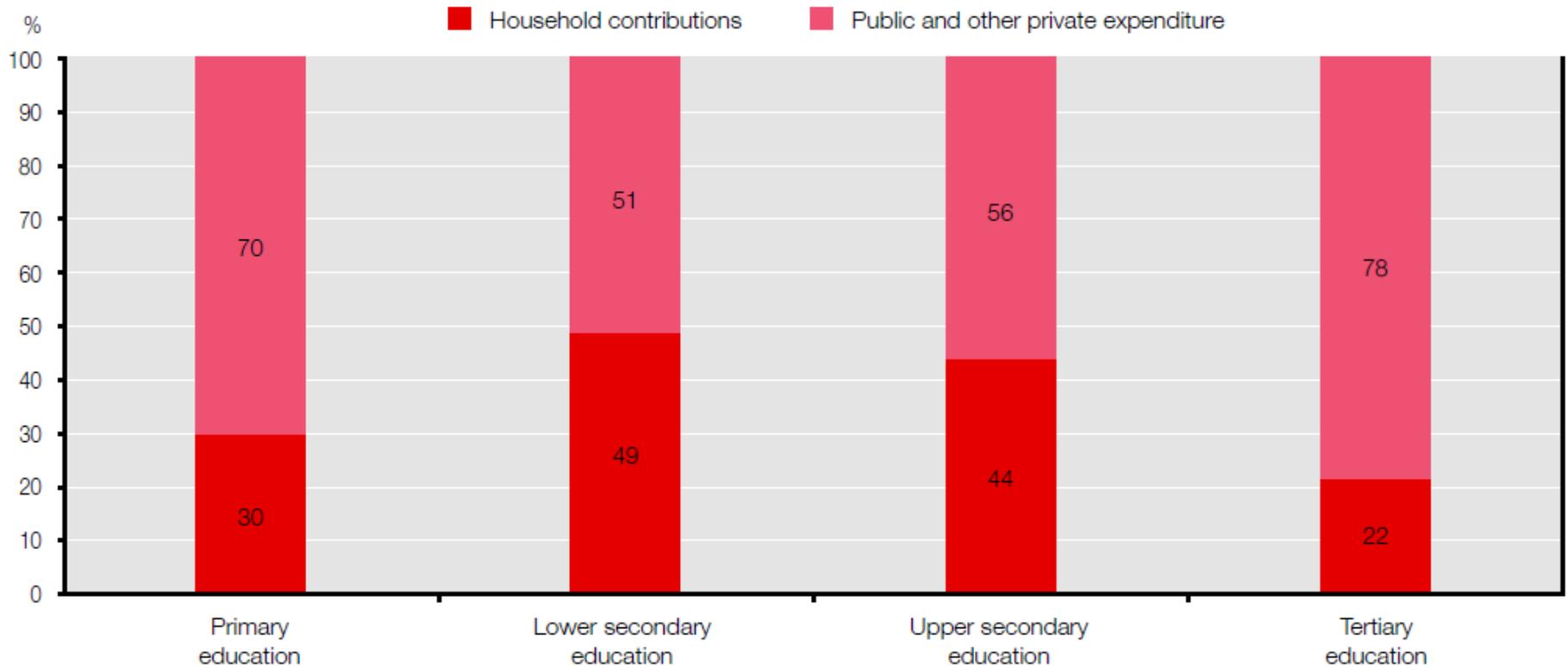
11



The private sector as a funder of educational services

12

- Households contribute the equivalent of 30% of all primary education resources compared to 22% for the tertiary level



The private sector as a provider of educational services

13

- Rising demand for higher levels of education
 - ▣ increased enrolment in private schools (despite fee abolition)
 - some primary, but mainly secondary education
 - ▣ great diversity in quality of private provision
- Need for appropriate and effective regulation
 - ▣ Create an enabling environment for the private sector by ensuring both quality and equity
 - ▣ Allow private sector to finance higher levels of education may enable governments to shift more public resources to priorities affecting broader populations, especially those in poverty

Cost-effective approaches towards improving the quality of education

14

- Improving education quality is increasingly urgent
- Need to rationalize resources by focusing on cost-effective interventions
 - ▣ Low cost and high impact interventions
- Despite resource constraints, efficiency gains are possible without compromising the quality of education

The need to further improve finance data

15

- Addressing gaps in education finance data
 - ▣ Coverage: collect new data on household expenditures, district or regional level revenue and expenditure
 - ▣ Quality: align school and wage databases

- UIS strategy: no shortcuts to good quality data
 - ▣ Sustainable reporting by country teams is essential
 - ▣ Capacity development in 10 countries in SSA region
 - Supported by FTI-EPDF and World Bank (DGF)
 - ▣ Review existing sector studies and other data sources (PERs, PETS)

For more information...

16

To download the report, see:

www.uis.unesco.org

For print copies, contact UIS publications:

publications@uis.unesco.org

To find more finance data, visit the UIS Data Centre:

www.uis.unesco.org