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OIC OUTLOOK

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EARLY CHILDHOOD CARE AND EDUCATION IN OIC COUNTRIES

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INTRODUCTION

The term Early Childhood Care and Education (ECCE), has been used by UNESCO to refer to all organized developmental services for children during the period from birth until a child enters primary education, which is age 6 or 7 in most countries. ECCE services are holistic in approach and include various programmes in basically three areas: 1) health, nutrition, hygiene 2) cognitive, social, emotional and physical development; and 3) social protection. ECCE programmes address different age groups ranging from infancy, preschool, kindergarten to early primary grades. Early Childhood Care Programmes are generally for children under age 3 (under-3s) and supervised by ministries of health and/or social affairs. Early Childhood Education Programmes are mostly for children over age 3 (over-3s) and governed by ministries of education. The former is found in around half of the countries in the world, while the latter is existent in all (UNESCO, Global Monitoring Report (GMR), 2008). Duration of each programme varies by country.

Children are born ready to learn and the fastest development of the brain occurs in the first six years of life. High quality early childhood interventions have lasting effects on learning and motivation. Children, who passed ECCE programmes, get better test scores, have more high school graduations and receive enhanced employment and earnings over a lifetime. In addition, they are more likely to avoid grade repetition and special education (Barnett, 2008). Nobel Laureate Economist James Heckman (2006) stated "early child development is a rare public policy initiative that promotes fairness and social justice, and at the same time promotes productivity in the economy and in society at large". The earlier the investment the higher the rate of return is.

World Declaration on Education for All (EFA), in 1990, set a vision that "learning begins at birth". In 2000, 164 countries have reaffirmed this vision, during the UNESCO-Dakar World Education Forum, and agreed in Dakar Framework for Action, on specific targets and goals related to '*Education for All*'. Goal 1 of the Dakar Framework for Action calls for "*expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children*". Incorporating early childhood care and education into EFA framework has provided a mechanism to focus on problems related to ECCE. UNESCO called for more policy attention and the investment in the area.

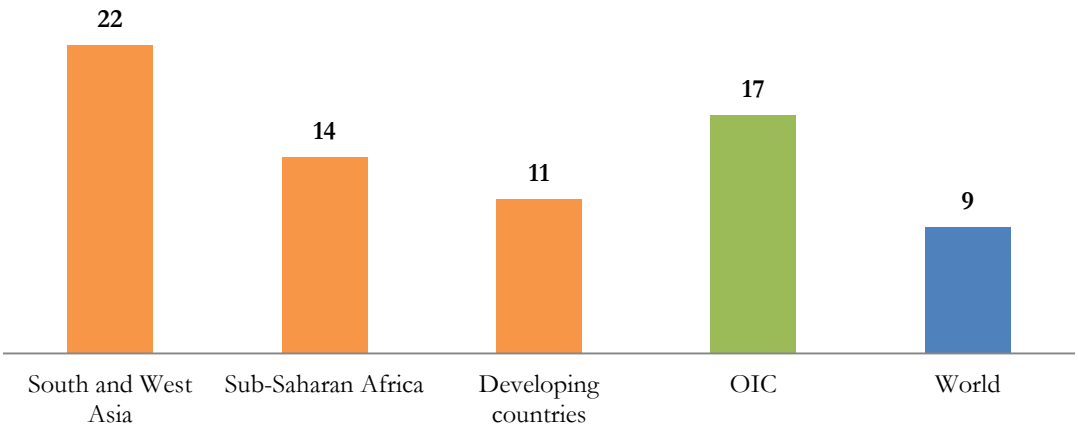
It is estimated that 13% of the world total population is between the ages of 0-6 and that 30% of this population live in OIC Member Countries[1]. This report presents the current state of ECCE in the OIC Member Countries. It also addresses the obstacles and challenges and makes some policy proposals in order to improve ECCE services in OIC countries.

[1] World Bank 2008 Data

Child Survival and Well-Being

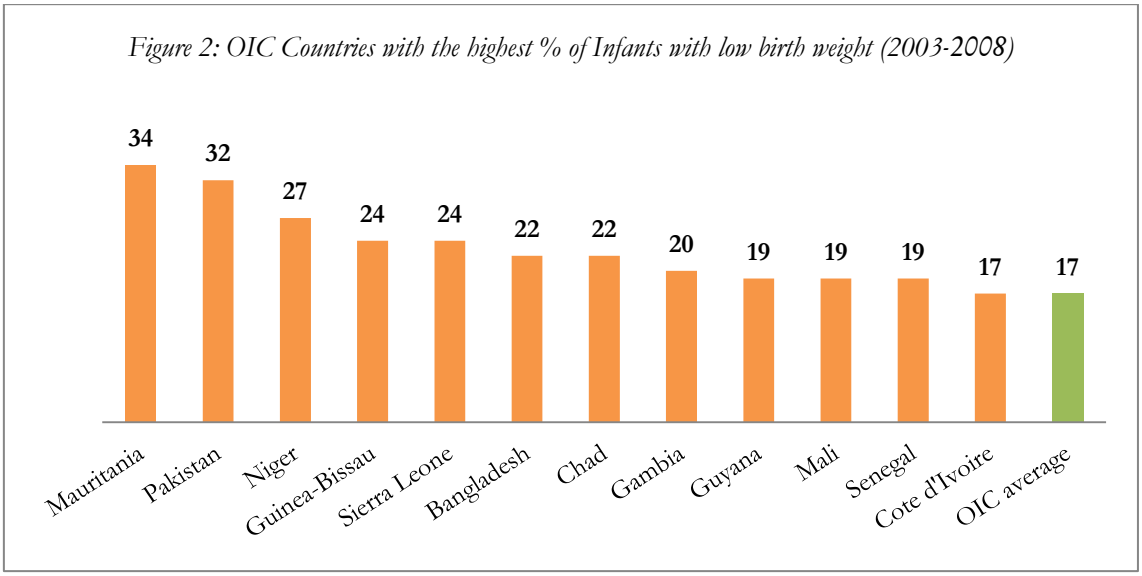
The nutrition crisis begins in the womb and is strictly related to maternal health of women. *Low birth weight rate* is an indicator, which gives perspectives on both maternal health and status of child well-being in a country. About 19 million infants worldwide are born with low birth weight and over half of these incidents occur in South and West Asia region (UNESCO, GMR, 2010). Such children are twenty times more likely to die during infancy and survivors are more prone to infectious diseases. They also bare longer term risks of disadvantage in health and education. Low birth weight is strongly related with poor education performance and cognitive skills.

Figure 1: % Infants with low birth weight (2003-2008)



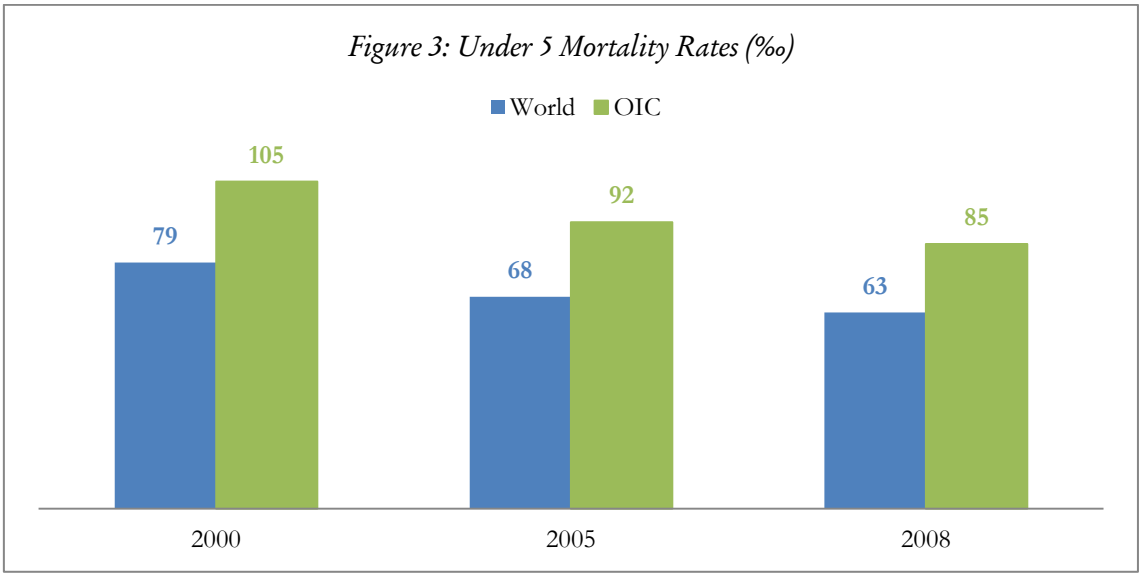
Source: WHO, Global Health Observatory (GHO) Database

The average low birth weight rate in OIC countries were recorded at 17% in the period 2003-2008, a rate which was significantly higher than the world average of 9% and the average of the developing countries of 11% in the same period (Figure 1). This means that almost 2 out of 10 births occur with low birth weight in OIC Countries. At the OIC individual country level, the highest ratios were recorded in OIC member countries in sub-Saharan Africa, such as Mauritania (34%), Niger (27%), Sierra Leone and Guinea-Bissau (24%), Chad (22%), Gambia (20%), Senegal and Mali (19%), and Cote d'Ivoire (17%). There were three more countries, namely Comoros, Sudan and Yemen which reported high low birth weight rates (25% in 2000, 31% in 1999 and 32% in 1997, respectively). Two OIC countries in South and West Asia, Pakistan and Bangladesh, also recorded high ratios of 32% and 22%, respectively (Figure 2). However, Some OIC countries in Central Asia have low birth weight rates below the world average, namely Turkmenistan (4%), Kyrgyzstan and Uzbekistan (5%) and Kazakhstan (6%). Other OIC countries have also recorded low birth weight rates. These are Tunisia (5%), Algeria (6%), Albania and Iran (7%)(WHO, GHO Database).



Source: WHO, Global Health Observatory (GHO)

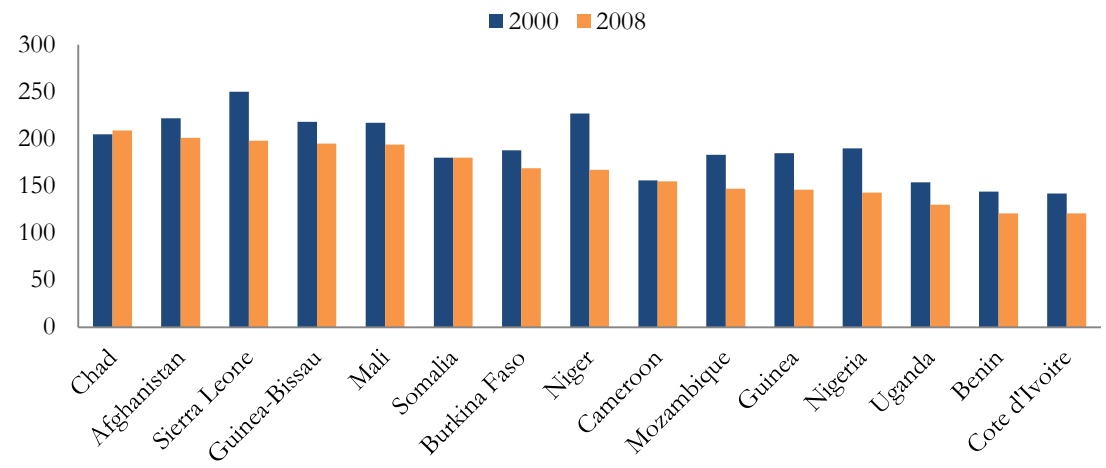
Under-5 mortality rate is another indicator, which reflects the level of child health. It provides information on the number of children who can reach pre-school age. Malnutrition before children enter into school is a serious barrier to education (UNESCO, GMR, 2010). It is damaging 178 million young children each year, blocking their potential for learning, reinforcing inequality in education and later life, and reducing the efficiency of investment in education systems.



Source: WHO, Global Health Observatory (GHO)

Although the average under-5 mortality rate of the OIC Countries decreased from 105‰ in 2000 to 85‰ in 2008, it was still above the world average of 63‰ in 2008 (Figure 3). Though some improvements have been achieved in terms of under-5 mortality rates in all OIC countries since 2000, in general, the levels of these rates are still unsatisfactory enough where many OIC Countries still have quite high rates, particularly in sub-Saharan Africa (Figure 4). Afghanistan and Pakistan also have high under-5 mortality rates which are significantly higher than the world average. Yet, low rates have been recorded in some OIC Countries like Malaysia (6‰), Brunei (7‰), UAE (8‰), and Kuwait (10‰) in 2008.

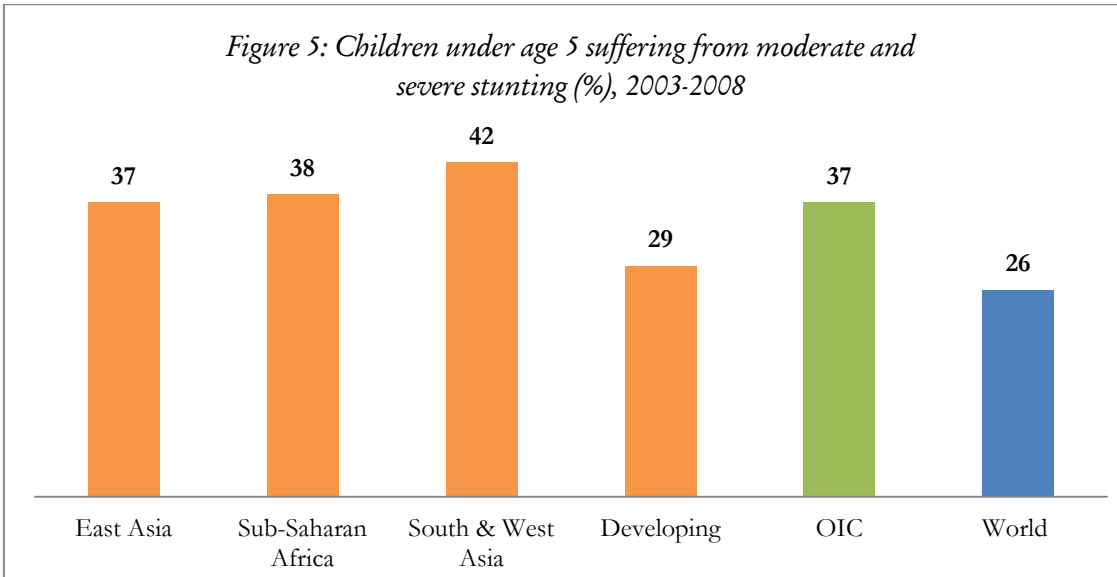
Figure 4: Under 5 mortality rates (‰) , 15 OIC countries with highest rates



Source: WHO, GHO Database

Moderate and severe stunting is another indicator on child well-being demonstrating existence of persistent under nutrition. This is an important indicator since there is a strong relationship between nutritional status and cognitive achievement of children under age 5 (UNESCO, GMR, 2010).

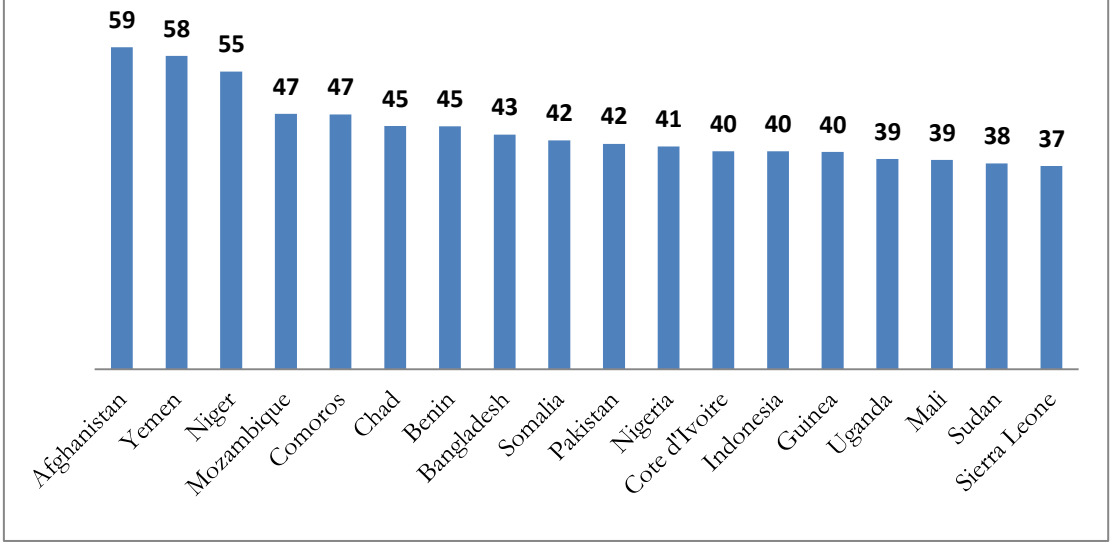
Figure 5: Children under age 5 suffering from moderate and severe stunting (%), 2003-2008



Source: WHO, GHO Database

While, on average, almost one child out of three in the developing countries suffers from moderate or severe stunting, in OIC Countries, almost 4 children out of 10 are exposed to the same situation. The vast majority of these children live in South & West Asia and sub-Saharan Africa (Figure 5). For example, in Afghanistan, Yemen and Niger, more than half of children under age 5 suffer moderate and severe stunting, while around 4 out of 10 children experience the same situation in Comoros, Mozambique, Bangladesh, Benin, Pakistan, Somalia, Chad, Nigeria, Cote d'Ivoire, Guinea, Mali, Sudan, Uganda, Indonesia, Burkina Faso, Cameroon and Sierra Leone (Figure 6).

Figure 6: % Under 5 moderate or severe stunting, 2003-2008, countries above the OIC average



Source: WHO, GHO Database

Provision of Early Childhood Care Programmes for Children under Age 3

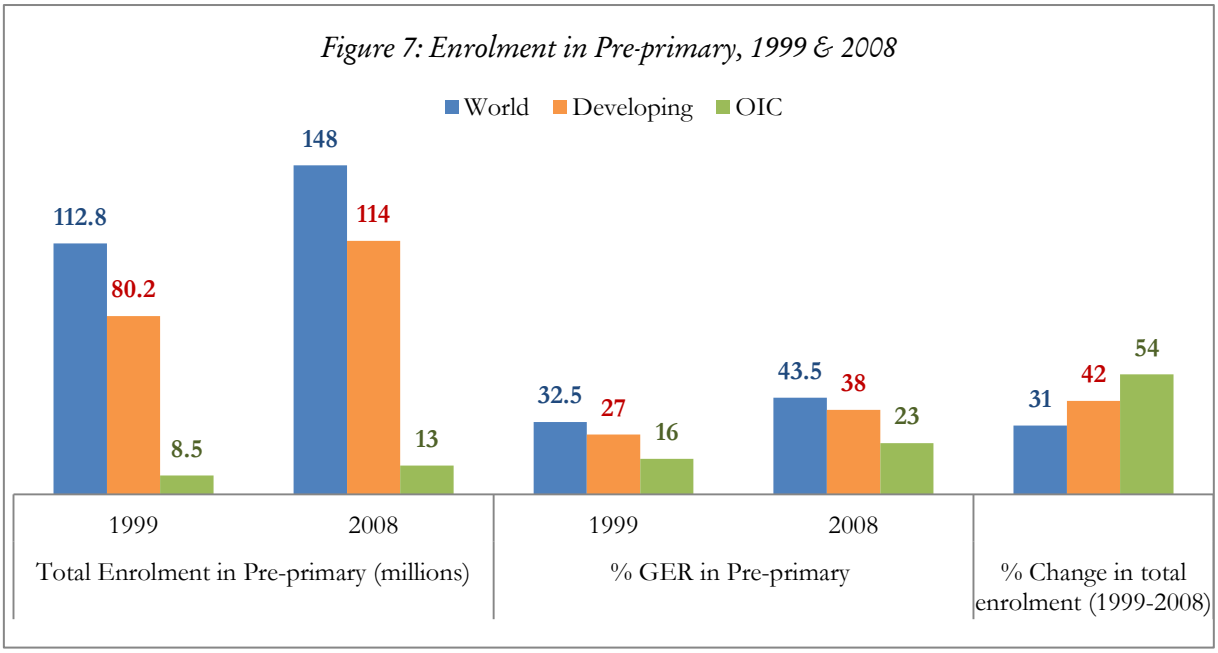
Fewer programmes are provided for children under age 3 compared to early childhood programmes provided for children over age 3. ECC programmes for children under age 3 are generally custodial in nature (UNESCO 2008, Global Monitoring Report). Emergence of these programs is partly a reflection of women's entry to labour market and their subsequent need for a safe place for their children while they are at work. Therefore, these programmes focus mostly on health and care aspect and are called nurseries or day cares centres.

Out of the 36 OIC countries, for which the relevant data are available, 25 countries provide ECC programmes for children under age 3, with different age intervals at centres like crèches, nurseries, day cares or community care centres (See the Summary Table in the Annex). They are mostly privately owned in OIC countries and operated in urban areas. Access to early childhood services for children under age 3 is fairly low in OIC countries compared to pre-school age (3-6 ages). This is due, in general, to the following reasons. First, societal and cultural views enforce that child rearing and child care are rather private responsibilities than a community one (OIC Countries in Central Asia do not generally share this view). Second, cost per child for services for this age group are often higher than those for pre-school age children considering younger children's need for more staff per child and for specialized equipment and training. Third, private sector dominance cause low-income groups to be excluded from access to centre-based services.

Provision of Early Childhood Education Programmes for Children over Age 3

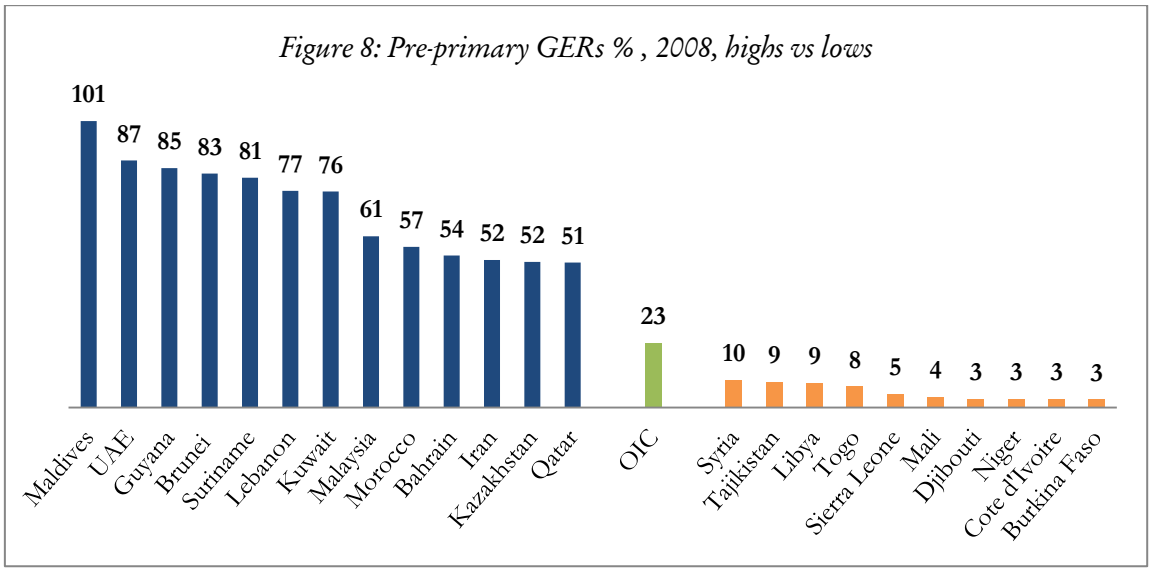
The number of children enrolled in pre-primary education programmes has increased by 31% in the world, from 1999 (112.8 million) to 2008 (148 million). In the same period, the OIC countries recorded an increase by 54% compared to 42% recorded by the developing countries (Figure 7). The biggest incremental change has been recorded by Indonesia, with about 1.6 million children. Iran, Sudan, Kazakhstan, Turkey, Egypt and Cameroon were other OIC countries which together recorded an increase in total pre-primary education enrolment by about the same amount (UNESCO, EFA GMR Database).

Figure 7: Enrolment in Pre-primary, 1999 & 2008



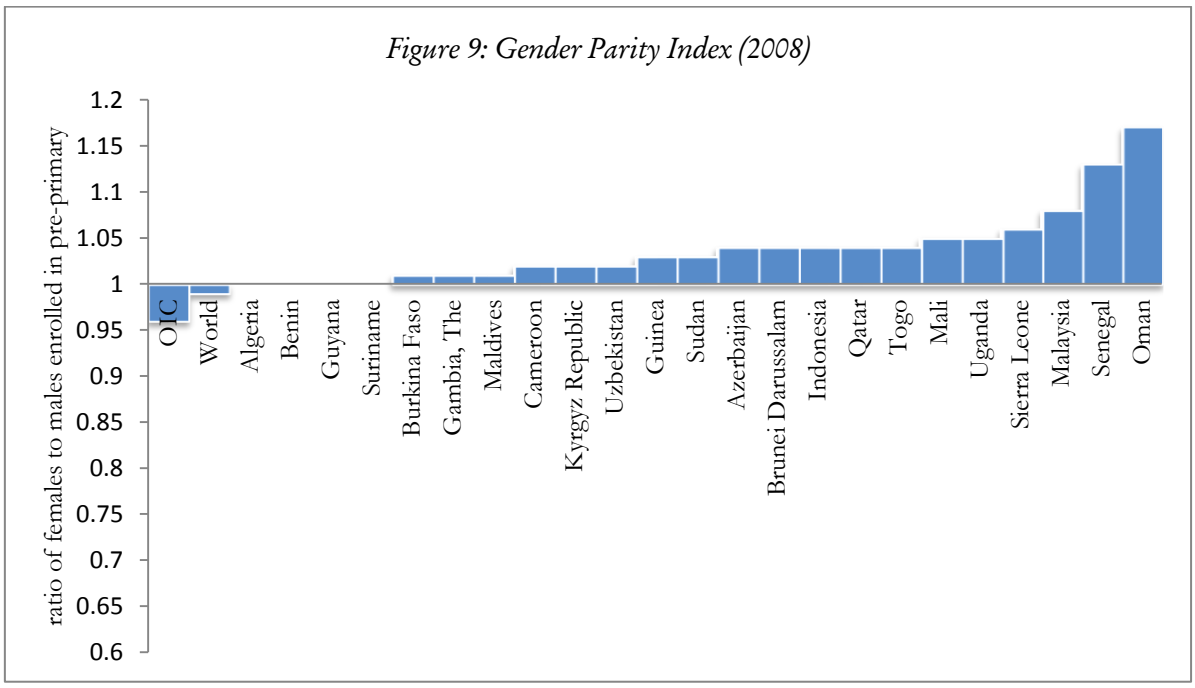
Source: UNESCO, EFA GMR Database

However, *the Gross Enrolment Ratio (GER)* in pre-primary education in OIC countries increased from 16% in 1999 to only 23% in 2008; a ratio which still lagged behind the world average of 43.5% and the average of the developing countries of 38% in 2008 (Figure 7). At the individual OIC country level, the GER in 2008 was over 50% in 13 countries, with the highest ratios recorded by Maldives, followed by United Arab Emirates, Guyana, Brunei and Suriname (Figure 8). In contrast, this ratio was less than 10% in 9 OIC countries, with the lowest ratios recorded by Burkina Faso, Cote d'Ivoire, Niger, Djibouti, Mali and Sierra Leone (less than 5%). Moreover, Chad and Yemen recorded GER of less than 1% according to 2007 data of UNESCO.



Source: UNESCO , EFA GMR Database

On the other hand, *Gender Parity Index (GPI)*, i.e. the ratio of females to males enrolled in pre-primary education, in OIC countries has, on average, improved during the period 1999-2008. While this ratio was 0.83 in 1999 (i.e. 8 girls were enrolled for every 10 enrolled boys), it reached to almost equal enrolment ratio in 2008 with GPI of 0.96; a ratio which is close to the world average of 0.97. Yet, four OIC countries recorded the lowest ratios in the world, namely Chad with GPI of 0.49 in 2007, Morocco with GPI of 0.74 in 2008, Yemen with GPI of 0.85 in 2007 and Tajikistan with GPI of 0.86 in 2008. There are also countries with disparities favouring girls. In Senegal and Oman, 11 and 12 girls were enrolled for every 10 boys in 2008, respectively (Figure 9).

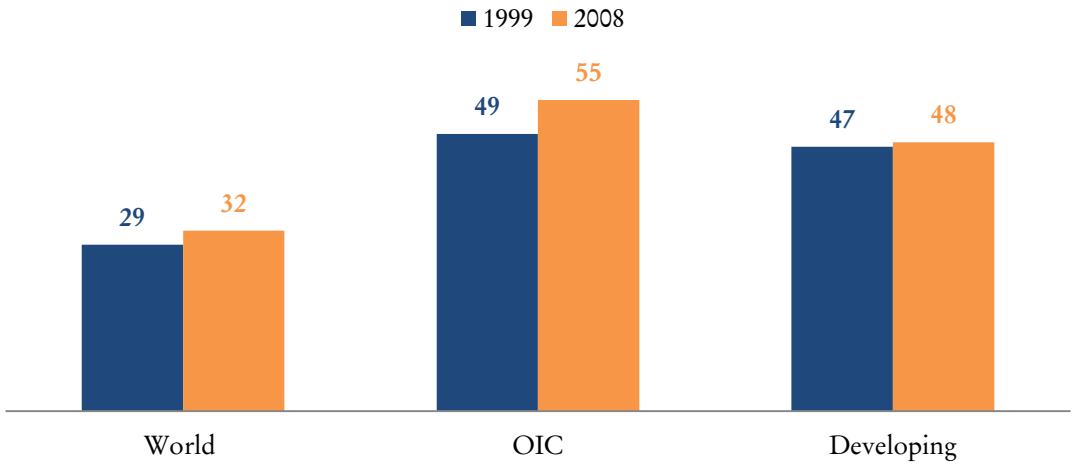


Source: UNESCO,EFA GMR Database

More than half of the pre-primary education enrolment in OIC countries is in private pre-schools. The average *Rate of Private Enrolment* in OIC countries increased from 49% in 1999 to 55% in 2008; a rate

which was higher than that of the world average of 32% and the average of the developing countries of 48% in 2008 (Figure 10). At the individual country level, this rate reached 100% in 2008 in Bahrain, Comoros, Gambia and Uganda, and was over 90% in Indonesia, Jordan, Maldives, Morocco, Palestine and Qatar (See Summary Table).

Figure 10: % Private Enrolment in Pre-primary Education



Source: UNESCO, EFA GMR Database

Yet, private enrolment in pre-primary education in the OIC countries in the Central Asia is quite low. It was less than 1% in Azerbaijan and Uzbekistan, 1.1% in Kyrgyzstan and less than 5% in Kazakhstan in 2008. This can be attributed to these countries' being in transition from former Soviet structure. Although the Caribbean Region had the highest private enrolment average in the world with 86%, the two OIC member countries in that region, Guyana and Suriname had relatively lower private enrolment rate in pre-primary education recorded at 3% and 44%, respectively in 2008 (UNESCO, EFA GMR Database).

Overall, all OIC countries have one or more programmes for pre-primary education level (For age intervals, see Summary Table). They are most commonly named as pre-school education, kindergarten, pre-primary education, early childhood education and more traditional Koranic Schools in Arab Countries, such as Morocco, Tunisia, Sudan, Mauritania, Yemen and Saudi Arabia. On average, 43% of the new entrants to primary school in OIC countries had been enrolled in pre-school education programmes of ECCE[2].

The age groups for pre-primary education are less standardized than for primary education. National authorities typically set an official entrance age for pre-primary education, which is theoretically age 3 or 4 in most OIC countries. While the intended duration of the pre-primary education is two years in almost half of the OIC countries, for which the data are available, it is three years in eight countries and one year in the remaining (see Summary Table).

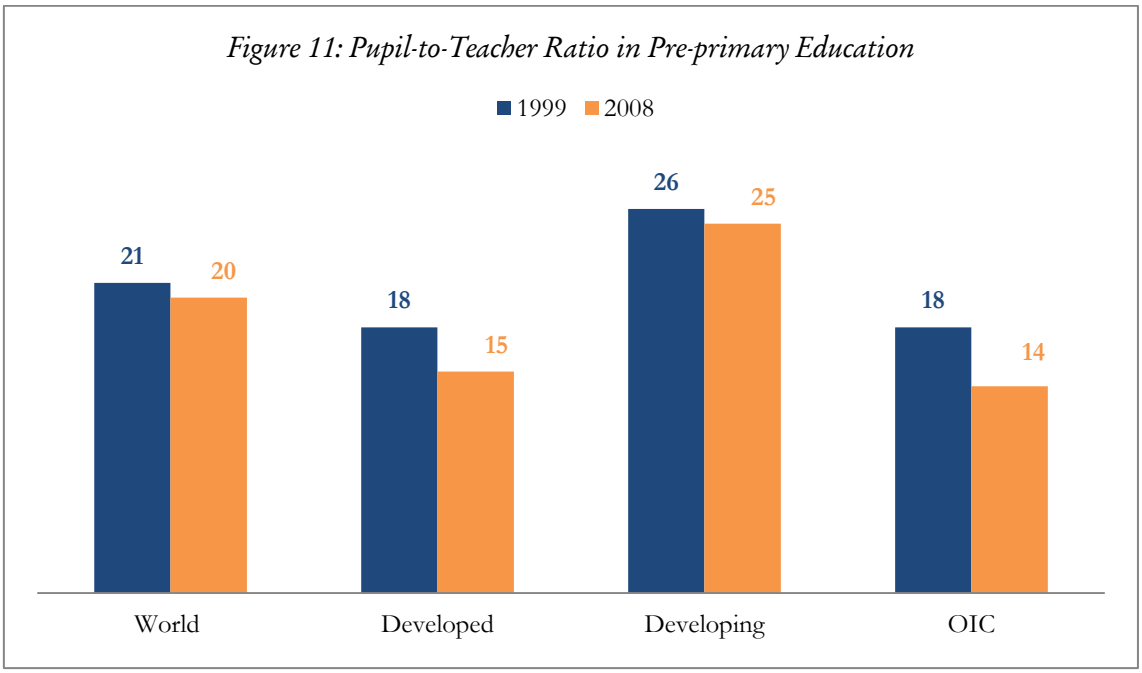
[2] OIC weighted average has been calculated on the basis of available data for 20 Countries in UNESCO EFA GMR database (see summary table for the name of 20 countries).

In most OIC Countries, participation in pre-primary education is not mandatory and children may enter the programmes at any age between official entrance age and the start of obligatory primary school. However, in Kazakhstan, Iran, Sudan and Brunei, there is one year obligatory pre-school enrolment, although these countries are not among the OIC countries with the highest pre-primary education GERs.

QUALITY OF EARLY CHILDHOOD EDUCATION PROGRAMS IN OIC COUNTRIES

There are arguments that the definition of high quality early childhood education services should be culturally and contextually relevant. However, there is still a consensus on some factors that determine if an early childhood education programme is of high quality. These include pupil/teacher ratios, teacher qualifications, physical and psychological environment, health and safety factors, programme management and community integration.

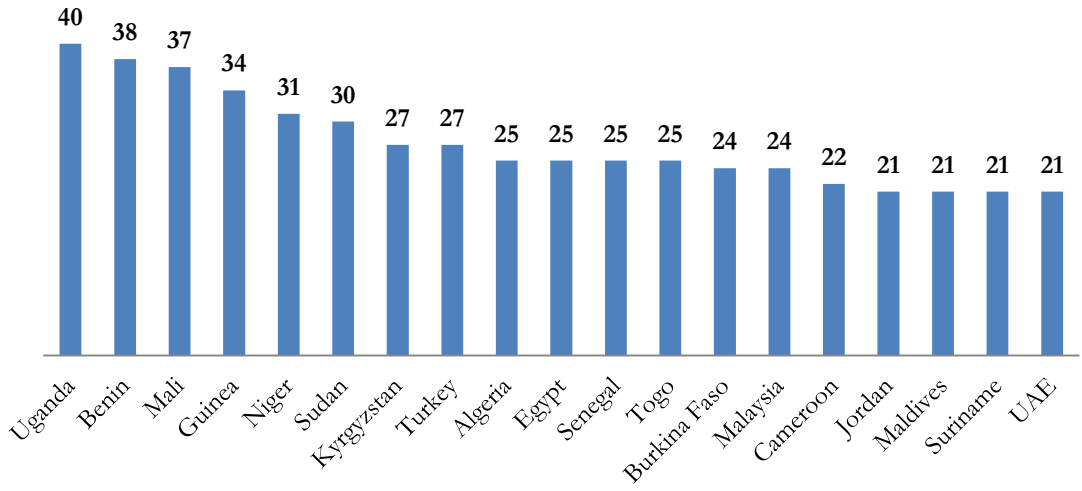
Figure 11: Pupil-to-Teacher Ratio in Pre-primary Education



Source: UNESCO, EFA GMR Database

The single most important determinant of quality in early childhood services is the quality of interaction between teachers and children. Therefore, relatively small classes and adequate teacher training are of great importance in ECCE (UNESCO, GMR, 2007). In this context, *Pupil-to-teacher ratio* is an indicator for measurement of quality in terms of class sizes. The situation of class sizes in the pre-school education has, on average, improved in the OIC countries over the last decade. While in 1999, the average pupil-to-teacher ratio in OIC countries was 18 (i.e. one teacher for every 18 students), this ratio decreased to 14 in 2008. In fact, pupil-to-teacher ratio in pre-school education in OIC countries in 2008 was lower than the world average and both the average of the developing countries and developed countries (Figure 11).

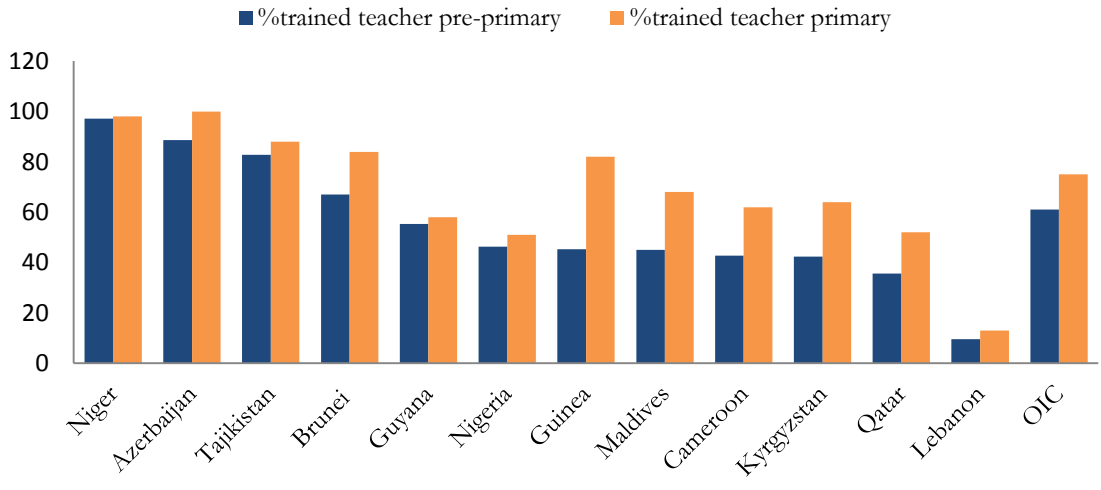
Figure 12: Pupil-to-Teacher Ratio in Pre-primary Education, OIC Countries with highest ratios, 2008



Source: UNESCO, EFA GMR Database

At the individual OIC country level, the most crowded pre-school classes, in terms of pupil-to-teacher ratio, were in OIC countries in sub-Saharan Africa such as Uganda (40), Benin (38), Mali (37), Guinea (34) and Niger (31). There are also some OIC countries in other regions with pupil-to-teacher ratios over the world average, such as Kyrgyzstan, Turkey, Algeria, Egypt, Malaysia, Maldives, Suriname, Jordan and the United Arab Emirates (Figure 12).

Figure 13: % of Trained Teacher, Pre-primary vs Primary, 2008



Source: UNESCO, EFA GMR Database

On the other hand, the required qualifications for the pre-primary school teachers vary across OIC countries (UNESCO, GMR, 2007). For example, pre-primary teachers need only lower-secondary qualification (roughly 9 to 11 years of formal schooling) in Burkina Faso, Chad and Guinea. In Niger, Syria, Oman, Bangladesh and Mali, the required level of education for pre-primary teachers is upper secondary, while Uganda demands a technical aspect, too. In Kazakhstan, Lebanon and Senegal, teachers

of pre-primary schools need to have a post-secondary non-tertiary education. Some countries set higher levels of qualification for primary teachers than pre-primary teachers. For example, Chad, Niger, Syria, Bangladesh and Kazakhstan require one additional education level for their primary teachers, while Guinea and Oman demand two additional levels of education (UNESCO, GMR, 2007).

In this context, the average percentage of trained teachers in pre-primary education in the 27 OIC countries, for which the data are available, was 61% in 2008 compared to 75% in primary education (Figure 13). This means that there are more trained teachers in primary education than pre-primary in most of the OIC Countries. Yet, some OIC countries, namely Cote d'Ivoire, Kuwait, Morocco, Oman, Palestine, Suriname, Uzbekistan and UAE , reported that 100% of their pre-primary teachers meeting the national training requirements for the profession. Low salaries and the social status of pre-primary teachers can partly explain the shortage of trained teachers in early childhood programs.

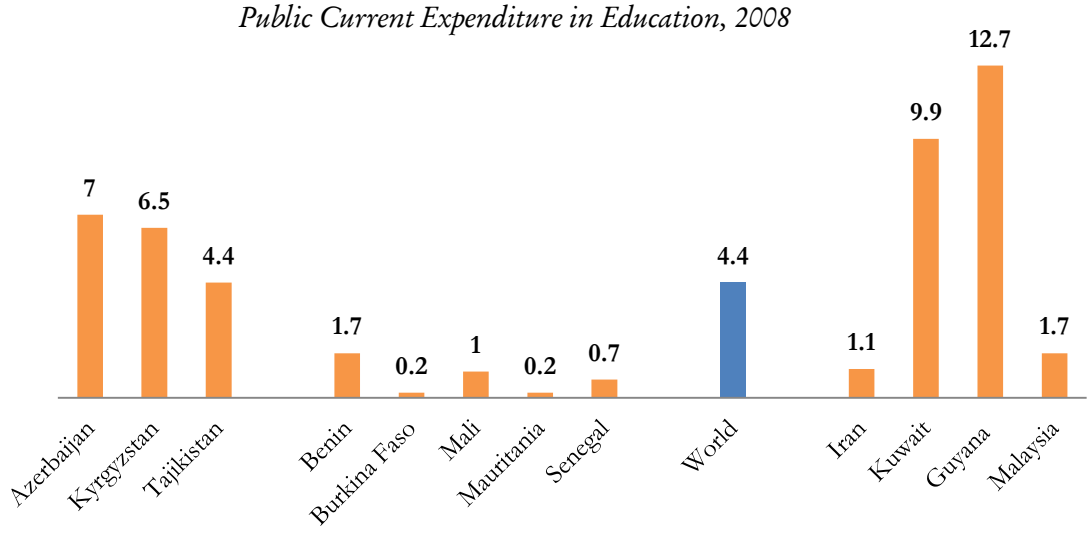
GOVERNANCE AND FINANCING OF ECCE IN OIC COUNTRIES

In most of the OIC countries, early childhood care and education (ECCE) services are mostly delivered by non-governmental agencies or by private sector, under the supervision of a ministry. The ECCE services for under age 3 are in general supervised body the Ministry of Social Affairs and/or Health, while those for over age 3 are mostly in the auspices of the Ministry of Education. In some OIC countries, like Morocco, the ministry of Islamic Affairs is in charge of pre-school education. In some other cases, a special ministry or another special unit is in charge of ECCE services, such as Ministry of Women, Family, Children and Elderly Affairs in Tunisia, National Council in Jordan, the National Council for Child Welfare in Sudan and the National Commission for Family Affairs in Syria (UNESCO Regional Reports, 2010).

In general, more than one official authority is involved or supervised the ECCE services in the OIC countries, such as the related ministry and a multisectoral ECCE Council, like the situation in many OIC countries in sub-Saharan Africa (UNESCO Regional Report (Africa), 2010). In other cases, a non-governmental organization, socio-political body or sub-national entity is the main coordinating and supervising unit, such as private organizations in Syria, NGOs in Cote d'Ivoire and community based organizations in Comoros (UNESCO Regional Reports, 2010). There are also countries with state predominance in the operation of ECCE programmes, such as the OIC Countries in Central Asia.

There is quite limited data on public expenditure on ECCE services in OIC countries. In many of these Countries, the cost of ECCE programmes is met by families, NGOs and international donor agencies, as the situation in many African and also in some Arab Countries. In terms of the share of pre-primary education in total education expenditure, some OIC countries like Guyana, Kuwait, Azerbaijan and Kyrgyzstan have rates higher than the world average of 4.4% (Figure 14). In contrast, OIC Countries in sub-Saharan Africa have lower public spending on pre-primary education services.

Figure 14: Public Current Expenditure in Pre-primary Education as % of Public Current Expenditure in Education, 2008



Source: UNESCO, EFA GMR Database

CHALLENGES AND POLICY IMPLICATIONS

Overall, although the OIC countries has on average recorded a significant improvement in Early Childhood Care and Education in recent years, the average level of enrolment in pre-school education in these countries, still lagged behind the world average and the average of the developing countries. Therefore, there is still a room for more efforts and actions to be taken in order to improve the quality and quantity of ECCE services in OIC Countries. In the light of the current state of ECCE in these countries, this section summarizes the challenges and obstacles facing these countries in their efforts to enhance and develop higher quality level of the ECCE services, and makes some policy proposals in this regard as follows:

* ***Lack of a holistic ECCE approach***: Most of the OIC Countries do not have a holistic approach to ECCE. There is lack of policy coordination between the relevant authorities, such as multiple ministries, national councils, and other bodies involved in the provision of ECCE services, where there is no single entity responsible for the planning, implementation, follow-up and evaluation. Adopting a holistic national policy and establishing a commission/ board or a leading ministry in charge of ECCE policy and implementation may overcome the problem of coordination.

* ***Child survival and well-being inefficiencies***: The state of children survival and well-being is still unsatisfactory in some OIC Countries, particularly in Sub-Saharan Africa and South and West Asia regions. Efforts should be made to develop ECCE programs for children between ages 0 – 3 and also for maternal care. OIC regional support is crucial for these countries to overcome these basic survival issues. In this regard, organizing pilot programs in these countries could be the first step for sustainable and good quality child care services.

* ***Inequity in access to ECCE*:** Costs of early childhood programs are very high in most of OIC Countries, where private sector provides most of these services compared to limited public involvement. Considering more than half of the population in more than one third of OIC Countries lives on less than 2$ per day (UNESCO, EFA GMR Database), this poses a serious challenge for affordability. Higher

government involvement in these programs through the use of support from regional (including related OIC institutions) and international donors is very important for especially marginalized children and children with special needs, who get the most out of these services according to the UNESCO research (GMR, 2010). Moreover, private businesses' preference to operate schools in urban centers results in access problem for children living in rural and remote places. In 30 OIC Countries, more than half of the total population lives in rural areas (BASEIND, 2009). Organizing special programs for those children can be a solution to this problem.

* ***Inadequate teacher qualifications:*** Most of the teachers in ECCE services do not have satisfactory qualifications. However, interaction of the teacher with children is one of the most important quality dimensions in ECCE services. This problem may be overcome by setting some common standards for the profession while making it a more attractive job alternative by improving the conditions for work and status of ECCE teachers. Executing capacity building programs through intra-OIC partnerships and the use of ICT technologies for training of existing pre-primary teachers can be short-term solutions to the shortage of adequately trained workforce in early childhood services.

* ***Curricula deficiencies:*** Academic nature of curricula in most ECCE programs, especially those in private sector, focuses on the development of child's ability to read and write at the expense of other important skills (UNESCO, GMR, 2007). The curricula should be organized for the child's emotional, social, physical, creative and cognitive skills as well. Moreover, the context of this education programmes should be culturally relevant. Each country should base its own curriculum on its cultural and religious values and deliver the programmes in mother tongue. Incorporating cultural dimension into early education context can also help to direct parents from informal to formal programmes if they do prefer the former just for the sake of getting a culturally relevant education for their children.

* ***Lack of awareness of the importance of ECCE services:*** A low level of parental education is one of the most pronounced barriers to entry to early childhood programmes. Especially status of mothers has important relation to the education of children. Children of educated mothers are more likely to attend pre-school programs (UNESCO, 2007). Increasing parent empowerment and improving parent education programs for the importance of early childhood in overall development of a child is very important in this regard.

* ***Lack of quality measuring and monitoring mechanisms:*** Most of the OIC countries lack mechanisms for measuring and monitoring ECCE. This state necessitates the development of common quality standards supported by legal provisions of each country and followed by a regular in-field visits.

* ***Difficulty of measuring informal institutions:*** Especially due to high cost of ECCE services, parents may temp to get them through informal ways. Decreasing the cost of the services is a long term solution to this problem. Gathering all the services under an official national body may provide part of the solution in short term. For example, in Morocco, the government gathered traditional Koranic schools under the roof of the Ministry of Islamic Affairs (UNESCO, Regional Report (Arab States), 2010).

* ***Lack of data on ECCE services:*** Establishing a national and/or regional data center would help in tracking ECCE experiences for more effective and accurate benchmarking between countries.

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World Health Organization, Global Health Observatory (GHO) www.who.int/gho/database/en/)

Summary Table: UNESCO EFA Global Monitoring Report /www.gmr.uis.unesco

Country	Provision for under-3s	Age group (provision for under-3s) 2005	Pre-primary Age Group	Official Primary School Entrance Age	GER in Pre-Primary and Other ECCE Programs % 2008	GER in Pre-primary % 2008	GER in Pre-primary Education% , GPI (F/M)	Private Enrolment in Pre-primary % 2008	New Entrants to Primary with ECCE Experience % 2008
Afghanistan			3 to 6	7					
Albania	No		3 to 5	6					
Algeria			5 to 5	6		23.4	1	2.6	30.4
Azerbaijan	Yes	0 to 2	3 to 5	6	26.5	26.5	1.04	0.4	5
Bahrain	Yes	0 to 2	3 to 5	6	56.1	53.8	0.98	100	83.3
Bangladesh	No		3 to 5	6					
Benin	Yes	2 to 5	4 to 5	6		13.2	1	31.6	
Brunei Darussalam			4 to 5	6	89.3	82.8	1.04	67.9	
Burkina Faso			4 to 6	7	2.9	2.9	1.01	71.1	5
Cameroon	Yes	1 to 6	4 to 5	6	24.8	24.8	1.02	65.7	
Chad			3 to 5	6					
Comoros			3 to 5	6		26.6	0.96	100	
Cote d'Ivoire			3 to 5	6	3	3	0.98	36.8	
Djibouti			4 to 5	6	3.2	3.2	0.91	89	8
Egypt	Yes	2 to 3	4 to 5	6	16.1	16.1	0.94	29.8	
Gabon			3 to 5	6					
Gambia			3 to 6	7		22	1.01	100	
Guinea	Yes	0 to 3	4 to 6	7	11.4	11.4	1.03	81.8	19.9
Guinea-Bissau			4 to 6	7					
Guyana	No		4 to 5	6	84.7	84.7	1	2.8	100
Indonesia	Yes	0 to 6	5 to 6	7	43	43	1.04	98.6	46.8
Iran	Yes	0 to 6	5 to 5	6	52.2	52.2	0.96	8.2	
Iraq			4 to 5	6					
Jordan	Yes	0 to 3	4 to 5	6	36.4	36.4	0.93	90.2	71.7
Kazakhstan	Yes	1 to 6	3 to 6	7		51.5	0.98	4.7	
Kuwait	No		4 to 5	6		76.4	0.98	42.5	
Kyrgyzstan	Yes	1 to 3	3 to 6	7	16.7	16.7	1.02	1.1	14.6
Lebanon	Yes	0 to 2	3 to 5	6	76.7	76.7	0.98	79.2	95.5
Libya			4 to 5	6	8.9	8.9	0.97	16.9	
Malaysia	Yes	0 to 3	4 to 5	6	60.6	60.6	1.08	42.6	
Maldives	Yes	0 to 3	3 to 5	6	101.3	101.3	1.01	92.3	98.6
Mali	Yes	0 to 3	3 to 6	7	3.9	3.9	1.05	72.4	15
Mauritania			3 to 5	6					99.9
Morocco	No		4 to 5	6	56.9	56.9	0.74	95.4	47.4
Mozambique			3 to 5	6					
Niger	Yes	2 to 6	4 to 6	7	3.2	3.2	0.94	27.3	13
Nigeria	Yes	0 to 3	3 to 5	6	16	16	0.99	29.3	
Oman	No		4 to 5	6	33.8	33.7	1.17	30.1	
Pakistan	Yes	0 to 6	3 to 4	5					
Palestine	Yes	0 to 4	4 to 5	6	31.7	31.7	0.97	99.8	
Qatar			3 to 5	6	51.3	51.3	1.04	90.7	
Saudi Arabia			3 to 5	6	10.9	10.9	0.94	51.2	
Senegal	Yes	0 to 5	4 to 6	7		10.6	1.13	50.1	
Sierra Leone	No		3 to 5	6		4.9	1.06	50.3	
Somalia			3 to 5	6					
Sudan	Yes	0 to 6	4 to 5	6	28.1	28.1	1.03	22.6	64.7
Suriname			4 to 5	6	81.3	81.3	1	44.1	100
Syria	Yes	0 to 2	3 to 5	6	9.7	9.7	0.93	71.7	
Tajikistan	No		3 to 6	7		9	0.86		1.3
Togo			3 to 5	6	7.5	7.5	1.04	47	
Tunisia	No		3 to 5	6					
Turkey	Yes	0 to 2	3 to 5	6		17.7	0.95	9.5	
Turkmenistan	Yes	0 to 2	3 to 6	7					
Uganda			4 to 5	6	18.8	18.8	1.05	100	
UAE	No		4 to 5	6	87.4	87.4	0.98	77.6	81.7
Uzbekistan	Yes	2 to 3	3 to 6	7		27.2	1.02	0.4	
Yemen	No		3 to 5	6					

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