

The Education for All Development Index

While each of the six EFA goals is individually important, it is also useful to have a means of indicating progress towards EFA as a whole. The EFA Development Index (EDI), a composite of relevant indicators, provides one way of doing so, at least for the four most easily quantifiable EFA goals: universal primary education (UPE), adult literacy, gender parity and the quality of education.

The two goals not yet included in the EDI are goals 1 and 3. Neither has a quantitative target for 2015. Goal 1 (early childhood care and education) is multidimensional and covers both the care and education aspects. The indicators currently available on this goal cannot easily be incorporated in the EDI because national data are insufficiently standardized and reliable, and comparable data are not available for most countries (see Chapter 6). Goal 3 (learning needs of youth and adults) has not yet been sufficiently defined for quantitative measurement (see Chapter 2).

In accordance with the principle of considering each goal to be equally important, one indicator is used as a proxy measure for each of the four EDI components,¹ and each component is assigned equal weight in the overall index. The EDI value for a particular country is thus the arithmetic mean of the observed values for each component. Since the components are all expressed as percentages, the EDI value can vary from 0 to 100% or, when expressed as a ratio, from 0 to 1. The closer a country's EDI value is to the maximum, the greater the extent of its overall EFA achievement and the nearer the country is to the EFA goal as a whole.

Choice of indicators as proxy measures of EDI components

In selecting indicators, relevance has to be balanced with data availability.

Universal primary education

The UPE goal implies both universal access to and universal completion of primary education. However, while both access and participation at this level are relatively easy to measure, there is a lack of consensus on the definition of primary school completion. Therefore, the indicator selected to measure UPE achievement (goal 2) in the EDI is the total primary net enrolment ratio (NER), which reflects the percentage of primary school age children who are enrolled in either primary or secondary school. Its value varies from 0 to 100%. A NER of 100% means all eligible children are enrolled in school in a given school year, although not all of them will necessarily complete it.

Adult literacy

The adult literacy rate is used as a proxy to measure progress towards the first part of goal 4.² This has its limitations. First, the adult literacy indicator, being a statement about the stock of human capital, is slow to change, and thus it could be argued that it is not a good 'leading indicator' of year-by-year progress. Second, the existing data on literacy are not entirely satisfactory. Most of them are based on 'conventional' non-tested methods that usually overestimate the level of literacy among individuals.³ New methodologies, based on tests and on the definition of literacy as a continuum of skills, are being developed and applied in some countries to improve the quality of literacy data. Providing a new data series of good quality for even a majority of countries will take many years, however. The literacy rates now used are the best currently available internationally.

Quality of education

Measures of students' learning outcomes are widely used as a proxy for the quality of education, particularly among countries at similar levels of

1. The EDI's gender component is itself a composite index.

2. 'Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women'. To enable progress towards this target to be monitored for all countries, whatever their current adult literacy level, it was decided as of the 2006 EFA Global Monitoring Report to interpret it in terms of a reduction in the adult illiteracy rate.

3. In most countries, particularly developing countries, current literacy data are derived from methods of self-declaration or third-party reporting (e.g. a household head responding on behalf of other household members) used in censuses or household surveys. In other cases they are based on education attainment proxies. Neither method is based on any test, and both are subject to bias (overestimation of literacy), which affects the quality and accuracy of literacy data.

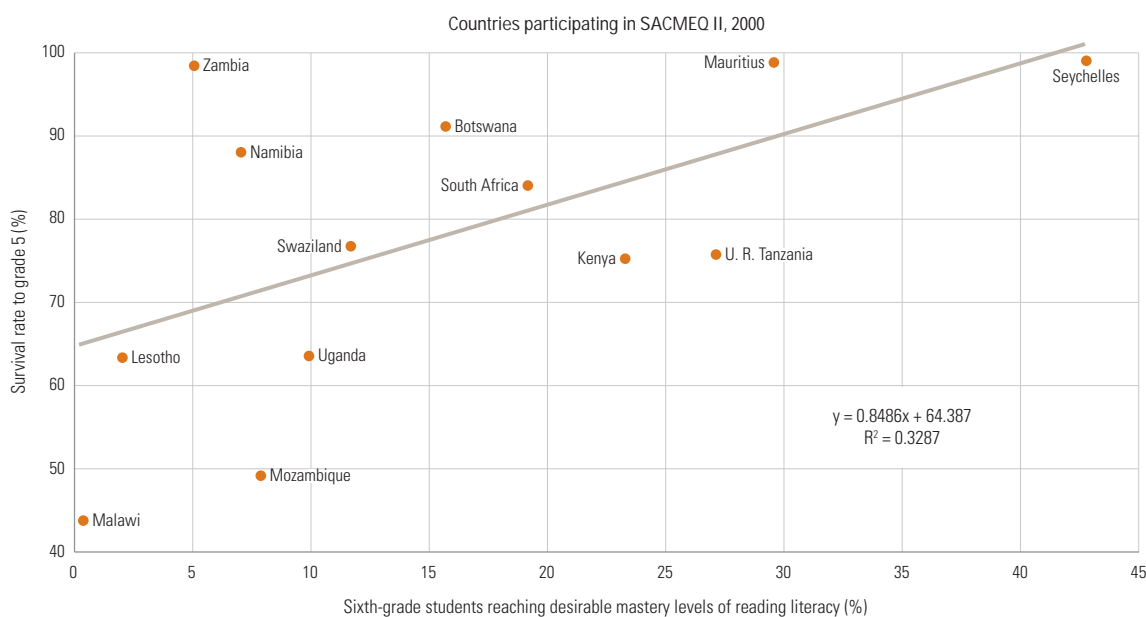
development. They are incomplete, as they do not include values, capacities and other non-cognitive skills that are also important aims of education, beyond cognitive skills (UNESCO, 2004a: pp. 43-4). They also tell nothing about the cognitive value added by schooling (as opposed to home background), or the distribution of ability among children enrolled in school.⁴ Despite these drawbacks, learning outcomes would likely be the most appropriate single proxy for the average quality of education, but as comparable data are not yet available for a large number of countries, it is not yet possible to use them in the EDI.

Among the feasible proxy indicators available for a large number of countries, the survival rate to grade 5 was selected as being the best available for the quality of education component of the EDI.⁵ Figure 1 shows that there is a clear positive link between such survival rates and educational achievement in sub-Saharan African countries participating in the Southern and Eastern African Consortium for Monitoring Educational Quality (SACMEQ II) assessment. The coefficient of determination is around 33%. Education systems capable of retaining a larger proportion of their pupils to grade 5 perform better, on average, on international tests.

The survival rate to grade 5 is associated even more strongly with learning outcomes in lower secondary school. Figure 2 shows that the variation in one variable explains 42% of the variation in the other one in the results of the third Trends in International Mathematics and Science Study (TIMSS) and up to 77% in the Programme for International Student Assessment (PISA) study.

Another possible proxy indicator for quality is the pupil/teacher ratio (PTR). Among SACMEQ II countries, the proportion of variation in learning outcomes explained by the PTR is 36%, which is slightly higher than that explained by survival rates to grade 5 (33%). Many other studies, however, produce much more ambiguous evidence of the relationship between the PTR and learning outcomes (UNESCO, 2004). In a multivariate context, PTRs are associated with higher learning outcomes in some studies, but not in many others. In addition, the relationship seems to vary by the level of mean test scores. For low levels of test scores, a decrease in pupils per teacher has a positive impact on learning outcomes, but for higher levels of test scores, additional teachers have only limited impact. For these reasons, the survival rate was chosen as a safer proxy for learning outcomes and hence for education quality.⁶

Figure 1: Survival rate to grade 5 and learning outcomes at primary level



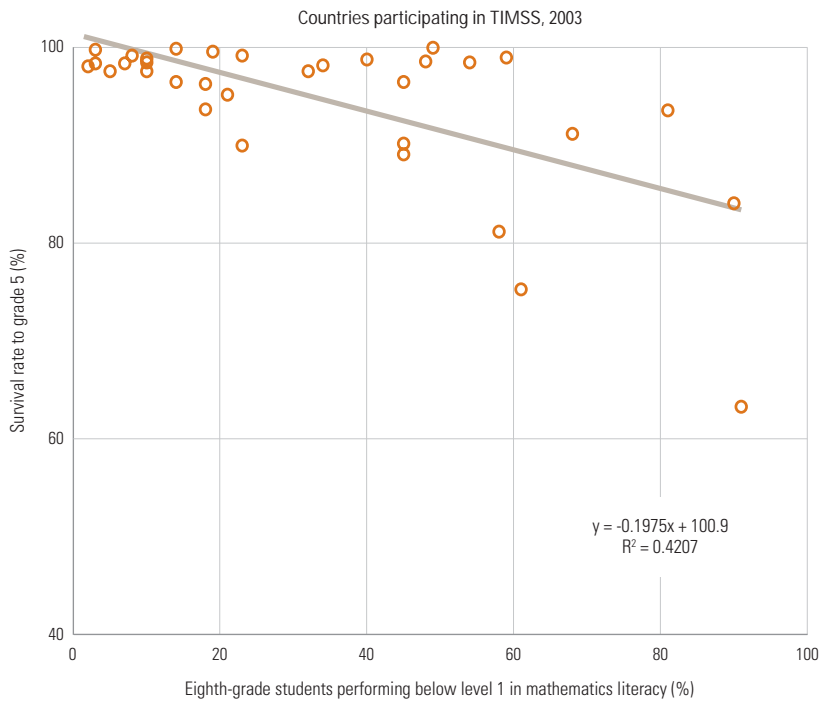
Sources: UNESCO Institute for Statistics calculation, based on SACMEQ II database; annex, Statistical Table 7.

4. Strictly speaking, it would be necessary to compare average levels of cognitive achievement for pupils completing a given school grade across countries with similar levels and distributions of income and with similar levels of NER, so as to account for home background and ability cohort effects.

5. See EFA Global Monitoring Report 2003/4, Appendix 2, for background.

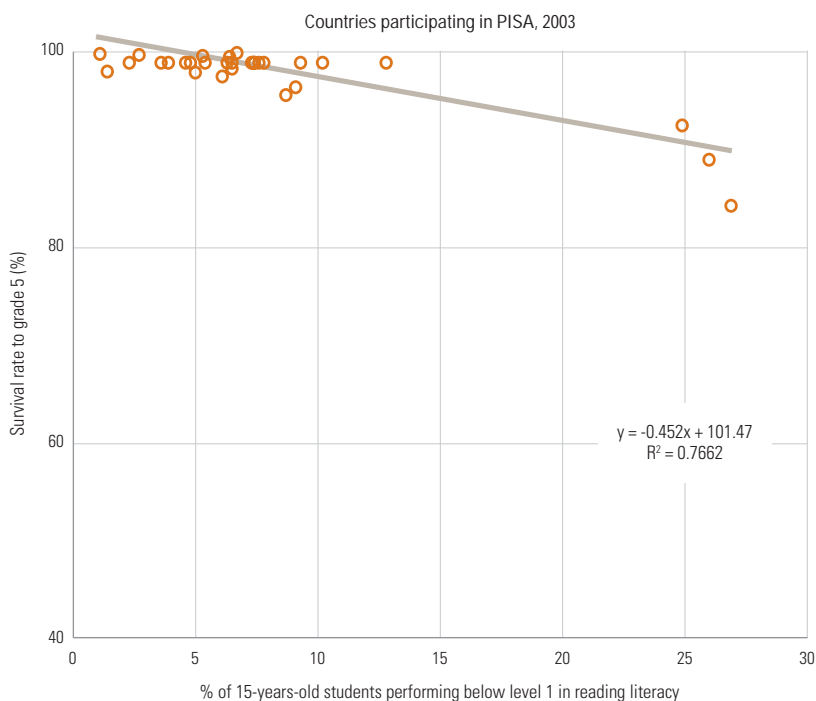
6. Another reason is that survival rates, like the other EDI components, but unlike PTRs, range from 0% to 100%. Therefore, the use of the survival rate to grade 5 in the EDI avoids a need to rescale the data.

Figure 2: Survival rate to grade 5 and learning outcomes at lower secondary level



Sources: Mullis et al. (2004); annex, Statistical Table 7.

Figure 2 (continued)



Sources: OECD (2004); annex, Statistical Table 7.

Gender

The fourth EDI component is measured by a composite index, the gender-specific EFA index (GEI). Ideally, the GEI should reflect the whole gender-related EFA goal, which calls for 'eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality'. There are thus two subgoals: gender parity (achieving equal participation of girls and boys in primary and secondary education) and gender equality (ensuring that educational equality exists between boys and girls).

The first subgoal is measured by the gender parity indexes (GPIs) for the gross enrolment ratios (GERs) at primary and secondary levels. Measuring and monitoring the broader aspects of equality in education is difficult, as the 2003/4 Report demonstrated (UNESCO, 2003a). Essentially, outcome measures, disaggregated by sex, are needed for a range of educational levels. No such measures are available on an internationally comparable basis. As a step in that direction, however, the GEI includes gender parity for adult literacy. Thus, the GEI is calculated as a simple average of three GPIs: for the GER in primary education, for the GER in secondary education and for the adult literacy rate. This means the GEI does not fully reflect the equality aspect of the EFA gender goal.

The GPI, when expressed as the ratio of females to males in enrolment ratios or the literacy rate, can exceed unity when more girls/women are enrolled or literate than boys/men. For the purposes of the index, the F/M formula is inverted to M/F in cases where the GPI is higher than 1. This solves mathematically the problem of including the GEI in the EDI (where all components have a theoretical limit of 1, or 100%) while maintaining the GEI's ability to show gender disparity. Figure 3 shows how 'transformed GPIs' are arrived at to highlight gender disparities that disadvantage males. Once all three GPI values have been calculated and converted into 'transformed GPIs' (from 0 to 1) where needed, the composite GEI is obtained by calculating a simple average of the three GPIs, with each being weighted equally.

Figure 4 illustrates the calculation for the Philippines, using data for the school year ending in 2004. The GPIs in primary education, secondary education and adult literacy were 0.985, 1.108 and 1.00, respectively, resulting in a GEI of 0.963:

$$\text{GEI} = \frac{1}{3} (\text{primary GPI}) + \frac{1}{3} (\text{transformed secondary GPI}) + \frac{1}{3} (\text{adult literacy GPI})$$

$$\text{GEI} = \frac{1}{3} (0.985) + \frac{1}{3} (0.903) + \frac{1}{3} (1.00) = 0.963$$

Calculating the EDI

The EDI is the arithmetic mean of its four components – total primary NER, adult literacy rate, GEI and survival rate to grade 5. As a simple average, the EDI may mask important variations among its components: for example, results for goals on which a country has made less progress can offset its advances on others. Since all the EFA goals are equally important, a synthetic indicator such as the EDI is thus very useful to inform the policy debate on the prominence of all the EFA goals and to highlight the synergy among them.

Figure 5 illustrates the calculation of the EDI, again using the Philippines as an example. The total primary NER, adult literacy rate, value of the GEI and survival rate to grade 5 in 2004 were 0.944, 0.926, 0.963 and 0.753, respectively, resulting in an EDI of 0.897:

$$\text{EDI} = \frac{1}{4} (\text{total primary NER}) + \frac{1}{4} (\text{adult literacy rate}) + \frac{1}{4} (\text{GEI}) + \frac{1}{4} (\text{survival rate to Grade 5})$$

$$\text{EDI} = \frac{1}{4} (0.944) + \frac{1}{4} (0.926) + \frac{1}{4} (0.963) + \frac{1}{4} (0.753) = 0.897$$

Data sources and country coverage

All data used to calculate the EDI for the school year ending in 2004 are from the statistical tables in this annex and the UNESCO Institute for Statistics (UIS) database, with one exception. Adult literacy data for some OECD countries that did not answer the UIS literacy survey are based on the results of the 2004 European Labour Force Survey.

Only the 125 countries with a complete set of the indicators required to calculate the EDI are included in this analysis. Many countries are thus not included in the EDI. This fact, coupled with the exclusion of goal 1 and 3, means the EDI does not yet provide a fully comprehensive global overview of overall progress towards the EFA goals.

Figure 3: Calculating the 'transformed' secondary education GPI



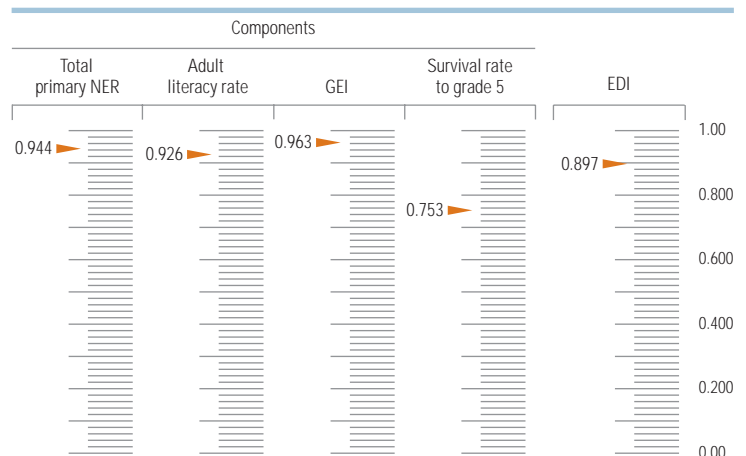
Example used: Philippines

Figure 4: Calculating the GEI



Example used: Philippines

Figure 5: Calculating the EDI



Example used: Philippines

Table 1: The EFA Development Index and its components, 2004

Ranking according to level of EDI	Countries/Territories	EDI	Total primary NER ¹	Adult literacy rate	Gender-specific EFA index (GEI)	Survival rate to grade 5
High EDI						
1	United Kingdom ²	0.994	1.000	0.998	0.990	0.990
2	Slovenia ²	0.994	0.997	0.994	0.997	0.989
3	Finland ²	0.994	0.995	1.000	0.982	0.999
4	Kazakhstan	0.992	0.989	0.995	0.987	0.997
5	France ²	0.992	0.996	0.986	0.995	0.990
6	Belgium ²	0.992	0.990	1.000	0.987	0.990
7	Germany ^{2, 3}	0.992	0.980	1.000	0.994	0.993
8	Norway ²	0.991	0.989	0.989	0.990	0.996
9	Sweden ²	0.991	0.986	1.000	0.987	0.990
10	Republic of Korea ⁴	0.988	0.996	0.984	0.993	0.981
11	Latvia ³	0.987	0.980	0.997	0.989	0.983
12	Switzerland ²	0.986	0.982	1.000	0.971	0.990
13	Czech Republic ^{2, 3}	0.986	0.970	0.998	0.990	0.984
14	Poland ²	0.986	0.975	0.981	0.990	0.997
15	Austria ^{2, 3}	0.986	0.970	1.000	0.982	0.990
16	Estonia	0.984	0.973	0.998	0.983	0.984
17	Barbados ⁴	0.984	0.973	0.997	0.991	0.975
18	Italy	0.984	0.996	0.984	0.992	0.965
19	Israel	0.984	0.977	0.971	0.989	0.999
20	Slovakia ^{2, 3}	0.983	0.970	0.996	0.991	0.976
21	Hungary ²	0.982	0.960	1.000	0.993	0.976
22	Greece	0.982	0.996	0.960	0.982	0.990
23	Ireland ²	0.982	0.964	0.994	0.972	0.998
24	Spain ²	0.982	0.995	0.973	0.969	0.990
25	Trinidad and Tobago	0.981	0.971	0.988	0.966	1.000
26	Cyprus	0.981	0.988	0.968	0.977	0.992
27	Cuba	0.981	0.968	0.998	0.980	0.977
28	Denmark ²	0.980	0.999	0.952	0.980	0.990
29	Armenia	0.979	0.982	0.994	0.978	0.963
30	Lithuania	0.975	0.923	0.996	0.995	0.985
31	Kyrgyzstan	0.974	0.959	0.987	0.991	0.958
32	Croatia	0.973	0.931	0.981	0.985	0.996
33	Tajikistan	0.972	0.972	0.995	0.929	0.994
34	Belarus	0.971	0.905	0.996	0.984	1.000
35	Chile ³	0.969	0.950	0.957	0.979	0.990
36	Fiji	0.966	0.987	0.929	0.960	0.987
37	Bulgaria	0.965	0.966	0.982	0.976	0.937
38	Romania	0.965	0.950	0.973	0.984	0.952
39	Seychelles	0.962	0.965	0.918	0.974	0.991
40	TFYR Macedonia	0.961	0.920	0.961	0.979	0.982
41	Costa Rica ³	0.956	0.970	0.949	0.981	0.924
42	Albania	0.956	0.956	0.987	0.982	0.898
43	China	0.954	0.946	0.909	0.969	0.990
44	Luxembourg ²	0.953	0.918	0.957	0.979	0.957
45	Bahrain	0.953	0.982	0.865	0.964	1.000
46	Ukraine	0.952	0.837	0.994	0.991	0.986
47	Netherlands Antilles	0.951	0.985	0.969	0.966	0.885
Medium EDI						
48	Mexico	0.949	0.998	0.910	0.962	0.926
49	Jordan	0.948	0.947	0.899	0.957	0.988
50	Argentina	0.946	0.995	0.972	0.976	0.843
51	Kuwait	0.946	0.911	0.933	0.969	0.972
52	Azerbaijan	0.946	0.839	0.988	0.979	0.978
53	Uruguay ³	0.946	0.990	0.980	0.945	0.869
54	Malta	0.945	0.944	0.879	0.964	0.993
55	Portugal ²	0.942	0.999	0.858	0.921	0.990
56	Palestinian A. T.	0.942	0.904	0.924	0.954	0.985
57	Saint Lucia ²	0.942	0.984	0.901	0.981	0.901
58	Indonesia	0.938	0.990	0.904	0.964	0.891
59	Mauritius	0.936	0.945	0.844	0.968	0.989
60	Macao, China	0.934	0.893	0.913	0.935	0.997
61	Lebanon ⁴	0.934	0.953	0.883	0.924	0.976
62	Malaysia	0.934	0.932	0.887	0.933	0.984
63	Mongolia	0.933	0.894	0.978	0.954	0.909

Table 1

Table 1 (continued)

Ranking according to level of EDI	Countries/Territories	EDI	Total primary NER ¹	Adult literacy rate	Gender-specific EFA index (GEI)	Survival rate to grade 5
Medium EDI						
64	Venezuela	0.932	0.939	0.930	0.950	0.910
65	Panama	0.928	0.988	0.919	0.963	0.843
66	Republic of Moldova	0.918	0.811	0.984	0.979	0.900
67	Peru	0.916	0.996	0.877	0.953	0.836
68	Ecuador	0.914	0.994	0.910	0.989	0.763
69	Bolivia	0.911	0.968	0.867	0.944	0.864
70	Viet Nam	0.910	0.931	0.903	0.937	0.868
71	Paraguay ^{2, 3}	0.909	0.930	0.916	0.974	0.816
72	Brazil	0.905	0.940	0.886	0.951	0.844
73	Syrian Arab Republic	0.902	0.982	0.796	0.911	0.918
74	Tunisia	0.901	0.985	0.743	0.910	0.965
75	Philippines	0.897	0.944	0.926	0.963	0.753
76	Jamaica	0.890	0.914	0.799	0.949	0.897
77	Turkey	0.889	0.893	0.874	0.841	0.946
78	South Africa	0.888	0.932	0.824	0.955	0.841
79	Egypt	0.887	0.972	0.714	0.876	0.986
80	Botswana	0.885	0.842	0.812	0.973	0.912
81	Algeria	0.880	0.990	0.699	0.872	0.962
82	Oman	0.880	0.798	0.814	0.934	0.976
83	Bahamas ⁴	0.879	0.843	0.958	0.964	0.752
84	Colombia	0.879	0.849	0.928	0.963	0.775
85	Cape Verde	0.877	0.924	0.780	0.893	0.912
86	Iran, Islamic Republic of	0.864	0.887	0.770	0.897	0.902
87	El Salvador	0.861	0.941	0.811	0.965	0.728
88	Myanmar	0.860	0.876	0.899	0.963	0.703
89	Namibia	0.853	0.738	0.850	0.942	0.881
90	United Arab Emirates ⁴	0.852	0.728	0.788	0.947	0.947
91	Zimbabwe ⁴	0.840	0.825	0.900	0.936	0.697
92	Zambia	0.829	0.809	0.680	0.844	0.985
93	Swaziland	0.826	0.770	0.796	0.969	0.768
94	Guatemala	0.825	0.945	0.691	0.886	0.779
95	Dominican Republic	0.816	0.878	0.870	0.923	0.592
96	Nicaragua	0.811	0.942	0.767	0.949	0.588
97	Saudi Arabia	0.802	0.598	0.794	0.879	0.936
Low EDI						
98	Lesotho	0.797	0.862	0.822	0.869	0.634
99	Kenya	0.797	0.770	0.736	0.928	0.753
100	India	0.789	0.961	0.610	0.795	0.789
101	Cambodia	0.774	0.976	0.736	0.787	0.597
102	Morocco	0.746	0.867	0.523	0.781	0.812
103	Lao PDR	0.741	0.844	0.687	0.809	0.626
104	Mauritania	0.730	0.745	0.512	0.848	0.816
105	Bangladesh	0.722	0.975	0.426	0.837	0.651
106	Nigeria ⁴	0.721	0.619	0.708	0.829	0.726
107	Malawi	0.719	0.961	0.641	0.834	0.438
108	Equatorial Guinea	0.708	0.857	0.870	0.780	0.326
109	Rwanda	0.686	0.735	0.649	0.904	0.458
110	Togo	0.684	0.816	0.532	0.631	0.760
111	Ghana	0.682	0.659	0.579	0.855	0.633
112	Nepal	0.668	0.802	0.486	0.776	0.608
113	Djibouti ⁴	0.665	0.332	0.703	0.749	0.877
114	Senegal	0.646	0.662	0.393	0.749	0.782
115	Burundi	0.646	0.572	0.593	0.787	0.630
116	Eritrea ⁴	0.644	0.483	0.605	0.686	0.803
117	Yemen ⁴	0.642	0.758	0.530	0.548	0.732
118	Ethiopia	0.627	0.579	0.452	0.745	0.733
119	Benin	0.617	0.835	0.347	0.592	0.694
120	Mozambique ⁴	0.599	0.710	0.504	0.691	0.492
121	Guinea	0.583	0.643	0.295	0.575	0.820
122	Mali	0.529	0.465	0.190	0.613	0.846
123	Burkina Faso	0.511	0.409	0.218	0.661	0.758
124	Niger	0.499	0.396	0.287	0.578	0.736
125	Chad	0.428	0.571	0.257	0.425	0.458

Note: Data in blue indicate that gender disparities are at the expense of boys or men, particularly at secondary level.

1. Total primary NER includes children of primary school age who are enrolled in either primary or secondary schools.

2. The adult literacy rate is a proxy measure based on educational attainment; that is, the proportion of the adult population with at least a complete primary education.

3. The NER in primary education is not published in the statistical tables as the reported number of pupils of official primary school age is believed to be underestimated. However, in order to calculate the EDI, an estimate of the total primary NER has been made. For more details, see the introduction to the statistical tables.

4. Adult literacy rates are unofficial UIS estimates generated in July 2002, using the previous UIS assessment model.

Sources: Annex, Statistical Tables 2, 5, 7 and 8; UNESCO (2005); UNESCO Institute for Statistics database; European Commission (2004) (for proxy literacy measure for European countries).

Table 2: Countries ranked according to value of EDI and components, 2004

Countries/Territories	EDI	Total primary NER ¹	Adult literacy rate	Gender-specific EFA index (GEI)	Survival rate to grade 5
High EDI					
United Kingdom ²	1	1	9	14	18
Slovenia ²	2	5	21	1	30
Finland ²	3	11	1	29	4
Kazakhstan	4	19	17	19	8
France ²	5	8	28	2	18
Belgium ²	6	16	1	21	18
Germany ^{2, 3}	7	32	1	4	14
Norway ²	8	20	23	13	10
Sweden ²	9	24	1	20	18
Republic of Korea ⁴	10	6	30	6	43
Latvia ³	11	33	12	16	41
Switzerland ²	12	29	1	47	18
Czech Republic ^{2, 3}	13	43	8	12	38
Poland ²	14	37	34	15	7
Austria ^{2, 3}	15	44	1	28	18
Estonia	16	38	11	25	39
Barbados ⁴	17	39	13	8	50
Italy	18	10	29	7	53
Israel	19	34	40	18	5
Slovakia ^{2, 3}	20	45	16	10	46
Hungary ²	21	54	1	5	49
Greece	22	7	44	26	18
Ireland ²	23	51	22	46	6
Spain ²	24	13	38	48	18
Trinidad and Tobago	25	42	25	53	1
Cyprus	26	22	42	40	15
Cuba	27	47	10	32	45
Denmark ²	28	2	48	33	18
Armenia	29	28	20	39	54
Lithuania	30	76	14	3	35
Kyrgyzstan	31	55	27	9	56
Croatia	32	73	33	22	11
Tajikistan	33	41	18	84	12
Belarus	34	81	15	23	1
Chile ³	35	59	47	35	28
Fiji	36	23	52	65	32
Bulgaria	37	49	32	41	61
Romania	38	58	37	24	58
Seychelles	39	50	57	43	16
TFYR Macedonia	40	77	43	38	42
Costa Rica ³	41	46	49	30	64
Albania	42	56	26	27	73
China	43	61	62	51	17
Luxembourg ²	44	78	46	37	57
Bahrain	45	31	78	59	3
Ukraine	46	97	19	11	34
Netherlands Antilles	47	25	41	55	76
Medium EDI					
Mexico	48	4	61	64	63
Jordan	49	60	67	66	31
Argentina	50	12	39	42	84
Kuwait	51	80	50	49	51
Azerbaijan	52	96	24	36	44
Uruguay ³	53	17	35	76	79
Malta	54	65	72	58	13
Portugal ²	55	3	79	88	18
Palestinian A. T.	56	82	55	68	36
Saint Lucia ²	57	27	65	31	71
Indonesia	58	15	63	54	75
Mauritius	59	62	81	52	29
Macao, China	60	85	59	81	9
Lebanon ⁴	61	57	71	86	47
Malaysia	62	70	69	83	40
Mongolia	63	83	36	69	69
Medium EDI					
Venezuela	64	69	51	72	68
Panama	65	21	56	60	85
Republic of Moldova	66	101	31	34	72
Peru	67	9	73	70	87
Ecuador	68	14	60	17	98
Bolivia	69	48	77	77	81
Viet Nam	70	72	64	79	80
Paraguay ^{2, 3}	71	74	58	44	90
Brazil	72	68	70	71	83
Syrian Arab Republic	73	30	88	89	65
Tunisia	74	26	95	90	52
Philippines	75	64	54	61	102
Jamaica	76	79	87	74	74
Turkey	77	84	74	102	60
South Africa	78	71	82	67	86
Egypt	79	40	98	96	33
Botswana	80	95	85	45	66
Algeria	81	18	101	97	55
Oman	82	104	84	82	48
Bahamas ⁴	83	94	45	57	103
Colombia	84	92	53	63	96
Cape Verde	85	75	92	93	67
Iran, Isl. Rep.	86	86	93	92	70
El Salvador	87	67	86	56	107
Myanmar	88	88	68	62	109
Namibia	89	109	80	78	77
U. A. Emirates ⁴	90	111	91	75	59
Zimbabwe ⁴	91	99	66	80	110
Zambia	92	102	104	101	37
Swaziland	93	105	89	50	97
Guatemala	94	63	102	94	95
Dominican Republic	95	87	75	87	119
Nicaragua	96	66	94	73	120
Saudi Arabia	97	117	90	95	62
Low EDI					
Lesotho	98	90	83	98	113
Kenya	99	106	96	85	101
India	100	52	107	107	93
Cambodia	101	35	97	108	118
Morocco	102	89	113	110	91
Lao PDR	103	93	103	106	116
Mauritania	104	108	114	100	89
Bangladesh	105	36	118	103	112
Nigeria ⁴	106	116	99	105	108
Malawi	107	53	106	104	124
Equatorial Guinea	108	91	76	111	125
Rwanda	109	110	105	91	122
Togo	110	100	111	119	99
Ghana	111	114	110	99	114
Nepal	112	103	116	112	117
Djibouti ⁴	113	125	100	114	78
Senegal	114	113	119	113	94
Burundi	115	119	109	109	115
Eritrea ⁴	116	121	108	117	92
Yemen ⁴	117	107	112	124	106
Ethiopia	118	118	117	115	105
Benin	119	98	120	121	111
Mozambique ⁴	120	112	115	116	121
Guinea	121	115	121	123	88
Mali	122	122	125	120	82
Burkina Faso	123	123	124	118	100
Niger	124	124	122	122	104
Chad	125	120	123	125	123

1. Total primary NER includes children of primary school age who are enrolled in either primary or secondary schools.

2. The adult literacy rate is a proxy measure based on educational attainment, that is, the proportion of the adult population with at least complete primary education.

3. The NER in primary education is not published in the statistical tables as the reported number of pupils of official primary school age is believed to be underestimated. However, in order to calculate the EDI, an estimate of the total primary NER has been made. For more details, see the introduction to the statistical tables.

4. Adult literacy rates are unofficial UIS estimates generated in July 2002, using the previous UIS assessment model.

Sources: Annex, Statistical Tables 2, 5, 7 and 8; UNESCO (2005); UNESCO Institute for Statistics database; European Commission (2004) (for proxy literacy measure for European countries).

Table 3: Change in EDI and its components between 2003 and 2004

Countries/ Territories	EFA Development Index		Variation 2003-2004	Change in the EDI components between 2003 and 2004 (% in relative terms)			
	2003	2004		Total primary NER ¹ %	Adult literacy rate %	Gender-specific EFA index (GEI)	Survival rate to grade 5
High EDI							
United Kingdom ²	0.980	0.994	1.5	0.0	0.1	6.2	0.0
Slovenia ²	0.983	0.994	1.1	4.6	-0.3	0.2	0.0
Finland ²	0.991	0.994	0.3	-0.5	0.0	1.7	0.0
Kazakhstan	0.989	0.992	0.3	0.8	0.0	-0.9	1.5
France ²	0.992	0.992	0.0	-0.3	0.0	0.2	0.0
Belgium ²	0.989	0.992	0.3	-1.0	0.0	2.2	0.0
Norway ²	0.993	0.991	-0.2	-1.1	0.6	-0.3	0.0
Sweden ²	0.982	0.991	0.9	-1.1	0.0	5.0	0.0
Republic of Korea ³	0.990	0.988	-0.2	-0.2	0.4	0.2	-1.0
Latvia ²	0.961	0.987	2.8	11.7	0.0	-0.1	0.5
Switzerland ²	0.992	0.986	-0.6	-1.8	0.0	-0.6	0.0
Czech Republic ^{2,4}	0.956	0.986	3.1	12.1	0.1	0.5	0.7
Poland ²	0.983	0.986	0.3	-0.6	0.3	1.1	0.5
Estonia	0.984	0.984	0.1	-0.4	0.0	0.6	0.0
Barbados ³	0.994	0.984	-1.0	-2.7	0.0	0.1	-1.3
Italy	0.971	0.984	1.3	-0.4	4.7	1.1	0.0
Israel	0.950	0.984	3.6	-1.6	0.2	0.5	17.3
Slovakia ^{2,4}	0.956	0.983	2.9	13.4	-0.1	-0.1	-0.3
Hungary ²	0.987	0.982	-0.4	-2.1	0.7	-0.3	0.0
Greece	0.970	0.982	1.3	-0.4	5.4	0.4	0.0
Ireland ²	0.979	0.982	0.3	0.4	0.0	0.0	0.6
Spain ²	0.982	0.982	0.0	-0.2	0.2	0.0	0.0
Trinidad and Tobago	0.904	0.981	8.6	1.7	0.3	0.4	40.5
Cyprus	0.983	0.981	-0.1	0.1	0.0	-0.6	-0.1
Cuba	0.976	0.981	0.5	2.3	0.0	0.1	-0.2
Denmark ²	0.979	0.980	0.1	-0.1	0.2	0.4	0.0
Armenia	0.983	0.979	-0.3	-0.9	0.0	-0.5	0.0
Lithuania	0.976	0.975	-0.1	-1.4	0.0	0.4	0.7
Kyrgyzstan	0.965	0.974	0.9	0.7	0.0	0.7	2.5
Croatia	0.978	0.973	-0.5	-2.2	0.0	0.0	0.0
Belarus	0.978	0.971	-0.7	-4.6	0.0	0.0	1.5
Chile ⁴	0.952	0.969	1.8	9.8	0.0	-0.6	-1.0
Fiji	0.944	0.966	2.3	-1.1	0.0	-0.5	11.6
Bulgaria	0.956	0.965	1.0	4.7	0.0	-0.4	-0.2
Romania	0.957	0.965	0.8	3.2	0.0	0.3	0.0
Seychelles	0.975	0.962	-1.3	-3.1	0.0	-1.9	-0.2
TFYR Macedonia	0.952	0.961	0.9	1.4	0.0	-0.1	2.4
Costa Rica ⁴	0.938	0.956	2.0	7.2	-1.0	1.0	0.9
Albania	0.957	0.956	-0.1	0.7	0.0	-0.9	-0.1
China	0.954	0.954	0.0	-1.1	0.0	1.0	0.0
Luxembourg ²	0.964	0.953	-1.2	0.5	-1.7	0.0	-3.3
Bahrain	0.930	0.953	2.4	8.0	-1.4	2.0	0.9
Ukraine	0.958	0.952	-0.6	-2.4	0.0	-0.4	0.0
Netherlands Antilles	0.927	0.951	2.6	10.8	0.3	-0.3	0.0
Medium EDI							
Mexico	0.946	0.949	0.3	0.4	0.8	0.5	-0.4
Jordan	0.946	0.948	0.2	-0.8	0.0	-0.3	1.7
Argentina	0.968	0.946	-2.2	-0.3	0.0	-0.5	-8.5
Kuwait	0.914	0.946	3.5	3.0	12.5	0.1	-0.3
Azerbaijan	0.932	0.946	1.5	5.0	0.0	0.6	1.2
Uruguay ⁴	0.941	0.946	0.5	9.1	0.3	-0.7	-6.4
Malta	0.954	0.945	-0.9	-1.8	0.0	-1.9	0.0
Portugal ²	0.938	0.942	0.4	-0.1	1.9	-0.1	0.0
Palestinian A. T.	0.950	0.942	-0.8	-4.7	0.6	0.2	0.6
Saint Lucia	0.950	0.942	-0.9	-1.5	0.0	4.9	-6.7
Indonesia	0.923	0.938	1.5	2.3	2.9	1.0	0.0
Mauritius	0.943	0.936	-0.7	-2.1	0.1	-0.5	0.0
Macao, China	0.928	0.934	0.7	2.3	0.0	0.8	0.0
Lebanon ³	0.909	0.934	2.7	2.9	1.6	0.1	6.2
Malaysia	0.908	0.934	2.9	0.1	0.0	-1.0	13.0
Mongolia	0.916	0.933	1.9	8.7	0.0	0.9	-1.2
Venezuela	0.911	0.932	2.3	1.4	0.0	0.3	8.1
Panama	0.944	0.928	-1.7	-0.8	0.0	-0.1	-6.2
Republic of Moldova	0.910	0.918	0.9	2.6	2.3	0.2	-1.2

Table 3 (continued)

Countries/ Territories	EFA Development Index		Variation 2003-2004	Change in the EDI components between 2003 and 2004 (% in relative terms)			
	2003	2004		Total primary NER ¹ %	Adult literacy rate %	Gender-specific EFA index (GEI)	Survival rate to grade 5
Medium EDI							
Peru	0.911	0.916	0.5	-0.2	0.0	1.9	0.0
Ecuador	0.908	0.914	0.6	-0.2	0.0	0.5	2.5
Bolivia	0.904	0.911	0.8	0.3	0.2	0.4	2.3
Viet Nam	0.910	0.910	-0.1	-1.1	0.0	1.0	-0.3
Paraguay ^{2,4}	0.870	0.909	4.4	3.5	0.0	0.4	17.1
Brazil	0.905	0.905	0.0	-4.4	0.2	-0.3	5.7
Syrian Arab Republic	0.908	0.902	-0.7	-1.5	-4.0	2.1	0.3
Tunisia	0.895	0.901	0.7	0.1	0.0	2.1	0.4
Philippines	0.898	0.897	-0.2	0.2	0.0	-0.1	-0.9
Jamaica	0.923	0.890	-3.6	-4.2	-8.8	-1.4	0.0
South Africa	0.840	0.888	5.7	-0.5	0.0	0.3	29.9
Egypt	0.828	0.887	7.1	4.3	28.5	3.7	0.6
Botswana	0.859	0.885	3.0	3.8	2.9	1.5	4.1
Algeria	0.877	0.880	0.4	2.2	0.1	-0.1	-0.8
Oman	0.843	0.880	4.4	8.4	9.3	2.2	-0.4
Bahamas ³	0.921	0.879	-4.6	-15.5	0.3	-1.6	0.0
Colombia	0.876	0.879	0.3	-5.8	-1.4	-0.6	11.6
Cape Verde	0.879	0.877	-0.2	-6.8	3.0	0.5	3.7
Iran, Isl. Rep.	0.874	0.864	-1.2	2.7	0.0	-2.3	-4.6
El Salvador	0.842	0.861	2.3	1.9	1.9	0.6	5.7
Myanmar	0.834	0.860	3.1	4.1	0.2	1.2	8.8
Namibia	0.883	0.853	-3.4	-5.9	0.0	-0.7	-6.9
United Arab Emirates ³	0.886	0.852	-3.8	-17.9	2.0	-1.2	2.3
Zambia	0.748	0.829	10.8	15.7	0.2	-0.5	28.4
Swaziland	0.810	0.826	1.9	1.9	0.5	0.8	4.8
Guatemala	0.782	0.825	5.5	6.6	0.0	-1.6	19.6
Dominican Republic	0.865	0.816	-5.7	-8.9	-0.8	-0.6	-14.3
Nicaragua	0.817	0.811	-0.7	3.8	0.0	0.2	-9.3
Saudi Arabia	0.789	0.802	1.6	6.8	0.0	-0.9	2.3
Low EDI							
Lesotho	0.817	0.797	-2.4	0.0	1.0	0.9	-13.1
Kenya	0.731	0.797	8.9	13.9	0.0	0.5	27.6
India	0.741	0.789	6.5	2.5	0.0	-0.9	28.6
Cambodia	0.761	0.774	1.7	4.4	0.0	3.0	-2.0
Morocco	0.749	0.746	-0.4	-3.4	3.1	0.3	0.0
Lao PDR	0.745	0.741	-0.5	-0.7	0.1	0.9	-2.4
Mauritania	0.640	0.730	14.1	9.8	0.0	11.1	34.8
Bangladesh	0.663	0.722	8.9	11.5	3.6	1.1	20.8
Equatorial Guinea	0.689	0.708	2.8	0.8	3.3	1.3	10.6
Rwanda	0.715	0.686	-4.0	-15.6	1.5	2.4	-1.7
Ghana	0.662	0.682	3.0	3.2	7.0	2.4	0.0
Nepal	0.652	0.668	2.5	9.6	0.0	4.8	-6.4
Djibouti ³	0.629	0.665	5.8	-3.1	5.7	6.3	9.3
Senegal	0.653	0.646	-1.0	-4.2	0.0	2.8	-2.3
Burundi	0.653	0.646	-1.1	-0.5	0.7	2.1	-6.7
Eritrea ³	0.652	0.644	-1.2	5.9	4.9	-3.7	-6.9
Yemen ³	0.622	0.642	3.1	4.8	8.2	5.8	-3.6
Ethiopia	0.536	0.627	17.0	20.2	8.8	12.6	24.9
Mozambique ³	0.543	0.599	10.4	28.4	8.3	4.6	0.0
Mali	0.492	0.529	7.5	4.5	0.0	4.7	13.4
Burkina Faso	0.443	0.511	15.6	11.8	69.9	7.6	14.5
Niger	0.458	0.499	9.0	2.7	99.4	-5.3	6.4
Chad	0.439	0.428	-2.7	-9.4	0.5	-0.9	3.3

1. Total primary NER includes children of primary school age who are enrolled in either primary or secondary schools.

2. The adult literacy rate is a proxy measure based on educational attainment, that is, the proportion of the adult population with at least a complete primary education.

3. Adult literacy rates are unofficial UIS estimates generated in July 2002, using the previous UIS assessment model.

4. The NER in primary education is not published in the statistical tables as the reported number of pupils of official primary school age is believed to be underestimated. However, in order to calculate the EDI, an estimate of the total primary NER has been made. For more details, see the introduction to the statistical tables.

Sources: Annex, Statistical Tables 2, 5, 7 and 8; UNESCO (2005); UNESCO Institute for Statistics database; European Commission (2004) (for proxy literacy measure for European countries).