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Annex

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Appendices: EDI and prospects for the achievement of EFA

Appendix 1 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 four of the goals: universal primary education (UPE), adult literacy, gender parity and the quality of education.

The two goals not included in the EDI are goals 1 and 3. Indicators on goal 1 (Early childhood care and education) cannot easily be incorporated because national data are insufficiently standardized and reliable and comparable data are not available for most countries. As for goal 3 (learning needs of youth and adults), it has not yet been sufficiently defined for quantitative measurement.

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 indicator selected to measure UPE achievement (goal 2) 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 that all eligible children are enrolled in school.

Adult literacy

The adult literacy rate is used as a proxy to measure progress towards goal 4. The existing data on literacy are not entirely satisfactory, however; new methodologies are being developed (see Chapter 7). Moreover, as the adult literacy indicator is a statement about the stock of human capital, it is slow to change, and thus it could be argued that it is not a good 'leading indicator' of year-by-year progress towards improvement in literacy levels. Providing a new data series of good quality for all countries will take many years, though; 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 development. They are incomplete, as they do not

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

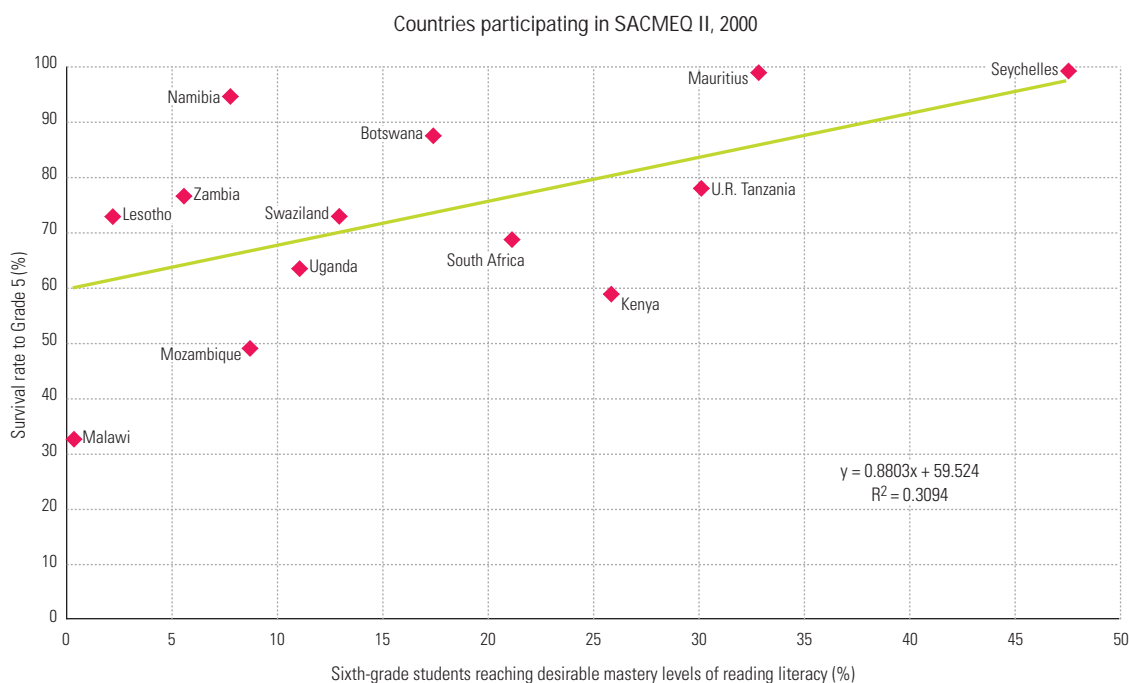
include values, capacities and other non-cognitive skills that are also important aims of education, beyond cognitive skills (UNESCO, 2004a: pp. 43–4). They also tell nothing about the cognitive value added by schooling, (as opposed to home background), or the distribution of ability among children enrolled in school.² Despite these drawbacks, learning outcomes would likely be the most appropriate single proxy for the average quality of education, but as they are not available as comparable data for a large number of countries, it is not yet possible to use them in the EDI.

Among the feasible proxies available for a large number of countries, the survival rate to Grade 5 was selected as being the best available for the quality component for the EDI.³ Figure A1.1 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 31%. Education systems capable of retaining a larger proportion of their pupils to Grade 5 are performing 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 A1.2 shows that the variation in one variable explains about 38% of the variation in the other one in the results of the third Trends in International Mathematics and Science Study (TIMSS), and up to 68% in the Programme for International Student Assessment (PISA) study.

Another possible proxy for quality is the pupil/teacher ratio (PTR). Indeed, among SACMEQ II countries, the proportion of variation in learning outcomes explained by the PTR (35%) is slightly higher than that explained by survival rates to Grade 5 (31%). Many other studies, however, produce much more ambiguous evidence of the relationship between the PTR and learning outcomes (UNESCO, 2004a). 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.⁴

Figure A1.1: Survival rate to Grade 5 and learning outcomes at primary level

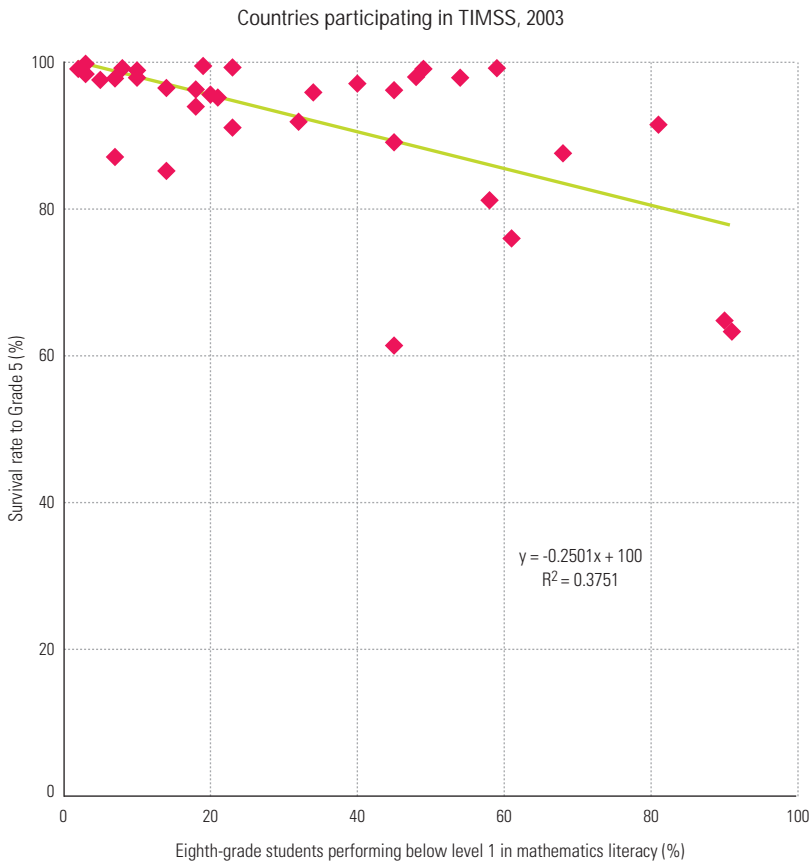


2. Strictly speaking, it would be necessary to compare average levels of cognitive achievement for pupils completing a given school grade across countries with similar levels and distributions of income and with similar levels of NER, so as to account for home background and ability cohort effects.

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

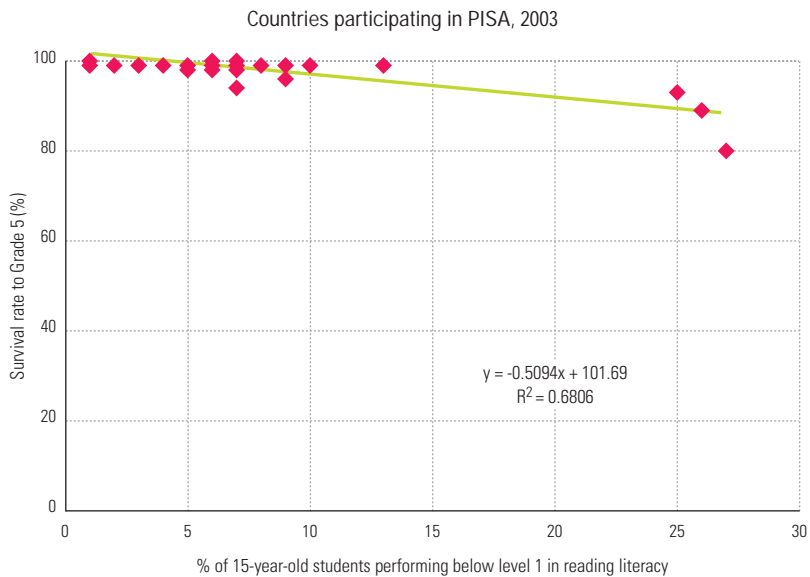
4. Another reason is that, unlike PTRs, survival rates, like the other EDI components, range from 0 to 100%. Therefore, the use of the survival rate to Grade 5 in the EDI avoids a need to rescale the data.

Figure A1.2: Survival rate to Grade 5 and learning outcomes at lower secondary level



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

Figure A1.2 (continued)



Sources: OECD (2004): statistical annex, 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 sub-goals: 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 sub-goal is measured by the gender parity indexes (GPIs) for the gross enrolment ratios at primary and secondary levels. Measuring and monitoring the broader aspects of equality in education is difficult, as the 2003/4 Report demonstrated (UNESCO, 2003b). 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 gross enrolment ratio in primary education, for the gross enrolment ratio in secondary education and for the adult literacy rate. This means the GEI does not fully reflect the second, 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 A1.3 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 A1.4 illustrates the calculation for Tunisia, using 2002 data. The GPIs in primary education, secondary education and adult literacy were 0.964, 1.082 and 0.784, respectively, resulting in a GEI of 0.891:

$$\begin{aligned} \text{GEI} &= 1/3 \text{ (transformed GPI in primary)} \\ &+ 1/3 \text{ (transformed GPI in secondary)} \\ &+ 1/3 \text{ (transformed GPI in adult literacy)} \\ \text{GEI} &= 1/3 (0.964) + 1/3 (0.924) + 1/3 (0.784) = 0.891 \end{aligned}$$

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 A1.5 illustrates the calculation of the EDI, again using Tunisia as an example. The total primary NER, adult literacy rate, value of the GEI and survival rate to Grade 5 in 2002 were 0.984, 0.748, 0.891 and 0.925, respectively, resulting in an EDI of 0.886:

$$\begin{aligned} \text{EDI} &= 1/4 \text{ (NER)} \\ &+ 1/4 \text{ (adult literacy rate)} \\ &+ 1/4 \text{ (GEI)} \\ &+ 1/4 \text{ (survival rate to Grade 5)} \\ \text{EDI} &= 1/4 (0.984) + 1/4 (0.743) + 1/4 (0.891) + 1/4 (0.925) \\ &= 0.886 \end{aligned}$$

Data sources and country coverage

All data used to calculate the EDI for 1998 and 2002 (or 2001, where more recent data were not available) are from the UNESCO Institute for Statistics (UIS) database, with one exception. Adult literacy data for some OECD countries, for which UIS estimates are not available, are based on the results of the 2003 European Labour Force Survey.

Only the 121 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. Coupled with the exclusion of goals 1 and 3, the EDI does not yet therefore provide a comprehensive global overview of overall progress towards the EFA goals.

Figure A1.3: Calculating 'transformed' GPIs

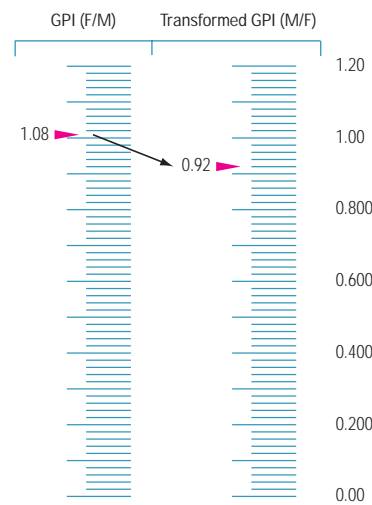


Figure A1.4: Calculating the GEI

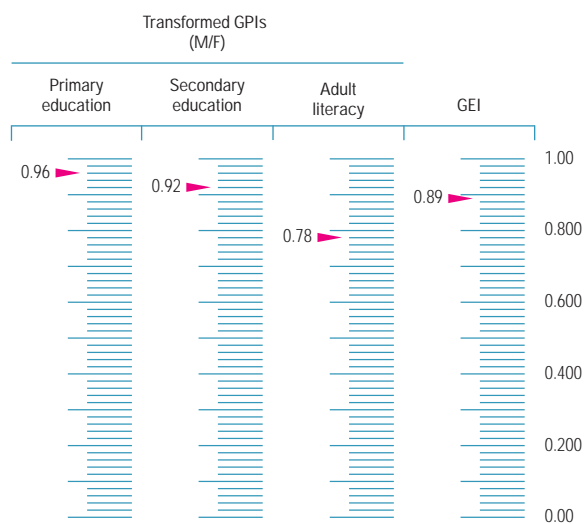


Figure A1.5: Calculating the EDI

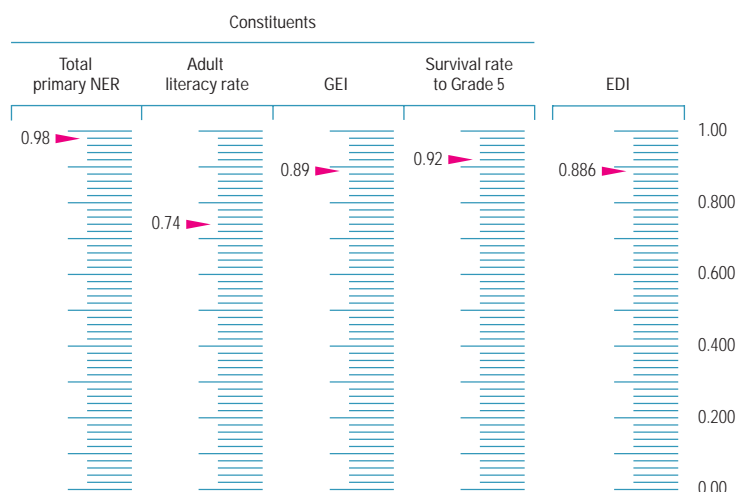


Table A1.1: The EFA Development Index and its components, 2002

Ranking according to level of EDI	Countries	EDI	Total primary NER ¹	Adult literacy rate	Gender-related EFA index (GEI)	Survival rate to Grade 5
High EDI						
1	Barbados	0.994	1.000	0.997	0.991	0.988
2	Norway	0.993	1.000	0.983	0.993	0.995
3	France	0.992	0.999	0.987	0.993	0.990
4	Switzerland	0.992	1.000	1.000	0.977	0.990
5	Finland	0.991	1.000	1.000	0.965	0.999
6	Republic of Korea	0.990	0.998	0.980	0.991	0.991
7	Belgium	0.989	1.000	1.000	0.965	0.990
8	Kazakhstan	0.989	0.982	0.995	0.996	0.982
9	Hungary	0.987	0.980	0.993	0.997	0.976
10	Estonia	0.984	0.976	0.998	0.977	0.984
11	Slovenia	0.983	0.954	0.997	0.995	0.989
12	Armenia	0.983	0.991	0.994	0.983	0.963
13	Cyprus	0.983	0.986	0.968	0.984	0.993
14	Poland	0.983	0.980	0.978	0.979	0.993
15	Spain	0.982	0.997	0.971	0.969	0.990
16	United Kingdom	0.980	1.000	0.997	0.932	0.990
17	Ireland	0.979	0.960	0.993	0.973	0.992
18	Denmark	0.979	1.000	0.950	0.976	0.990
19	Belarus	0.978	0.949	0.996	0.984	0.985
20	Croatia	0.978	0.951	0.981	0.985	0.996
21	Cuba	0.976	0.947	0.969	0.980	0.979
22	Seychelles	0.975	0.996	0.919	0.993	0.993
23	Italy	0.971	1.000	0.940	0.981	0.965
24	Serbia and Montenegro	0.970	0.979	0.964	0.980	0.956
25	Greece	0.970	1.000	0.910	0.978	0.990
26	Lithuania	0.976	0.936	0.996	0.991	0.979
27	Argentina	0.968	0.998	0.972	0.981	0.922
28	Kyrgyzstan	0.965	0.953	0.987	0.985	0.935
29	Samoa	0.965	0.975	0.987	0.959	0.938
30	Luxembourg	0.964	0.913	0.975	0.979	0.990
31	Latvia	0.961	0.877	0.997	0.991	0.978
32	Ukraine	0.958	0.858	0.994	0.995	0.986
33	Romania	0.957	0.921	0.973	0.981	0.952
34	Albania	0.957	0.949	0.987	0.992	0.900
35	Czech Republic	0.956	0.865	0.998	0.986	0.977
36	Bulgaria	0.956	0.923	0.982	0.980	0.939
37	Slovakia	0.956	0.855	0.996	0.992	0.979
38	China	0.954	0.957	0.909	0.959	0.990
39	Malta	0.954	0.961	0.879	0.982	0.993
40	TFYR Macedonia	0.952	0.908	0.961	0.980	0.959
41	Chile	0.952	0.865	0.957	0.985	0.999
42	Saint Lucia	0.950	0.998	0.901	0.935	0.966
43	Israel	0.950	0.993	0.969	0.984	0.852
44	Palestinian A.T.	0.950	0.948	0.919	0.952	0.979
Medium EDI						
45	Jordan	0.946	0.955	0.899	0.959	0.971
46	Mexico	0.946	0.994	0.903	0.957	0.930
47	Fiji	0.944	0.998	0.929	0.965	0.885
48	Panama	0.944	0.996	0.919	0.964	0.898
49	Mauritius	0.943	0.966	0.843	0.973	0.989
50	Uruguay	0.941	0.907	0.977	0.952	0.929
51	Portugal	0.938	1.000	0.842	0.922	0.990
52	Costa Rica	0.938	0.905	0.958	0.971	0.916
53	Azerbaijan	0.932	0.799	0.988	0.974	0.966
54	Guyana	0.930	0.992	0.987	0.971	0.772
55	Bahrain	0.930	0.909	0.877	0.944	0.991
56	Macao, China	0.928	0.873	0.913	0.928	0.997
57	Netherlands Antilles	0.927	0.889	0.967	0.968	0.885
58	Indonesia	0.923	0.968	0.879	0.956	0.891
59	Jamaica	0.923	0.954	0.876	0.963	0.897
60	Bahamas	0.921	0.998	0.956	0.980	0.752
61	Mongolia	0.916	0.822	0.978	0.946	0.920
62	Kuwait	0.914	0.884	0.829	0.969	0.975
63	Peru	0.911	0.997	0.877	0.935	0.836

Table A1.1 (continued)

Ranking according to level of EDI	Countries	EDI	Total primary NER ¹	Adult literacy rate	Gender-related EFA index (GEI)	Survival rate to Grade 5
Medium EDI						
64	Venezuela	0.911	0.926	0.930	0.947	0.842
65	Viet Nam	0.910	0.941	0.903	0.927	0.871
66	Republic of Moldova	0.910	0.790	0.962	0.977	0.911
67	Lebanon	0.909	0.926	0.869	0.923	0.919
68	Ecuador	0.908	0.995	0.910	0.984	0.744
69	Syrian Arab Republic	0.908	0.997	0.829	0.892	0.914
70	Malaysia	0.908	0.931	0.887	0.943	0.871
71	Brazil	0.905	0.983	0.884	0.954	0.799
72	Bolivia	0.904	0.965	0.865	0.940	0.844
73	Trinidad and Tobago	0.904	0.955	0.985	0.963	0.712
74	Philippines	0.898	0.943	0.926	0.964	0.760
75	Tunisia	0.895	0.984	0.743	0.891	0.962
76	Belize	0.888	0.992	0.769	0.975	0.815
77	United Arab Emirates	0.886	0.886	0.773	0.959	0.925
78	Namibia	0.883	0.784	0.850	0.949	0.947
79	Cape Verde	0.879	0.992	0.757	0.889	0.880
80	Algeria	0.877	0.969	0.698	0.872	0.970
81	Colombia	0.876	0.901	0.942	0.969	0.694
82	Iran, Islamic Republic of	0.874	0.863	0.770	0.917	0.946
83	Paraguay	0.870	0.899	0.916	0.970	0.697
84	Dominican Republic	0.865	0.964	0.877	0.928	0.691
85	Botswana	0.859	0.811	0.789	0.959	0.876
86	Oman	0.843	0.736	0.744	0.914	0.980
87	El Salvador	0.842	0.923	0.797	0.959	0.689
88	South Africa	0.840	0.937	0.824	0.952	0.648
89	Myanmar	0.834	0.842	0.897	0.951	0.646
90	Egypt	0.828	0.932	0.556	0.844	0.980
91	Nicaragua	0.817	0.908	0.767	0.947	0.648
92	Lesotho	0.817	0.862	0.814	0.861	0.730
93	Swaziland	0.810	0.756	0.792	0.961	0.732
Low EDI						
94	Saudi Arabia	0.789	0.560	0.794	0.887	0.915
95	Guatemala	0.782	0.886	0.691	0.900	0.652
96	Cambodia	0.761	0.935	0.736	0.765	0.609
97	Morocco	0.749	0.898	0.507	0.778	0.812
98	Zambia	0.748	0.699	0.679	0.848	0.767
99	Lao PDR	0.745	0.850	0.687	0.801	0.641
100	India	0.741	0.937	0.610	0.802	0.614
101	Kenya	0.731	0.676	0.736	0.923	0.590
102	Congo	0.717	0.540	0.828	0.837	0.663
103	Rwanda	0.715	0.870	0.640	0.883	0.466
104	Equatorial Guinea	0.689	0.850	0.842	0.770	0.295
105	Bangladesh	0.663	0.875	0.411	0.828	0.539
106	Ghana	0.662	0.639	0.541	0.835	0.633
107	Papua New Guinea	0.660	0.730	0.573	0.829	0.506
108	Côte d'Ivoire	0.659	0.617	0.481	0.663	0.876
109	Senegal	0.653	0.690	0.393	0.729	0.800
110	Burundi	0.653	0.575	0.589	0.771	0.675
111	Nepal	0.652	0.732	0.486	0.741	0.649
112	Eritrea	0.652	0.456	0.576	0.712	0.863
113	Mauritania	0.640	0.679	0.512	0.763	0.606
114	Djibouti	0.629	0.343	0.665	0.705	0.802
115	Yemen	0.622	0.723	0.490	0.518	0.759
116	Mozambique	0.543	0.553	0.465	0.661	0.492
117	Ethiopia	0.536	0.482	0.415	0.662	0.587
118	Mali	0.492	0.445	0.190	0.585	0.746
119	Niger	0.458	0.385	0.144	0.611	0.691
120	Burkina Faso	0.443	0.366	0.128	0.614	0.662
121	Chad	0.439	0.629	0.255	0.429	0.443

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

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

Sources: Statistical annex, Tables 2A, 5, 7 and 8; UNESCO Institute for Statistics database; European Labour Force Survey 2003.

Table A1.2: Countries ranked according to value of EDI and components, 2002

Countries	EDI	Total primary NER ¹	Adult literacy rate	Gender-related EFA index (GEI)	Survival rate to Grade 5
Barbados	1	10	8	11	25
Norway	2	8	25	6	5
France	3	11	23	7	14
Switzerland	4	2	1	36	14
Finland	5	2	1	52	2
Republic of Korea	6	12	28	12	11
Belgium	7	2	1	50	14
Kazakhstan	8	32	13	2	29
Hungary	9	34	17	1	39
Estonia	10	36	4	37	28
Slovenia	11	49	9	3	24
Armenia	12	28	15	22	45
Cyprus	13	29	38	20	9
Poland	14	33	29	32	8
Spain	15	19	35	46	14
United Kingdom	16	9	7	80	14
Ireland	17	44	16	42	10
Denmark	18	1	46	38	14
Belarus	19	53	12	18	27
Croatia	20	51	27	16	4
Cuba	21	55	37	30	33
Seychelles	22	21	54	5	7
Italy	23	2	48	25	44
Serbia/Montenegro	24	35	40	27	48
Greece	25	2	57	34	14
Lithuania	26	60	10	10	35
Argentina	27	15	34	26	58
Kyrgyzstan	28	50	20	17	54
Samoa	29	37	21	62	53
Luxembourg	30	69	32	33	22
Latvia	31	82	6	13	36
Ukraine	32	90	14	4	26
Romania	33	68	33	24	49
Albania	34	52	19	9	65
Czech Republic	35	86	5	14	37
Bulgaria	36	67	26	29	52
Slovakia	37	91	11	8	34
China	38	45	59	59	13
Malta	39	43	68	23	6
TFYR, Macedonia	40	71	42	31	47
Chile	41	87	44	15	1
Saint Lucia	42	14	62	78	43
Israel	43	24	36	21	77
Palestinian A.T.	44	54	53	69	32
Jordan	45	47	63	58	40
Mexico	46	23	61	64	55
Fiji	47	16	50	51	70
Panama	48	20	52	54	66
Mauritius	49	40	76	41	23
Uruguay	50	73	31	67	56
Portugal	51	2	78	86	14
Costa Rica	52	74	43	43	61
Azerbaijan	53	97	18	40	42
Guyana	54	25	22	44	86
Bahrain	55	70	69	75	12
Macao, China	56	84	56	82	3
Netherlands Antilles	57	78	39	49	69
Indonesia	58	39	67	65	68
Jamaica	59	48	72	55	67
Bahamas	60	13	45	28	90
Mongolia	61	95	30	74	59
Kuwait	62	81	79	47	39
Peru	63	17	71	79	80
Venezuela	64	65	49	72	79
Viet Nam	65	57	60	83	75
Republic of Moldova	66	98	41	35	64
Lebanon	67	64	73	85	60
Ecuador	68	22	58	19	92
Syrian Arab Republic	69	18	80	90	63
Malaysia	70	63	65	76	74
Brazil	71	31	66	66	85
Bolivia	72	41	74	77	78
Trinidad and Tobago	73	46	24	56	95
Philippines	74	56	51	53	88
Tunisia	75	30	94	91	46
Belize	76	27	90	39	81
United Arab Emirates	77	79	88	61	57
Namibia	78	99	75	71	50
Cape Verde	79	26	92	92	71
Algeria	80	38	97	95	41
Colombia	81	75	47	48	97
Iran, Isl. Rep.	82	88	89	87	51
Paraguay	83	76	55	45	96
Dominican Republic	84	42	70	81	98
Botswana	85	96	87	63	73
Oman	86	101	93	88	31
El Salvador	87	66	84	60	100
South Africa	88	59	82	68	107
Myanmar	89	94	64	70	108
Egypt	90	62	107	98	30
Nicaragua	91	72	91	73	106
Lesotho	92	89	83	96	94
Swaziland	93	100	86	57	93
Saudi Arabia	94	113	85	93	62
Guatemala	95	80	98	89	104
Cambodia	96	61	96	108	112
Morocco	97	77	110	105	82
Zambia	98	105	100	97	87
Lao PDR	99	93	99	104	109
India	100	58	103	103	111
Kenya	101	108	95	84	114
Congo	102	115	81	99	102
Rwanda	103	85	102	94	119
Equatorial Guinea	104	92	77	107	121
Bangladesh	105	83	116	102	116
Ghana	106	109	108	100	110
Papua New Guinea	107	103	106	101	117
Côte d'Ivoire	108	111	113	114	72
Senegal	109	106	117	111	84
Burundi	110	112	104	106	101
Nepal	111	102	112	110	105
Eritrea	112	117	105	112	76
Mauritania	113	107	109	109	113
Djibouti	114	121	101	113	83
Yemen	115	104	111	120	89
Mozambique	116	114	114	116	118
Ethiopia	117	116	115	115	115
Mali	118	118	119	119	91
Niger	119	119	120	118	99
Burkina Faso	120	120	121	117	103
Chad	121	110	118	121	120

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

Sources: Statistical annex, Tables 2A, 5, 7 and 8; UNESCO Institute for Statistics database; European Labour Force Survey 2003.

Table A1.3: Change in EDI and its components between 1998 and 2002

Countries	EFA Development Index		Variation	Change in the EDI constituents between 1998 and 2002 (% in relative terms)			
	1998	2002	1998-2002	Total primary NER ¹	Adult literacy rate	Gender-related EFA index (GEI)	Survival rate to Grade 5
High EDI							
Barbados	0.979	0.994	1.6	0.3	0.1	1.1	5.0
Republic of Korea	0.976	0.990	1.5	5.8	0.6	0.5	-0.8
Estonia	0.991	0.984	-0.7	-2.4	0.0	0.1	-0.7
Cyprus	0.971	0.983	1.2	0.6	0.2	0.8	3.3
Croatia	0.977	0.978	0.1	0.0	0.1	0.4	-0.1
Cuba	0.967	0.976	1.0	-5.2	0.6	1.2	4.4
Lithuania	0.989	0.976	-1.3	-3.9	0.1	-0.1	-1.5
Italy	0.985	0.971	-1.3	0.0	-4.4	-0.9	-0.1
Samoa	0.936	0.965	3.1	0.5	0.2	-0.3	13.5
Latvia	0.969	0.961	-0.8	-5.4	0.0	1.0	0.9
Romania	0.980	0.957	-2.3	-7.8	-0.6	-0.2	-0.4
Bulgaria	0.967	0.956	-1.2	-5.5	0.0	-0.1	1.0
Chile	0.952	0.952	0.0	-1.6	0.3	1.0	0.1
Medium EDI							
Jordan	0.936	0.946	1.1	2.6	1.6	0.9	-0.6
Mexico	0.940	0.946	0.6	-0.2	-0.2	-1.4	4.5
Mauritius	0.934	0.943	1.0	3.6	0.8	0.1	-0.6
Guyana	0.979	0.930	-5.0	1.8	0.5	-1.5	-20.8
Bahrain	0.936	0.930	-0.7	-5.8	1.2	0.4	1.7
Mongolia	0.923	0.916	-0.7	-10.7	-0.6	3.2	5.5
Peru	0.927	0.911	-1.7	0.0	-1.5	-0.7	-4.8
Venezuela	0.907	0.911	0.5	6.0	1.2	2.1	-7.3
Viet Nam	0.909	0.910	0.1	-2.3	-2.0	0.2	5.1
Republic of Moldova	0.929	0.910	-2.0	1.0	-2.5	-1.5	-4.5
Lebanon	0.892	0.909	1.9	3.5	2.3	1.1	0.7
Ecuador	0.910	0.908	-0.2	1.0	0.2	0.7	-3.4
Syrian Arab Republic	0.858	0.908	5.8	3.9	14.1	7.5	-0.3
Bolivia	0.882	0.904	2.5	-0.6	2.9	2.2	6.3
Trinidad and Tobago	0.979	0.904	-7.7	-1.6	0.4	-0.3	-28.8
Tunisia	0.859	0.895	4.1	4.0	8.5	0.6	4.4
Belize	0.906	0.888	-2.0	3.5	-17.0	1.3	4.8
United Arab Emirates	0.857	0.886	3.4	10.0	3.0	1.2	0.2
Namibia	0.841	0.883	5.0	0.5	5.5	0.6	13.5
Colombia	0.849	0.876	3.2	0.7	3.4	1.3	9.4
Paraguay	0.879	0.870	-1.0	-2.4	-1.2	0.1	-0.5
Dominican Republic	0.850	0.865	1.8	7.4	5.8	0.7	-7.9
Botswana	0.841	0.859	2.1	2.9	4.7	1.2	0.1
Oman	0.824	0.843	2.4	-5.2	8.7	1.8	4.5
El Salvador	0.792	0.842	6.3	13.0	2.7	-0.5	12.4
South Africa	0.878	0.840	-4.3	-2.4	-2.4	0.5	-14.7
Lesotho	0.740	0.817	10.3	33.6	-1.3	7.3	6.0
Swaziland	0.814	0.810	-0.5	9.5	1.4	-0.9	-10.2
Low EDI							
Saudi Arabia	0.785	0.789	0.5	-2.2	7.0	1.7	-4.0
Guatemala	0.730	0.782	7.1	14.2	3.0	3.4	7.9
Cambodia	0.687	0.761	10.8	13.2	10.6	10.1	8.3
Morocco	0.686	0.749	9.1	22.3	8.1	7.6	-0.7
Zambia	0.768	0.748	-2.5	1.6	-11.0	1.2	-1.9
Lao PDR	0.680	0.745	9.6	6.0	8.8	8.0	18.0
Bangladesh	0.664	0.663	-0.2	-0.6	5.7	-1.6	-1.5
Papua New Guinea	0.718	0.660	-8.2	-2.3	-8.2	0.8	-25.6
Côte d'Ivoire	0.588	0.659	12.2	9.4	3.2	5.4	26.8
Eritrea	0.640	0.652	1.9	33.5	6.8	-1.7	-9.5
Mauritania	0.605	0.640	5.8	8.3	30.6	1.9	-7.1
Djibouti	0.603	0.629	4.3	9.0	6.7	-0.2	4.5
Mozambique	0.484	0.543	12.2	16.8	11.4	5.5	17.7
Ethiopia	0.482	0.536	11.4	32.7	12.6	3.9	5.3
Mali	0.492	0.492	-0.1	15.2	-21.3	4.9	-4.7
Burkina Faso	0.450	0.443	-1.7	9.1	-42.2	9.4	-3.0
Chad	0.496	0.439	-11.3	15.0	-35.2	-12.4	-19.6

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

Sources: Statistical annex, Tables 2A, 5, 7 and 8; UNESCO Institute for Statistics database; European Labour Force Survey 2003.

Appendix 2

Prospects for the achievement of Education for All by 2015: methodology

Chapter 2 includes projections to 2015 for three of the six EFA goals: UPE, gender parity and adult literacy. National prospects of reaching each of the three goals are based on trend projections of enrolment and adult literacy rates.

Projection methodology for UPE and gender parity

Prospects for achievement of these two EFA goals are based on extrapolation into the future of trends in enrolment ratios between 1990 and 2002 (for further details, see Bayou et al., 2005). Particular emphasis was given to trends during the most recent period, 1998–2002, which provide a picture of the possible effects of education policies implemented since the Dakar forum in 2000. These projections do not aim or claim to forecast enrolment rates, but only to show how the rates would change in the future if past trends were to continue. The projections do not, therefore, take account of recently implemented policy changes that may affect enrolments but have not yet done so. Despite this limitation, trend projections are useful as an analysis and monitoring tool and as a baseline to reflect on educational policy changes that may be needed for countries to achieve the various EFA goals.

In general, only countries that have a sufficiently complete set of data and that have not yet achieved UPE and primary- and secondary-school gender parity goals were included in the projections, that is, 90 for the first goal and 150 for the second one.

Projecting net enrolment ratios

The NER is one of the two most relevant indicators widely used to measure progress towards UPE, the other being the completion rate. The decision was made to base the projections on the total primary-school-age NER (N1), which takes into account all children of primary-school

age enrolled either in primary (N1P) or secondary (N1S) school. As primary-school-age children enrolled in secondary school have, by definition, already attended primary school, including them takes fuller account of the reality of UPE than does the primary education NER.

Total primary-school-age children NERs (N1) were projected separately for each sex using the logistic function, particularly when rates were rising. The choice of this method is based on the very nature of the rates, which tend towards a natural maximum of 100%, which they should not exceed. In addition, their marginal rate of increase falls as a country approaches the 100% limit of UPE. For countries in which rates were decreasing, the projections employed a linear regression in order to keep projected rates from falling to unrealistically low levels, as might have happened had the logistic function been used.

Once N1 was projected, projections of N1P and N1S were calculated, based on their respective shares in N1 in 2002.

Projecting the gender parity index in primary and secondary education

Achievement of gender parity is defined as having reached a GPI value between 0.97 and 1.03 (Chapter 2). The 3% tolerance is to allow for statistical measurement errors and does not imply any judgement about the acceptability of any particular level of disparity (UNESCO, 2003).

Country prospects for the achievement of gender parity are assessed on the basis of trend projections of GERs in primary and secondary education, by gender, for 2005 and 2015. Projected primary GERs by gender are reconstructed, based on the N1P projections by sex. As the GER/N1P ratio was fairly constant between 1990 and 2002 for most of the countries, it was not projected, so the 2002 ratio was used for 2015 as well.

$$\text{Primary GER}_{2015} = \text{N1P}_{2015} * (\text{GER}_{2002}/\text{N1P}_{2002}).$$

Once the GER by gender is projected, the projected GPI is calculated as the ratio of the girls' rate to that for boys.

GERs by gender for secondary education are projected directly using a linear regression.

Projection methodology for adult literacy

Adult literacy rates in 2015 are projected using a standard demographic projection methodology – the cohort-component method and its extension to multi-state projections. In other words, future proportions of literates are derived largely from the current age distribution of literacy in the population, together with explicit assumptions concerning the transition rates to literacy for the youngest cohorts. Two important principles of this demographic approach are (a) the explicit consideration of the population by age, sex and literacy status at different points in time; and (b) the clear distinction between stocks (people who are literate) and flows (transitions from illiterate to literate states).

More specifically, projections of adult literacy rates are based on a trend scenario which assumes that future transition rates to literacy

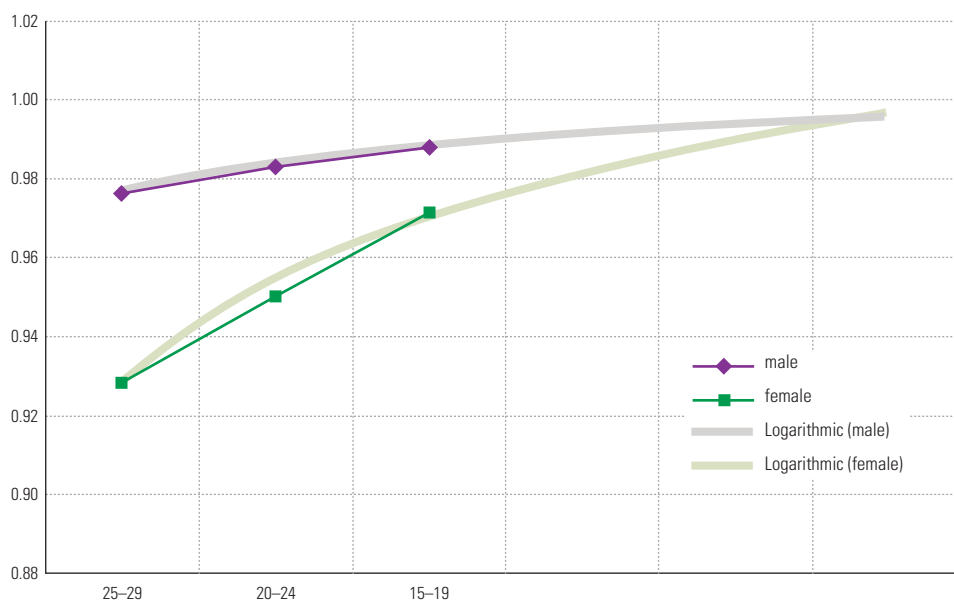
will increase at the same rate as in the past, i.e. the increase in the proportion of literates from higher to younger age groups is taken as a proxy for the increase in transition rates over time. Extrapolations were made of trends in proportions of literates (separately for men and women) only for the age groups 25–29, 20–24 and 15–19 in 2000, as older age groups would not reflect the effect of recent policy changes.

Figure A2.1 illustrates this, based on a logarithmic extrapolation that results in proportions of literates in the age group 15–19 over the five-year periods 2000–2005, 2005–2010 and 2010–2015. The result of the projection is a full age pyramid (starting at age 15) giving the literate and illiterate populations by five-year age groups and sex up to 2015.

Prospect analysis for achievement of the goals

The methodology used to assess countries' chances of achieving the three EFA goals takes into account two dimensions, one static and one dynamic. The first represents a country's current situation: it may have reached a goal, or be close to or far from it. Each country is also moving

Figure A2.1. Proportion of literates in age group 15–19 up to 2015



Source: Lutz and Goujon (2005).

towards or away from the goal – the dynamic dimension. The two dimensions are integrated and compared on the basis of explicit criteria, forming a matrix containing four quadrants (Table A2.1).

Countries that have already achieved a particular goal are not included in the matrix for that goal, with the exception of the gender parity goal (see Table 2.10), which has two target dates: 2005 and 2015.

The quadrant also shows a country's chance of achieving a goal by the target date set in Dakar. Thus, quadrant II, labelled 'High chance of achieving the goal', includes countries currently either close to the goal or not yet there but moving towards it. Quadrant III contains countries that have a low chance of achieving a goal because of their current position far from the goal, but that are nonetheless moving towards it. Other countries far from the goal, but moving in the wrong direction (away from it), are in quadrant IV, labelled 'Serious risk of not achieving the goal'. Finally, quadrant I comprises countries that,

though close to the goal, are moving away from it and are therefore at risk of not achieving it.

For the adult literacy goal, a slightly different methodology was used to determine the dynamic dimension in the quadrants. As almost all countries reduced their adult illiteracy rates from 1990 to 2000-2004, there was no point in distinguishing between movements towards or away from the goal. This is all the more the case because the target for 2015 – halving the illiteracy rate – varies in quantitative terms from country to country according to its rate in 2000.

For example, a country with a literacy rate of 70% in 2000 would have as the target for 2015 a rate of 85%; one with an initial rate of 80% would have a target of 90% to reach by 2015, and so on. The *rate* of progress is thus used as a criterion for the dynamic dimension in this analysis. On the basis of their current literacy levels, countries progressing rapidly enough to reach the target in 2015 are considered 'fast performers', while those at risk or serious risk of not achieving the target, given their current pace, are labelled 'slow performers'.

Table A2.1: Analytical framework

Distance from the goal in 2002	Close	<p>QUADRANT I</p> <p>At risk of not achieving the goal</p> <p>Countries close to the goal but moving away from it</p>	<p>QUADRANT II</p> <p>High chance of achieving the goal</p> <p>Countries close to the goal and moving towards it</p>
	Far	<p>QUADRANT IV</p> <p>Serious risk of not achieving the goal</p> <p>Countries far from the goal and moving away from it</p>	<p>QUADRANT III</p> <p>Low chance of achieving the goal</p> <p>Countries far from the goal but moving towards it</p>
		Away from the goal	Towards the goal
Change over the period from 1990 to 2002			

Statistical annex

Introduction

The most recent data on pupils, students, teachers and expenditure presented in these statistical tables refer to the school year 2002/2003. They are based on survey results reported to and processed by the UNESCO Institute for Statistics (UIS) before the end of May 2005. Data received after this date will be used in the next *EFA Global Monitoring Report*. A small number of countries (Chile, Djibouti, Ethiopia, Ghana, Republic of Korea, Sri Lanka, Thailand, United Republic of Tanzania, Zimbabwe) have submitted data for more recent years that are presented in bold in the statistical tables. These statistics refer to all formal schools, both public and private, by level of education. They are supplemented by demographic and economic statistics collected or produced by other international organizations, including the United Nations Development Programme (UNDP), the United Nations Population Division (UNPD) and the World Bank.

A total of 203 countries and territories are listed in the statistical tables. Most of them report their data to UIS using standard questionnaires issued by the institute. For some countries, however, education data are collected via surveys carried out under the auspices of the World Education Indicators (WEI) project funded by the World Bank, or are provided by the Organisation for Economic Co-operation and Development (OECD) and the Statistical Office of the European Communities (Eurostat).

Population

The indicators on access and participation in the statistical tables were calculated using the population estimates produced by the United Nations Population Division, in its 2002 revision. Thus, because of possible differences between national population estimates and those of the

United Nations, these indicators may differ from those published by individual countries or by other organizations. UNPD does not provide data by single year of age for countries with a total population of less than 80,000. Where no UNPD estimates exist, national population, when available, was used to calculate enrolment ratios.

ISCED classification

Education data reported to UIS are in conformity with the 1997 revision of the International Standard Classification of Education (ISCED). In some cases, data have been adjusted to comply with the ISCED97 classification. Data for 1990/1991 may conform to the previous version of the classification, ISCED76, and therefore may not be comparable in some countries to those for years after 1997. ISCED is used to harmonize data and introduce more international comparability among national education systems. Countries may have their own definitions of education levels that do not correspond to ISCED, however, some differences between nationally and internationally reported enrolment ratios may be due to the use of nationally defined education levels rather than the ISCED standard, in addition to the population issue raised above.

Adult participation in basic education

ISCED does not classify education programmes by participants' age. For example, any programme with a content equivalent to primary education, or ISCED 1, may be classed as ISCED 1 even if provided to adults. However, the guidance provided by UIS for respondents to the regular annual education survey asks countries to exclude 'data on programmes designed for people beyond regular school age'. On the other hand,

the guidance for UNESCO/OECD/Eurostat (UOE) and WEI questionnaires states that ‘activities classified as “continuing”, “adult” or “non-formal” education should be included’ if they ‘involve studies with subject content similar to regular educational programmes’ or if ‘the underlying programmes lead to similar potential qualifications’ as do the regular programmes.

As a result of these distinctions, data from WEI countries and those for which statistics are collected via the UOE questionnaires, particularly concerning secondary education, may include programmes for older students. Despite the UIS instructions, data from countries in the regular UIS survey may also include pupils who are substantially above the official age for basic education.

Literacy data

UNESCO has long defined literacy as the ability to read and write, with understanding, a short simple statement related to one’s daily life.

In many cases, the UIS current literacy statistics rely on this definition and are largely based on the ‘self-declaration’ method: respondents are asked to say whether they are literate or not, as opposed to being asked a more comprehensive question or to demonstrate the skill. Some countries assume that children who complete a certain level of schooling are literate. As definitions and methodologies used for data collection differ by country, data need to be used with caution.

Literacy data in this report cover adults of 15 years and over as well as youth of 15–24 years. They refer to 1990, 2000–2004 and 2015:

- 1) 1990 data represent the UIS estimates used in earlier EFA reports, rebased to the 2002 UN population revision. The UIS estimation methodology can be reviewed at the UIS website (www.uis.unesco.org).
- 2) 2000–2004 data are derived from the May 2005 UIS Literacy Assessment, which uses directly reported national figures together with UIS estimates. National literacy estimates are published in the statistical tables when available. They were obtained from national

censuses or surveys taken between 1995 and 2004; the reference year and literacy definition for each country are presented after this introduction. Figures dated before 2000 will be replaced as soon as UIS gets more recent national estimates. For countries that did not report literacy data for the most recent year available during the 2000–2004 reference period, the tables publish UIS estimates for 2002, generated in July 2002 and based on national data collected before 1995. All literacy figures were rebased to the 2002 UN population revision.

- 3) Projections to 2015 data were produced using empirical information on national literate/illiterate population provided by countries. The description of the projection methodology is provided on page 261 in Appendix 2.

In many countries, there is growing interest in assessing the literacy skills of the population. In response to this need, UIS is developing a new methodology and data collection instrument called the Literacy Assessment and Monitoring Programme (LAMP). Following the example of the International Adult Assessment Survey, LAMP is based on actual, functional assessment of literacy skills. It aims to provide literacy data of higher quality and in line with the concept of a continuum of literacy skills rather than the common literate/illiterate dichotomy.

Estimates and missing data

Both actual and estimated data are presented throughout the statistical tables. When data are not reported to UIS using the standard questionnaires, estimates are often necessary. Wherever possible, UIS encourages countries to make their own estimates, which are presented as national estimates. Where this does not happen, UIS may make its own estimates if sufficient supplementary information is available.

Gaps in the tables may also arise where data submitted by a country are found to be inconsistent. UIS makes every attempt to resolve such problems with the countries concerned, but reserves the final decision to omit data it regards as problematic.

To fill the gaps in the annex tables, data for previous school years were included when information for 2002/2003 was not available. Such cases are indicated by footnote.

Data processing timetable

The timetable for collection and publication of data used in this report was as follows.

- June 2003: the final school year in the data collection period ended.
- November 2003 for UIS and May 2004 for UOE and WEI: questionnaires were sent to countries asking for data submission, with deadlines of 31 March 2004, 30 September 2004 and 1 August 2004, respectively.
- June 2004: after sending reminders by e-mail, fax and post, UIS began to process data and calculate indicators.
- December 2004: provisional statistical tables were produced and draft indicators sent to member states.
- February 2005: the first draft tables were produced for the *EFA Global Monitoring Report*.
- April 2005: the final statistical tables were sent to the *EFA Global Monitoring Report* team.

Regional averages

Regional figures for gross and net enrolment ratios, and school life expectancy, are overall weighted averages, taking into account the relative size of the school-age population of each country in each region. The averages are derived from both published data and broad estimates for countries for which no reliable data are available. The figures for the countries with higher population thus have a proportionately greater influence on the regional aggregates. Where not enough reliable data are available to produce an overall weighted mean, a median figure is calculated for countries with available data in the statistical tables.

Capped figures

There are cases where an indicator theoretically should not exceed 100 (the net enrolment ratio, for example), but data inconsistencies may have resulted nonetheless in the indicator exceeding the theoretical limit. In those cases the indicator is 'capped' at 100 but the gender balance is maintained (the highest value, whether for male or female, is set equal to 100 and the other two indicators are then recalculated) so that the gender parity index for the capped figures is the same as that for the uncapped figures.

Footnotes to the tables, along with the glossary following the statistical tables, provide additional help in interpreting the data and information.

Symbols used in this annex

- * National estimate
- ** UIS estimate
- ... Missing data
- Magnitude nil or negligible
- . Category not applicable
- ./ Data included under another category
- o Countries whose education data are collected through UOE questionnaires
- w World Education Indicators (WEI) project countries

Composition of regions

World classification

- Countries in transition: Countries of the Commonwealth of Independent States, including 4 in Central and Eastern Europe (Belarus, Republic of Moldova, Russian Federation, Ukraine) and the countries of Central Asia (minus Mongolia).

■ **Developed countries:**
North America and Western Europe (minus Cyprus and Israel); Central and Eastern Europe (minus Belarus, Republic of Moldova, Russian Federation, Ukraine and Turkey); Australia, Bermuda, Japan and New Zealand.

■ **Developing countries:**
Arab States; East Asia and the Pacific (minus Australia, Japan and New Zealand); Latin America and the Caribbean (minus Bermuda); South and West Asia; sub-Saharan Africa; Cyprus, Israel, Mongolia and Turkey.

EFA regions

■ **Arab States (20 countries/territories)**
Algeria, Bahrain, Djibouti, Egypt^w, Iraq, Jordan^w, Kuwait, Lebanon, Libyan Arab Jamahiriya, Mauritania, Morocco, Oman, Palestinian Autonomous Territories, Qatar, Saudi Arabia, Sudan, Syrian Arab Republic, Tunisia^w, United Arab Emirates, Yemen.

■ **Central and Eastern Europe (20 countries)**
Albania^o, Belarus, Bosnia and Herzegovina^o, Bulgaria^o, Croatia, Czech Republic^o, Estonia^o, Hungary^o, Latvia^o, Lithuania^o, Poland^o, Republic of Moldova, Romania^o, Russian Federation^w, Serbia and Montenegro, Slovakia, Slovenia^o, The former Yugoslav Republic of Macedonia^o, Turkey^o, Ukraine.

■ **Central Asia (9 countries)**
Armenia, Azerbaijan, Georgia, Kazakhstan, Kyrgyzstan, Mongolia, Tajikistan, Turkmenistan, Uzbekistan.

■ **East Asia and the Pacific (33 countries/territories)**
Australia^o, Brunei Darussalam, Cambodia, China^w, Cook Islands, Democratic People's Republic of Korea, Fiji, Indonesia, Japan^o, Kiribati, Lao People's Democratic Republic, Macao (China), Malaysia^w, Marshall Islands, Micronesia (Federated States of), Myanmar, Nauru, New Zealand^o, Niue, Palau, Papua New Guinea, Philippines^w, Republic of Korea^o, Samoa, Singapore, Solomon Islands, Thailand^w, Timor-Leste, Tokelau, Tonga, Tuvalu, Vanuatu, Viet Nam.

■ **Latin America and the Caribbean (41 countries/territories)**
Anguilla, Antigua and Barbuda, Argentina^w, Aruba, Bahamas, Barbados, Belize, Bermuda, Bolivia, Brazil^w, British Virgin Islands, Cayman Islands, Chile^w, Colombia, Costa Rica, Cuba, Dominica, Dominican Republic, Ecuador, El Salvador, Grenada, Guatemala, Guyana, Haiti, Honduras, Jamaica^w, Mexico^o, Montserrat, Netherlands Antilles, Nicaragua, Panama, Paraguay^w, Peru^w, Saint Kitts and Nevis, Saint Lucia, Saint Vincent and the Grenadines, Suriname, Trinidad and Tobago, Turks and Caicos Islands, Uruguay^w, Venezuela.

■ **North America and Western Europe (26 countries)**
Andorra, Austria^o, Belgium^o, Canada^o, Cyprus^o, Denmark^o, Finland^o, France^o, Germany^o, Greece^o, Iceland^o, Ireland^o, Israel^o, Italy^o, Luxembourg^o, Malta^o, Monaco, Netherlands^o, Norway^o, Portugal^o, San Marino, Spain^o, Sweden^o, Switzerland^o, United Kingdom^o, United States^o.

■ **South and West Asia (9 countries)**
Afghanistan, Bangladesh, Bhutan, India^w, Islamic Republic of Iran, Maldives, Nepal, Pakistan, Sri Lanka^w.

■ **Sub-Saharan Africa (45 countries)**
Angola, Benin, Botswana, Burkina Faso, Burundi, Cameroon, Cape Verde, Central African Republic, Chad, Comoros, Congo, Côte d'Ivoire, Democratic Republic of the Congo, Equatorial Guinea, Eritrea, Ethiopia, Gabon, Gambia, Ghana, Guinea, Guinea-Bissau, Kenya, Lesotho, Liberia, Madagascar, Malawi, Mali, Mauritius, Mozambique, Namibia, Niger, Nigeria, Rwanda, Sao Tome and Principe, Senegal, Seychelles, Sierra Leone, Somalia, South Africa, Swaziland, Togo, Uganda, United Republic of Tanzania, Zambia, Zimbabwe^w.

Metadata for national literacy data

Year	Country	Data source	Literacy definition	Mode
2001	Albania	Population Census	Literate is a person who acquires the capacities of reading and writing by himself and never attends any kind of educational programme. Is also considered literate a person who acquires those capacities from schooling, literacy programmes.	Household declaration
2002	Algeria	Health Survey	The capacity to read and write.	Self declaration
2001	Angola	MICS	Literacy is defined as the ability to read easily or with difficulty a letter or a newspaper.	Self declaration
2001	Argentina	Population Census	Literate is a person who can read and write in spanish.	Household declaration
2001	Armenia	Population Census	Corresponds to those individuals aged 7 years old and higher who can read and understand it, in any language.	Household declaration
1999	Azerbaijan	Population Census	Literates are persons who can read and write, understanding the text. Literacy is acceptable to any language having written form.	Household declaration
2001	Bahrain	Population Census	Persons who cannot read or write, as well as persons who can read only, for example a person who studied Qur'an.	Household declaration
1999	Belarus	Population Census	Persons who could not read and write were referred to the category of illiterate.	Household declaration
2000	Belize	Population Census	Illiterate: Persons who are 14+ years of age and have completed at most 7 or 8 years of primary education.	Educational attainment proxy
2002	Benin	Population Census	The ability to read and write with understanding in any language.	Household declaration
2001	Bolivia	Population Census	Percentage of people aged 15 years and over who know how to read and write.	Household declaration
2000	Bosnia & Herzegovina	MICS	Literacy is defined as the ability to read easily or with difficulty a letter or a newspaper.	Self declaration
2003	Brazil	Household Survey	A person who can both read and write at least a simple statement in a language he or she knows.	Self declaration
2001	Brunei Darussalam	Population Census	The ability of a person to read and write a simple letter or to read a newspaper column in one or two languages.	Household declaration
2001	Bulgaria	Population Census	Persons who can read and write.	Household declaration
1996	Burkina Faso	Population Census	Literates are persons who declare that they can read and write in either a national language or a foreign language.	Household declaration
2000	Burundi	MICS	Literacy is defined as the ability to read easily or with difficulty a letter or a newspaper.	Self declaration
2004	Cambodia	Inter-censual population survey	The ability to read and write with understanding in any language. A person is literate when he can read and write a simple message in any language or dialect. A person who both cannot read and write a simple message is considered illiterate. Also to be considered illiterate is that person who is capable of reading only his own name or number, as well as persons who can read but not write. Children aged 0-9 were treated as illiterate by definition even if a few of them could read and write.	Self declaration
2001	Cameroon	Second Household Survey (Deuxième Enquête auprès des Ménages – ECAMII)	Literacy is the ability of people aged 15+ to read and write in French or in English.	Self declaration
2000	Central African Republic	MICS	Literacy is defined as the ability to read easily or with difficulty a letter or a newspaper.	Self declaration
2000	Chad	MICS	Literacy is defined as the ability to read easily or with difficulty a letter or a newspaper.	Self declaration
2002	Chile	Population Census	m	m
2000	China	Population Census	In urban areas: literate refers to a person who knows a minimum of 2,000 characters. In rural areas: literate refers to a person who knows a minimum of 1,500 characters.	Household declaration

(Continued)

Year	Country	Data source	Literacy definition	Mode
2003	Colombia	Household Survey	The capacity to read and write.	Self declaration
2000	Cote d'Ivoire	MICS	Literacy is defined as the ability to read easily or with difficulty a letter or a newspaper.	Self declaration
2001	Croatia	Population Census	A literate person is any person with or without schooling, who is able to read and write a composition concerning everyday life, that is, who is able to read and write a letter, irrespective of the language or scripture he or she reads or writes in.	Household declaration
2002	Cuba	Population Census	Literate is a person capable to read and write at least a simple text related to facts of everyday life. Illiterate is a person who does not fulfill the previous definition and who is therefore unable to either read or write a simple text related to facts of everyday life.	Household declaration
2001	Cyprus	Population Census	Persons who can read and write simple sentences.	Household declaration
2001	Democratic Republic of Congo	MICS	Literacy is defined as the ability to read easily or with difficulty a letter or a newspaper.	Self declaration
2002	Dominican Republic	Population Census	Literate is a person who can read and write.	Household declaration
2001	Ecuador	Population Census	The capacity to read and write.	Household declaration
1996	Egypt	Population Census	Literates are persons who can read and write.	Household declaration
2000	Equatorial Guinea	MICS	Literacy is defined as the ability to read easily or with difficulty a letter or a newspaper.	Self declaration
2000	Estonia	Population Census	"No primary education, illiterate" was recorded for a person who had not completed the level corresponding to primary education and cannot, with understanding, both read and write a simple text on his/her everyday life at least in one language.	Educational attainment proxy
1996	Fiji	Population Census	m	m
2000	Ghana	Population Census	m	m
2003	Greece	Labour Force Survey	As illiterate are considered those who have never been in school (organic illiterate) as well as those who have not finished the six years of primary education (functional illiterate).	Educational attainment proxy
2002	Guatemala	Population Census	Literate: a person who can read and write in a specific language. This capacity includes persons who are 7 years and over.	Household declaration
2001	Honduras	Population Census	Literate refers to those who can read and write.	Household declaration
2001	Hungary	Population Census	Persons not having completed the first grade of general (primary, elementary) school, have been considered as illiterate.	Educational attainment proxy
2001	India	Population Census	A person aged 7 and above who can both read and write with understanding in any language.	Household declaration
2002	Iran, Islamic Rep. of	Household Survey	Literate is an individual who can read and write a simple sentence in Farsi or any other language.	Self declaration
2003	Israel	Labour Force Survey	Population having at least primary schooling.	Educational attainment proxy
2003	Jordan	Household Expenditure & Income survey	Persons aged 15 years and above who can read and write in any language.	Self declaration
1999	Kazakhstan	Population Census	m	m
2000	Kenya	MICS	Literacy is defined as the ability to read easily or with difficulty a letter or a newspaper.	Self declaration
1999	Kyrgyzstan	Population Census	m	m
2001	Lao PDR	National Literacy Survey	A literate person was defined as a person who can read, write and understand simple sentences in Lao, and perform simple arithmetic calculations (numeracy). All household members aged 6 and above were asked whether they can read, write and perform simple calculations.	Self declaration

(Continued)

Year	Country	Data source	Literacy definition	Mode
2000	Latvia	Population Census	Literate is a person who is able to read and write.	Household declaration
2001	Lesotho	Demographic Survey	Literates are persons who can read and write.	Self declaration
2001	Lithuania	Population Census	Literate (no formal schooling) is a person who does not attend school but can read (with understanding) and/or write a simple sentence on topics of everyday life.	Household declaration
2001	Macao, China	Population Census	A person is defined as literate if he/she can, with understanding, both read or write a short, simple statement on his/her everyday life.	Household declaration
2000	Madagascar	MICS	Literacy is defined as the ability to read easily or with difficulty a letter or a newspaper.	Self declaration
1998	Malawi	Population Census	The ability of an individual to read and write a simple statement in Chichewa, English or any other language.	Household declaration
2000	Malaysia	Population Census	Population, 10 years and over who have been to school in any language.	Household declaration (school attendance)
2000	Maldives	Population Census	Literate is a person who can read and write with understanding in any language: Maldivian language (Dhivehi), English, Arabic etc.	Household declaration
1998	Mali	Population Census	Illiterate is a person who never attend school even if that person can read and write.	Household declaration (school attendance)
1995	Malta	Population Census	Literacy is defined as the ability both to read and to write. A person, who can, with understanding, both read and write a short, simple statement on his everyday life is literate. A person who cannot, with understanding, both read and write a short, simple statement on his everyday life is illiterate.	Household declaration
2000	Mauritania	Population Census	All persons who are able to read and write in the language specified.	Household declaration
2000	Mauritius	Population Census	A person was considered as literate if he or she was able with understanding to both read and write a simple statement in his/her everyday life.	Household declaration
2002	Mexico	Household Survey	Literate is a household member who has the ability to read and write a message in Spanish.	Self declaration
2000	Mongolia	Population Census	Individuals who are not educated, but are able to read and write and understand short, simple statements in Mongolian or any other language are considered as literate.	Household declaration
2000	Myanmar	MICS	Literacy is defined as the ability to read easily or with difficulty a letter or a newspaper.	Self declaration
2001	Namibia	Population Census	The ability to write with understanding in any language. Persons who could read and not write were classified as non-literate. Similarly, persons who were able to write and not read were classified as non-literate.	Household declaration
2001	Nepal	Population Census	m	m
2001	Nicaragua	National Survey	Literate is a person who can read and write; illiterate is a person who can only read or who cannot read and write.	Self declaration
2001	Niger	Population Census	A person is literate when he/she can, with understanding, read and write a simple text (in French, Arabic or any other language), on everyday life.	Household declaration
2004	Pakistan	Labour Force Survey	Persons 10 years and older who can read and write in any language with understanding is called literate.	Self declaration
2003	Palestinian Autonomous Territories	Household Survey	Literate is a person who is able to read and write in any language.	Self declaration
2000	Panama	Population Census	m	m

(Continued)

Year	Country	Data source	Literacy definition	Mode
2000	Papua New Guinea	Population Census	The definition of literacy: those who have the ability to read and write a language with understanding.	Household declaration
2001	Paraguay	Household Survey	Illiterates are defined as people aged 15+ who have not attained grade 2 of education.	Educational attainment proxy
2004	Peru	Household Survey	m	m
2000	Philippines	Population Census	In Census 2000: Simple literacy is the ability to read and write a simple message. A person is literate when he can both read and write a simple message in any language or dialect. A person who knows how to read and write but at the time of the census, he/she can no longer read and/or write due to some physical defects or illness, is considered literate. Disabled persons who can read and write through any means such as Braille are considered literate.	Household declaration
2004	Qatar	Household Survey	m	m
2000	Republic of Moldova	MICS	Literacy is defined as the ability to read easily or with difficulty a letter or a newspaper.	Self declaration
2002	Romania	Population Census	Literates: primary level + secondary level+ post-secondary level+ people who read and write. Illiterates: people who read but cannot write + people who can neither read nor write.	Educational attainment proxy
2002	Russian Federation	Population Census	Persons indicated that they could neither read nor write and were referred to as illiterate.	Household declaration
2000	Rwanda	MICS	Literacy is defined as the ability to read easily or with difficulty a letter or a newspaper.	Self declaration
2001	Saint Lucia	Population Census	The data submitted was based on 7 years of schooling, no question was asked on literacy.	Educational attainment proxy
2000	Saudi Arabia	Household Survey	A person is considered literate if he/she can read and write in any language. A blind person is considered literate if he/she can read and write with so called 'Braille' method.	Household declaration
2002	Senegal	Household Survey	Literate: persons who are able to read and write in any language.	Self declaration
2002	Serbia Montenegro	Population Census	m	m
2003	Seychelles	Population Census	A person aged 12 or more who can read and write a simple sentence in any language.	Household declaration
2000	Sierra Leone	MICS	Literacy is defined as the ability to read easily or with difficulty a letter or a newspaper.	Self declaration
2000	Singapore	Population Census	Literacy refers to a person's ability to read with understanding, eg a newspaper, in the language specified.	Household declaration
2001	Slovakia	Population Census	Data on the number of persons who do not have formal education.	Educational attainment proxy
1996	South Africa	Population Census	m	m
2001	Sri Lanka	Population Census	The census schedule provided for recording the ability to speak, read and write Sinhalese, Tamil and English. A person was regarded as able to read and write a language only if he could both read with understanding and write a short letter or paragraph in that language. A person who is able to read and write at least one language was regarded as literate.	Household declaration
2000	Sudan	MICS	Literacy is defined as the ability to read easily or with difficulty a letter or a newspaper.	Self declaration
2000	Suriname	MICS	Literacy is defined as the ability to read easily or with difficulty a letter or a newspaper.	Self declaration

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Year	Country	Data source	Literacy definition	Mode
2000	Swaziland	MICS	Literacy is defined as the ability to read easily or with difficulty a letter or a newspaper.	Self declaration
2002	Syrian Arab Republic	Labour Force Survey	Ability to read and write. Each Arab Syrian who reads and writes in Arabic language.	Self declaration
2000	Tajikistan	Population Census	A literate person is an individual who can read and write.	Household declaration
2000	Thailand	Population Census	Literate persons are defined as persons aged 5 and over who are able to read and write simple statements with understanding, in any language. If a person can read but cannot write, then he/she is classified as illiterate.	Household declaration
2002	The Former Yugoslav Rep. of Macedonia	Population Census	Persons having completed more than three grades of primary school were considered literate. In addition, literate was a person without school qualification and with 1-3 grades of primary school, if he/she can read and write a composition (text) in relation to everyday life, i.e. read and write a letter, regardless of the language and alphabet he can read.	Educational attainment proxy/ Household declaration
2000	Togo	MICS	Literacy is defined as the ability to read easily or with difficulty a letter or a newspaper.	Self declaration
1996	Tonga	Population Census	For a person to be considered as literate in a language, that person must be able to read and write in that Language	Household declaration
2004	Tunisia	Population Census	Literate is a person who know how to read and write at least one language.	Household declaration
2003	Turkey	Labour Force Survey	Person should know reading and writing in the Turkish alphabet. When the person is not a Republic of Turkey citizen, if she/he knows reading or writing in his/her native languages, she/he should be accepted as literate. If the person knows reading in Turkish, but not writing, she/he should not be accepted as literate. If the person knows reading and writing in the former Turkish alphabet, she/he should not be accepted as literate. To know reading and writing, there is no condition for completing any formal education. She/he may have learned reading or writing via courses or other learning method or by him/herself.	Self declaration
1995	Turkmenistan	Population Census	Literate is a person aged 7 and above who can read and write or only read, no matter the language used; illiterate is a person who cannot read.	Household declaration
2001	Ukraine	Population Census	Those who have a definite level of education. For people who do not have education – reading or writing ability in any language or only reading ability (at least slowly).	Educational attainment/ Household declaration
2002	United Republic of Tanzania	Population Census	Literacy is defined as the ability both to read and to write with understanding, a short, simple statement on everyday life. The ability to read and write may be in any language.	Household declaration
1999	Vanuatu	Population Census	m	m
2001	Venezuela	Population Census	m	m
1999	Vietnam	Population Census	A person who knows how to read and write with understanding simple sentences in his/her national or ethnic language or foreign language.	Household declaration
1999	Zambia	MICS	Literacy is defined as the ability to read easily or with difficulty a letter or a newspaper.	Self declaration

m: missing