

The Education for All Development Index

Introduction

While each of the six EFA goals is individually important, it is also useful to have a means of indicating achievement of 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, the quality of education and gender parity.

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 2 and *EFA Global Monitoring Report 2007*). 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.

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

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.

2. The first part of goal 4 is: '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, particularly as regards developed countries, 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.

Quality of education

There is considerable debate about the concept of quality and how it should be measured. Several proxy indicators are generally used to measure quality of education, among them measures of students’ learning outcomes, which are widely used for this purpose, particularly among countries at similar levels of development. However, measures of learning achievement are incomplete, as they do not include values, capacities and other non-cognitive skills that are also important aims of education (UNESCO, 2004b, 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 seems to be the best available for the quality of education component of the EDI.⁵ Figure 1 shows that there is

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.

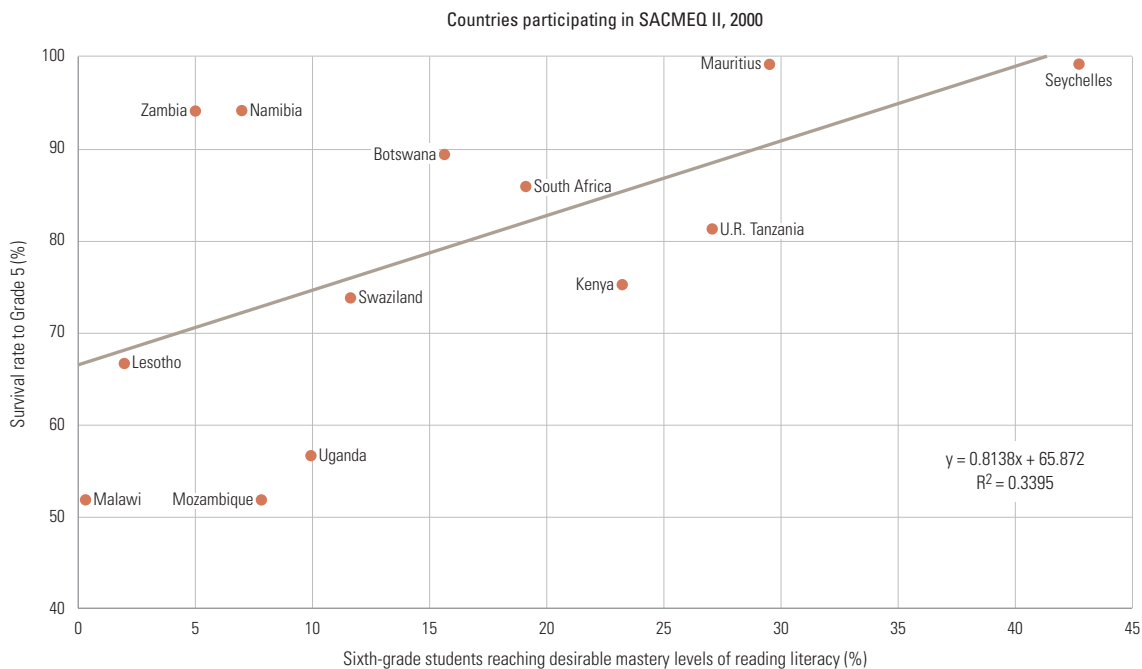
5. See *EFA Global Monitoring Report 2003/4*, Appendix 2, for background.

a clear positive link between such survival rates and educational achievement in sub-Saharan African countries participating in the second Southern and Eastern African Consortium for Monitoring Educational Quality (SACMEQ II) assessment. The coefficient of correlation (R^2) is around 34%. Education systems capable of retaining a larger proportion of their pupils to grade 5 tend to perform better, on average, on student assessment tests.

The survival rate to grade 5 is associated even more strongly with learning outcomes in lower secondary school. Figure 2 shows a coefficient of correlation of 41% in the results of the third Trends in International Mathematics and Science Study (TIMSS) and up to 80% in the Programme for International Student Assessment (PISA) study.

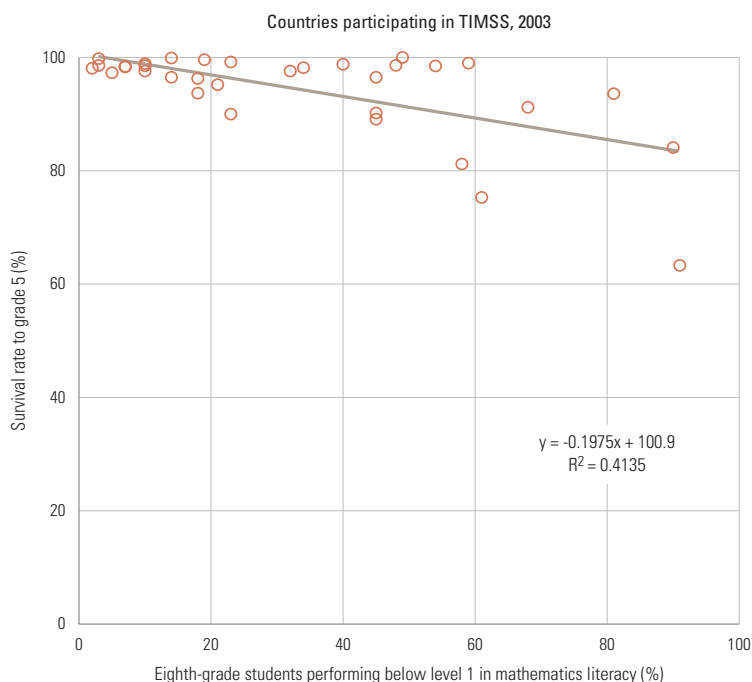
Another possible proxy indicator for quality is the pupil/teacher ratio (PTR). Among SACMEQ II countries, the association between this indicator and learning outcomes is higher (44%) than for survival rate to grade 5 (34%) – a ten percentage point difference. Many other studies, however, produce much more ambiguous evidence of the relationship between the PTR and learning outcomes (UNESCO, 2004b). 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 the number of pupils per teacher has a positive

Figure 1: Survival rate to grade 5 and learning outcomes at primary level, 2000



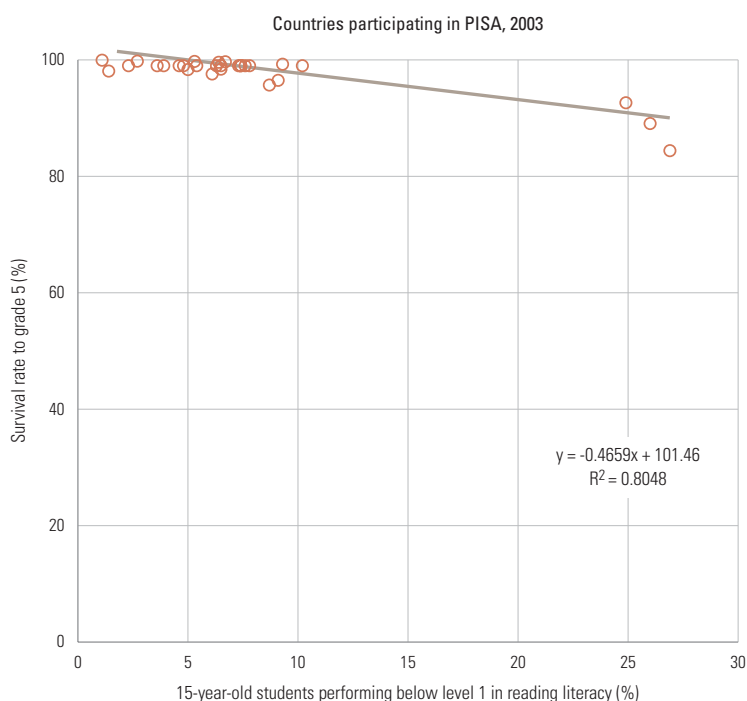
Sources: UIS calculation based on SACMEQ II database; UIS database for data on survival rate to grade 5.

Figure 2: Survival rate to grade 5 and learning outcomes at lower secondary level, 2003



Sources: Mullis et al. (2004); UIS database for data on survival rate to grade 5.

Figure 2 (continued)



Sources: OECD (2004c); UIS database for data on survival rate to grade 5.

impact on learning outcomes, but for higher levels of test scores, additional teachers, which lead to lower PTRs, have only limited impact. For these reasons, the survival rate was chosen as a safer proxy for learning outcomes and hence for the education quality component of the EDI.⁶

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, 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 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 than boys/men are enrolled or literate. 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.

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 4 illustrates the calculation for Lesotho, using data for the school year ending in 2005. The GPIs in primary education, secondary education and adult literacy were 0.998, 1.265 and 1.225, respectively, resulting in a GEI of 0.868.

$$\begin{aligned} \text{GEI} &= 1/3 \text{ (primary GPI)} \\ &+ 1/3 \text{ (transformed secondary GPI)} \\ &+ 1/3 \text{ (transformed adult literacy GPI)} \\ \text{GEI} &= 1/3 (0.998) + 1/3 (0.791) + 1/3 (0.816) = 0.868 \end{aligned}$$

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 5 illustrates the calculation of the EDI, again using Lesotho as an example. The total primary NER, adult literacy rate, value of the GEI and survival rate to grade 5 in 2005 were 0.870, 0.822, 0.868 and 0.733, respectively, resulting in an EDI of 0.824.

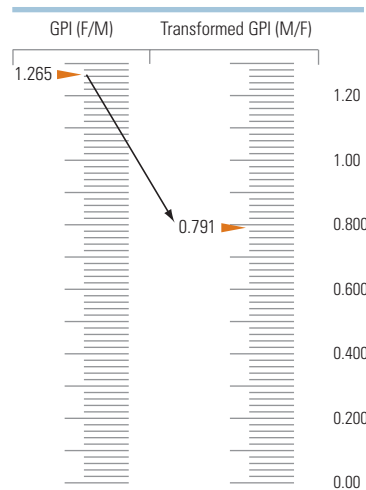
$$\begin{aligned} \text{EDI} &= 1/4 \text{ (total primary NER)} \\ &+ 1/4 \text{ (adult literacy rate)} \\ &+ 1/4 \text{ (GEI)} \\ &+ 1/4 \text{ (survival rate to grade 5)} \\ \text{EDI} &= 1/4 (0.870) + 1/4 (0.822) + 1/4 (0.868) + 1/4 (0.733) \\ &= 0.824 \end{aligned}$$

Data sources and country coverage

All data used to calculate the EDI for the school year ending in 2005 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 2005 European Labour Force Survey.

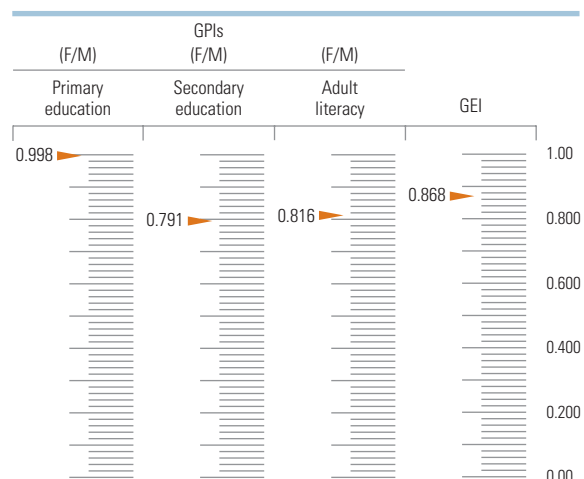
Only the 129 countries with a complete set of the indicators required to calculate the EDI are included in this analysis (that is four more countries than in the 2007 Report, though). Many countries are thus not included in the EDI, including a number of fragile states. This fact, coupled with the exclusion of goal 1 and 3, means the EDI does not yet provide a fully comprehensive global overview of EFA achievement.

Figure 3: Calculating the 'transformed' secondary education GPI



Example used: Lesotho

Figure 4: Calculating the GEI



Example used: Lesotho

Figure 5: Calculating the EDI



Example used: Lesotho

Table 1: The EFA Development Index and its components, 2005

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	Norway ²	0.995	0.981	1.000	0.998	1.000
2	United Kingdom ²	0.995	1.000	0.998	0.990	0.990
3	Slovenia ³	0.994	0.998	0.997	0.994	0.989
4	Sweden ²	0.994	0.986	1.000	0.999	0.990
5	Republic of Korea ⁴	0.993	0.996	0.991	0.994	0.991
6	Italy ³	0.993	0.994	0.988	0.991	0.998
7	Kazakhstan ³	0.992	0.990	0.996	0.986	0.995
8	Iceland ²	0.991	0.987	1.000	0.982	0.997
9	France ²	0.991	0.993	0.987	0.995	0.990
10	Denmark ²	0.991	0.985	1.000	0.989	0.990
11	Finland ²	0.990	0.983	1.000	0.983	0.995
12	Netherlands ²	0.989	0.987	0.987	0.986	0.998
13	Belgium ²	0.989	0.990	0.990	0.986	0.990
14	Barbados ⁴	0.988	0.976	0.993	0.999	0.983
15	Cyprus ³	0.988	0.997	0.974	0.984	0.996
16	Estonia ³	0.987	0.974	0.998	0.986	0.988
17	Austria ²	0.986	0.969	1.000	0.984	0.990
18	Spain ²	0.986	0.994	0.978	0.971	1.000
19	Switzerland ²	0.985	0.976	1.000	0.974	0.990
20	Poland ²	0.983	0.965	0.983	0.992	0.993
21	Greece ³	0.983	0.991	0.969	0.983	0.990
22	Israel ²	0.983	0.975	0.971	0.986	0.999
23	Cuba	0.983	0.979	0.998	0.983	0.971
24	Hungary ²	0.982	0.958	1.000	0.991	0.980
25	Ireland ²	0.981	0.963	0.994	0.968	0.998
26	Aruba	0.980	0.995	0.973	0.976	0.975
27	Argentina ³	0.979	0.995	0.974	0.976	0.969
28	Georgia ⁴	0.976	0.931	0.998	0.993	0.982
29	TFYR Macedonia ³	0.975	0.972	0.967	0.980	0.982
30	Kyrgyzstan ³	0.974	0.946	0.992	0.991	0.969
31	Croatia ³	0.974	0.931	0.984	0.986	0.996
32	Seychelles	0.974	0.995	0.918	0.991	0.991
33	Czech Republic ²	0.973	0.922	0.999	0.989	0.984
34	Lithuania ³	0.972	0.917	0.997	0.996	0.979
35	Tajikistan ³	0.970	0.974	0.996	0.930	0.980
36	Slovakia ²	0.970	0.917	0.996	0.991	0.974
37	Chile ³	0.969	0.941	0.963	0.981	0.990
38	Romania ³	0.968	0.962	0.975	0.986	0.949
39	Belarus ³	0.968	0.899	0.997	0.985	0.993
40	Portugal ³	0.967	0.995	0.938	0.943	0.990
41	Latvia ³	0.966	0.899	0.998	0.986	0.982
42	Fiji ⁴	0.966	0.987	0.929	0.960	0.987
43	Brunei Darussalam	0.965	0.969	0.927	0.967	0.995
44	Luxembourg ²	0.964	0.965	0.990	0.980	0.920
45	Bahamas ⁴	0.964	0.914	0.958	0.991	0.991
46	Bulgaria ³	0.958	0.947	0.983	0.977	0.923
47	Trinidad and Tobago ³	0.954	0.948	0.984	0.975	0.910
48	Mexico	0.953	0.998	0.916	0.961	0.938
49	Albania ³	0.953	0.940	0.989	0.982	0.899
50	Bahrain ³	0.952	0.983	0.875	0.962	0.989
51	Azerbaijan ³	0.950	0.846	0.993	0.980	0.981
Medium EDI						
52	Malta ³	0.949	0.920	0.910	0.975	0.993
53	Armenia ³	0.949	0.862	0.994	0.975	0.963
54	Uruguay ³	0.948	0.962	0.976	0.943	0.912
55	Jordan	0.947	0.926	0.911	0.963	0.988
56	Malaysia ³	0.945	0.954	0.904	0.938	0.984
57	Saint Lucia ⁴	0.942	0.979	0.901	0.928	0.960
58	Republic of Moldova ³	0.940	0.882	0.991	0.982	0.907
59	Mauritius ³	0.940	0.951	0.866	0.973	0.970
60	Kuwait	0.939	0.865	0.933	0.963	0.994
61	Macao, China	0.938	0.909	0.913	0.935	0.997
62	Indonesia	0.935	0.983	0.904	0.959	0.895
63	Panama ³	0.934	0.991	0.931	0.963	0.853
64	Venezuela	0.931	0.928	0.930	0.953	0.914
65	Peru	0.931	0.992	0.879	0.954	0.900

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						
66	Mongolia ³	0.929	0.880	0.975	0.952	0.909
67	Tonga ³	0.926	0.981	0.992	0.958	0.772
68	St Vincent/Grenad. ⁴	0.926	0.924	0.997	0.901	0.880
69	Palestinian A. T.	0.923	0.840	0.924	0.948	0.981
70	Lebanon ⁴	0.921	0.943	0.883	0.923	0.932
71	Ecuador ³	0.917	0.994	0.923	0.991	0.763
72	Bolivia ³	0.913	0.965	0.887	0.950	0.848
73	Grenada ⁴	0.912	0.865	0.980	0.976	0.826
74	Maldives ³	0.910	0.797	0.969	0.952	0.921
75	Paraguay ³	0.902	0.882	0.935	0.978	0.812
76	Brazil ³	0.901	0.964	0.892	0.943	0.805
77	Turkey	0.901	0.894	0.874	0.866	0.969
78	Colombia	0.899	0.899	0.928	0.961	0.809
79	Viet Nam	0.899	0.878	0.903	0.945	0.868
80	Tunisia	0.896	0.981	0.743	0.889	0.970
81	United Arab Emirates ³	0.896	0.760	0.887	0.969	0.968
82	Philippines	0.893	0.944	0.926	0.955	0.749
83	South Africa ³	0.892	0.920	0.866	0.958	0.824
84	Dominican Republic ³	0.892	0.895	0.892	0.923	0.858
85	Sao Tome and Principe ³	0.891	0.999	0.875	0.929	0.763
86	Botswana ³	0.890	0.866	0.813	0.977	0.905
87	Algeria ³	0.890	0.990	0.737	0.877	0.956
88	Cape Verde ³	0.890	0.908	0.812	0.913	0.925
89	Jamaica	0.885	0.907	0.799	0.943	0.890
90	Iran, Islamic Republic of	0.883	0.954	0.824	0.877	0.878
91	Egypt	0.883	0.972	0.714	0.859	0.986
92	Oman	0.881	0.777	0.814	0.934	1.000
93	Saudi Arabia	0.881	0.780	0.829	0.943	0.971
94	Myanmar	0.866	0.902	0.899	0.963	0.699
95	El Salvador ³	0.854	0.948	0.806	0.967	0.694
96	Namibia ³	0.848	0.716	0.871	0.947	0.861
97	Honduras ³	0.848	0.937	0.823	0.931	0.700
98	Zimbabwe ³	0.837	0.825	0.888	0.938	0.697
99	Swaziland	0.830	0.803	0.796	0.956	0.768
100	Kenya	0.824	0.793	0.736	0.939	0.829
101	Lesotho	0.824	0.871	0.822	0.868	0.733
102	Guatemala ³	0.812	0.956	0.718	0.894	0.680
103	Cambodia	0.807	0.989	0.736	0.871	0.631
104	Nicaragua ³	0.804	0.937	0.801	0.943	0.535
Low EDI						
105	India ³	0.797	0.946	0.641	0.811	0.789
106	Iraq	0.793	0.877	0.741	0.750	0.806
107	Bangladesh ³	0.759	0.976	0.505	0.906	0.651
108	Lao PDR ³	0.750	0.836	0.714	0.820	0.630
109	Morocco	0.740	0.863	0.523	0.782	0.792
110	Nepal ³	0.734	0.801	0.539	0.810	0.785
111	Nigeria ³	0.734	0.696	0.691	0.822	0.726
112	Malawi ³	0.734	0.952	0.700	0.862	0.421
113	Ghana ³	0.714	0.704	0.635	0.886	0.633
114	Rwanda	0.688	0.740	0.649	0.904	0.458
115	Togo	0.681	0.809	0.532	0.638	0.746
116	Mauritania ³	0.666	0.726	0.543	0.858	0.529
117	Burundi	0.665	0.607	0.593	0.792	0.669
118	Senegal	0.651	0.719	0.393	0.763	0.730
119	Yemen ³	0.650	0.758	0.541	0.570	0.732
120	Pakistan	0.640	0.681	0.499	0.684	0.697
121	Eritrea ⁴	0.634	0.477	0.576	0.691	0.791
122	Mozambique ³	0.631	0.772	0.431	0.696	0.624
123	Ethiopia	0.616	0.695	0.359	0.761	0.733
124	Benin ³	0.583	0.803	0.390	0.624	0.516
125	Guinea	0.579	0.662	0.295	0.599	0.760
126	Mali ³	0.559	0.509	0.225	0.635	0.869
127	Burkina Faso	0.531	0.455	0.236	0.678	0.755
128	Niger	0.480	0.399	0.287	0.588	0.648
129	Chad	0.409	0.612	0.257	0.437	0.332

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. Adult literacy rates are UIS annual literacy estimates. The estimates were generated using the UIS Global Age-specific Literacy Projections model.

4. Adult literacy rates are unofficial UIS estimates.

Sources: Annex, Statistical Tables 2, 5, 7 and 8; UIS database; proxy literacy measure for European countries: European Commission, European Labour Force Survey (2005).

Table 2: Countries ranked according to value of EDI and components, 2005

Countries/Territories	EDI	Total primary NER ¹	Adult literacy rate	Gender-specific EFA index (GEI)	Survival rate to grade 5
High EDI					
Norway ²	1	32	1	3	2
United Kingdom ²	2	1	10	17	22
Slovenia ³	3	3	18	7	32
Sweden ²	4	25	1	2	22
Republic of Korea ⁴	5	6	28	6	21
Italy ³	6	11	33	14	6
Kazakhstan ³	7	18	21	25	13
Iceland ²	8	22	1	34	8
France ²	9	14	34	5	22
Denmark ²	10	26	1	19	22
Finland ²	11	29	1	32	14
Netherlands ²	12	23	35	27	5
Belgium ²	13	19	30	24	22
Barbados ⁴	14	35	24	1	40
Cyprus ³	15	5	46	29	10
Estonia ³	16	40	12	22	34
Austria ²	17	43	1	30	22
Spain ²	18	12	41	52	3
Switzerland ²	19	36	1	50	22
Poland ²	20	45	39	9	17
Greece ³	21	16	49	31	31
Israel ²	22	38	48	26	4
Cuba	23	34	11	33	51
Hungary ²	24	52	1	15	46
Ireland ²	25	49	23	54	7
Aruba	26	7	47	46	49
Argentina ³	27	10	45	44	55
Georgia ⁴	28	69	14	8	42
TFYR Macedonia ³	29	41	51	39	41
Kyrgyzstan ³	30	61	26	13	57
Croatia ³	31	70	36	23	11
Seychelles	32	9	65	10	19
Czech Republic ²	33	74	9	18	38
Lithuania ³	34	78	16	4	48
Tajikistan ³	35	39	20	90	47
Slovakia ²	36	77	19	11	50
Chile ³	37	65	52	37	30
Romania ³	38	50	43	20	62
Belarus ³	39	86	17	28	18
Portugal ³	40	8	54	79	22
Latvia ³	41	84	13	21	43
Fiji ⁴	42	24	59	64	36
Brunei Darussalam	43	44	61	55	12
Luxembourg ²	44	46	31	40	68
Bahamas ⁴	45	79	53	12	20
Bulgaria ³	46	60	38	42	66
Trinidad and Tobago ³	47	59	37	47	71
Mexico	48	4	66	63	63
Albania ³	49	66	32	35	76
Bahrain ³	50	27	82	61	33
Azerbaijan ³	51	100	25	38	44
Medium EDI					
Malta ³	52	76	69	49	16
Armenia ³	53	99	22	48	59
Uruguay ³	54	51	42	81	70
Jordan	55	72	68	59	35
Malaysia ³	56	54	70	86	39
Saint Lucia ⁴	57	33	73	92	60
Republic of Moldova ³	58	89	29	36	73
Mauritius ³	59	57	86	51	54
Kuwait	60	96	56	57	15
Macao, China	61	80	67	87	9
Indonesia	62	28	71	65	77
Panama ³	63	17	57	58	85
Venezuela	64	71	58	71	69
Peru	65	15	81	70	75
Medium EDI					
Mongolia ³	66	91	44	72	72
Tonga ³	67	30	27	67	98
St Vincent/Grenad. ⁴	68	73	15	98	79
Palestinian A. T.	69	101	63	75	45
Lebanon ⁴	70	64	80	93	64
Ecuador ³	71	13	64	16	101
Bolivia ³	72	47	78	74	86
Grenada ⁴	73	97	40	45	88
Maldives ³	74	108	50	73	67
Paraguay ³	75	90	55	41	90
Brazil ³	76	48	75	82	93
Turkey	77	88	84	106	56
Colombia	78	85	60	62	91
Viet Nam	79	92	72	77	82
Tunisia	80	31	99	100	53
United Arab Emirates ³	81	113	79	53	58
Philippines	82	63	62	69	104
South Africa ³	83	75	87	66	89
Dominican Republic ³	84	87	76	94	84
Sao Tome/Principe ³	85	2	83	91	100
Botswana ³	86	95	93	43	74
Algeria ³	87	20	101	103	61
Cape Verde ³	88	81	94	95	65
Jamaica	89	82	97	83	78
Iran, Isl. Rep.	90	55	89	102	80
Egypt	91	42	106	108	37
Oman	92	111	92	88	1
Saudi Arabia	93	110	88	80	52
Myanmar	94	83	74	60	112
El Salvador ³	95	58	95	56	115
Namibia ³	96	118	85	76	83
Honduras ³	97	67	90	89	111
Zimbabwe ³	98	103	77	85	114
Swaziland	99	106	98	68	99
Kenya	100	109	102	84	87
Lesotho	101	94	91	105	106
Guatemala ³	102	53	104	99	116
Cambodia	103	21	103	104	121
Nicaragua ³	104	68	96	78	124
Low EDI					
India ³	105	62	110	112	96
Iraq	106	93	100	118	92
Bangladesh ³	107	37	119	96	118
Lao PRD ³	108	102	105	111	122
Morocco	109	98	118	115	94
Nepal ³	110	107	116	113	97
Nigeria ³	111	120	108	110	110
Malawi ³	112	56	107	107	128
Ghana ³	113	119	111	101	120
Rwanda	114	115	109	97	127
Togo	115	104	117	123	105
Mauritania ³	116	116	114	109	125
Burundi	117	125	112	114	117
Senegal	118	117	122	116	109
Yemen ³	119	114	115	128	108
Pakistan	120	122	120	121	113
Eritrea ⁴	121	127	113	120	95
Mozambique ³	122	112	121	119	123
Ethiopia	123	121	124	117	107
Benin ³	124	105	123	125	126
Guinea	125	123	125	126	102
Mali ³	126	126	129	124	81
Burkina Faso	127	128	128	122	103
Niger	128	129	126	127	119
Chad	129	124	127	129	129

Notes:

- Total primary NER includes children of primary school age who are enrolled in either primary or secondary schools.
 - 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.
 - Adult literacy rates are UIS annual literacy estimates. The estimates were generated using the UIS Global Age-specific Literacy Projections model.
 - Adult literacy rates are unofficial UIS estimates.
- Sources: Annex, Statistical Tables 2, 5, 7 and 8; UNESCO Institute for Statistics database; proxy literacy measure for European countries: European Commission, European Labour Force Survey (2005).

Table 3: Change in EDI and its components between 1999 and 2005

Countries/ Territories	EFA Development Index		Variation 1999-2005 (in relative terms)	Change in EDI components between 1999 and 2005 (% in relative terms)			
	1999	2005		Total primary NER ¹ %	Adult literacy rate %	Gender-specific EFA index (GEI)	Survival rate to grade 5
Italy ²	0.984	0.993	0.9	-0.3	0.4	0.1	3.3
Cyprus ²	0.971	0.988	1.7	1.7	0.6	0.8	3.6
Estonia ²	0.991	0.987	-0.4	-2.4	0.0	1.1	-0.3
Cuba	0.975	0.983	0.8	-1.7	0.0	1.6	3.6
Hungary ³	0.981	0.982	0.1	-1.2	0.0	0.2	1.3
Aruba	0.974	0.980	0.6	1.6	0.0	0.1	0.7
Argentina ²	0.963	0.979	1.7	-0.3	0.3	-0.2	7.4
TFYR Macedonia ²	0.979	0.975	-0.3	-1.7	0.6	1.0	-1.2
Kyrgyzstan ²	0.965	0.974	1.0	0.4	0.5	0.6	2.5
Croatia ²	0.970	0.974	0.5	1.3	0.3	0.5	-0.1
Lithuania ²	0.990	0.972	-1.8	-6.5	0.0	0.5	-1.4
Romania ²	0.978	0.968	-1.0	-3.7	0.2	0.4	-0.8
Fiji ⁴	0.937	0.966	3.1	-0.3	0.0	0.7	12.9
Bulgaria ²	0.970	0.958	-1.3	-4.1	0.1	-0.4	-0.7
Albania ²	0.970	0.953	-1.8	-5.4	0.2	0.8	-2.7
Bahrain ²	0.945	0.952	0.8	-0.4	1.1	1.0	1.5
Azerbaijan ²	0.950	0.950	0.0	-0.9	0.5	-1.4	1.6
Saint Lucia ⁴	0.910	0.942	3.6	6.2	0.0	1.4	6.5
Republic of Moldova ²	0.961	0.940	-2.2	-3.5	0.6	-1.0	-4.9
Mauritius ²	0.927	0.940	1.4	4.9	2.7	1.1	-2.5
Panama ²	0.942	0.934	-0.8	2.2	1.3	0.1	-7.2
Venezuela	0.910	0.931	2.4	6.7	0.0	2.4	0.7
Mongolia ²	0.922	0.929	0.8	-4.5	-0.3	3.9	4.2
Ecuador ²	0.913	0.917	0.5	0.4	1.4	0.9	-1.0
Bolivia ²	0.894	0.913	2.1	0.6	2.3	2.4	3.1
Paraguay ²	0.898	0.902	0.4	-4.1	1.1	1.1	4.0
Viet Nam	0.902	0.899	-0.4	-8.4	0.0	3.0	4.8
United Arab Emirates ²	0.885	0.896	1.3	-6.6	5.7	0.8	4.8
South Africa ²	0.854	0.892	4.5	-5.6	2.5	1.1	27.3
Dominican Republic ²	0.850	0.892	5.0	4.6	2.5	0.1	14.3
Namibia ²	0.861	0.848	-1.5	-1.9	2.4	0.6	-6.7
Swaziland	0.830	0.830	0.1	6.9	0.0	-1.7	-4.0
Lesotho	0.747	0.824	10.3	45.7	0.0	4.8	-0.9
Guatemala ²	0.734	0.812	10.6	14.2	3.9	5.3	21.5
Nicaragua ²	0.754	0.804	6.7	14.2	4.4	0.0	10.5
Iraq	0.744	0.793	6.6	3.8	0.0	2.0	22.9
Bangladesh ²	0.742	0.759	2.3	4.9	6.4	-0.8	0.2
Nepal ²	0.603	0.734	21.8	19.8	10.9	19.9	35.3
Malawi ²	0.730	0.734	0.5	-3.6	7.6	8.8	-14.1
Mauritania ²	0.654	0.666	1.8	15.9	6.1	7.4	-22.1
Yemen ²	0.588	0.650	10.6	31.4	17.5	29.4	-16.3
Mozambique ²	0.494	0.631	27.8	48.6	9.0	9.9	46.3
Ethiopia	0.457	0.616	34.8	107.4	33.2	25.7	18.6
Chad	0.427	0.409	-4.2	18.0	0.0	13.8	-39.7

Notes:

- Total primary NER includes children of primary school age who are enrolled in either primary or secondary schools.
 - Adult literacy rates are UIS annual literacy estimates. The estimates were generated using the UIS Global Age-specific Literacy Projections model.
 - 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.
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- Sources: Annex, Statistical Tables 2, 5, 7 and 8; UNESCO Institute for Statistics database; proxy literacy measure for European countries: European Commission, European Labour Force Survey (2005).