

The Education for All Development Index

While each of the six Education for All goals adopted in 2000 matters in its own right, the commitment undertaken by governments at the World Education Forum in Dakar was to sustain advances on all fronts. The Education for All Development Index (EDI) provides a composite measure of progress, encompassing access, equity and quality. Because of data availability constraints,¹ it includes only the four most easily quantifiable goals, attaching an equal weight to each:

- universal primary education (goal 2), measured by the primary adjusted net enrolment ratio (ANER);²
- adult literacy (first part of goal 4), measured by the literacy rate for those aged 15 and above;³
- gender parity and equality (goal 5), measured by the gender-specific EFA index (GEI), an average of the gender parity indexes of the primary and secondary gross enrolment ratios and of the adult literacy rate;
- quality of education (goal 6), measured by the survival rate to grade 5.⁴

The EDI value for a given country is the arithmetic mean of the four proxy indicators. It falls between 0 and 1, with 1 representing full EFA achievement.⁵

This section sets out the EDI 2007 situation and rankings, and provides a detailed technical overview of the methodology.

1. Reliable and comparable data relating to goal 1 (early childhood care and education) are not available for most countries, and progress on goal 3 (learning needs of youth and adults) is still not easy to measure or monitor.

2. The primary education adjusted NER measures the proportion of children of primary school age who are enrolled in either primary or secondary education.

3. The literacy data used are based on conventional assessment methods – either self- and third-party declarations or educational attainment proxies – and thus should be interpreted with caution; they are not based on any test and may overestimate actual literacy levels.

4. For countries where primary education lasts fewer than five years, the survival rate to the last grade of primary is used.

5. For further explanation of the EDI rationale and methodology, see the section on choice of indicators, which also includes detailed values and rankings for 2007.

The EDI in 2007

For the school year ending in 2007, the EDI values are calculated for 128 countries.⁶ Data limitations continue to prevent a more global assessment. Most of the countries not covered are either affected by conflict⁷ or have weak statistical information systems.

Countries' EDI rankings change from year to year, depending on changes in data and on the number of countries covered. For 2007, Norway ranks first and the Niger last, replacing Chad, which is not included this year because of a lack of recent data on the primary adjusted NER.

Table A.1 displays the results of the EDI calculations for 2007 by region. Of the 128 countries included:

- Sixty-two – six more than in 2006 – have either achieved the four most easily quantifiable EFA goals (forty-four countries) or are close to doing so (eighteen countries), with EDI values of 0.950 or above. In addition to high-achieving countries in North America and Europe, the list includes countries from all other EFA regions except sub-Saharan Africa.⁸ With a few exceptions,⁹ all these countries have achieved balanced progress on the four EFA goals included in the index. The right to education in these countries goes beyond rhetoric; education has been compulsory for decades and is often free.
- Thirty-six countries, mostly in Latin America and the Caribbean (sixteen), sub-Saharan Africa (eight) and the Arab region (six) are in the EDI medium category, with values ranging from 0.80 to 0.94. Most of these countries have a mixed progress report. While school participation is often high (with primary adjusted NER averaging around 93%), indicators for adult literacy and quality are less impressive. Adult literacy is below 80% in some countries in this group, including Algeria,

6. This is one fewer than in 2006.

7. The list of conflict-affected countries includes Afghanistan, Angola, Burundi, the Central African Republic, Chad, the Democratic Republic of the Congo, Côte d'Ivoire, Eritrea, Ethiopia, Guinea-Bissau, Liberia, Myanmar, Nepal, Pakistan, Rwanda, Senegal, Sierra Leone, Somalia, Sudan and Uganda.

8. In the *EFA Global Monitoring Report 2009*, one country in this region, Seychelles, was listed among countries having achieved EFA; it is no longer included because of a lack of recent data on the primary adjusted NER and survival rate to grade 5.

9. The primary adjusted NER remains at 90% or below in the Republic of Moldova and Ukraine, as does the average adult literacy rate in Bahrain and the United Arab Emirates.

Table A.1: Distribution of countries by EDI score and region, 2007

	Far from EFA: EDI below 0.80	Intermediate position: EDI between 0.80 and 0.94	Close to EFA: EDI between 0.95 and 0.96	EFA achieved: EDI between 0.97 and 1.00	Subtotal sample	Total number of countries
Sub-Saharan Africa	17	8			25	45
Arab States	5	6	3		14	20
Central Asia		1	2	5	8	9
East Asia and the Pacific	2	4	2	4	12	33
South and West Asia	5		1		6	9
Latin America and the Caribbean	1	16	5	4	26	41
North America and Western Europe			1	20	21	26
Central and Eastern Europe		1	4	11	16	21
Total	30	36	18	44	128	204

Source: Table A.2.

Belize, Guatemala, Kenya and Zambia, while school retention is particularly poor in Brazil, the Dominican Republic, El Salvador, Guatemala, the Philippines, Sao Tome and Principe, and Suriname.

- Thirty countries, a majority (seventeen) of them in sub-Saharan Africa, have low EDI values, below 0.80. Very low EDI values (below 0.60) are reported in Ethiopia, Mali and the Niger. Countries in other regions listed in this low EDI category include highly populated countries such as Bangladesh, India and Pakistan. With the exception of Madagascar and Nicaragua, which have achieved near universal primary enrolment, countries at low levels of EFA achievement face multiple challenges: school participation is low, quality is poor, adult illiteracy is high and gender disparities are marked.

Change over time in the EDI

For the period from 1999 to 2007, progress on the EDI could be analysed for forty-three countries with data available for both years. As Figure A.1 shows, the EDI increased in a large majority of these countries (thirty out of forty-three), with particularly large gains in some countries, including Ethiopia, Mozambique, Nepal and Zambia (where in each case the EDI went up by more than 12%). With the exceptions of the United Arab Emirates and the Bolivarian Republic of Venezuela, countries moving quickly towards EFA are in the low EDI category.¹⁰

Expansion of primary school participation is the main reason for the increase in the EDI since 1999: the average increase in the primary adjusted net enrolment ratio was 8.7%. It was followed by the improvements in adult literacy rates (by 3.7%) and education quality as measured by the survival rate to grade 5 (up by 3.4%).

The gender component played a smaller role in the EDI increase (up by 3.0%), except in countries including Nepal and Yemen where the reduction in gender disparities had the greatest impact.

Not all countries have been moving in the right direction. The EDI decreased in thirteen countries, declining by 2% or more from 1999 to 2007 in the Dominican Republic and Fiji, mainly because of a decrease in the rate of survival to grade 5.

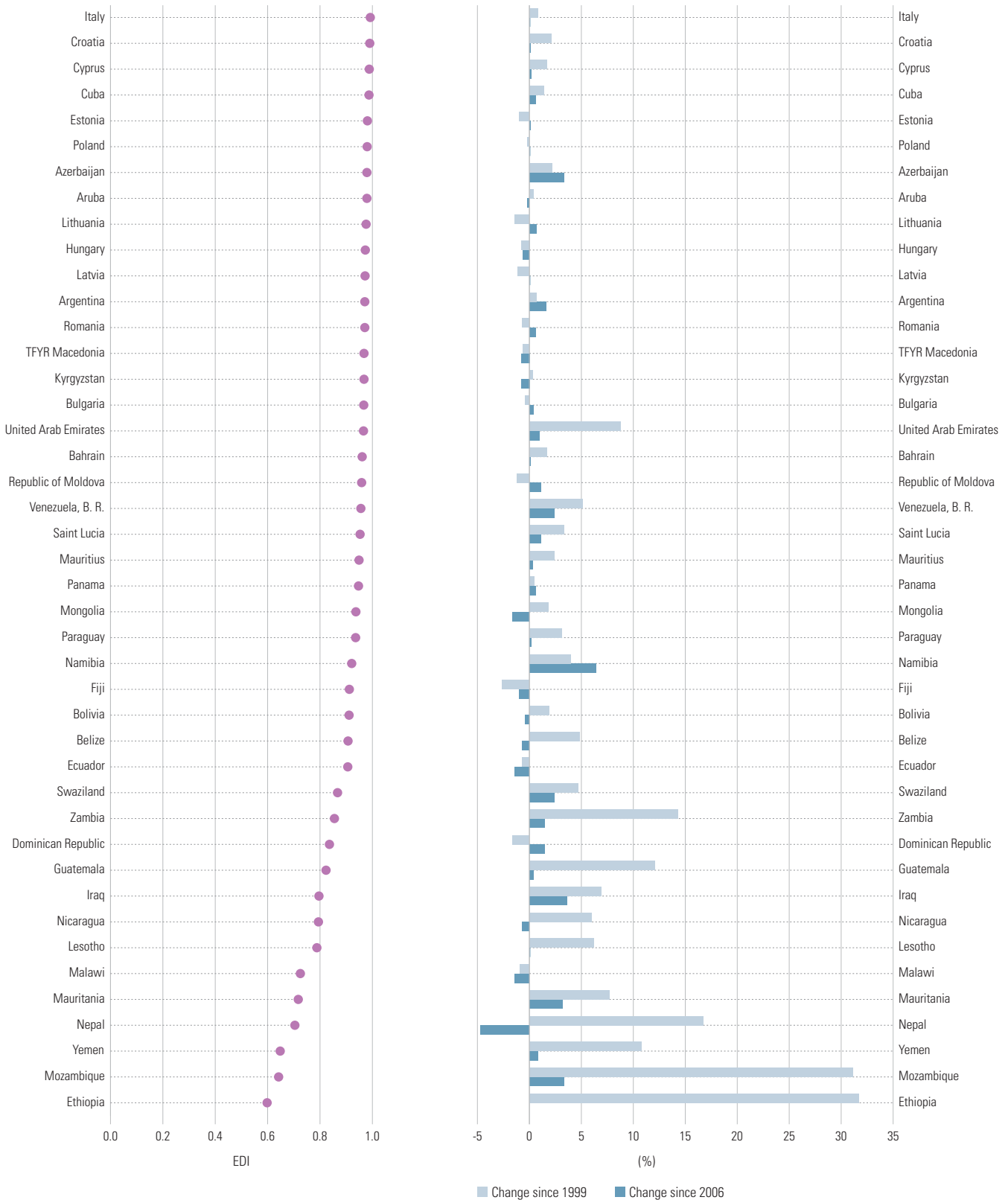
The progress report for 2006–2007 provides a similar mix of positive and negative news. Nearly two-thirds of the 120 countries with data available improved or maintained their EDI values (see Table A.5). The EDI increased by 5% or more in Burkina Faso, Namibia, the Niger, and Sao Tome and Principe. On the other hand, the situation worsened in one-third of the remaining countries, particularly Bangladesh, Burundi and Nepal. In Togo, the EDI declined by 8.4%. Analysis of EDI movement can help identify important priority areas and those that have suffered from relative neglect.

Inequalities in overall EFA achievement

Overall progress in the EDI can mask disparities related to wealth, language, rural-urban divides and other factors. These disparities are often comparable to those between nations (UNESCO, 2008). The EFA Inequality Index for Income Groups (EIIIG), developed for the *EFA Global Monitoring Report 2009*, revealed far higher scores for the richest households than for the poorest ones. Similarly, urban areas performed more strongly than rural areas. The disparities are greatest in countries where overall EFA achievement is still low, such as Burkina Faso, Ethiopia, Mali, Mozambique and the Niger. These countries face the double challenge addressed in this year's Report: to develop their education systems while making them more inclusive by reaching and teaching the most marginalized.

10. The United Arab Emirates moved from the medium EDI category to the high one during the period.

Figure A.1: EDI in 2007 and change since 1999 and 2006



Note: Only countries with EDI values in 1999 and 2007 are included.
Sources: Tables A.4 and A.5.

Choice of indicators as proxy measures of EDI components

Constructing the EDI and selecting the measurement tools involves judgements about the merits of the range of proxy indicators available and their relevance for capturing overall progress. This section explains the choice of indicators and methodology.

Universal primary education

Universal primary education (goal 2) 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, only the universal enrolment aspect of the goal is taken into consideration in the EDI. The indicator selected to measure universal primary enrolment achievement is the primary adjusted net enrolment ratio (ANER), 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%. An ANER of 100% means all eligible children are enrolled in school in a given school year, even though some of them may not complete it. However, if the ANER is at 100% for many consecutive years, it may imply that all children enrolled do complete at least primary school.

Adult literacy

The adult literacy rate is used as a proxy to measure progress towards the first part of goal 4.¹¹ 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.¹² New methodologies, based on tests and on the definition of literacy as a continuum of skills, are being developed and applied in some countries, including developed countries, to improve the quality of literacy data. Providing a new data series of good quality for most countries will take many years, however. The literacy rates now used are the best currently available internationally.

11. 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 *EFA Global Monitoring Report 2006* to interpret it in terms of a reduction in the adult illiteracy rate.

12. 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 as measured in labour force surveys. 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 are often limited to basic skills (reading, numeracy, science) and do not include values, capacities and other non-cognitive skills that are also important aims of education (UNESCO, 2004, 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.¹³ 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.

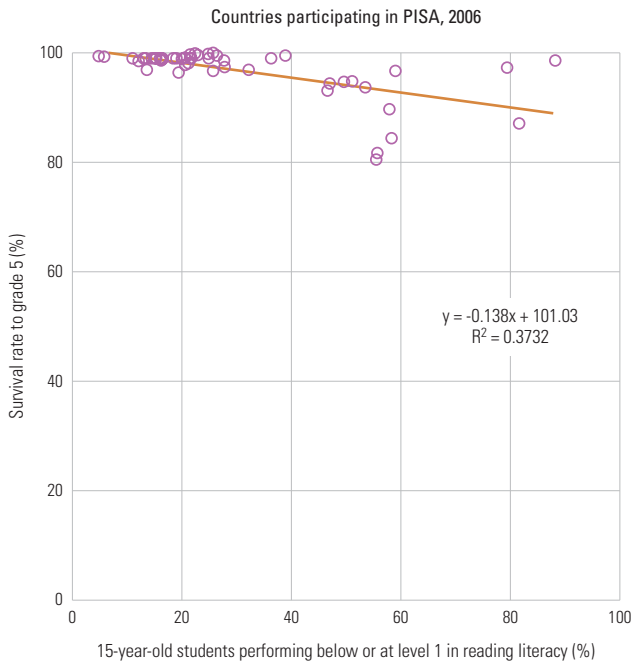
Among the feasible proxy indicators available for a large number of countries, the survival rate to grade 5 seems to be the best available for the quality of education component of the EDI.¹⁴ Figures A.2, A.3 and A.4 show that there is a clear positive link between such survival rates and learning achievement across various international assessments. The coefficient of correlation (R^2) between survival rates and learning outcomes in reading is 37% (Figure A.2). Education systems capable of retaining a larger proportion of their pupils to grade 5 tend to perform better, on average, in student assessment tests. The survival rate to grade 5 is associated even more strongly with learning outcomes in mathematics (with a coefficient of 52%; Figure A.3) and science (57%; Figure A.4), as shown by the TIMSS 2007 results for fourth-grade students.

Another possible proxy indicator for quality often mentioned is the pupil/teacher ratio. Among countries participating in TIMSS 2007, the association between this indicator and learning outcomes is also strong, but is much lower than for the survival rate to grade 5, with a coefficient of only 19% for both mathematics and science. Many other studies produce ambiguous evidence of the relationship between pupil/teacher ratios and learning outcomes (UNESCO, 2004). In a multivariate context, low pupil/teacher ratios 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

13. 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 NER levels, so as to account for home background and ability cohort effects.

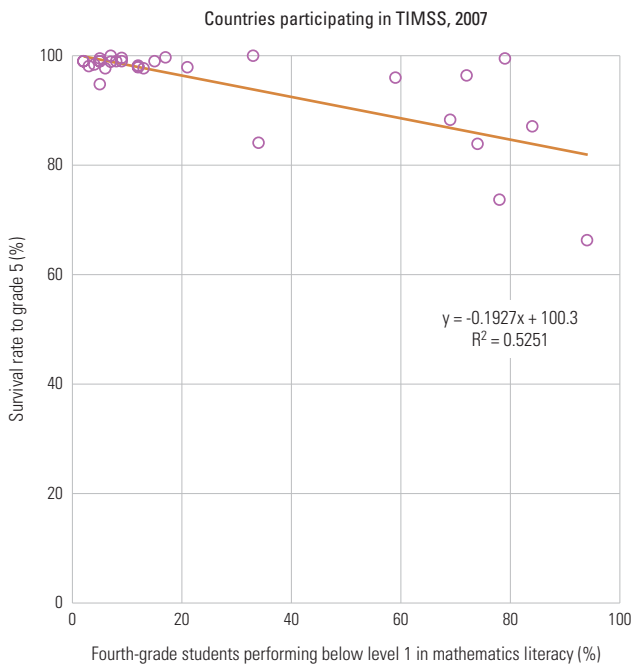
14. See *EFA Global Monitoring Report 2003/4*, Appendix 2, for background.

Figure A.2: Survival rates to grade 5 and learning outcomes in reading at lower secondary level, 2006



Sources: Annex, Statistical Table 7; OECD (2007).

Figure A.3: Survival rates to grade 5 and learning outcomes in mathematics at primary education level, 2007



Sources: Annex, Statistical Table 7; Martin et al. (2008).

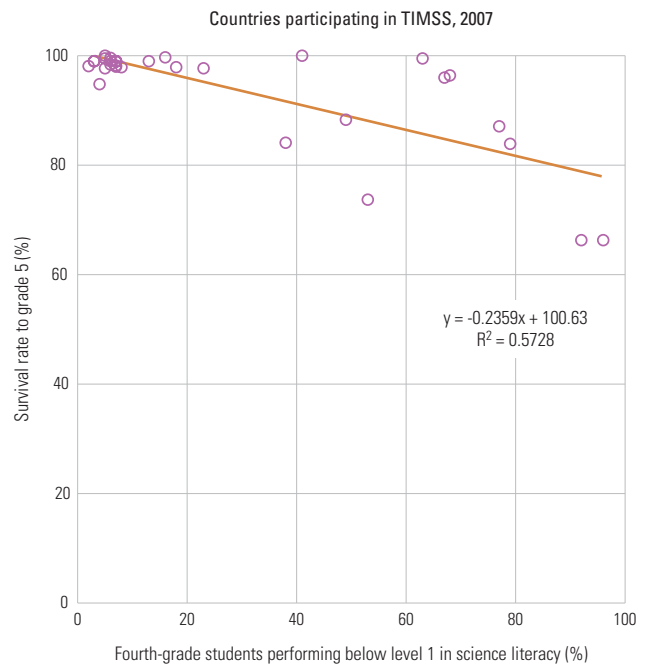
mean test scores. For low levels of test scores, a decrease in the number of pupils per teacher has a positive impact on learning outcomes, but for higher levels of test scores, additional teachers, which lead to lower ratios, have only limited impact. For all these reasons, the survival rate is used as a safer proxy for learning outcomes and hence for the education quality component of the EDI.¹⁵

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 Education for All 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).

15. Another reason is that survival rates, like the other EDI components, but unlike pupil/teacher ratios, 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 A.4: Survival rates to grade 5 and learning outcomes in science at primary education level, 2007



Sources: Annex, Statistical Table 7; Martin et al. (2008).

The first subgoal is measured by the gender parity indexes (GPIs) of the gross enrolment ratios (GERs) at primary and secondary levels. Defining, measuring and monitoring gender equality in education is difficult, as it includes both quantitative and qualitative aspects (see Chapter 2 and UNESCO, 2003). Essentially, measures of outcomes, which are also part of gender equality, are needed for a range of education levels, disaggregated by sex. No such measures are widely available on an internationally comparable basis. As a step in that direction, however, the GEI includes the gender parity measure 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 Education for All gender goal.

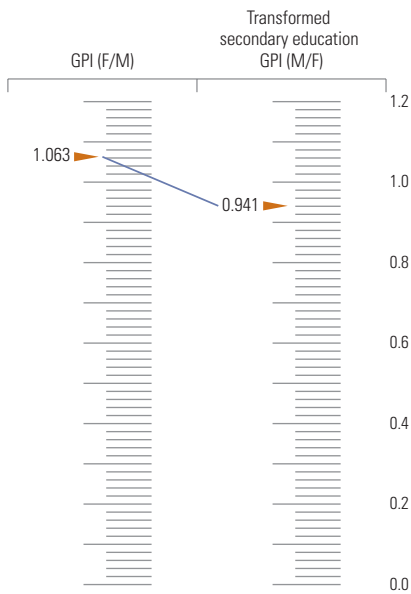
The GPI, when expressed as the ratio of female to male enrolment ratios or literacy rates, can exceed unity when more girls/women than boys/men are enrolled or literate. For the purposes of the GEI, the standard F/M formula is inverted to M/F in cases where the GPI is higher than 1. This solves mathematically 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 A.5 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 A.6 illustrates the calculation for Spain, using data for the school year ending in 2007. The GPIs in primary education, secondary education and adult literacy were 0.987, 1.063 and 0.986, respectively, resulting in a GEI of 0.971.

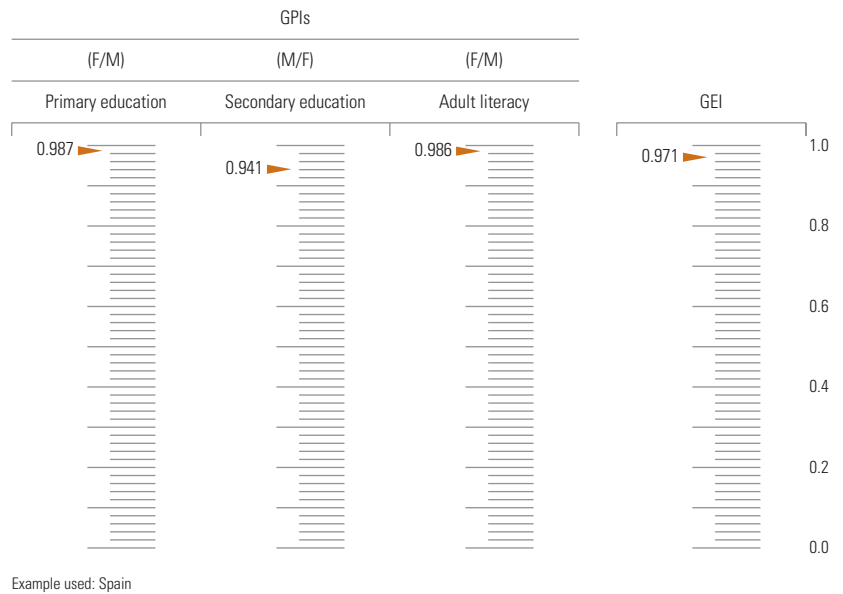
$$\begin{aligned} \text{GEI} &= 1/3 \text{ (primary GPI)} \\ &\quad + 1/3 \text{ (transformed secondary GPI)} \\ &\quad + 1/3 \text{ (adult literacy GPI)} \\ \text{GEI} &= 1/3 (0.987) + 1/3 (0.941) + 1/3 (0.986) = 0.971 \end{aligned}$$

Figure A.5: Calculating the 'transformed' GPI



Example used: Spain

Figure A.6: Calculating the GEI



Example used: Spain

Calculating the EDI

The EDI is the arithmetic mean of its four components: primary adjusted 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 goals are equally important for Education for All to be achieved as a whole, a synthetic indicator such as the EDI is thus very useful to inform the policy debate on the prominence of all the Education for All goals and to highlight the synergy among them.

Figure A.7 illustrates the calculation of the EDI, again using Spain as an example. The primary adjusted NER, adult literacy rate and GEI are for 2007 while the survival rate to grade 5 is for 2005. Their values were 0.998, 0.979, 0.971 and 0.998, respectively, resulting in an EDI of 0.987.

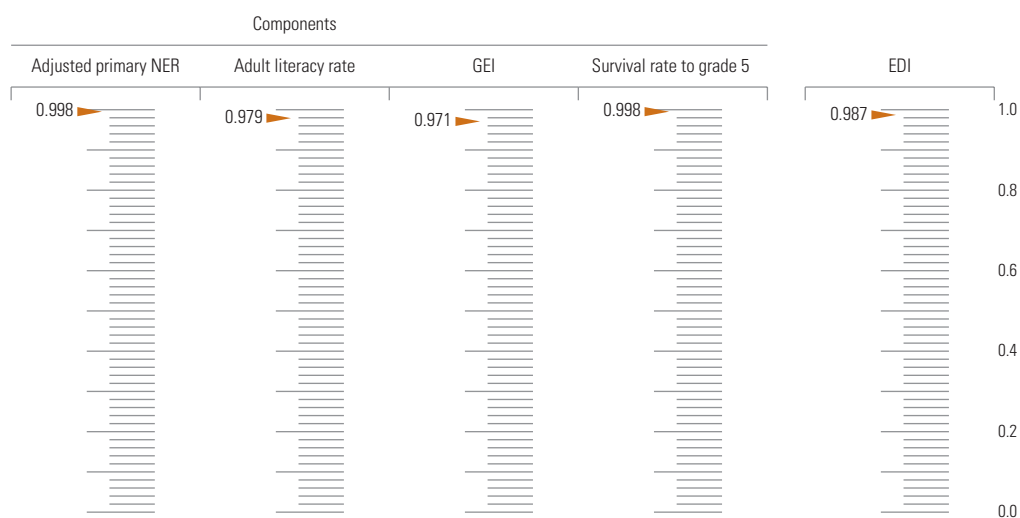
$$\begin{aligned}
 \text{EDI} &= 1/4 \text{ (primary adjusted NER)} \\
 &+ 1/4 \text{ (adult literacy rate)} \\
 &+ 1/4 \text{ (GEI)} \\
 &+ 1/4 \text{ (survival rate to grade 5)} \\
 \text{EDI} &= 1/4 (0.998) + 1/4 (0.979) + 1/4 (0.971) + 1/4 (0.998) \\
 &= 0.987
 \end{aligned}$$

Data sources and country coverage

All data used to calculate the EDI for the school year ending in 2007 are from the statistical tables in this annex and the UNESCO Institute for Statistics (UIS) database.

Only the 128 countries with a complete set of the indicators required to calculate the EDI are included in this analysis. Many countries thus are not included in the EDI, among them a number of countries in conflict or post-conflict situations and countries with weak education statistical systems. This fact, coupled with the exclusion of goals 1 and 3, means the EDI does not yet provide a fully comprehensive global overview of Education for All achievement.

Figure A.7: Calculating the EDI



Example used: Spain

Table A.2: The EFA Development Index (EDI) and its components, 2007

Ranking according to level of EDI	Countries/Territories	EDI	Primary adjusted NER ¹	Adult literacy rate	Gender-specific EFA Index (GEI)	Survival rate to grade 5
High EDI						
1	Norway ²	0.995	0.987	1.000	0.995	0.997
2	Japan ²	0.994	0.998	0.992	0.997	0.990
3	Germany ²	0.994	0.998	1.000	0.993	0.984
4	Kazakhstan	0.993	0.990	0.996	0.992	0.995
5	Italy	0.992	0.994	0.989	0.991	0.996
6	New Zealand ²	0.992	0.993	0.998	0.987	0.990
7	France ²	0.991	0.992	0.988	0.995	0.990
8	Netherlands	0.990	0.986	0.999	0.986	0.990
9	United Kingdom ²	0.990	0.984	0.997	0.990	0.990
10	Croatia	0.990	0.989	0.987	0.984	0.998
11	Luxembourg ²	0.989	0.988	0.990	0.987	0.992
12	Slovenia	0.988	0.972	0.997	0.995	0.990
13	Cyprus	0.988	0.993	0.977	0.983	0.999
14	Cuba	0.987	0.989	0.998	0.992	0.970
15	Finland ²	0.987	0.965	1.000	0.984	0.999
16	Iceland ²	0.987	0.975	1.000	0.981	0.991
17	Spain	0.987	0.998	0.979	0.971	0.998
18	Denmark ²	0.985	0.961	1.000	0.990	0.990
19	Austria ²	0.985	0.974	1.000	0.985	0.981
20	Sweden ²	0.984	0.940	1.000	0.996	1.000
21	Republic of Korea ²	0.984	0.985	0.999	0.972	0.980
22	Georgia ²	0.983	0.945	0.998	0.989	1.000
23	Belgium ²	0.983	0.983	0.999	0.988	0.963
24	Greece	0.982	0.998	0.971	0.974	0.985
25	Estonia	0.981	0.968	0.998	0.989	0.969
26	Israel ³	0.980	0.972	0.971	0.986	0.992
27	Poland ²	0.980	0.957	0.993	0.993	0.977
28	Ireland ³	0.980	0.960	0.994	0.976	0.990
29	Aruba	0.979	0.954	0.995	0.981	0.967
30	Azerbaijan	0.979	0.996	0.981	0.971	0.987
31	Switzerland ²	0.977	0.935	1.000	0.982	0.990
32	Lithuania	0.976	0.936	0.997	0.995	0.977
33	Czech Republic ²	0.975	0.925	0.999	0.994	0.982
34	Tajikistan	0.975	0.975	0.996	0.934	0.994
35	Hungary ²	0.973	0.930	0.989	0.991	0.980
36	Slovakia ³	0.972	0.921	0.996	0.993	0.979
37	Latvia	0.972	0.922	0.998	0.986	0.981
38	Argentina	0.971	0.990	0.976	0.958	0.960
39	Uruguay	0.971	0.976	0.979	0.984	0.944
40	Armenia	0.971	0.939	0.995	0.972	0.977
41	Belarus	0.971	0.902	0.997	0.988	0.995
42	Romania	0.971	0.966	0.976	0.991	0.950
43	Portugal	0.970	0.990	0.949	0.950	0.990
44	Brunei Darussalam	0.970	0.965	0.949	0.972	0.993
45	Uzbekistan	0.969	0.936	0.969	0.978	0.992
46	TFYR Macedonia	0.968	0.942	0.970	0.980	0.982
47	Kyrgyzstan	0.968	0.924	0.993	0.991	0.965
48	Ukraine	0.968	0.899	0.997	0.998	0.979
49	Tonga	0.967	0.985	0.992	0.970	0.921
50	Bulgaria	0.967	0.963	0.983	0.979	0.941
51	Chile	0.966	0.945	0.965	0.975	0.979
52	United Arab Emirates	0.966	0.983	0.900	0.979	1.000
53	Kuwait	0.965	0.941	0.945	0.980	0.995
54	Bahrain	0.961	0.994	0.888	0.972	0.989
55	Mexico	0.959	0.992	0.928	0.971	0.946
56	Republic of Moldova	0.959	0.900	0.992	0.982	0.962
57	Trinidad and Tobago	0.958	0.971	0.987	0.966	0.910
58	Maldives	0.957	0.970	0.970	0.966	0.921
59	Venezuela, B. R.	0.956	0.941	0.952	0.955	0.978
60	Saint Lucia ²	0.953	0.990	0.913	0.949	0.959
61	Malta	0.953	0.913	0.924	0.984	0.990
62	Macao, China	0.952	0.930	0.935	0.954	0.990

Table A.2 (continued)

Ranking according to level of EDI	Countries/Territories	EDI	Primary adjusted NER ¹	Adult literacy rate	Gender-specific EFA Index (GEI)	Survival rate to grade 5
Medium EDI						
63	Mauritius	0.949	0.954	0.874	0.976	0.990
64	Barbados ²	0.948	0.970	0.884	0.991	0.946
65	Indonesia	0.947	0.980	0.920	0.962	0.928
66	Panama	0.947	0.990	0.934	0.963	0.900
67	Jordan	0.946	0.929	0.911	0.957	0.988
68	Peru	0.942	0.990	0.896	0.949	0.932
69	Malaysia	0.941	0.975	0.919	0.953	0.917
70	Qatar	0.941	0.983	0.931	0.979	0.871
71	Mongolia	0.937	0.976	0.973	0.958	0.841
72	Paraguay	0.936	0.949	0.946	0.974	0.877
73	Bahamas ²	0.934	0.912	0.988	0.986	0.850
74	Namibia	0.921	0.881	0.880	0.944	0.978
75	Colombia	0.920	0.909	0.927	0.963	0.883
76	Palestinian A. T.	0.914	0.774	0.938	0.956	0.987
77	Turkey	0.913	0.923	0.887	0.872	0.969
78	Fiji ²	0.912	0.942	0.929	0.945	0.831
79	Bolivia	0.911	0.950	0.907	0.955	0.833
80	Belize ²	0.907	0.989	0.796	0.971	0.873
81	Ecuador	0.906	0.993	0.842	0.974	0.817
82	St Vincent/Grenadines ³	0.904	0.939	0.881	0.917	0.880
83	Sao Tome/Principe	0.899	0.997	0.879	0.933	0.787
84	Lebanon	0.898	0.841	0.896	0.932	0.923
85	Philippines	0.895	0.917	0.934	0.962	0.768
86	Algeria	0.890	0.960	0.754	0.885	0.960
87	Honduras	0.885	0.939	0.836	0.931	0.834
88	Brazil	0.883	0.935	0.900	0.942	0.756
89	Suriname	0.882	0.942	0.904	0.884	0.797
90	Oman	0.879	0.750	0.844	0.938	0.985
91	Cape Verde	0.875	0.852	0.838	0.889	0.922
92	Botswana	0.869	0.841	0.829	0.980	0.825
93	Swaziland	0.867	0.872	0.838	0.938	0.821
94	El Salvador	0.865	0.936	0.820	0.967	0.737
95	Zambia	0.855	0.954	0.706	0.871	0.890
96	Kenya	0.839	0.870	0.736	0.922	0.829
97	Dominican Republic	0.836	0.847	0.891	0.920	0.684
98	Guatemala	0.823	0.968	0.732	0.907	0.683
Low EDI						
99	Iraq	0.796	0.886	0.741	0.750	0.806
100	Bhutan	0.795	0.884	0.528	0.836	0.932
101	Nicaragua	0.794	0.971	0.780	0.954	0.470
102	Ghana	0.791	0.733	0.650	0.896	0.886
103	Lesotho	0.788	0.727	0.822	0.866	0.737
104	Cambodia	0.781	0.894	0.763	0.844	0.622
105	India	0.775	0.943	0.660	0.841	0.658
106	Morocco	0.770	0.893	0.556	0.794	0.839
107	Madagascar	0.762	0.993	0.707	0.924	0.423
108	Uganda	0.761	0.947	0.736	0.873	0.487
109	Lao PDR	0.755	0.863	0.727	0.817	0.615
110	Malawi	0.725	0.876	0.718	0.872	0.434
111	Burundi	0.719	0.813	0.593	0.808	0.662
112	Bangladesh	0.718	0.896	0.535	0.895	0.548
113	Mauritania	0.717	0.810	0.558	0.864	0.637
114	Djibouti ²	0.709	0.453	0.703	0.783	0.899
115	Nepal	0.704	0.800	0.565	0.835	0.616
116	Gambia ²	0.678	0.693	0.425	0.865	0.730
117	Pakistan	0.651	0.656	0.542	0.708	0.697
118	Senegal	0.650	0.731	0.419	0.798	0.650
119	Yemen	0.648	0.754	0.589	0.587	0.663
120	Benin	0.647	0.828	0.405	0.640	0.715
121	Mozambique	0.642	0.760	0.444	0.725	0.640
122	Togo	0.629	0.789	0.532	0.650	0.543
123	Guinea	0.622	0.751	0.295	0.615	0.828
124	Eritrea	0.602	0.423	0.642	0.744	0.599
125	Burkina Faso	0.602	0.592	0.287	0.732	0.796
126	Ethiopia	0.598	0.723	0.359	0.667	0.644
127	Mali	0.590	0.630	0.262	0.654	0.812
128	Niger	0.508	0.455	0.287	0.571	0.720

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

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

2. Adult literacy rates are unofficial UIS estimates.

3. 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.

Sources: Annex, Statistical Tables 2, 5, 7 and 8; UIS database.

Table A.3: Countries ranked according to value of EDI and components, 2007

Countries/Territories	EDI	Primary adjusted NER ¹	Adult literacy rate	Gender-specific EFA Index (GEI)	Survival rate to grade 5
High EDI					
Norway ²	1	25	1	4	8
Japan ²	2	2	33	2	20
Germany ²	3	1	1	10	38
Kazakhstan	4	17	25	12	12
Italy	5	8	36	16	9
New Zealand ²	6	11	16	25	20
France ²	7	13	37	5	20
Netherlands	8	26	9	30	20
United Kingdom ²	9	29	18	20	20
Croatia	10	23	39	32	7
Luxembourg ²	11	24	34	26	16
Slovenia	12	40	22	7	20
Cyprus	13	9	45	36	4
Cuba	14	22	13	13	53
Finland ²	15	50	1	35	5
Iceland ²	16	37	1	39	18
Spain	17	3	43	59	6
Denmark ²	18	52	1	19	20
Austria ²	19	39	1	31	42
Sweden ²	20	70	1	3	3
Republic of Korea ²	21	28	10	57	43
Georgia ²	22	62	17	21	1
Belgium ²	23	31	11	23	58
Greece	24	4	50	53	37
Estonia	25	46	14	22	55
Israel ³	26	41	49	28	17
Poland ²	27	55	29	9	51
Ireland ³	28	54	27	48	20
Aruba	29	6	42	60	56
Azerbaijan	30	56	28	40	34
Switzerland ²	31	77	1	37	20
Lithuania	32	76	21	6	50
Czech Republic ²	33	82	12	8	39
Tajikistan	34	36	24	87	13
Hungary ²	35	80	35	14	44
Slovakia ³	36	86	23	11	46
Latvia	37	85	15	27	41
Argentina	38	16	46	71	60
Uruguay	39	34	44	33	66
Armenia	40	73	26	54	52
Belarus	41	91	19	24	11
Romania	42	48	47	17	63
Portugal	43	15	56	79	31
Brunei Darussalam	44	49	57	56	14
Uzbekistan	45	75	53	47	15
TFYR Macedonia	46	66	52	43	40
Kyrgyzstan	47	83	30	15	57
Ukraine	48	93	20	1	47
Tonga	49	27	32	62	74
Bulgaria	50	51	41	44	67
Chile	51	63	54	50	45
United Arab Emirates	52	32	75	45	1
Kuwait	53	69	59	41	10
Bahrain	54	7	80	55	32
Mexico	55	14	66	58	65
Republic of Moldova	56	92	31	38	59
Trinidad and Tobago	57	43	40	64	76
Maldives	58	44	51	65	73
Venezuela, B. R.	59	68	55	74	49
Saint Lucia ²	60	18	71	80	62
Malta	61	88	68	34	20
Macao, China	62	79	61	77	20

Table A.3 (continued)

Countries/Territories	EDI	Primary adjusted NER ¹	Adult literacy rate	Gender-specific EFA Index (GEI)	Survival rate to grade 5
Medium EDI					
Mauritius	63	58	86	49	19
Barbados ²	64	45	82	18	64
Indonesia	65	33	69	69	70
Panama	66	19	63	67	77
Jordan	67	81	72	72	33
Peru	68	20	78	81	69
Malaysia	69	38	70	78	75
Qatar	70	30	64	46	85
Mongolia	71	35	48	70	87
Paraguay	72	60	58	51	83
Bahamas ²	73	89	38	29	86
Namibia	74	99	84	83	48
Colombia	75	90	67	66	81
Palestinian A. T.	76	113	60	73	35
Turkey	77	84	81	102	54
Fiji ²	78	65	65	82	91
Bolivia	79	59	73	75	90
Belize ²	80	21	95	61	84
Ecuador	81	10	88	52	96
St Vincent/Grenadines ³	82	72	83	94	82
Sao Tome and Principe	83	5	85	88	101
Lebanon	84	106	77	89	71
Philippines	85	87	62	68	102
Algeria	86	53	98	99	61
Honduras	87	71	91	90	89
Brazil	88	78	76	84	103
Suriname	89	67	74	100	99
Oman	90	117	87	85	36
Cape Verde	91	104	90	98	72
Botswana	92	107	92	42	94
Swaziland	93	101	89	86	95
El Salvador	94	74	94	63	105
Zambia	95	57	106	104	79
Kenya	96	102	100	92	92
Dominican Republic	97	105	79	93	110
Guatemala	98	47	102	95	111
Low EDI					
Iraq	99	97	99	117	98
Bhutan	100	98	119	110	68
Nicaragua	101	42	96	76	126
Ghana	102	118	109	96	80
Lesotho	103	120	93	105	104
Cambodia	104	95	97	108	119
India	105	64	108	109	114
Morocco	106	96	115	115	88
Madagascar	107	12	105	91	128
Uganda	108	61	101	101	125
Lao PDR	109	103	103	112	121
Malawi	110	100	104	103	127
Burundi	111	109	111	113	113
Bangladesh	112	94	117	97	123
Mauritania	113	110	114	107	118
Djibouti ²	114	127	107	116	78
Nepal	115	111	113	111	120
Gambia ²	116	122	121	106	106
Pakistan	117	123	116	121	109
Senegal	118	119	122	114	115
Yemen	119	115	112	127	112
Benin	120	108	123	125	108
Mozambique	121	114	120	120	117
Togo	122	112	118	124	124
Guinea	123	116	125	126	93
Eritrea	124	128	110	118	122
Burkina Faso	125	125	126	119	100
Ethiopia	126	121	124	122	116
Mali	127	124	128	123	97
Niger	128	126	127	128	107

Notes:

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

2. Adult literacy rates are unofficial UIS estimates.

3. 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.

Sources: Annex, Statistical Tables 2, 5, 7 and 8; UIS database.

Table A.4: Change in EDI and its components between 1999 and 2007

Countries/Territories	EFA Development Index		Variation 1999–2007 (in relative terms)	Change in EDI components between 1999 and 2007 (% in relative terms)			
	1999	2007		Primary adjusted NER ¹	Adult literacy rate	Gender-specific EFA Index (GEI)	Survival rate to grade 5
Italy	0.984	0.992	0.8	-0.4	0.5	0.1	3.1
Croatia	0.970	0.990	2.1	7.6	0.6	0.3	0.1
Cyprus	0.971	0.988	1.7	1.4	0.9	0.7	4.0
Cuba	0.974	0.987	1.4	-0.3	0.0	2.5	3.5
Estonia	0.991	0.981	-1.0	-3.1	0.0	1.4	-2.2
Poland ²	0.982	0.980	-0.2	-0.5	0.1	0.6	-0.9
Aruba	0.975	0.979	0.4	1.2	0.9	-0.2	-0.1
Azerbaijan	0.959	0.979	2.1	7.6	0.6	-1.4	2.2
Lithuania	0.991	0.976	-1.4	-4.6	0.0	0.3	-1.6
Hungary ²	0.982	0.973	-0.8	-4.2	-1.1	0.3	1.2
Latvia	0.983	0.972	-1.1	-6.4	0.0	0.6	1.2
Argentina	0.964	0.971	0.7	-0.3	0.5	-3.1	6.4
Romania	0.978	0.971	-0.7	-3.3	0.3	0.9	-0.7
TFYR Macedonia	0.974	0.968	-0.6	-4.8	0.9	0.9	0.8
Kyrgyzstan	0.965	0.968	0.3	-1.9	0.6	0.6	2.1
Bulgaria	0.971	0.967	-0.4	-2.6	0.1	-0.3	1.3
United Arab Emirates	0.887	0.966	8.8	20.4	7.1	1.1	8.3
Bahrain	0.944	0.961	1.7	0.8	2.6	2.1	1.5
Republic of Moldova	0.971	0.959	-1.2	-6.1	0.8	-0.5	0.9
Venezuela, B. R.	0.910	0.956	5.1	8.2	2.3	2.6	7.7
Saint Lucia ²	0.922	0.953	3.3	1.8	1.3	3.8	6.5
Mauritius	0.927	0.949	2.4	5.3	3.7	1.4	-0.4
Panama	0.942	0.947	0.5	2.2	1.6	0.1	-2.1
Mongolia	0.920	0.937	1.9	6.8	-0.4	4.6	-3.6
Paraguay	0.909	0.936	3.1	-1.7	2.6	0.7	12.3
Namibia	0.885	0.921	4.0	7.8	3.4	-0.7	6.0
Fiji	0.936	0.912	-2.6	-4.6	0.0	-0.9	-4.9
Bolivia	0.894	0.911	1.9	-1.0	4.6	2.9	1.3
Belize	0.866	0.907	4.8	3.6	3.5	0.9	12.3
Ecuador	0.913	0.906	-0.7	0.3	-7.5	-0.8	6.1
Swaziland	0.829	0.867	4.7	16.6	5.4	-3.5	2.8
Zambia	0.748	0.855	14.3	39.9	3.9	5.4	10.4
Dominican Republic	0.850	0.836	-1.6	-0.5	2.5	-0.7	-8.8
Guatemala	0.734	0.823	12.1	16.0	5.9	6.8	22.0
Iraq	0.744	0.796	6.9	4.8	0.0	2.0	22.9
Nicaragua	0.749	0.794	6.0	21.4	1.7	1.0	-2.9
Lesotho	0.742	0.788	6.2	26.0	0.0	4.6	-0.4
Malawi	0.731	0.725	-0.9	-11.5	10.4	9.6	-11.4
Mauritania	0.666	0.717	7.7	25.9	9.0	4.2	-6.1
Nepal	0.603	0.704	16.7	19.4	16.3	23.5	6.1
Yemen	0.585	0.648	10.8	34.0	27.6	33.3	-24.2
Mozambique	0.490	0.642	31.1	45.1	11.8	18.5	50.1
Ethiopia	0.454	0.598	31.7	107.9	35.1	4.4	14.0

Notes:

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

2. Adult literacy rates are unofficial UIS estimates.

Sources: Annex, Statistical Tables 2, 5, 7 and 8; UIS database.

Table A.5: Change in EDI and its components between 2006 and 2007

Countries/Territories	EFA Development Index		Variation 2006–2007 (in relative terms)	Change in EDI components between 2006 and 2007 (% in relative terms)			
	2006	2007		Primary adjusted NER ¹	Adult literacy rate	Gender-specific EFA Index (GEI)	Survival rate to grade 5
High EDI							
Norway ²	0.994	0.995	0.1	0.7	0.0	-0.1	-0.2
Japan ²	0.994	0.994	0.0	0.0	0.0	0.0	0.0
Germany ²	0.994	0.994	-0.1	0.2	0.0	0.1	-0.5
Kazakhstan	0.995	0.993	-0.1	0.0	0.0	-0.1	-0.5
Italy	0.992	0.992	0.0	0.0	0.1	0.0	0.0
New Zealand ²	0.989	0.992	0.3	-0.2	1.0	0.5	0.0
France ²	0.991	0.991	0.0	0.0	0.0	0.0	0.0
Netherlands	0.986	0.990	0.4	0.4	1.2	0.1	0.0
United Kingdom ²	0.993	0.990	-0.3	-1.2	0.0	0.1	0.0
Croatia	0.989	0.990	0.1	0.0	0.1	0.1	0.1
Luxembourg ²	0.989	0.989	0.0	0.1	0.0	0.4	-0.4
Slovenia	0.988	0.988	0.1	0.4	0.0	-0.2	0.1
Cyprus	0.987	0.988	0.2	-0.2	0.2	-0.1	0.8
Cuba	0.981	0.987	0.6	2.0	0.0	0.6	-0.2
Finland ²	0.987	0.987	-0.1	-0.5	0.0	-0.2	0.5
Iceland ²	0.988	0.987	-0.2	-0.2	0.0	-0.5	0.0
Spain	0.985	0.987	0.2	0.1	0.6	0.3	-0.1
Denmark ²	0.992	0.985	-0.7	-2.6	0.0	-0.1	0.0
Austria ²	0.987	0.985	-0.2	0.0	0.0	0.0	-0.9
Sweden ²	0.984	0.984	0.0	-1.0	0.0	-0.1	1.0
Republic of Korea ²	0.984	0.984	0.0	0.0	0.8	0.5	-1.2
Georgia ²	0.970	0.983	1.4	4.7	0.0	1.2	0.0
Belgium ²	0.979	0.983	0.4	0.7	0.9	0.0	-0.2
Greece	0.984	0.982	-0.2	0.1	0.1	-0.8	-0.2
United States	0.972	0.981	1.0	0.5	0.7	0.4	2.2
Estonia	0.980	0.981	0.1	-0.1	0.0	0.4	0.0
Israel ²	0.980	0.980	0.0	0.2	0.0	0.2	-0.4
Poland ²	0.981	0.980	0.0	-0.6	1.0	0.3	-0.9
Ireland ³	0.976	0.980	0.4	1.2	0.0	0.2	0.5
Aruba	0.981	0.979	-0.2	0.1	0.1	-0.9	-0.1
Azerbaijan	0.948	0.979	3.2	11.7	0.0	0.9	1.5
Switzerland ²	0.976	0.977	0.1	0.0	0.0	0.2	0.0
Lithuania	0.970	0.976	0.7	1.7	0.0	-0.1	1.1
Czech Republic ²	0.979	0.975	-0.4	0.0	0.0	0.1	-1.6
Tajikistan	0.971	0.975	0.4	0.3	0.0	0.7	0.7
Hungary ²	0.979	0.973	-0.6	-1.7	-1.1	-0.1	0.1
Slovakia ³	0.971	0.972	0.2	0.0	0.0	0.2	0.5
Latvia	0.972	0.972	0.0	0.0	0.0	0.0	0.0
Argentina	0.956	0.971	1.6	-0.1	0.1	-0.3	7.0
Uruguay	0.963	0.971	0.8	-2.3	0.1	4.4	1.4
Armenia	0.967	0.971	0.3	3.5	0.0	-0.1	-1.7
Belarus	0.969	0.971	0.2	0.4	0.0	0.1	0.3
Romania	0.965	0.971	0.6	1.1	0.0	0.0	1.4
Portugal	0.969	0.970	0.1	-0.2	0.3	0.4	0.0
Brunei Darussalam	0.972	0.970	-0.2	-0.9	0.3	0.2	-0.4
TFYR Macedonia	0.976	0.968	-0.8	-3.1	0.1	-0.1	0.0
Kyrgyzstan	0.976	0.968	-0.8	-1.1	0.0	0.1	-2.1
Tonga	0.967	0.967	0.0	0.2	0.0	0.0	0.0
Bulgaria	0.963	0.967	0.4	2.6	0.0	-0.1	-0.8
United Arab Emirates	0.956	0.966	1.0	3.3	0.2	-0.5	0.9
Kuwait	0.935	0.965	3.2	6.3	1.3	1.5	3.9
Bahrain	0.959	0.961	0.1	0.0	0.5	0.1	0.0
Mexico	0.956	0.959	0.3	-0.3	1.2	0.3	0.3
Republic of Moldova	0.948	0.959	1.1	5.6	0.1	0.3	-0.8
Trinidad and Tobago	0.941	0.958	1.9	8.6	0.1	-0.8	0.0
Maldives	0.959	0.957	-0.2	-1.0	0.1	0.0	0.0
Venezuela, B. R.	0.934	0.956	2.4	1.0	2.3	0.1	6.3
Saint Lucia ²	0.942	0.953	1.1	0.2	1.3	3.0	0.0
Malta	0.955	0.953	-0.2	-2.4	1.1	0.3	0.0
Medium EDI							
Macao, China	0.947	0.952	0.6	1.9	0.6	-0.2	0.0
Mauritius	0.946	0.949	0.3	0.4	0.5	0.1	0.2
Barbados ²	0.943	0.948	0.5	0.8	0.0	1.1	0.0
Indonesia	0.925	0.947	2.4	-0.4	1.0	-0.1	9.9

Table A.5 (continued)

Countries/Territories	EFA Development Index		Variation 2006–2007 (in relative terms)	Change in EDI components between 2006 and 2007 (% in relative terms)			
	2006	2007		Primary adjusted NER ¹	Adult literacy rate	Gender-specific EFA Index (GEI)	Survival rate to grade 5
Panama	0.941	0.947	0.6	-0.1	0.2	0.3	2.3
Jordan	0.943	0.946	0.4	-0.8	-1.7	-0.3	4.3
Peru	0.931	0.942	1.2	-0.1	1.0	-0.2	4.1
Malaysia	0.965	0.941	-2.5	-2.4	0.4	0.1	-7.6
Qatar	0.935	0.941	0.7	0.1	3.6	-0.9	0.0
Mongolia	0.952	0.937	-1.6	0.3	0.0	0.5	-7.5
Paraguay	0.935	0.936	0.2	0.0	1.1	-0.3	0.0
Bahamas ²	0.921	0.934	1.4	3.1	3.1	-0.4	0.0
Namibia	0.865	0.921	6.4	15.3	0.4	-0.7	12.6
Colombia	0.905	0.920	1.7	-1.1	0.4	0.2	8.0
Palestinian A. T.	0.913	0.914	0.1	-3.0	1.6	0.8	0.6
Turkey	0.909	0.913	0.4	1.1	0.6	-0.1	0.0
Fiji ²	0.921	0.912	-1.0	0.0	0.0	-0.8	-3.3
Bolivia	0.915	0.911	-0.4	-1.3	1.1	0.5	-1.7
Belize ²	0.913	0.907	-0.7	-0.2	3.5	0.1	-5.3
Ecuador	0.919	0.906	-1.4	-0.1	-8.9	-1.2	5.7
St Vincent/Grenadines ³	0.901	0.904	0.4	1.5	0.0	0.0	0.0
Sao Tome and Principe	0.857	0.899	4.9	2.1	0.5	-0.2	22.8
Lebanon	0.887	0.898	1.3	1.3	1.5	0.8	1.6
Philippines	0.888	0.895	0.8	-0.3	0.1	0.3	3.9
Algeria	0.888	0.890	0.1	-1.7	1.1	0.6	0.8
Honduras	0.887	0.885	-0.2	-3.2	1.2	1.7	0.0
Brazil	0.901	0.883	-2.0	-2.2	0.0	-0.6	-6.0
Oman	0.885	0.879	-0.6	-1.9	0.8	0.0	-1.5
Cape Verde	0.883	0.875	-0.9	-3.7	1.0	-0.9	0.3
Botswana	0.867	0.869	0.2	0.0	0.9	0.0	0.0
Swaziland	0.847	0.867	2.4	11.0	5.4	-2.9	-2.3
El Salvador	0.867	0.865	-0.2	-2.2	-1.8	1.3	2.2
Zambia	0.842	0.855	1.5	2.0	3.9	1.1	-0.4
Kenya	0.816	0.839	2.8	14.2	0.0	-1.7	0.0
Dominican Republic	0.824	0.836	1.5	6.2	0.4	-0.5	0.0
Guatemala	0.819	0.823	0.4	0.7	1.0	0.7	-0.9
Low EDI							
Iraq	0.768	0.796	3.6	14.4	0.0	0.0	0.0
Bhutan	0.777	0.795	2.4	10.7	-2.8	0.4	0.0
Nicaragua	0.799	0.794	-0.7	6.3	-2.6	0.8	-12.4
Lesotho	0.788	0.788	0.0	0.0	0.0	0.0	0.0
Cambodia	0.778	0.781	0.4	-0.6	0.9	1.4	0.0
India	0.794	0.775	-2.4	-1.9	1.2	0.8	-9.9
Madagascar	0.737	0.762	3.4	3.4	0.0	0.3	18.1
Lao PDR	0.753	0.755	0.3	3.1	0.3	-1.6	-0.9
Malawi	0.735	0.725	-1.4	-4.6	1.3	0.2	-2.0
Burundi	0.757	0.719	-5.0	8.7	0.0	0.0	-24.6
Bangladesh	0.753	0.718	-4.5	-2.8	1.9	-2.1	-15.7
Mauritania	0.695	0.717	3.2	1.4	1.1	0.9	11.0
Djibouti ²	0.684	0.709	3.8	18.3	0.0	4.3	0.0
Nepal	0.738	0.704	-4.7	-0.2	2.3	2.4	-21.6
Pakistan	0.652	0.651	-0.2	0.0	0.0	-0.8	0.0
Senegal	0.643	0.650	1.0	1.2	-0.2	2.4	0.0
Yemen	0.643	0.648	0.8	0.0	2.7	1.0	0.0
Benin	0.643	0.647	0.7	0.7	2.1	0.5	0.0
Mozambique	0.622	0.642	3.3	0.0	1.4	1.7	11.1
Togo	0.686	0.629	-8.4	-4.6	0.0	1.4	-27.1
Guinea	0.608	0.622	2.4	3.2	0.0	2.6	2.3
Eritrea	0.621	0.602	-3.0	-11.0	11.3	7.1	-18.6
Burkina Faso	0.538	0.602	11.9	23.8	10.6	6.4	9.8
Ethiopia	0.598	0.598	0.0	0.0	0.0	0.0	0.0
Mali	0.570	0.590	3.5	4.2	14.3	3.5	0.0
Niger	0.470	0.508	8.1	3.2	-3.9	-0.8	27.4

Notes:

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

2. Adult literacy rates are unofficial UIS estimates.

3. 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.

Sources: Annex, Statistical Tables 2, 5, 7 and 8; UIS database.