The Education For All Development Index

Introduction

The EFA goals represent more than the sum of their individual parts. While each 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. Ideally, it should reflect all six EFA goals but, due to data constraints, it currently focuses only on 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.

Universal primary education

The UPE goal includes 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, even though some of them may not complete it. However, if the NER is at 100% for many consecutive years, it may imply that all children enrolled do complete school.

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.

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

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 *EFA Global Monitoring Report 2006* 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 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.[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.

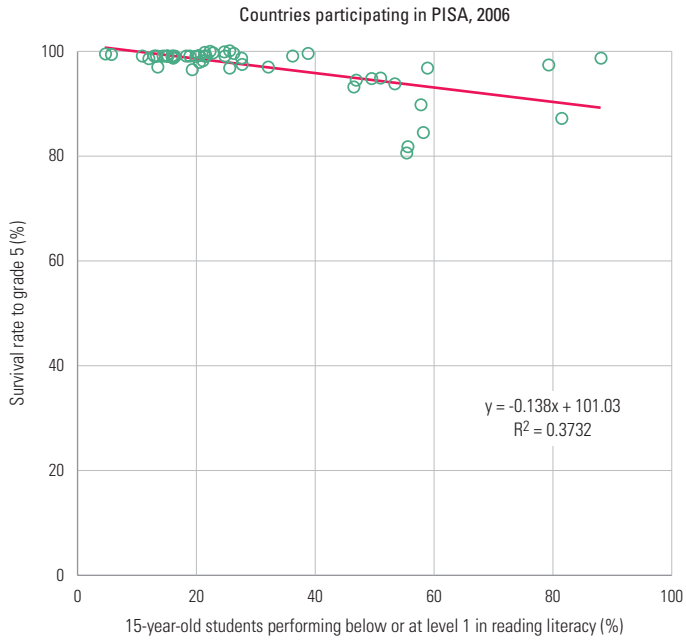
Among the feasible proxy indicators available for a large number of countries, the survival rate to grade 5 seems to be the best available for the quality of education component of the EDI.[5] Figures 1, 2 and 3 show that there is a clear positive link between such survival rates and learning achievement across various regional and international assessments. The coefficient of correlation (R^2) between survival rates and learning outcomes in reading is 37% (Figure 1). 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 45%; Figure 2) and science (42%; Figure 3).

Another possible proxy indicator for quality is the pupil/teacher ratio (PTR). Among Latin American countries participating in the 2006 Segundo Estudio Regional Comparativo y Explicativo (SERCE) assessment, the association between this indicator and learning outcomes in mathematics is strong (45%), about the same as for the survival rate to grade 5. Many other studies, however, produce much more ambiguous evidence of the relationship between PTRs and learning outcomes (UNESCO, 2004). In a multivariate context, PTRs are associated with higher learning outcomes in some studies, but not in many others. In addition,

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.

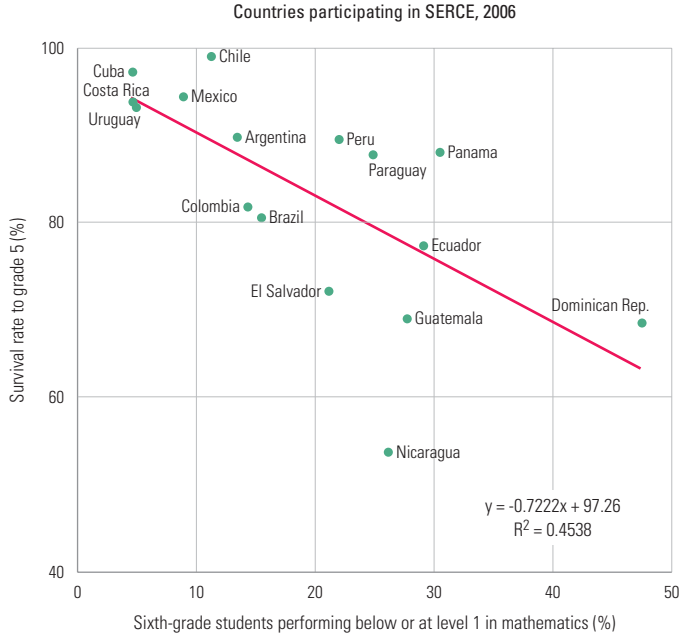
5. See *EFA Global Monitoring Report 2003/4*, Appendix 2, for background.

Figure 1: Survival rates to grade 5 and learning outcomes in reading at lower secondary level, 2006



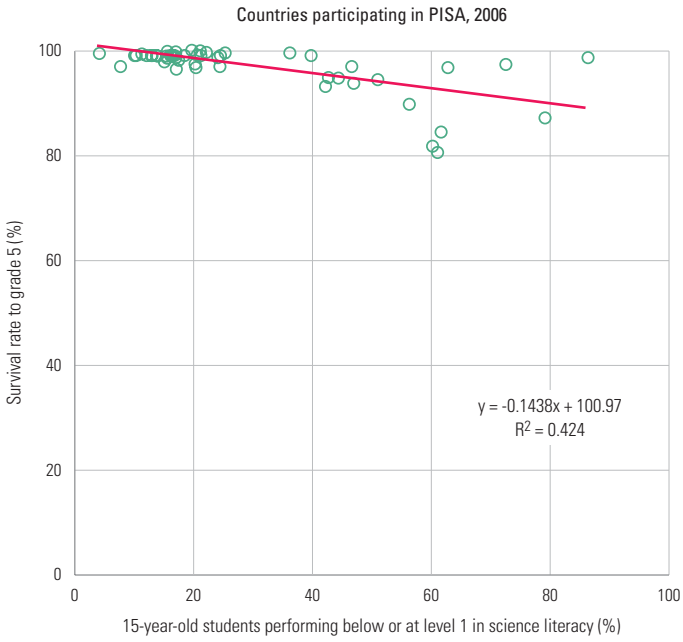
Sources: Annex, Statistical Table 7; OECD (2007*b*).

Figure 2: Survival rates to grade 5 and learning outcomes in mathematics at primary level, 2006



Sources: Annex, Statistical Table 7; UNESCO-OREALC (2008).

Figure 3: Survival rates to grade 5 and learning outcomes in science at lower secondary level, 2006



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

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 impact on learning outcomes, but for higher levels of test scores, additional teachers, which leads to lower PTRs, have only limited impact. For these reasons, the survival rate is used 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).

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.

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; UNESCO, 2003). Essentially, measures of outcomes, which are also part of gender equality, are needed for a range of educational levels, disaggregated by sex. No such measures are 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 EFA 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 4 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.

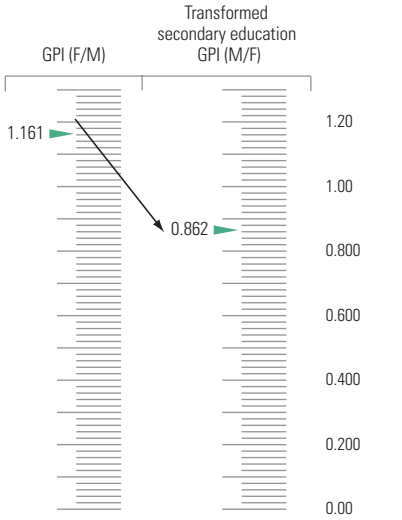
Figure 5 illustrates the calculation for Uruguay, using data for the school year ending in 2006. The GPIs in primary education, secondary education and adult literacy were 0.973, 1.161 and 1.007, respectively, resulting in a GEI of 0.943.

GEI = 1/3 (primary GPI)
+ 1/3 (transformed secondary GPI)
+ 1/3 (transformed adult literacy GPI)
GEI = 1/3 (0.973) + 1/3 (0.862) + 1/3 (0.993) = 0.943

Calculating the EDI

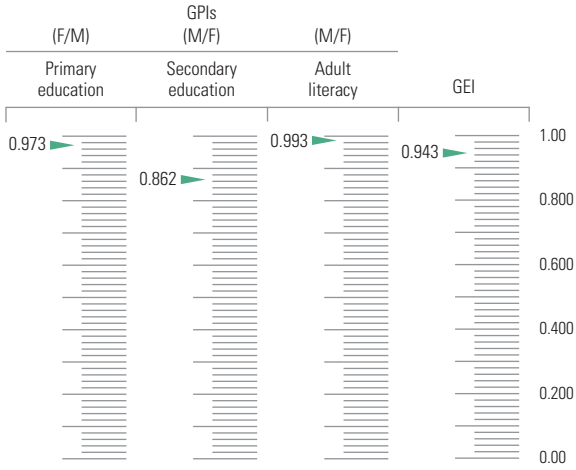
The EDI is the arithmetic mean of its four components: total primary NER, adult literacy rate, GEI and survival rate to grade 5. As a simple average, the EDI may mask important variations among its components: for example, results for goals on which a country has made less progress can offset its advances 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

Figure 4: Calculating the 'transformed' GPI



Example used: Uruguay

Figure 5: Calculating the GEI



Example used: Uruguay

debate on the prominence of all the EFA goals and to highlight the synergy among them.

Figure 6 illustrates the calculation of the EDI, again using Uruguay as an example. The total primary NER, adult literacy rate and GEI are for 2006 while the survival rate to grade 5 is for 2005. Their values were 1.00, 0.978, 0.943 and 0.931, respectively, resulting in an EDI of 0.963.

EDI = 1/4 (total primary NER)
+ 1/4 (adult literacy rate)
+ 1/4 (GEI)
+ 1/4 (survival rate to grade 5)
EDI = 1/4 (1.00) + 1/4 (0.978) + 1/4 (0.943) + 1/4 (0.931)
= 0.963

Figure 6: Calculating the EDI



Example used: Uruguay

Data sources and country coverage

All data used to calculate the EDI for the school year ending in 2006 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 annual UIS literacy survey are based on European Labour Force Survey data.

Only the 129 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 fragile states and countries with weak education statistical systems. 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.

Table 1: The EFA Development Index (EDI) and its components, 2006

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	Kazakhstan	0.995	0.990	0.996	0.993	1.000
2	Japan[3]	0.994	0.998	0.992	0.998	0.990
3	Germany[2]	0.994	0.996	1.000	0.992	0.989
4	Norway[2]	0.994	0.981	1.000	0.996	0.999
5	United Kingdom[2]	0.993	0.996	0.998	0.989	0.990
6	Italy	0.992	0.994	0.988	0.991	0.995
7	Denmark[2]	0.992	0.986	1.000	0.991	0.990
8	France[2]	0.991	0.993	0.988	0.995	0.990
9	Luxembourg[2]	0.989	0.987	0.990	0.983	0.996
10	Croatia	0.989	0.989	0.986	0.983	0.997
11	New Zealand[3]	0.989	0.995	0.988	0.982	0.990
12	Iceland[2]	0.988	0.976	1.000	0.987	0.991
13	Slovenia	0.988	0.968	0.997	0.997	0.989
14	Finland[2]	0.987	0.970	1.000	0.985	0.994
15	Austria2	0.987	0.974	1.000	0.985	0.990
16	Cyprus[2]	0.987	0.995	0.976	0.985	0.991
17	Netherlands[2]	0.986	0.982	0.987	0.985	0.990
18	Spain	0.985	0.997	0.974	0.969	1.000
19	Sweden[2]	0.984	0.949	1.000	0.997	0.990
20	Republic of Korea[3]	0.984	0.985	0.991	0.967	0.993
21	Greece	0.984	0.997	0.970	0.982	0.986
22	Cuba	0.981	0.970	0.998	0.986	0.972
23	Aruba	0.981	0.995	0.981	0.980	0.967
24	Poland[2]	0.981	0.963	0.983	0.990	0.986
25	Estonia	0.980	0.969	0.998	0.985	0.969
26	Israel[2]	0.980	0.970	0.971	0.984	0.995
27	Belgium[2]	0.979	0.975	0.990	0.987	0.964
28	Hungary[2]	0.979	0.946	1.000	0.993	0.978
29	Czech Republic[2]	0.979	0.925	0.999	0.993	0.998
30	Switzerland[2]	0.976	0.935	1.000	0.980	0.990
31	TFYR Macedonia	0.976	0.972	0.968	0.981	0.982
32	Kyrgyzstan	0.976	0.935	0.993	0.990	0.986
33	Ireland[2]	0.976	0.949	0.994	0.975	0.985
34	Seychelles	0.974	0.995	0.918	0.991	0.990
35	Latvia	0.972	0.922	0.998	0.986	0.981
36	Brunei Darussalam	0.972	0.974	0.946	0.970	0.998
37	Tajikistan	0.971	0.973	0.996	0.927	0.987
38	Slovakia[2]	0.971	0.921	0.996	0.991	0.974
39	Lithuania	0.970	0.920	0.997	0.996	0.967
40	Georgia[3]	0.970	0.903	0.998	0.977	1.000
41	Belarus	0.969	0.899	0.997	0.987	0.992
42	Portugal	0.969	0.992	0.946	0.947	0.990
43	Armenia	0.967	0.907	0.995	0.974	0.994
44	Tonga	0.967	0.984	0.992	0.970	0.921
45	Malaysia	0.965	0.999	0.915	0.952	0.993
46	Romania	0.965	0.955	0.976	0.991	0.937
47	Uruguay	0.963	1.000	0.978	0.943	0.931
48	Bulgaria	0.963	0.938	0.983	0.981	0.948
49	Maldives	0.959	0.980	0.970	0.966	0.921
50	Bahrain	0.959	0.994	0.883	0.971	0.989
51	Argentina	0.956	0.991	0.976	0.961	0.897
52	United Arab Emirates	0.956	0.951	0.898	0.984	0.991
53	Mexico	0.956	0.994	0.917	0.969	0.944
54	Malta	0.955	0.935	0.914	0.980	0.990
55	Mongolia	0.952	0.972	0.974	0.954	0.909
56	Albania	0.952	0.936	0.990	0.981	0.899
Medium EDI						
57	Republic of Moldova	0.948	0.852	0.992	0.979	0.970
58	Azerbaijan	0.948	0.854	0.993	0.972	0.973
59	Macao, China	0.947	0.913	0.929	0.955	0.990
60	Mauritius	0.946	0.950	0.870	0.975	0.989
61	Barbados[3]	0.943	0.962	0.884	0.980	0.946
62	Jordan	0.943	0.937	0.927	0.960	0.947
63	Saint Lucia[2]	0.942	0.988	0.901	0.921	0.959
64	Trinidad and Tobago	0.941	0.894	0.986	0.974	0.910
65	Panama	0.941	0.991	0.932	0.960	0.880

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	Kuwait	0.935	0.885	0.933	0.966	0.958
67	Qatar	0.935	0.982	0.898	0.988	0.871
68	Paraguay	0.935	0.949	0.936	0.977	0.877
69	Venezuela, B. R.	0.934	0.932	0.930	0.954	0.920
70	Peru	0.931	0.990	0.887	0.951	0.895
71	Indonesia	0.925	0.984	0.910	0.963	0.844
72	Fiji[3]	0.921	0.942	0.929	0.953	0.860
73	Bahamas[3]	0.921	0.884	0.958	0.990	0.850
74	Ecuador	0.919	0.994	0.924	0.986	0.773
75	Bolivia	0.915	0.963	0.898	0.950	0.848
76	Belize[3]	0.913	0.991	0.769	0.970	0.922
77	Palestinian A. T.	0.913	0.798	0.924	0.949	0.981
78	Turkey	0.909	0.914	0.881	0.873	0.969
79	Colombia	0.905	0.920	0.923	0.962	0.817
80	Brazil	0.901	0.956	0.896	0.948	0.805
81	St Vincent/Grenad.[2]	0.901	0.925	0.881	0.917	0.880
82	Tunisia	0.900	0.974	0.769	0.891	0.967
83	South Africa	0.898	0.934	0.876	0.958	0.824
84	Myanmar	0.895	0.996	0.899	0.969	0.715
85	Algeria	0.888	0.977	0.746	0.880	0.952
86	Philippines	0.888	0.920	0.933	0.960	0.740
87	Lebanon[3]	0.887	0.830	0.883	0.924	0.909
88	Honduras	0.887	0.970	0.826	0.916	0.834
89	Oman	0.885	0.765	0.837	0.938	1.000
90	Cape Verde	0.883	0.884	0.830	0.898	0.919
91	Egypt	0.877	0.960	0.714	0.867	0.968
92	Botswana	0.867	0.841	0.821	0.980	0.825
93	El Salvador	0.867	0.957	0.836	0.954	0.721
94	Namibia	0.865	0.764	0.876	0.951	0.868
95	Sao Tome and Principe	0.857	0.977	0.875	0.935	0.641
96	Swaziland	0.847	0.785	0.796	0.966	0.841
97	Zambia	0.842	0.935	0.680	0.861	0.893
98	Dominican Republic	0.824	0.797	0.888	0.925	0.684
99	Guatemala	0.819	0.961	0.725	0.901	0.689
100	Kenya	0.816	0.762	0.736	0.937	0.829
Low EDI						
101	Nicaragua	0.799	0.914	0.801	0.946	0.537
102	India	0.794	0.961	0.652	0.834	0.730
103	Lesotho	0.788	0.727	0.822	0.866	0.737
104	Cambodia	0.778	0.899	0.756	0.833	0.622
105	Bhutan	0.777	0.799	0.543	0.833	0.932
106	Iraq	0.768	0.774	0.741	0.750	0.806
107	Burundi	0.757	0.748	0.593	0.808	0.879
108	Lao PDR	0.753	0.837	0.725	0.830	0.620
109	Bangladesh	0.753	0.921	0.525	0.914	0.651
110	Nepal	0.738	0.801	0.552	0.815	0.785
111	Madagascar	0.737	0.960	0.707	0.921	0.358
112	Malawi	0.735	0.918	0.709	0.870	0.442
113	Nigeria	0.725	0.650	0.710	0.815	0.726
114	Rwanda	0.712	0.841	0.649	0.898	0.458
115	Mauritania	0.695	0.799	0.552	0.856	0.574
116	Togo	0.686	0.827	0.532	0.641	0.746
117	Djibouti[3]	0.684	0.383	0.703	0.750	0.899
118	Pakistan	0.652	0.656	0.542	0.714	0.697
119	Senegal	0.643	0.722	0.420	0.779	0.650
120	Benin	0.643	0.822	0.397	0.637	0.715
121	Yemen	0.643	0.754	0.573	0.581	0.663
122	Mozambique	0.622	0.760	0.438	0.713	0.576
123	Eritrea[3]	0.621	0.475	0.576	0.695	0.737
124	Guinea	0.608	0.727	0.295	0.600	0.809
125	Ethiopia	0.598	0.723	0.359	0.667	0.644
126	Mali	0.570	0.605	0.229	0.633	0.812
127	Burkina Faso	0.538	0.478	0.260	0.688	0.725
128	Niger	0.470	0.441	0.298	0.575	0.565
129	Chad	0.408	0.604	0.257	0.440	0.332

Notes: 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 unofficial UIS estimates.

Sources: Annex, Statistical Tables 2, 5, 7 and 8; UIS database; European Commission (2007*a*) for proxy literacy measure for European countries.

Table 2: Countries ranked according to value of EDI and components, 2006

Countries/ Territories	EDI	Total primary NER[1]	Adult literacy rate	Gender-specific EFA index (GEI)	Survival rate to grade 5
High EDI					
Kazakhstan	1	23	21	7	3
Japan[3]	2	7	1	10	33
Germany[2]	3	3	28	1	20
Norway[2]	4	33	1	4	5
United Kingdom[2]	5	8	14	19	20
Italy	6	15	34	12	11
Denmark[2]	7	27	1	13	20
France[2]	8	17	35	6	20
Luxembourg[2]	9	26	31	34	9
Croatia	10	24	37	35	8
New Zealand[3]	11	11	33	36	20
Iceland[2]	12	37	1	23	17
Slovenia	13	50	18	2	35
Finland[2]	14	47	1	27	12
Austria[2]	15	41	1	29	20
Cyprus[2]	16	10	45	31	19
Netherlands[2]	17	31	36	28	20
Spain	18	5	47	60	4
Sweden[2]	19	63	1	3	20
Republic of Korea[3]	20	28	29	61	15
Greece	21	4	49	37	39
Cuba	22	48	11	25	48
Aruba	23	9	41	44	53
Poland[2]	24	51	39	18	38
Estonia	25	49	12	30	51
Israel[2]	26	46	48	32	10
Belgium[2]	27	38	32	21	56
Hungary[2]	28	66	1	8	45
Czech Republic[2]	29	78	10	9	6
Switzerland[2]	30	73	1	42	20
TFYR Macedonia	31	44	51	38	42
Kyrgyzstan	32	72	25	16	40
Ireland[2]	33	65	23	50	41
Seychelles	34	12	66	11	20
Latvia	35	79	13	24	43
Brunei Darussalam	36	40	54	56	7
Tajikistan	37	42	20	89	37
Slovakia[2]	38	81	19	15	46
Lithuania	39	84	17	5	55
Georgia[3]	40	90	15	47	1
Belarus	41	92	16	22	16
Portugal	42	18	53	83	20
Armenia	43	89	22	52	13
Tonga	44	29	26	57	69
Malaysia	45	2	68	77	14
Romania	46	60	44	14	64
Uruguay	47	1	42	85	66
Bulgaria	48	68	40	40	60
Maldives	49	34	50	63	68
Bahrain	50	13	81	54	36
Argentina	51	19	43	67	77
United Arab Emirates	52	61	73	33	18
Mexico	53	14	67	59	63
Malta	54	71	69	41	20
Mongolia	55	43	46	74	73
Albania	56	70	30	39	75
Medium EDI					
Republic of Moldova	57	98	27	46	49
Azerbaijan	58	97	24	53	47
Macao, China	59	88	61	72	20
Mauritius	60	62	87	49	34
Barbados[3]	61	53	79	43	62
Jordan	62	69	62	69	61
Saint Lucia[2]	63	25	71	92	57
Trinidad and Tobago	64	93	38	51	72
Panama	65	21	58	68	80

Countries/ Territories	EDI	Total primary NER[1]	Adult literacy rate	Gender-specific EFA index (GEI)	Survival rate to grade 5
Medium EDI					
Kuwait	66	94	57	64	58
Qatar	67	32	74	20	84
Paraguay	68	64	55	48	83
Venezuela, B. R.	69	76	59	75	70
Peru	70	22	78	79	78
Indonesia	71	30	70	65	89
Fiji[3]	72	67	60	76	86
Bahamas[3]	73	96	52	17	87
Ecuador	74	16	63	26	101
Bolivia	75	52	75	80	88
Belize[3]	76	20	96	55	67
Palestinian A. T.	77	108	64	81	44
Turkey	78	87	82	102	50
Colombia	79	83	65	66	95
Brazil	80	59	76	82	99
St Vincent/Grenad.[2]	81	77	83	94	81
Tunisia	82	39	97	100	54
South Africa	83	75	85	71	94
Myanmar	84	6	72	58	111
Algeria	85	35	99	101	59
Philippines	86	82	56	70	103
Lebanon[3]	87	102	80	91	74
Honduras	88	45	91	95	91
Oman	89	112	88	86	2
Cape Verde	90	95	90	99	71
Egypt	91	57	104	104	52
Botswana	92	100	93	45	93
El Salvador	93	58	89	73	109
Namibia	94	113	84	78	85
Sao Tome/Principe	95	36	86	88	119
Swaziland	96	110	95	62	90
Zambia	97	74	109	106	79
Dominican Republic	98	109	77	90	114
Guatemala	99	54	102	97	113
Kenya	100	114	101	87	92
Low EDI					
Nicaragua	101	86	94	84	125
India	102	55	110	108	106
Lesotho	103	119	92	105	104
Cambodia	104	91	98	110	120
Bhutan	105	106	117	109	65
Iraq	106	111	100	117	98
Burundi	107	117	112	114	82
Lao PDR	108	101	103	111	121
Bangladesh	109	80	120	96	116
Nepal	110	105	115	112	100
Madagascar	111	56	107	93	128
Malawi	112	85	106	103	127
Nigeria	113	123	105	113	107
Rwanda	114	99	111	98	126
Mauritania	115	107	116	107	123
Togo	116	103	119	123	102
Djibouti[3]	117	129	108	116	76
Pakistan	118	122	118	118	112
Senegal	119	121	122	115	117
Benin	120	104	123	124	110
Yemen	121	116	114	127	115
Mozambique	122	115	121	119	122
Eritrea[3]	123	127	113	120	105
Guinea	124	118	126	126	97
Ethiopia	125	120	124	122	118
Mali	126	124	129	125	96
Burkina Faso	127	126	127	121	108
Niger	128	128	125	128	124
Chad	129	125	128	129	129

Notes:

1. Total primary NER includes children of primary school age who are enrolled in either primary or secondary schools.
2. The adult literacy rate is a proxy measure based on educational attainment; that is, the proportion of the adult population with at least a complete primary education.
3. Adult literacy rates are unofficial UIS estimates.

Sources: Annex, Statistical Tables 2, 5, 7 and 8; UIS database; European Commission (2007*a*) for proxy literacy measure for European countries.

Table 3: Change in EDI and its components between 1999 and 2006

Countries/ Territories	EFA Development Index		Variation 1999–2006 (in relative terms)	Change in EDI components between 1999 and 2006 (% in relative terms)			
	1999	2006		Total primary NER[1]	Adult literacy rate	Gender-specific EFA index (GEI)	Survival rate to grade 5
Italy	0.984	0.992	0.8	-0.4	0.4	0.1	3.0
Croatia	0.970	0.989	2.0	7.6	0.5	0.2	0.0
Cyprus[2]	0.971	0.987	1.6	1.6	0.8	0.8	3.1
Cuba	0.974	0.981	0.8	-2.2	0.0	1.9	3.7
Aruba	0.974	0.981	0.8	1.6	0.8	0.7	-0.1
Estonia	0.991	0.980	-1.1	-3.0	0.0	1.0	-2.2
Hungary[2]	0.982	0.979	-0.3	-2.5	0.0	0.4	1.1
Kyrgyzstan	0.965	0.976	1.1	-0.8	0.6	0.5	4.3
Latvia	0.983	0.972	-1.1	-6.4	0.0	0.6	1.2
Lithuania	0.991	0.970	-2.1	-6.2	0.0	0.4	-2.6
Romania	0.978	0.965	-1.3	-4.4	0.3	0.9	-2.1
Bulgaria	0.971	0.963	-0.8	-5.1	0.1	-0.2	2.0
Bahrain	0.944	0.959	1.6	0.8	2.0	2.0	1.5
Argentina	0.963	0.956	-0.7	-0.6	0.4	-1.7	-0.6
United Arab Emirates	0.887	0.956	7.8	16.6	6.9	1.6	7.3
Mongolia	0.920	0.952	3.5	6.4	-0.4	4.1	4.2
Albania	0.960	0.952	-0.8	-0.9	0.3	-0.2	-2.7
Republic of Moldova	0.960	0.948	-1.2	-6.7	0.7	-0.8	1.7
Azerbaijan	0.951	0.948	-0.3	-0.1	0.6	-2.3	0.8
Mauritius	0.927	0.946	2.1	4.9	3.2	1.3	-0.6
Saint Lucia	0.922	0.942	2.2	1.6	0.0	0.7	6.5
Panama	0.942	0.941	-0.2	2.2	1.5	-0.2	-4.3
Paraguay	0.909	0.935	2.9	-1.7	1.5	1.0	12.3
Venezuela, B. R.	0.910	0.934	2.7	7.1	0.0	2.5	1.4
Fiji[3]	0.936	0.921	-1.6	-4.6	0.0	-0.1	-1.7
Ecuador	0.913	0.919	0.7	0.4	1.6	0.5	0.4
Bolivia	0.894	0.915	2.3	0.4	3.5	2.4	3.1
Belize	0.866	0.913	5.5	3.8	0.0	0.8	18.6
South Africa	0.855	0.898	5.0	-5.3	3.8	1.4	27.3
Namibia	0.864	0.865	0.1	4.1	3.0	0.1	-5.9
Swaziland	0.829	0.847	2.2	5.0	0.0	-0.6	5.2
Zambia	0.748	0.842	12.5	37.1	0.0	4.2	10.8
Dominican Republic	0.850	0.824	-3.1	-6.3	2.1	-0.2	-8.8
Guatemala	0.734	0.819	11.6	15.1	4.9	6.1	23.1
Nicaragua	0.749	0.799	6.7	14.2	4.4	0.2	10.8
Lesotho	0.742	0.788	6.2	26.0	0.0	4.6	-0.4
Iraq	0.744	0.768	3.2	-8.4	0.0	2.0	22.9
Bangladesh	0.725	0.753	3.7	6.7	10.5	0.0	0.2
Nepal	0.603	0.738	22.5	19.7	13.6	20.6	35.3
Malawi	0.731	0.735	0.5	-7.2	9.0	9.4	-9.6
Mauritania	0.666	0.695	4.5	24.3	7.8	3.3	-15.4
Yemen	0.585	0.643	9.9	34.0	24.3	32.0	-24.2
Mozambique	0.495	0.622	25.6	45.1	10.3	12.8	35.0
Ethiopia	0.454	0.598	31.7	107.9	35.1	4.4	14.0
Chad	0.426	0.408	-4.2	18.1	0.0	14.0	-39.7

Notes:

1. Total primary NER includes children of primary school age who are enrolled in either primary or secondary schools.
2. The adult literacy rate is a proxy measure based on educational attainment; that is, the proportion of the adult population with at least a complete primary education.
3. Adult literacy rates are unofficial UIS estimates.

Sources: Annex, Statistical Tables 2, 5, 7 and 8; UIS database; European Commission (2007*a*) for proxy literacy measure for European countries.