

EFA Global Monitoring Report 2005

Informe de Seguimiento de la EPT en el Mundo 2005

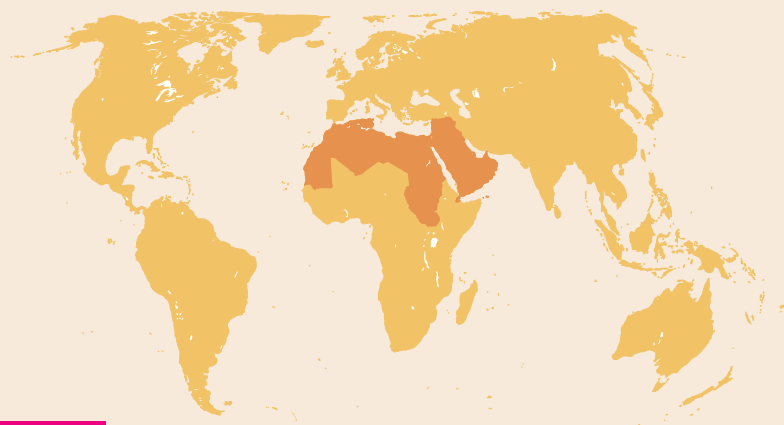
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**Regional
overview**

This region as a whole has made significant progress over the last decade in terms of school access and retention. Nonetheless, massive educational deprivation and large gender disparities still characterize some countries. Education quality poses

Arab States¹

a challenge: an enormous gap exists between the number of pupils graduating from schools and those among them mastering a minimum set of cognitive skills. Yet, achieving education for all,

which is essential to a wide range of individual and development goals, fundamentally depends upon the quality of education available. The Dakar Framework for Action (2000) recognizes that the two are inextricably linked and declares access to high-quality education to be the right of every child.

Early childhood care and education (ECCE): important for future performance, but participation is low

The benefits derived from learning opportunities in early childhood promote subsequent achievement in school and further lifelong learning. Despite substantial increases in some countries over the last decade, overall participation in ECCE is still low in this region, with gross enrolment ratios (GERs) in pre-primary education under 20% in the majority of countries in 2001. Algeria, Djibouti, Oman, Saudi Arabia and Yemen are among countries with very low enrolment levels (GER of about 5% or less). On the other hand, GERs are above 70% in Kuwait, Lebanon and the United Arab Emirates. The relatively high level of participation in Morocco (about 60%) benefits mostly boys, as the gender parity index (GPI) of less than 0.60 shows.

While research has shown that children from the poorest backgrounds benefit most from ECCE provision in terms of care, health and education, the data indicate that they are also more likely to be excluded from it. Attendance rates in pre-primary programmes are considerably higher for urban children than for those living in rural areas and those from better-off households.

Because of these low participation levels, a child in the Arab States can expect, on average, only 0.4 years of pre-primary education compared to 1.6 years in Latin America and the Caribbean, 1.8 years in Central and Eastern Europe and 2.2 years in North America and Western Europe.

Several indicators point to low quality in ECCE programmes in some countries. For example, pre-primary pupil/teacher ratios (PTRs) are relatively high in Algeria, Djibouti, Sudan and the Syrian Arab Republic, with twenty-five or more children per teacher in 2001. This allows limited room for the individual care and attention required at this age. Finally, the quality of ECCE is constrained in some countries by poor teacher qualifications. In 2001, the percentage of trained personnel was only 12% in Lebanon. By contrast, it was above 90% in Oman, indicating efforts towards achieving good quality of care, health, education and development of young children.

Participation in primary education and beyond: far from universal

The region experienced slow progress towards **universal primary education (UPE)** over the decade (1990–2001) and during its last third (1998–2001). The average net enrolment ratio (NER) rose from 75% to 78% between 1990 and 1998, and reached 81% in 2001. This means

1. This is according to the EFA classification. See the table for countries or territories in the region.

that, in 2001, 7.4 million children of primary-school age were still not in school. Djibouti, Mauritania, Saudi Arabia and Yemen combine GERs below 100% with NERs of less than 70%, indicating a need to expand the capacity of their primary school systems in order to enrol all children. NER is above 95% in Algeria, the Palestinian Autonomous Territories, the Syrian Arab Republic and Tunisia. While school retention is generally high (the median survival rate to grade 5 in the region was 94% in 2000), low-enrolment countries are also often those where children leave school prematurely, with many pushed out by costs, unfriendly school environments and/or the need to supplement family income.

Participation in education has improved at the higher levels. While in the majority of countries the GER at **secondary level** was below 50% in 1990, the regional average rate was up to 59% by 1998 and reached 64% in 2001. In **tertiary education** participation has increased since 1998 in most countries with data, resulting in GERs above 22% in half of them in 2001. The two upper levels of education are much less developed in Djibouti, Mauritania, Morocco, Sudan and Yemen, but participation is quite high in Bahrain, Egypt, Jordan, Kuwait, Lebanon, Libyan Arab Jamahiriya, the Palestinian Autonomous Territories, Qatar and Tunisia.

Literacy improves adults' commitment to educating their children, besides being an intrinsic right. The Arab States region has one of the world's lowest adult literacy rates: only 62% of the population aged 15 and above could read and write in 2002. The rate was below 50% in Mauritania and Yemen but above 90% in Jordan.

The region records some of the world's largest gender disparities, particularly in primary education and adult literacy. Six in ten out-of-school children of primary-school age are girls. Only eighty-nine girls to 100 boys are enrolled in primary schools, and the figure is less than eighty in Djibouti and Yemen. Disparities between the sexes are also pervasive in higher education, whether at the expense of girls (Djibouti, Iraq, Mauritania, Morocco and Yemen) or boys (Algeria, Lebanon, Libya, the Palestinian Autonomous Territories and most Gulf countries). About two-thirds of the adult illiterates in the region are women; the regional average GPI for literacy rates is 0.69, dropping to less than 0.50 in Yemen.

Given observed enrolment levels, a child in the Arab States region can expect to receive, on average, ten years of education, which is three to six years less than one in Western Europe and the Americas would receive.

Quantity alone is not enough

The EFA goal of universal primary education implies not only that all children have access to school and complete it, but also, and equally importantly, that they receive an education of good quality. Only in these conditions can people enjoy the range of individual and societal benefits that quality education provides. Yet, in many countries, the expansion of schooling is happening at the expense of quality.

Very weak levels of performance in some countries

School survival in the region is often high and has been increasing over time. Yet a significant proportion of school leavers do not achieve minimum mastery levels, as defined by their own national governments. For example, while 98.5% of children reached the last grade of primary school in Kuwait in 2000, results of the Progress in International Reading Literacy Study (PIRLS) in 2001 indicated that large numbers of fourth-graders had limited reading skills. About two-thirds of pupils in grade 4 scored in the bottom quartile of the international reading literacy scale. In Morocco, this was true for 77% of pupils, who were consequently considered low achievers.

Learning achievement tends to vary within countries: results from national and international assessments suggest that pupils from rural areas and disadvantaged socio-economic backgrounds are particularly vulnerable.

Achieving better quality in education: what makes a difference

While there is no generally accepted theory as to what determines the quality of education, studies conducted in developing countries at the micro level point to significant relationships between cognitive achievement and school expenditure, teacher education and school facilities. Evidence from a growing body of experimental studies suggests that school performance (as measured by test scores) is significantly improved by textbook provision, smaller class sizes, adequate instructional time and sound teaching practices. These findings hold particularly for children from disadvantaged social backgrounds.

While the quality of education remains an issue in the region, serious efforts to improve it are under way in several countries. For example, the number of pupils per teacher in primary education was less than twenty-two in half the countries in 2001, well below the developing-country average of twenty-eight. Yet, the number of teachers remains problematic in countries such as Djibouti (PTR of 34:1) and Mauritania (39:1), that still need to significantly increase the coverage of their primary school systems.

Teacher qualifications are generally high in the few countries with data. The percentage of trained primary school teachers is above 95% in Algeria, Oman and the Syrian Arab Republic, but remains very low in Lebanon (15%). The distribution of teachers is often unequal within countries, with disadvantaged areas typically receiving fewer trained teachers.

The structure of public expenditure on education may not facilitate increased availability of textbooks in classrooms. In many countries, teachers' salary costs absorb the overwhelming majority of current expenditure in primary education, often leaving a small fraction (4% in Bahrain, less than 2% in Oman and the Syrian Arab Republic) for textbooks and other teaching materials that are vital for better learning. However, earmarking resources for other inputs has to be balanced against the need to pay teachers well enough to attract and retain qualified individuals. Teachers' earnings are often too low to provide a reasonable standard of living. Average primary teacher salaries in the region declined from 5.6 times per capita income in 1975 to 3.3 times in 2000. More recently, data from 1998–2001 show that real teacher salaries declined in Tunisia.

Use of instructional time

Research shows consistently positive correlations between instructional time and students' achievement at primary and secondary level. The average amount of instructional time in the region stands at 805 hours a year in primary and lower-secondary education. While the mean intended instructional time has increased since the 1980s, it is still well below the broadly agreed benchmark recommended for effective learning, 850 to 1,000 hours.

Policies for improved learning: The findings of the 2005 EFA Report

Judging by their broad statements of education policy, most governments recognize the importance of improving the quality of education. In low-income countries and others with severe resource constraints, however, governments face difficult choices. Nevertheless, lessons from countries that have tackled the quality issue show that much can be achieved, even in unfavourable contexts, by making better use of existing resources and focusing on targeted measures that respond to specific weaknesses. Studies also suggest that successful qualitative reforms require a strong leading role by the government, with central importance assigned to the quality of the teaching profession.

While there are no universal recipes for improving quality, one approach is to define a minimum package of essentials. The evidence cited in the Report suggests that

this package should include a commitment to provide a stated minimum of instructional time for each student, a safe and healthy place in which to learn,² individual access to learning materials and teachers who are sufficiently trained and have mastery of content and pedagogy.

An emphasis on minimum standards, however, should not preclude more innovative activities. Some suggested areas for policy include investment in teachers (recruitment practice, pay and conditions of service, in-service and school-based training); structured, child-centred teaching practices;³ appropriate language policies; regular assessments; and stronger school leadership. Knowledge creation and sharing are also instrumental in building a culture of quality. Good quality must further be synonymous with inclusion, recognizing the special needs of children living with HIV/AIDS and disabilities, working children and those from disadvantaged backgrounds.

Egypt is an example of a country that is tackling the issue of quality. With the largest education system in the Arab world, it has demonstrated strong commitment to EFA. It has expanded access to primary education and narrowed the gender gap while also making serious efforts to increase quality. In the 1990s, the government took measures to increase expenditure on teacher salaries, reduce class sizes, improve in-service teacher training and strengthen support systems. The new five-year plan (2002–2007) implies further efforts to achieve 'excellence for all'. The country has taken a business-style approach to quality assurance, relying in part on decentralization and on management that is assisted by information and communications technology. All elements of Egypt's strategy come together in School Improvement Plans.

Financial resources and aid

The dual challenge of improving quality and equitably expanding access requires sustained investment from the countries concerned. It has been argued that governments should invest at least 6% of GNP in education, though this does not in itself guarantee quality. Aside from countries such as Tunisia (7.2%) and Yemen (10.6%), the few countries with data for 2001 did not reach this benchmark. The share of GNP allocated to education was 2.8% in Lebanon, 3.1% in Bahrain and 3.6% in Mauritania.

2. Clean water and sanitation are vital in schools, especially for girls. Yet, in Mauritania, for example, latrines have only been included in primary school construction projects since 2000.

3. Egypt's Community Schools encourage child-centred, active pedagogy, cooperative learning, critical thinking and the development of problem-solving skills.

Even with efforts to increase spending within countries, external aid will be required to achieve EFA. The Arab States currently receive 17.8% of total bilateral education aid.⁴ Recent estimates suggest that total aid to basic education may reach US\$3–3.5 billion by 2006 (twice the current total), potentially increasing funds received by countries. This amount, however, falls far short of the estimated US\$7 billion per year likely to be required just to reach the UPE and gender parity goals by 2015.⁵

The likely shortage of resources means there is a particular premium on ensuring that aid is used as effectively as possible and is directed towards the countries that need it most. The effectiveness of external aid is undermined by excessive fragmentation: the average number of countries receiving education aid from the twenty-one OECD-DAC countries is over sixty per donor, and recipient countries deal with seven to twelve donors, on average. The figure can be much higher: the Palestinian Autonomous Territories receive support from seventeen donors. In several countries, further efforts are needed to better harmonize and coordinate aid programmes.

Although external assistance can help in achieving adequate resource levels and in managing school systems, it cannot make up for the absence of a societal project for educational improvement. Such a project can arise only from within each individual society – it cannot be engineered by outsiders. The domestic political process is ultimately the guarantor of successful reform.

4. That is, aid from twenty-one of the member countries of the OECD Development Assistance Committee (OECD-DAC).

5. This figure is the sum of current annual aid to basic education (US\$1.54 billion) and the additional resources (US\$5.6 billion) required per year to achieve UPE and gender parity in schooling.

The Education for All Development Index

While all the EFA goals are important individually, it is useful to have a summary means of indicating progress towards EFA as a whole. The EFA Development Index (EDI), a composite of relevant indicators, is one way of doing this. It provides a summary quantitative measure of the extent to which countries are meeting four of the six EFA goals: UPE, adult literacy, gender parity and quality.* It shows severe educational deprivation continuing to be concentrated in some of the Arab States, as well as in sub-Saharan Africa and South and West Asia. Among the sixteen countries in the Arab States region for which the EDI has been calculated, none has achieved the four most quantifiable EFA goals or is close to doing so. Three-quarters of the Arab States are in the intermediate position as regards achievement of these goals, with EDI values ranging from 0.80 to 0.94 (the region accounts for twelve of the fifty-one countries worldwide in this category), and four are far from achieving them, with EDIs below 0.80. The countries in the latter category are characterized by low achievement in each of the four goals: primary school enrolments are low,

gender ratios are highly unequal, illiteracy is widespread and education quality is poor. These countries face multiple challenges that will have to be tackled simultaneously if EFA is to be reached. Almost all of the low-EDI countries in the region have recorded progress, sometimes substantial, between 1998 and 2001. Yemen, with an increase of more than 15% in the EDI, demonstrates that rapid progress towards EFA can be made, given commitment and appropriate policies.

*At present, the EDI incorporates only the four most quantifiable EFA goals – UPE as measured by the NER, adult literacy as measured by the adult literacy rate, gender parity as measured by the simple average GPIs for the GERs in primary and secondary education and for adult literacy, and quality of education as measured by the survival rate to grade 5. The EDI for a country is the arithmetical mean of the values of the indicators selected to measure the four EFA goals. It varies from 0 to 1. The higher it is, the closer a country is to the goal and the greater its EFA achievement. This composite index aims to give a broader picture of progress towards EFA and identifies countries doing well on all fronts, those succeeding in only some areas and those with difficulties (for further explanation, see the Appendix to the Report).

Mean distance from the four EFA goals

Achieved [EDI: 0.98-1.00]: None

Close to the goals [EDI: 0.95-0.97]: None

Intermediate position [EDI: 0.80-0.94] (12): Algeria, Bahrain, Egypt, Jordan, Kuwait, Lebanon, Oman, Qatar, Saudi Arabia, Syrian Arab Republic, Tunisia, United Arab Emirates.

Far from the goals [EDI: less than 0.80] (4): Djibouti, Mauritania, Morocco, Yemen.

Abbreviations

GER Gross enrolment ratio. Total enrolment in a specific level of education, regardless of age, expressed as a percentage of the population in the official age group corresponding to this level of education. The GER can exceed 100% due to late entry and/or repetition.

GPI Gender parity index. Ratio of female to male values (or male to female, in certain cases) of a given indicator. A GPI of 1 indicates parity between sexes; a GPI between 0 and 1 means a disparity in favour of boys/men; a GPI greater than 1 indicates a disparity in favour of girls/women.

GNP Gross national product. Gross domestic product plus net receipts of income from abroad. As these receipts may be positive or negative, GNP may be greater or smaller than GDP.

NER Net enrolment ratio. Enrolment of the official age group for a given level of education, expressed as a percentage of the population in that age group.

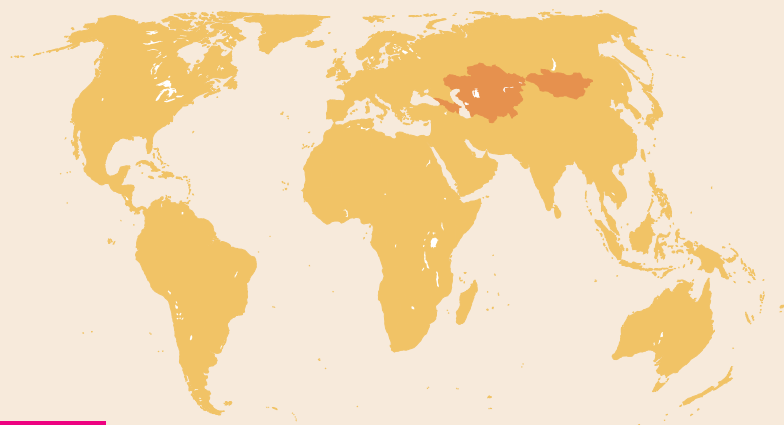
Arab States: selected education indicators, 2001

Countries	Total population (thousands)	Compulsory education (age group)	Adult literacy rate (%)		Pre-primary education		Primary education						Secondary education		Tertiary education		Total public expenditure on education as % of GNP	EFA Development Index (EDI)
			Total	GPI	GER (%) Total	GPI	NER (%) Total	GPI in GER	Survival rate to grade 5 (%)	% of female teachers	% of trained teachers	Pupil/teacher ratio	GER (%) Total	GPI	GER (%) Total	GPI		
Algeria	30 746	6-16	68.9	0.76	4.2	1.00	95.1	0.93	96.0	47.9	97.1	27.6	71.6	1.08	...	...	...	0.868
Bahrain	693	...	88.5	0.92	34.9	0.95	91.0	0.99	99.1	75.8	...	16.4	95.0	1.09	...	...	3.1	0.932
Djibouti	681	6-15	...	...	0.5	1.02	34.0	0.76	87.7	29.9	...	34.4	19.6	0.62	1.2	0.85	...	0.647
Egypt	69 124	6-13	55.6	0.65	12.8	0.94	90.3	0.94	98.9	53.3	...	22.5	88.1	0.93	...	...	...	0.822
Iraq	23 860	6-11	...	...	5.5	0.99	90.5	0.82	65.6	72.5	100.0	21.4	38.3	0.62	14.1	0.54	...	...
Jordan	5 183	6-16	90.9	0.90	31.0	0.92	91.3	1.00	...	63.2	...	20.0	86.3	1.02	31.0	1.02	4.6	0.940
Kuwait	2 353	6-14	82.9	0.96	73.5	0.99	84.6	0.99	.	79.4	...	13.6	85.2	1.06	...	...	...	0.906
Lebanon	3 537	6-12	...	...	73.9	0.99	89.8	0.96	94.0	86.5	14.9	16.8	77.4	1.10	44.7	1.14	2.8	0.906
Libyan Arab Jamahiriya	5 340	6-15	81.7	0.77	7.8	0.96	...	1.00	...	...	...	8.4	104.8	1.06	58.1	1.09	...	...
Mauritania ¹	2 724	6-14	41.2	0.61	...	...	66.7	0.96	54.7	25.6	...	39.1	21.7	0.76	3.2	0.28	3.6	0.601
Morocco	29 585	6-14	50.7	0.61	59.7	0.58	88.4	0.89	83.7	42.1	...	28.3	40.9	0.81	10.3	0.81	5.2	0.749
Oman	2 688	...	74.4	0.80	5.2	0.87	74.5	0.98	96.2	58.5	99.8	23.4	78.5	0.98	7.5	1.68	4.4	0.843
Palestinian Autonomous Territories	3 310	6-15	...	...	31.1	0.94	95.1	1.01	.	53.9	...	31.0	84.9	1.06	30.6	0.98	...	...
Qatar	591	6-17	84.2	0.97	31.7	0.99	94.5	0.96	...	82.0	...	12.4	90.2	1.05	23.3	2.69	...	0.906
Saudi Arabia	22 829	6-11	77.9	0.83	4.9	0.93	58.9	0.97	94.0	48.8	...	12.3	69.2	0.89	22.0	1.50	...	0.801
Sudan	32 151	6-13	59.9	0.69	19.6	0.99	...	0.85	84.1	...	...	...	32.0	...	...	...	...	...
Syrian Arab Republic	16 968	6-12	82.9	0.82	9.8	0.91	97.5	0.93	92.4	67.7	95.6	24.0	44.6	0.90	...	...	4.2	0.902
Tunisia	9 624	6-16	73.2	0.76	19.8	0.98	96.9	0.96	95.5	50.0	...	21.9	79.1	1.04	23.2	...	7.2	0.887
United Arab Emirates	2 879	6-11	77.3	1.07	70.8	1.00	80.8	0.96	97.5	76.2	...	15.3	79.4	1.06	...	...	...	0.876
Yemen ¹	18 651	6-14	49.0	0.41	0.40	0.92	67.1	0.66	86.0	...	...	...	46.3	0.42	11.1	0.28	10.6	0.629
Arab States	283 518	...	62.2	0.69	19.6	0.99	81.1	0.89	94.0	58.5	...	21.7	63.7	0.90	22.0	1.50	...	...
Developing countries	4 863 977	...	76.4	0.83	35.0	0.95	82.5	0.92	83.3	61.4	...	28.1	56.6	0.89	11.3	1.28	4.2	...
World	6 134 038	...	81.7	0.88	48.6	1.02	84.0	0.93	...	73.1	...	22.4	63.7	0.92	23.2	...	4.5	...

Notes: Data in bold italics are for 1998. Data in bold are for 1999. Data in italics are for 2000. For detailed notes on countries, see source tables.

1. Fast-Track Initiative (FTI) countries.

Source: UNESCO Institute for Statistics; EFA Global Monitoring Report 2005, Statistical annex.

Regional
overview

Since the early 1990s, countries in this region have gone through profound political, socio-economic and demographic disruptions, which have affected their education systems. Setbacks in enrolment rates were recorded over the decade at almost all levels

Central Asia¹

of education. Some indications of recovery were observed between 1998 and 2001, but poor school retention levels remain a concern in some countries, suggesting that many students leave school without

mastering a minimum set of cognitive skills. Yet, achieving education for all, which is essential to a wide range of individual and development goals, fundamentally depends upon the quality of education available. The Dakar Framework for Action (2000) recognizes that the two are inextricably linked and declares access to high-quality education to be the right of every child.

Early childhood care and education (ECCE): important for future performance, but participation is low

The benefits derived from learning opportunities in early childhood promote subsequent achievement in school and further lifelong learning. Most countries in Central Asia, however, have low enrolment rates at this level. Gross enrolment ratios (GERs) in pre-primary education were under 22% in half the countries of the region in 2001. Participation levels vary greatly, from below 10% in Tajikistan to 41% in Georgia. All countries in this region with data available experienced significant setbacks for much of the 1990s, but enrolment has been on the rise again everywhere except Kazakhstan since 1998. Gender parity has been achieved in almost all countries, though significant disparities remain in Mongolia, at the expense of boys, and in Tajikistan, where eighty-eight girls per 100 boys are enrolled.

While research has shown that children from the poorest backgrounds benefit most from ECCE provision in terms of care, health and education, the data indicate that they are also more likely to be excluded from it. Attendance rates in pre-primary programmes are considerably higher for urban children than for those living in rural areas,

and for those from better-off households. For example, UNICEF Multiple Cluster Surveys (MICS), conducted in or around 2000, showed that net attendance rates in ECCE among 3- and 4-year-olds in Mongolia were 36% in urban areas and 11% in rural areas, and the corresponding figures for Uzbekistan were 39% and 13%.

Because of the low participation levels in most countries, a child in the Central Asia region can expect to receive, on average, 0.8 years of pre-primary education, compared to 1.6 years in Latin America and the Caribbean, 1.8 years in Central and Eastern Europe and 2.3 years in North America and Western Europe.

In half of the eight countries (out of nine) with the relevant data, the pupil/teacher ratio (PTR) in 2001 was below 10:1 – the lowest level for any EFA region. However, the quality of ECCE is constrained by poor teacher qualifications: in Kyrgyzstan, for example, only 35% of pre-primary teachers are trained. Moreover, Kyrgyzstan's average PTR, 19:1, is among the highest in the region, along with that of Mongolia (26:1). By contrast, in Tajikistan and Uzbekistan, all teachers have received some training – indicating efforts towards achieving good quality of care, health, education and development of young children.

1. This is according to the EFA classification. See the table for countries in the region.

Participation in primary education and beyond: significant setbacks in the 1990s

Most countries in Central Asia moved away from **universal primary education** (UPE) during the 1990s. This trend was particularly noticeable in Azerbaijan: UPE had been achieved there in 1990, but by 1998 its net enrolment ratio (NER) had dropped to 80%. The downward trend continued between 1998 and 2001 in all countries except Kazakhstan, where indications of some recovery can be seen. Most countries in the region still had NERs below 90% in 2001.

School retention is generally high: survival rates to the last grade of primary education in 2001 were 95% or above in most countries, although in Mongolia about 12% of children leave school prematurely, with no guarantee of mastery of a minimum set of knowledge and skills.

The socio-economic and political upheavals this region experienced during the 1990s had much more impact on post-primary education, particularly at **secondary level**. For example, most countries of the region had secondary GERs above 90% in 1990, but by 2001 the regional average rate was 87%. All countries with data experienced significant declines between 1990 and 1998, but enrolment ratios have been increasing everywhere since then.

In **tertiary education**, the median participation level in the region was about 31% in 2001. GERs at this level increased between 1998 and 2001 in all countries with data, especially Kazakhstan, Kyrgyzstan and Mongolia – which, with Georgia, have the highest values in the region (GERs between 35% and 45%). By contrast, participation in tertiary education is still very low in Tajikistan (15%) and Uzbekistan (9%).

Most countries have achieved gender parity in primary and secondary education. As in pre-primary education, however, significant disparities remain at secondary level in Mongolia (at the expense of boys) and Tajikistan (at the expense of girls). In tertiary education, women outnumber men in all countries except Tajikistan, where only thirty-three female students are registered per 100 men.

As a consequence of relatively high participation levels, a child in Central Asia can expect to receive, on average, eleven years of education – about three years more than one in South and West Asia.

Quantity alone is not enough

The EFA goal of universal primary education implies not only that all children have access to school and complete it, but also, and equally importantly, that they receive an education of good quality. Only in these conditions can people enjoy the range of individual and societal benefits that quality education provides.

Achieving better quality in education: what makes a difference

While there is no generally accepted theory as to what determines the quality of education, studies conducted in several countries at the micro level point to significant relationships between cognitive achievement and school expenditure, teacher education and school facilities. Evidence from a growing body of experimental studies suggests that school performance (as measured by test scores) is significantly improved by textbook provision, smaller class sizes, adequate instructional time and sound teaching practices. These findings hold particularly for children from disadvantaged social backgrounds.

Students in some Central Asia countries, however, are not benefiting widely from these enabling factors. For instance, in 2001 the primary-school PTR in Mongolia was 32:1, compared to less than 20:1 in most countries of the region. In Georgia, fewer than 80% of primary school teachers have some pedagogical training, and the share is even lower in Kyrgyzstan (less than 50%). The distribution of teachers is often unequal within some countries, with disadvantaged areas typically receiving fewer trained teachers.

In many countries, teacher absenteeism and attrition remain persistent problems. Common causes include the need to hold second jobs, lax professional standards, weak support from educational authorities and the HIV/AIDS pandemic. With the epidemic developing in many countries of Central Asia, there is a strong risk of AIDS digging even deeper inroads into education systems.

The structure of public expenditure on education is one factor hindering the increased availability of textbooks in classrooms. In many countries, primary-school teacher salaries absorb the majority of current spending, often leaving a fraction for textbooks and other teaching materials vital for better learning. However, earmarking resources for other inputs has to be balanced against the need to pay teachers well enough to attract and retain qualified individuals. Teachers' earnings are often too low to provide a reasonable standard of living.

Use of instructional time

Research shows consistently positive correlations between instructional time and students' achievement at primary and secondary level. The average amount of instructional time in the region is 701 hours a year in primary and lower-secondary education, well below the broadly agreed benchmark recommended for effective learning: 850 to 1,000 hours.

Policies for improved learning: The findings of the 2005 EFA Report

Judging by their broad statements of education policy, most governments recognize the importance of improving the quality of education. In low-income countries and others with severe resource constraints, however, governments face difficult choices. Nevertheless, lessons from countries that have tackled the quality issue show that much can be achieved even in unfavourable contexts by making better use of existing resources and focusing on targeted measures that respond to specific weaknesses. Studies also suggest that successful qualitative reforms require a strong leading role by the government, with central importance assigned to the quality of the teaching profession.

While there are no universal recipes for improving quality, one approach is to define a minimum package of essentials. The evidence cited in the Report suggests that this package should include a commitment to provide a stated minimum of instructional time for each student, a safe and healthy place in which to learn, individual access to learning materials and teachers who are sufficiently trained and have mastery of content and pedagogy.

An emphasis on minimum standards, however, should not preclude more innovative activities. Some suggested areas for policy include investment in teachers (recruitment practice, pay and conditions of service, in-service and school-based training); structured, child-centred teaching practices; appropriate language policies; regular assessments; and stronger school leadership. Knowledge creation and sharing are also instrumental in building a culture of quality. Good quality must further be synonymous with inclusion, recognizing the special needs of children living with HIV/AIDS and disabilities, working children and those from disadvantaged backgrounds.

Financial resources and aid

The dual challenge of improving quality and equitably expanding access requires sustained investment from the countries concerned. It has been argued that governments should invest at least 6% of GNP in education, though this does not in itself guarantee quality. Half the countries with data in Central Asia spent less than 3.2% of national income on education in 2001 – well below the 4.5% world average. Only in Mongolia is the share of education spending above the 6% benchmark. The other countries need to increase the share of GNP devoted to education.

External aid will be required to achieve EFA in the countries with the lowest education indicators in the region. Central Asia as a whole currently receives 2.5% of total bilateral aid² to education. Recent estimates suggest that total aid to basic education may reach US\$3–3.5 billion by 2006 (twice the current total), potentially increasing funds received by countries. This amount, however, falls far short of the estimated US\$7 billion per year likely to be required just to reach the UPE and gender parity goals by 2015.³

The likely shortage of resources means there is a particular premium on ensuring that aid is used as effectively as possible and that it is directed towards the countries that need it most. The effectiveness of external aid is undermined by excessive fragmentation: the average number of countries receiving education aid from the twenty-one OECD-DAC countries is over sixty per donor, and recipient countries deal with seven to twelve donors, on average. In several countries, further effort is needed to better harmonize and coordinate aid programmes.

Although external assistance can help in achieving adequate resource levels and in managing school systems, it cannot make up for the absence of a societal project for educational improvement. Such a project can arise only from within each individual society – it cannot be engineered by outsiders. The domestic political process is ultimately the guarantor of successful reform.

2. That is, twenty-one of the member countries of the OECD Development Assistance Committee (OECD-DAC).

3. This figure is the sum of current annual aid to basic education (US\$1.54 billion) and the additional resources (US\$5.6 billion) required per year to achieve UPE and gender parity in schooling.

The Education for All Development Index

While all the EFA goals are important individually, it is useful to have a summary means of indicating progress towards EFA as a whole. The EFA Development Index (EDI), a composite of relevant indicators, is one way of doing this. It provides a summary quantitative measure of the extent to which countries are meeting four of the six EFA goals: UPE, adult literacy, gender parity and quality.* It shows that significant efforts are still required to reach the goals in Central Asia, despite a long-established tradition of emphasizing widespread participation in basic education. Among the seven countries in the region for which the EDI has been calculated, none has achieved the four most quantifiable EFA goals, but three are close to reaching them. The other four countries are in the intermediate position as regards achievement of the EFA goals, with EDI values ranging from 0.80 to 0.94. Some countries in this category do not

perform equally on all the goals in the EDI. Often the expansion of education happens without due attention being paid to quality. The EDI fell sharply in Georgia and Mongolia between 1998 and 2001, a trend that is often related to lower survival rates to the last grade of primary education (an indicator used as a proxy for education quality).

*At present, the EDI incorporates only the four most quantifiable EFA goals - UPE as measured by the NER, adult literacy as measured by the adult literacy rate, gender parity as measured by the simple average GPIs for the GERs in primary and secondary education and for adult literacy, and quality of education as measured by the survival rate to grade 5. The EDI for a country is the arithmetical mean of the values of the indicators selected to measure the four EFA goals. It varies from 0 to 1. The higher it is, the closer a country is to the goal and the greater its EFA achievement. This composite index aims to give a broader picture of progress towards EFA and identifies countries doing well on all fronts, those succeeding in only some areas and those with difficulties (for further explanation, see the Appendix to the Report).

Mean distance from the four EFA goals

- Achieved** [EDI: 0.98-1.00]: None.
- Close to the goals** [EDI: 0.95-0.97] (3): Georgia, Kazakhstan, Tajikistan.
- Intermediate position** [EDI: 0.80-0.94] (4): Armenia, Azerbaijan, Kyrgyzstan, Mongolia.

Abbreviations

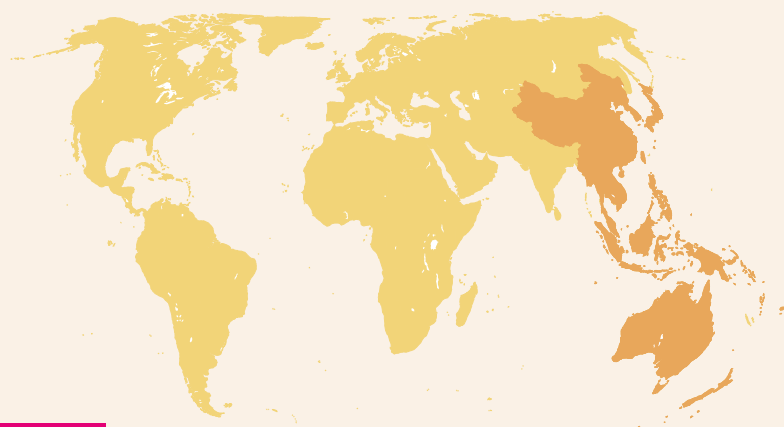
- GER** Gross enrolment ratio. Total enrolment in a specific level of education, regardless of age, expressed as a percentage of the population in the official age group corresponding to this level of education. The GER can exceed 100% due to late entry and/or repetition.
- GPI** Gender parity index. Ratio of female to male values (or male to female, in certain cases) of a given indicator. A GPI of 1 indicates parity between sexes; a GPI between 0 and 1 means a disparity in favour of boys/men; a GPI greater than 1 indicates a disparity in favour of girls/women.
- GNP** Gross national product. Gross domestic product plus net receipts of income from abroad. As these receipts may be positive or negative, GNP may be greater or smaller than GDP.
- NER** Net enrolment ratio. Enrolment of the official age group for a given level of education, expressed as a percentage of the population in that age group.

Central Asia: selected education indicators, 2001

Countries	Total population (thousands)	Compulsory education (age group)	Adult literacy rate (%)		Pre-primary education		Primary education						Secondary education		Tertiary education		Total public expenditure on education as % of GNP	EFA Development Index (EDI)
			Total	GPI	GER (%) Total	GPI	NER (%) Total	GPI in GER	Survival rate to last grade (%)	% of female teachers	% of trained teachers	Pupil/teacher ratio	GER (%) Total	GPI	GER (%) Total	GPI		
Armenia	3 088	7-17	99.4	0.99	30.5	1.06	84.5	0.98	95.7	99.1	...	18.8	86.5	1.06	26.7	1.18	3.1	0.942
Azerbaijan	8 226	6-16	...	...	23.1	1.00	79.8	0.98	97.4	83.8	100.0	16.2	79.7	0.97	24.0	1.02	3.7	0.930
Georgia	5 224	6-14	...	...	41.0	1.03	90.7	1.00	93.8	84.9	76.9	13.8	78.6	1.08	36.5	1.02	2.5	0.954
Kazakhstan	15 533	7-17	99.4	1.00	12.8	0.99	89.5	0.99	94.8	97.4	...	18.9	88.8	0.98	38.4	1.26	...	0.956
Kyrgyzstan	4 995	7-16	...	...	14.3	0.97	90.0	0.97	91.3	96.9	49.3	24.1	86.5	1.00	45.2	1.14	3.2	0.943
Mongolia	2 528	8-15	97.8	0.99	31.6	1.17	86.6	1.03	88.5	93.5	...	31.8	76.1	1.20	34.7	1.74	6.6	0.916
Tajikistan	6 144	7-15	99.5	1.00	9.6	0.88	97.5	0.95	96.5	60.4	81.6	21.8	82.0	0.82	14.8	0.33	2.5	0.964
Turkmenistan	4 720	7-15	98.8	0.99	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Uzbekistan	25 313	7-15	99.3	0.99	21.4	0.99	...	0.99	...	...	...	...	98.6	0.97	9.4	...	...	...
Central Asia	75 771	...	99.4	1.00	22.3	1.00	94.1	0.98	94.8	93.5	...	18.9	87.1	0.98	30.7	1.46	3.2	...
Developing countries	4 863 977	...	76.4	0.83	35.0	0.95	82.5	0.92	77.5	61.4	...	28	56.6	0.89	11.3	1.28	4.2	...
World	6 134 038	...	81.7	0.88	48.6	1.02	84.0	0.93	86.2	73.1	...	22	63.7	0.92	23.2	...	4.5	...

Notes: Data in italics are for 2000. For detailed notes on countries, see source tables.

Source: UNESCO Institute for Statistics; EFA Global Monitoring Report 2005, Statistical annex.

Regional
overview

This region, composed of vastly different countries, from small island states in the Pacific to population giants like China and Indonesia, is, on the whole, moving away from the goal of universal primary education (UPE), and quality remains a challenge. School

East Asia and the Pacific¹

retention is a concern in several countries and an enormous gap often exists between the number of students graduating from schools and those among them mastering a minimum set of cognitive skills.

Yet, achieving education for all, which is

essential to a wide range of individual and development goals, fundamentally depends upon the quality of education available. The Dakar Framework for Action (2000) recognizes that the two are inextricably linked and declares access to high-quality education to be the right of every child.

Early childhood care and education (ECCE): important for future performance, significant progress

The benefits derived from learning opportunities in early childhood promote subsequent achievement in school and further lifelong learning. Children in this region are increasingly benefiting from ECCE: participation in pre-primary education has improved over the last decade in most countries with data – particularly in Cambodia, Japan, Malaysia, Papua New Guinea, the Philippines, Thailand and Vietnam. In 2001, the gross enrolment ratio (GER) in pre-primary education was above 54% in half the countries reporting. Participation levels above 80% were found in Australia, the Cook Islands, Japan, Macao (China), Malaysia, New Zealand, Niue and Thailand. Participation is still very low in Cambodia, the Lao PDR and Myanmar, however: their GERs are under 10%. Gender parity in ECCE has been achieved in several countries. Where disparities between the sexes exist, they are often in favour of girls: in Niue and Samoa, for instance, only eighty-one boys are enrolled per 100 girls.

While research has shown that children from the poorest backgrounds benefit most from ECCE provision in terms

of care, health and education, the data indicate that they are also more likely to be excluded from it. Attendance rates in pre-primary programmes are considerably higher for urban children than for those living in rural areas and those from better-off households. Among the countries included in the UNICEF Multiple Cluster Surveys (MICS) conducted in or around 2000, Vietnam showed one of the widest differences in attendance between rich and poor.

Given the participation level, on average, a child in the East Asia and the Pacific region can expect to receive about one year of pre-primary education, compared to 1.6 years in Latin America and the Caribbean, 1.8 years in Central and Eastern Europe and 2.3 years in North America and Western Europe.

Several indicators point to low quality in ECCE programmes in some countries. For example, while the median pupil/teacher ratio (PTR) was 21:1 in East Asia and the Pacific in 2001, it was much higher in about ten countries (up to 42:1 in Samoa), allowing limited room for the individual care and attention required at this age. The quality of ECCE is also constrained by poor teacher qualifications. In countries such as Tuvalu and Vanuatu, fewer than half of the teachers are trained, while in Japan a university degree is required to teach at this level. In the Marshall Islands, Niue and Papua New Guinea, all teachers have gone through some form of training,

1. This is according to the EFA classification. See the table for countries or territories in the region.

indicating efforts towards achieving good quality of care, health, education and development of young children.

Participation in primary education and beyond: significant expansion

East Asia and the Pacific moved away from the goal of **universal primary education** over the decade from 1990 to 2001. While the average net enrolment ratio (NER) remained steady at 96% in 1990 and in 1998, it had fallen to about 94% by 2001. Consequently, the number of out-of-school children of primary-school age increased from 7.8 million in 1998 to nearly 12 million three years later. Driving this trend was China, the world's most populous country, where the NER dropped from 97% in 1990 to less than 95% in 2001. Some countries still combine GERS below 100% with NERs under 90% (the Cook Islands, Myanmar, Papua New Guinea and Thailand), indicating the need to expand the capacity of their primary school systems in order to enrol all children.

While participation in primary education is relatively high, not all children who have access to school complete the cycle. Many are prematurely pushed out by costs, unfriendly school environments, the need to supplement family income or poor education quality. Among the few countries where the data are available, survival to grade 5 is lower than 80% in Cambodia, the Cook Islands, the Lao PDR, Myanmar and the Philippines. In contrast, 98% of the children who enter the first grade of primary school in China reach grade 5.

Participation in **secondary education** has improved. While most countries with data had GERS below 50% in 1990, the regional average rose to 66% in 1998 and almost 69% in 2001. Secondary GERS vary widely, from less than 21% in Cambodia to more than 100% in Australia, Japan and New Zealand. The very high GER in Australia (154%) can be explained by the large proportion of young people above the official age enrolled in secondary school (the NER is 88%).

In **tertiary education**, the median participation level in the region was about 13% in 2001. Some countries have values substantially above this figure, with GERS higher than 60% in Australia, Macao (China), New Zealand and the Republic of Korea (82%). Only a minority of young people have access to higher education in Cambodia, Tonga and Vanuatu, which have GERS below 5%. Small Pacific island states often have no higher education institutions and many students pursue tertiary studies abroad – a reality that country GERS do not reflect.

Literacy improves adults' commitment to educating their children, besides being an intrinsic right. In the majority

of countries with data, adult literacy rates were above 90% in 2002. Illiteracy was still widespread, however, in countries including Cambodia and the Lao PDR, where less than 70% of the population aged 15 and above could read and write.

While gender parity has been or is close to being reached in the vast majority of countries in the region at primary level (Cambodia, the Lao PDR and Papua New Guinea are major exceptions), significant disparities exist between the sexes in secondary and higher education, often to female students' disadvantage. On the other hand, in countries including Australia, Brunei Darussalam, the Philippines and Tonga, women tend to outnumber men, particularly at tertiary level.

Disparities between the sexes still prevail in adult literacy (average regional GPI: 0.92), particularly in countries with already high levels of illiteracy (Cambodia and the Lao PDR).

Given the enrolment levels, a child in the East Asia and Pacific region can expect to receive, on average, about eleven years of education, two to five years less than one in Western Europe and the Americas.

Quantity alone is not enough

The EFA goal of universal primary education implies not only that all children have access to school and complete it, but also, and equally importantly, that they receive an education of good quality. Only in these conditions can people enjoy the range of individual and societal benefits that quality education provides. Yet, in many countries, the expansion of schooling is happening at the expense of quality.

Very weak levels of performance in some countries

While school retention is a concern in some countries in the region, a significant proportion of school leavers fail to achieve minimum mastery levels as defined by their own national governments. International assessments in which some countries have participated show that large proportions of students demonstrate low levels of learning achievement. For example, in the Programme for International Student Assessment (PISA, 2000–02), more than 60% of 15-year-old students in Indonesia performed at or below the lowest of five proficiency levels for reading literacy.

Learning achievement tends to vary within countries. Results from national and international assessments suggest that pupils from rural areas and disadvantaged socio-economic backgrounds are particularly vulnerable. In Indonesia again, even students with the most

favourable family background performed worse than students from OECD countries with the least favourable background, which clearly suggests unsatisfactory performance of the school system itself.

Achieving better quality in education: what makes a difference

While there is no generally accepted theory as to what determines the quality of education, studies conducted in developing countries, at the micro level, point to significant relationships between cognitive achievement and school expenditure, teacher education and school facilities. Evidence from a growing body of experimental studies suggests that school performance (as measured by test scores) is significantly improved by textbook provision,² smaller class sizes, adequate instructional time and teaching practices. These findings hold particularly for children from disadvantaged social backgrounds.

In many countries of East Asia and the Pacific, however, students are not benefiting widely from these enabling factors. While the median PTR in the region is 25:1 in primary education, the number of teachers remains problematic in the very countries that still need to significantly increase the coverage of their primary school systems. In Cambodia and Timor-Leste, the PTR exceeds 50:1. Further demands on teachers in such countries could be detrimental to teacher capacity and morale, and result in diminished learning outcomes among students.

Teacher qualifications remain low in several countries. For example, in the Lao PDR about one-quarter of primary school teachers were untrained in 2001. By contrast, almost all teachers have some training in Cambodia and China, and all are trained in Niue, Papua New Guinea, Tonga and Vanuatu. The distribution of teachers is often unequal within countries, with disadvantaged areas typically receiving fewer trained teachers. The situation is aggravated in especially difficult circumstances, such as are found in conflict and post-conflict countries.

In many countries, teacher absenteeism and attrition remain persistent problems. Common causes include the need to hold second jobs, lax professional standards, weak support from educational authorities and the HIV/AIDS pandemic. With the epidemic still growing in East Asia and the Pacific, there is a strong risk of AIDS digging even deeper inroads into education systems.

The structure of public expenditure on education may not facilitate increased availability of textbooks in classrooms. In many countries, primary school teachers' salaries absorb the overwhelming majority of current spending (up to 98% in Vanuatu), often leaving a fraction (less than 2% in Marshall Islands and Vanuatu) for textbooks and other teaching materials vital for better learning. However, earmarking resources for other inputs has to be balanced against the need to pay teachers enough to attract and retain qualified individuals. Teachers' earnings are often too low to provide a reasonable standard of living. Data from 1998–2001 show significant reductions in real salaries in Indonesia and the Philippines.

Use of instructional time

Research shows consistently positive correlations between instructional time and students' achievement at primary and secondary level. In this region, the average amount of instructional time is 817 hours a year in primary and lower secondary education. While the mean intended instructional time has increased since the 1980s, it is still well below the broadly agreed benchmark recommended for effective learning: 850 to 1,000 hours.

Policies for improved learning: The findings of the 2005 EFA Report

Judging by their broad statements of education policy, most governments recognize the importance of improving the quality of education. In low-income countries and others with severe resource constraints, however, governments face difficult choices. Nevertheless, lessons from countries that have tackled the quality issue show that much can be achieved even in unfavourable contexts by making better use of existing resources and focusing on targeted measures that respond to specific weaknesses. Studies also suggest that successful qualitative reforms require a strong leading role by the government, with central importance assigned to the quality of the teaching profession.

While there are no universal recipes for improving quality, one approach is to define a minimum package of essentials. The evidence cited in the Report suggests that this package should include a commitment to provide a stated minimum of instructional time for each student, a safe and healthy place in which to learn, individual access to learning materials and teachers who are sufficiently trained and have mastery of content and pedagogy.

An emphasis on minimum standards, however, should not preclude more innovative activities. Some suggested areas for policy include investment in teachers (recruitment practice, pay and conditions of service, in-service and school-based training); structured,

2. In the Philippines, an experiment in thirty schools found that provision of pedagogical materials significantly reduced dropout rates.

child-centred teaching practices; appropriate language policies;³ regular assessments; and stronger school leadership.⁴ Knowledge creation and sharing are also instrumental in building a culture of quality. Good quality must further be synonymous with inclusion, recognizing the special needs of children living with HIV/AIDS and disabilities, working children and those from disadvantaged backgrounds.

Although none of these areas for policy change and reform are without cost, a first step is to create a national consensus around quality.

Financial resources and aid

The dual challenge of improving quality and equitably expanding access requires sustained investment from the countries concerned. It has been argued that governments should invest at least 6% of GNP in education, though this does not in itself guarantee quality. Half of the East Asia and the Pacific countries with data were spending less than 3.6% of national income on education in 2001 – lower than the 4.2% median value for developing countries. Countries devoting a significant share of their national income to education, well exceeding the 6% benchmark, indicating their strong commitment to education, were the Federated States of Micronesia, Malaysia, the Marshall Islands, New Zealand, Palau and Vanuatu.

Even with efforts to increase spending within countries, external aid will be required to achieve EFA in the least-developed countries with the lowest education indicators. East Asia and the Pacific currently receives 27% of total bilateral education aid,⁵ just behind sub-Saharan Africa (30%). Recent estimates suggest that total aid to basic education may reach US\$3–3.5 billion by 2006 (twice the current total), potentially increasing funds received by countries. This amount, however, falls far short of the estimated US\$7 billion per year likely to be required just to reach the UPE and gender parity goals by 2015.⁶

The likely shortage of resources means there is a particular premium on ensuring that aid is used as effectively as possible and is directed towards the countries that need it most. The effectiveness of external aid is undermined by excessive proliferation: the average number of countries receiving education aid from the twenty-one OECD-DAC countries is over sixty per donor. Japan, a major donor, made commitments to education in more than 100 countries over 2000–2002. Recipient countries deal with seven to twelve donors on average, and the figure can be much higher: Vietnam receives support from seventeen donors. In several countries, further efforts are needed to better harmonize and coordinate aid programmes.

Although external assistance can help in achieving adequate resource levels and in managing school systems, it cannot make up for the absence of a societal project for educational improvement. Such a project can arise only from within each individual society – it cannot be engineered by outsiders. The domestic political process is ultimately the guarantor of successful reform.

3. There is a general trend towards more widespread use of local languages in the first years of primary education, including in China, Cambodia, Indonesia, the Philippines, Thailand and Vietnam. In Papua New Guinea, where some 830 languages are spoken, schools use over 434 local languages for initial instruction. The 1995 Education Reform agenda made the language of the community the initial language of instruction, with oral English introduced at the end of the third year.

4. In Malaysia, a recent system of early identification of promising future head teachers includes training and mentoring by practising head teachers.

5. That is, aid from twenty-one of the member countries of the OECD Development Assistance Committee (OECD-DAC).

6. This figure is the sum of current annual aid to basic education (US\$1.54 billion) and the additional resources (US\$5.6 billion) required per year to achieve UPE and gender parity in schooling.

The Education for All Development Index

While all the EFA goals are important individually, it is useful to have a summary means of indicating progress towards EFA as a whole. The EFA Development Index (EDI), a composite of relevant indicators, is one way of doing this. It provides a summary quantitative measure of the extent to which countries are meeting four of the six EFA goals: UPE, adult literacy, gender parity and quality.* It shows that considerable effort is still required to reach these goals in East Asia and the Pacific. Of the fourteen countries in the region (out of thirty-three) for which the EDI has been calculated,** the Republic of Korea has achieved the four most quantifiable EFA goals, and Fiji is close to reaching them. About two-thirds of countries are in the intermediate position as regards achievement of the EFA goals, with EDI values ranging from 0.80 to 0.94. Many countries in this category do not perform equally on all the goals in the EDI. Often the expansion of education happens at the expense of quality. Many children who have access to school leave prematurely, partly because of its poor quality. Finally, Cambodia, the Lao PDR and

Papua New Guinea are far from achieving the EFA goals (EDI values of less than 0.80). They are characterized by low achievement on each goal and face multiple challenges that will have to be tackled simultaneously if they are to reach EFA.

*At present, the EDI incorporates only the four most quantifiable EFA goals – UPE as measured by the NER, adult literacy as measured by the adult literacy rate, gender parity as measured by the simple average GPIs for the GERs in primary and secondary education and for adult literacy, and quality of education as measured by the survival rate to grade 5. The EDI for a country is the arithmetical mean of the values of the indicators selected to measure the four EFA goals. It varies from 0 to 1. The higher it is, the closer a country is to the goal and the greater its EFA achievement. This composite index aims to give a broader picture of progress towards EFA and identifies countries doing well on all fronts, those succeeding in only some areas and those with difficulties (for further explanation, see the Appendix to the Report).

**Australia, Japan and New Zealand, the three developed countries in the region, are not included in the analysis, due to lack of data on adult literacy and survival rate to grade 5.

Mean distance from the four EFA goals

Achieved [EDI: 0.98-1.00] (1): Republic of Korea.

Close to the goals [EDI: 0.95-0.97] (1): Fiji.

Intermediate position [EDI: 0.80-0.94] (9): China, Indonesia, Macao (China), Myanmar, Philippines, Samoa, Thailand, Tonga, Vietnam.

Far from the goals [EDI: less than 0.80] (3): Cambodia, Lao PDR, Papua New Guinea.

Abbreviations

GER Gross enrolment ratio. Total enrolment in a specific level of education, regardless of age, expressed as a percentage of the population in the official age group corresponding to this level of education. The GER can exceed 100% due to late entry and/or repetition.

GPI Gender parity index. Ratio of female to male values (or male to female, in certain cases) of a given indicator. A GPI of 1 indicates parity between sexes; a GPI between 0 and 1 means a disparity in favour of boys/men; a GPI greater than 1 indicates a disparity in favour of girls/women.

GNP Gross national product. Gross domestic product plus net receipts of income from abroad. As these receipts may be positive or negative, GNP may be greater or smaller than GDP.

NER Net enrolment ratio. Enrolment of the official age group for a given level of education, expressed as a percentage of the population in that age group.

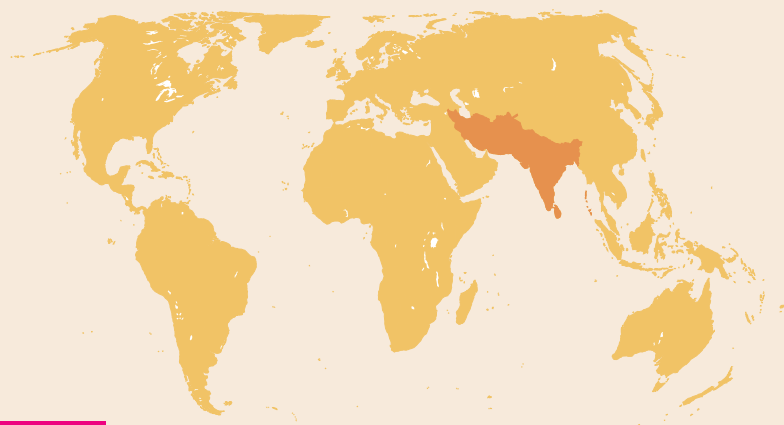
East Asia and the Pacific: selected education indicators, 2001

Countries	Total population (thousands)	Compulsory education (age group)	Adult literacy rate (%)		Pre-primary education		Primary education						Secondary education		Tertiary education		Total public expenditure on education as % of GNP	EFA Development Index (EDI)
			Total	GPI	GER (%) Total	GPI	NER (%) Total	GPI in GER	Survival rate to grade 5 (%)	% of female teachers	% of trained teachers	Pupil/teacher ratio	GER (%) Total	GPI	GER (%) Total	GPI		
East Asia																		
Brunei Darussalam	342	5-16	93.9	0.95	43.7	0.99	...	0.99	...	70.0	...	13.8	87.7	1.06	13.4	1.77	...	...
Cambodia	13 478	...	69.4	0.73	7.4	1.08	86.2	0.89	70.4	39.4	96.0	56.3	21.3	0.60	3.0	0.40	2.1	0.750
China	1 285 229	6-14	90.9	0.91	27.1	0.93	94.6	1.00	98.0	52.8	96.8	19.6	67.2	...	12.7	...	...	0.931
Democratic People's Rep. of Korea	22 409	6-15	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Indonesia	214 356	7-15	87.9	0.90	20.3	1.08	92.1	0.98	89.2	52.0	...	20.9	57.9	0.99	15.2	0.87	1.4	0.912
Japan	127 271	6-15	...	...	84.2	1.03	100.0	1.00	...	...	...	20.0	102.6	1.01	49.2	0.86	3.6	...
Lao People's Democratic Republic	5 403	6-14	66.4	0.72	7.6	1.07	82.8	0.86	62.3	44.2	76.1	29.9	40.6	0.73	5.5	0.59	3.4	0.721
Macao, China	455	5-14	91.3	0.92	86.5	0.93	85.7	0.94	...	89.0	89.7	27.5	87.1	1.06	66.4	0.52	3.0	0.925
Malaysia	23 492	...	88.7	0.93	88.7	1.08	95.2	1.00	...	66.9	...	19.6	69.6	1.10	26.6	...	8.5	...
Myanmar	48 205	5-9	85.3	0.91	1.9	...	81.9	1.00	59.9	77.3	...	32.6	39.3	0.94	11.5	...	1.3	0.805
Philippines	77 151	6-12	92.6	1.00	33.0	1.05	93.0	0.99	79.3	87.3	...	35.4	81.9	1.10	31.1	1.30	3.1	0.904
Republic of Korea	47 142	6-15	...	...	79.6	1.00	99.9	1.00	...	71.6	...	32.0	91.1	1.00	82.0	0.60	3.6	0.990
Singapore	4 105	6-16	92.5	0.92	...	...	...	...	...	...	...	...	...	...	...	...	3.5	...
Thailand	61 555	6-14	92.6	0.95	85.7	0.98	86.3	0.96	...	57.9	...	19.1	82.8	0.95	36.7	1.09	5.1	0.921
Timor-Leste	711	7-15	...	...	11.2	...	...	...	...	30.0	...	50.8	34.6	...	12.0	1.58	...	...
Viet Nam ¹	79 197	6-14	90.3	0.93	43.1	0.98	94.0	0.93	89.0	77.8	87.0	26.3	69.7	0.92	10.0	0.75	...	0.914
The Pacific																		
Australia	19 352	5-15	...	...	104.2	1.00	96.0	1.00	...	...	...	...	153.8	0.99	64.6	1.24	4.7	...
Cook Islands	18	5-15	...	...	85.9	...	84.6	0.95	51.5	86.1	...	18.0	...	...	...	...	0.4	...
Fiji	822	6-15	92.9	0.97	...	...	99.8	1.00	...	56.9	...	27.9	80.4	1.07	...	...	5.6	0.954
Kiribati	85	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Marshall Islands	52	6-14	...	...	...	...	...	...	...	34.2	...	17.0	...	...	...	...	8.9	...
Micronesia (Federated States of)	107	6-13	...	...	...	...	...	...	...	...	...	...	...	...	...	...	6.7	...
Nauru	12	6-16	...	...	...	...	...	...	...	...	...	...	...	...	•	•	...	...
New Zealand	3 815	5-16	...	...	86.8	1.02	98.4	0.99	...	83.9	...	17.5	113.2	...	71.7	1.52	6.9	...
Niue	2	5-16	...	...	147.8	1.23	97.2	0.94	...	100.0	100.0	18.0	93.8	0.98	•	•	...	...
Palau	20	6-17	...	...	65.5	1.12	96.6	0.93	...	81.8	...	17.7	88.8	1.00	...	...	9.9	...
Papua New Guinea	5 460	6-14	...	...	38.8	0.92	77.5	0.89	...	38.8	100.0	35.9	22.7	0.79	...	...	2.4	0.735
Samoa	175	...	98.7	0.99	54.5	1.23	94.9	0.98	93.8	72.6	...	25.0	74.5	1.11	6.5	0.91	4.5	0.930
Solomon Islands	450	...	...	...	...	...	...	...	...	...	...	...	...	...	•	•	3.5	...
Tokelau	2	...	...	...	...	...	...	...	...	...	...	...	...	...	•	•	...	...
Tonga	102	6-14	98.8	1.00	29.4	1.21	99.9	0.98	82.9	68.0	100.0	20.7	99.6	1.13	3.6	1.40	5.0	0.943
Tuvalu	10	7-14	...	...	...	...	...	...	...	83.9	...	25.5	...	...	•	•	...	...
Vanuatu	202	...	...	...	75.6	1.03	93.2	0.99	95.1	58.0	100.0	29.4	28.6	1.03	4.0	...	10.7	...
East Asia and the Pacific	2 041 186	...	91.3	0.92	54.5	1.23	93.7	0.99	...	69.0	...	25.0	68.7	0.93	13.4	...	3.6	...
Developing countries	4 863 977	...	76.4	0.83	35.0	0.95	82.5	0.92	83.3	61.4	...	28	56.6	0.89	11.3	1.28	4.2	...
World	6 134 038	...	81.7	0.88	48.6	1.02	84.0	0.93	...	73.1	...	22	63.7	0.92	23.2	...	4.5	...

Notes: Data in bold italics are for 1998. Data in bold are for 1999. Data in italics are for 2000. For detailed notes on countries, see source tables.

1. Fast-Track Initiative (FTI) country.

Source: UNESCO Institute for Statistics; EFA Global Monitoring Report 2005, Statistical annex.

Regional
overview

This region is characterized by massive educational deprivation. Not only are large numbers of children, in particular girls, denied access to school, but many do not complete the primary cycle (the survival rate to grade 5 is less than 78% in half the countries for

which data are available). Education quality is poor: an enormous gap exists

South and West Asia¹

between the number of pupils graduating from school and those among them mastering a minimum set of cognitive skills. Yet, achieving education for all, which underlies a wide range of individual and development goals, fundamentally depends upon the quality of education available. The Dakar Framework for Action (2000) recognizes that the two are inextricably linked and declares access to high-quality education to be the right of every child.

Early childhood care and education (ECCE): important for future performance, but participation is low

The benefits derived from learning opportunities in early childhood promote subsequent achievement in school and further lifelong learning. Overall participation in ECCE is still low in this region, however, with gross enrolment ratios (GERs) in pre-primary education under 26% in 2001 in half the countries with data. Enrolment has improved since 1998 in most countries, particularly India and the Islamic Republic of Iran, where the GERs increased by 52% and 73%, respectively. Participation levels in pre-primary education range from 12% in Nepal to about 55% in Pakistan. These two countries also show significant gender disparities at the expense of girls: the gender parity index (GPI) for gross enrolment in ECCE is 0.85 in Nepal and 0.74 in Pakistan. In other countries of the region, girls' enrolment equals or exceeds that of boys.

While research has shown that children from the poorest backgrounds benefit most from ECCE provision in terms of care, health and education, the data indicate that they are also more likely to be excluded from it. Attendance rates in pre-primary programmes are considerably higher

for urban children than for those living in rural areas, and for those from better-off households.

Given the low participation level, a child in South and West Asia can expect, on average, only 0.7 years of pre-primary education, compared to 1.6 years in Latin America and the Caribbean, 1.8 in Central and Eastern Europe and 2.2 years in North America and Western Europe.

Several indicators point to low quality in ECCE programmes in some countries. For example, while the median pupil/teacher ratio (PTR) was 23:1 in South and West Asia in 2001, it was much higher in Bangladesh and India (about 40:1), allowing limited room for the individual care and attention required at this age. Finally, the quality of ECCE is constrained in some countries by poor teacher qualifications. The percentage of trained personnel was 72% in 2001 in Bhutan and about 57% in Maldives – levels far below those in primary education.

Participation in primary education and beyond: far from universal

South and West Asia weighs heavily in global education trends because it includes three of the world's nine most populous developing countries (E-9): Bangladesh, India

1. This is according to the EFA classification. See the table for countries or territories in the region.

and Pakistan. The region experienced progress towards **universal primary education (UPE)** over the decade (1990–2001) including during its last third (1998–2001), with a significant increase in total enrolment. However, because of continued population growth, the average net enrolment ratio (NER) rose from 73% to only 79% between 1990 and 2001. As a consequence, in 2001, about 36 million children of primary-school age were still not in school. With the exception of Maldives and Sri Lanka, which are at or close to UPE (NERs of 96% and 99.9%, respectively), countries in the region combine GERs below 100% and NERs under 90% (in Pakistan, the NER is below 60%). This indicates a need to expand the capacity of their primary school systems in order to enrol all children. School completion is another major concern: many children are pushed out by costs, unfriendly school environments or the need to supplement family income. In half the countries with data, survival rates to grade 5 are below 78%. While grade repetition is low on average in the region, in Nepal more than one-fifth of all pupils are repeaters.

Participation in education has also improved at the higher levels. While in most countries the GER at **secondary level** was below 40% in 1990, the regional average rose to 46% in 1998 and 48% in 2001. There are stark variations, with GER ranging from 12.5% in Afghanistan to almost 81% in Sri Lanka. **Tertiary education** is much less developed: participation rates range from 5.4% in Nepal to 11.4% in India and 20.3% in the Islamic Republic of Iran.

Literacy improves adults' commitment to educating their children, besides being an intrinsic right, but the South and West Asia region has the lowest adult literacy rates in the world: in 2002 only 58% of the population aged 15 and above could read and write. The rate was below 50% in Bangladesh, Nepal and Pakistan but above 90% in Maldives and Sri Lanka.

Enrolment disparities at the expense of girls and women are pervasive. Girls' participation in primary education remains substantially lower than boys'. About two-thirds of all out-of-school children are girls. Only eighty-five girls to 100 boys are enrolled in primary schools. Disparities between the sexes are more extreme at higher levels of education: the GPI in secondary education is below 0.79 in half the countries with data. At tertiary level, in the few countries with data available, the GPI ranges from 0.28 in Nepal to 0.49 in Bangladesh and 0.70 in India, though the Islamic Republic of Iran has achieved gender parity. About two-thirds of the adult illiterates in the region are women (the regional average GPI for literacy rates is 0.63, the lowest for any region, and this indicator is only 0.43 in Nepal and 0.53 in Pakistan).

As a consequence of low participation levels, a child in South and West Asia can expect to receive 8.6 years of education, on average – four to eight years less than one in Western Europe and the Americas.

Quantity alone is not enough

The EFA goal of universal primary education implies not only that all children have access to school and complete it, but also, and equally importantly, that they receive an education of good quality. Only in these conditions can people enjoy the range of individual and societal benefits that quality education provides. Yet, in many countries, the expansion of schooling is happening at the expense of quality.

Very weak levels of performance in some countries

School survival is low in several countries of the region, and a significant proportion of school leavers do not achieve minimum mastery levels, as defined by their national governments. Even in the Islamic Republic of Iran, where 94% of children reached grade 5 in 2000, results of the Progress in International Reading Literacy Study (PIRLS) in 2001 indicated that many fourth-graders had limited reading skills. About 60% of pupils in grade 4 scored in the bottom quartile of the international reading literacy scale and were considered low achievers.

Learning achievement tends to vary within countries. Results from national and international assessments suggest that pupils from rural areas and disadvantaged socio-economic backgrounds are particularly vulnerable. The quality of schools makes an obvious difference. For example, children who attend schools run by BRAC (the Bangladesh Rural Advancement Committee), an NGO, perform significantly better on life skills and writing than their peers in regular schools, and do equally well in reading and numeracy.

Achieving better quality in education: what makes a difference

While there is no generally accepted theory as to what determines the quality of education, studies conducted in developing countries at the micro level point to significant relationships between cognitive achievement and school expenditure, teacher education and school facilities. Evidence from a growing body of experimental studies suggests that school performance (as measured by test scores) is significantly improved by textbook provision, smaller class sizes, adequate instructional time and teaching practices². These findings hold particularly for children from disadvantaged social backgrounds.

2. A large and innovating experiment in urban Indian schools has demonstrated the positive impact on learning of reducing class size and providing child-friendly teaching and providing remedial teaching.

Students in the region are not benefiting widely however from these enabling factors. First, PTRs in primary education are quite high, with values of 40:1 or more in half the countries in 2001. This implies that the number of teachers remains problematic in countries that still need to significantly increase the coverage of their primary school systems. In Bangladesh, the ratio exceeds 55:1. Further demands on teachers in such countries could be detrimental to teacher capacity and morale and result in diminished learning outcomes among students.

Teacher qualifications remain an issue. In the countries providing data, the percentage of trained primary school teachers ranges from 66% in Bangladesh to almost 97% in the Islamic Republic of Iran. The distribution of teachers is also unequal within several countries, with disadvantaged areas typically receiving fewer trained teachers. The situation is aggravated in difficult circumstances, such as are found in conflict and post-conflict countries.

In many countries, teacher absenteeism and attrition remain persistent problems. A 2003 World Bank study revealed that investigators making random visits to 200 primary schools in India found no teaching activity in half of them. Common causes include the need to hold second jobs, lax professional standards, weak support from educational authorities and the HIV/AIDS pandemic. With the epidemic growing in many countries of the region, there is a strong risk of AIDS digging even deeper inroads into education systems.

The structure of public expenditure on education may not facilitate increased availability of textbooks in classrooms. In many countries, primary school teachers' salaries absorb the overwhelming majority of current spending (for example, the share is 88% in primary education in India, the only country with sufficient data), often leaving a fraction for textbooks and other teaching materials vital for better learning. However, earmarking resources for other inputs has to be balanced against the need to pay teachers well enough to attract and retain qualified individuals. Teachers' earnings are often too low to provide a reasonable standard of living. Average primary-school teacher salaries in Asia declined from 3.7 times per capita income in 1975 to 2.9 in 2000.

Use of instructional time

Research shows consistently positive correlations between instructional time and students' achievement at primary and secondary level. In South and West Asia, the average amount of instructional time is 789 hours per year, well below the broadly agreed benchmark recommended for effective learning: 850 to 1,000 hours. More worrying is the decrease in the number of hours of instruction in all grades between 1980 and 2000, reflecting the pressure to

meet higher demand under tight resource constraints. Teacher and pupil absenteeism, shortage of classrooms, lack of learning materials and weak discipline further exacerbate the impact of decreased instructional time.

Policies for improved learning: The findings of the 2005 EFA Report

Judging by their broad statements of education policy, most governments recognize the importance of improving the quality of education. In low-income countries and others with severe resource constraints, however, governments face difficult choices. Nevertheless, lessons from countries that have tackled the quality issue show that much can be achieved even in unfavourable contexts by making better use of existing resources and focusing on targeted measures that respond to specific weaknesses. Studies also suggest that successful qualitative reforms require a strong leading role by the government, with central importance assigned to the quality of the teaching profession.

While there are no universal recipes for improving quality, one approach is to define a minimum package of essentials. The evidence cited in the Report suggests that this package should include a commitment to provide a stated minimum of instructional time for each student, a safe and healthy place in which to learn, individual access to learning materials and teachers who are sufficiently trained and have mastery of content and pedagogy.

An emphasis on minimum standards, however, should not preclude more innovative activities. Some suggested areas for policy include investment in teachers (recruitment practice, pay and conditions of service, in-service and school-based training); structured, child-centred teaching practices;³ appropriate language policies; regular assessments;⁴ and stronger school leadership.⁵ Knowledge creation and sharing are also instrumental in building a culture of quality. Good quality must further be synonymous with inclusion, recognizing the special needs of children living with HIV/AIDS and disabilities, working children and those from disadvantaged backgrounds.⁶

3. BRAC schools encourage child-centred, active pedagogy, cooperative learning, critical thinking and problem-solving skills.

4. In Sri Lanka, formative assessment has been introduced as a supplement to the national examination. The aim is to reach a more holistic judgement about pupils' progress and to improve learning achievement.

5. Sri Lanka's 'school-based management policy' has restructured areas of responsibility of the different levels of management.

6. Distance learning can be a strategy for reaching disadvantaged learners. The Open School Society in the Indian state of Andhra Pradesh, for instances, operates 4,700 centres reaching over 100,000 learners, many of them dropouts, children from scheduled castes or those with disabilities. The programme provides equivalence with the formal primary system while remaining culturally and linguistically relevant to local needs.

Financial resources and aid

The dual challenge of improving quality and equitably expanding access requires sustained investment from the countries concerned. It has been argued that governments should invest at least 6% of GNP in education, though this does not in itself guarantee quality. Half of the South and West Asia countries with data were spending less than 3.3% of national income on education in 2001 – lower than the 4.2% average for developing countries. Only Bhutan approaches the 6% benchmark, with 5.9% of its national income devoted to education.

Even with efforts to increase spending within countries, external aid will be required to achieve EFA. South and West Asia currently receives less than 10% of total bilateral education aid,⁷ a share considerably smaller than those of the other two regions facing similar difficulties: sub-Saharan Africa (30%) and the Arab States (18%). Recent estimates suggest that total aid to basic education may reach US\$3–3.5 billion by 2006 (twice the current total), potentially increasing funds received by countries. This amount, however, falls far short of the estimated US\$7 billion per year likely to be required just to reach the UPE and gender parity goals by 2015.⁸

The likely shortage of resources means there is a particular premium on ensuring that aid is used as effectively as possible and is directed towards the countries that need it most. The effectiveness of external aid is undermined by excessive fragmentation: the average number of countries receiving education aid from the twenty-one OECD-DAC countries is over sixty per donor, and recipient countries deal with seven to twelve donors, on average. This figure can even be much higher: India, for example, receives support from eighteen donors. In several countries, further efforts are needed to better harmonize and coordinate aid programmes.

Although external assistance can help in achieving adequate resource levels and in managing school systems, it cannot make up for the absence of a societal project for educational improvement. Such a project can arise only from within each individual society – it cannot be engineered by outsiders. The domestic political process is ultimately the guarantor of successful reform. ■

7. That is, aid from twenty-one of the member countries of the OECD Development Assistance Committee (OECD-DAC).

8. This figure is the sum of current annual aid to basic education (US\$1.54 billion) and the additional resources (US\$5.6 billion) required per year to achieve UPE and gender parity in schooling.

The Education for All Development Index

While all the EFA goals are important individually, it is useful to have a summary means of indicating progress towards EFA as a whole. The EFA Development Index (EDI), a composite of relevant indicators, is one way of doing this. It provides a summary quantitative measure of the extent to which countries are meeting four of the six EFA goals: UPE, adult literacy, gender parity and quality.* It shows severe educational deprivation continuing to be concentrated in South and West Asia, along with sub-Saharan Africa and some of the Arab States. Among the six countries in the region for which the EDI has been calculated, none has achieved the four most quantifiable EFA goals, and only Maldives is close to doing so, with an EDI value of 0.973. The Islamic Republic of Iran is in the intermediate position as regards achievement of the goals, with an EDI value of 0.872. The remaining countries, including Bangladesh, India and Pakistan – the region's three most populous nations – are very far from

achieving the EFA goals, with EDI values below 0.80. Most of them are characterized by low achievement on each EFA goal: primary school enrolments are low, gender ratios are highly unequal, illiteracy is widespread and education quality is poor. These countries face multiple challenges that will have to be tackled simultaneously if EFA is to be reached.

*At present, the EDI incorporates only the four most quantifiable EFA goals – UPE as measured by the NER, adult literacy as measured by the adult literacy rate, gender parity as measured by the simple average GPIs for the GERs in primary and secondary education and for adult literacy, and quality of education as measured by the survival rate to grade 5. The EDI for a country is the arithmetical mean of the values of the indicators selected to measure the four EFA goals. It varies from 0 to 1. The higher it is, the closer a country is to the goal and the greater its EFA achievement. This composite index aims to give a broader picture of progress towards EFA and identifies countries doing well on all fronts, those succeeding in only some areas and those with difficulties (for further explanation, see the Appendix to the Report).

Mean distance from the four EFA goals

Achieved [EDI: 0.98-1.00]: None

Close to the goals [EDI: 0.95-0.97] (1): Maldives

Intermediate position [EDI: 0.80-0.94] (1): Islamic Republic of Iran.

Far from the goals [EDI: less than 0.80] (4): Bangladesh, India, Nepal, Pakistan.

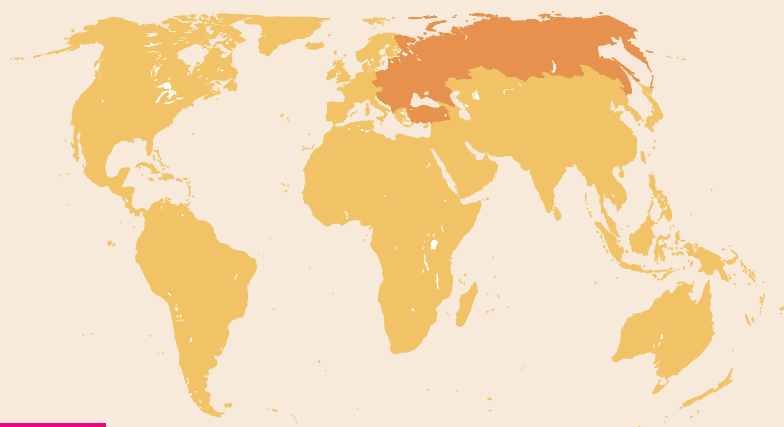
Abbreviations

GER Gross enrolment ratio. Total enrolment in a specific level of education, regardless of age, expressed as a percentage of the population in the official age group corresponding to this level of education. The GER can exceed 100% due to late entry and/or repetition.

GPI Gender parity index. Ratio of female to male values (or male to female, in certain cases) of a given indicator. A GPI of 1 indicates parity between sexes; a GPI between 0 and 1 means a disparity in favour of boys/men; a GPI greater than 1 indicates a disparity in favour of girls/women.

GNP Gross national product. Gross domestic product plus net receipts of income from abroad. As these receipts may be positive or negative, GNP may be greater or smaller than GDP.

NER Net enrolment ratio. Enrolment of the official age group for a given level of education, expressed as a percentage of the population in that age group.

Regional
overview

Since regaining their independence in the early 1990s, countries in this region have faced profound political, socio-economic and demographic disruptions that have affected their education systems. An increase in enrolment in the last third of the decade (1998-2001),

however, indicates some recovery.

Education quality remains a concern: while almost all students reach the last grade of primary school (more than 98% in most countries with data available), international student assessment studies

Central and Eastern Europe¹

such as PIRLS, TIMSS and PISA show that a gap exists in some countries between the number of students graduating and those among them mastering a minimum set of cognitive skills. Yet, achieving education for all, which is essential to a wide range of individual and development goals, fundamentally depends upon the quality of education available. The Dakar Framework for Action (2000) recognizes that the two are inextricably linked and declares access to high-quality education to be the right of every child.

Early childhood care and education (ECCE): important for future performance, well-established in several countries

The benefits derived from learning opportunities in early childhood promote subsequent achievement in school and further lifelong learning. In several countries of Central and Eastern Europe, children still benefit widely from ECCE programmes, although much less than a decade earlier. Most countries having the data reported gross enrolment ratios (GERs) above 60% in 2001. Yet, serious setbacks due to demographic change and lower state spending on education were recorded in countries such as Albania, Bulgaria, Hungary, the Republic of Moldova and Ukraine, where pre-primary education has long been established. Still, other countries saw substantial increases in participation levels over the decade, a trend that continued in 1998-2001. This was particularly true in Estonia, Latvia, the Russian Federation and Turkey, though the last has the lowest GER in pre-primary in the region (around 7% in 2001). Gender parity is achieved in most countries, but some disparities favouring boys remain in Croatia, Latvia, the Russian Federation and Turkey. In contrast, in Albania more girls than boys are enrolled.

While research has shown that children from the poorest backgrounds benefit most from ECCE provision in terms of care, health and education, the data indicate that they are also more likely to be excluded from it. Attendance rates in pre-primary programmes are considerably higher for urban children than for those living in rural areas, and for those from better-off households. Among the countries included in the UNICEF Multiple Cluster Surveys (MICS) conducted in or around 2000, the Republic of Moldova showed one of the greatest differences in attendance between rich and poor.

Given the relatively high participation level, a child in the Central and Eastern Europe region can expect to receive, on average, 1.8 years of pre-primary education, compared to 2.3 years in North America and Western Europe.

Indicators suggest that children are receiving relatively good individual care and attention, as required at this age. Most countries in the region with data (about 70%) have fewer than fifteen pupils per teacher in pre-primary education. However, the quality of ECCE is constrained by poor teacher qualifications in countries including Belarus and Croatia, where the proportions of pre-school teachers with some training are 58% and 78%, respectively.

1. This is according to the EFA classification. See the table for countries in the region.

Participation in primary education and beyond: some contrast

Overall, the region moved slightly away from **universal primary education** (UPE) over the last decade: its average net enrolment ratio (NER) fell from 90% in 1990 to less than 87% in 1998 and, despite some recovery in recent years, was still only 88.8% in 2001. The situation is problematic in countries that had relatively high NERs in the early 1990s but have moved away from UPE since 1998 (Bulgaria, Romania, Serbia and Montenegro). More than half the countries in the region have GERs below 100%, and some have NERs between 70% and 90% (Croatia, Latvia, Romania, Republic of Moldova, Serbia and Montenegro, Turkey, Ukraine).

In most countries, more than 98% of primary school pupils reach the last grade. School retention remains an issue in Albania and the Republic of Moldova, however, with about 10% of pupils leaving prematurely, many of them pushed out by costs, unfriendly school environments or the need to supplement family income.

Secondary education is well advanced in Central and Eastern Europe, where most GERs ranged from 80% to 100% in 2001. Participation at this level increased significantly over the 1990s, a trend that continued between 1998 and 2001 in the cases of Bulgaria, Hungary, Slovenia and the former Yugoslav Republic of Macedonia. At the same time, the profound socio-economic and political upheavals the region experienced in the 1990s affected the education systems of some countries, including Estonia, Latvia, the Republic of Moldova and Slovenia. Most are recovering, however, with GERs on the rise since 1998.

In **tertiary education**, the median participation level was about 38% in 2001. GERs at this level increased between 1998 and 2001 in all countries with data except Bulgaria and the Republic of Moldova. The increase was particularly significant in Belarus, Estonia, Lithuania, Latvia and Slovenia, where GERs are well above 60%. By contrast, participation in tertiary education remains very low in Albania (15%).

All countries but Turkey have achieved gender parity in primary or secondary education or both. Significant disparities between the sexes prevail in higher education, mainly favouring women except in Turkey, where only seventy-three women per 100 men are enrolled at this level.

Because of the relatively high participation levels, a child in Central and Eastern Europe can expect to receive 12.7 years of education, on average – still about four years less than one in North America and Western Europe.

Quantity alone is not enough

The EFA goal of universal primary education implies not only that all children have access to school and complete it, but also, and equally importantly, that they receive an education of good quality. Only in these conditions can people enjoy the range of individual and societal benefits that quality education provides. Yet, in some countries of the region, concern about quality persists.

Weak levels of performance in some countries

While overall school retention in the region is almost universal, in some countries a significant proportion of school leavers do not achieve the minimum mastery levels defined by their own national governments. This finding is confirmed by international student assessments in which several Central and Eastern Europe countries have participated. Results of the Progress in International Reading Literacy Study (PIRLS) in 2001 indicated that large numbers of fourth-graders (9- to 10-year-olds) in the former Yugoslav Republic of Macedonia and Turkey had limited reading skills, with more than 40% scoring in the bottom quartile on the international reading literacy scale. In the other countries participating, the proportion of low achievers ranged from 4% in Latvia to 21% in the Republic of Moldova. Other confirmation comes from the Programme for International Student Assessment (PISA, 2000–02), which covered thirty-five high- and middle-income countries. It showed that while 18% of 15-year-old students in the OECD countries performed at or below the lowest of five proficiency levels for reading literacy, this category accounts for 40% or more of all students in Bulgaria and Romania. The percentage is even higher in Albania (71%) and the former Yugoslav Republic of Macedonia (63%).

Learning achievement tends to vary within countries. Results from national and international assessments suggest that pupils from rural areas and disadvantaged socio-economic backgrounds are particularly vulnerable.

Achieving better quality in education: what makes a difference

While there is no generally accepted theory as to what determines the quality of education, studies conducted in several countries at the micro level point to significant relationships between cognitive achievement and school expenditure, teacher education and school facilities. Evidence from a growing body of experimental studies suggests that school performance (as measured by test scores) is significantly improved by textbook provision, smaller class sizes, adequate instructional time and sound teaching practices. These findings hold particularly for children from disadvantaged social backgrounds.

While the quality of education remains an issue in some countries, serious efforts are under way in several to improve quality by acting on some of the above-mentioned factors. For example, in 2001 the pupil/teacher ratio (PTR) in primary education was less than 20:1 in about three-quarters of the countries, but above that in Albania and the former Yugoslav Republic of Macedonia, where low learning achievement is a major concern. In almost all countries, the ratios have improved since 1998. In addition, teachers' qualifications are generally high. In the few countries with data, most or all primary-school teachers have some pedagogical training. However, the distribution of teachers is often unequal within countries, with disadvantaged areas typically receiving fewer trained teachers.

In many countries, teacher absenteeism and attrition remain persistent problems. Common causes include the need to hold second jobs, lax professional standards, weak support from educational authorities and the HIV/AIDS pandemic. With the epidemic growing in many countries of Central and Eastern Europe, there is a strong risk of AIDS digging even deeper inroads into education systems.

Improving learning outcomes also implies that teachers are provided with teaching materials they need. Yet, the structure of public expenditure on education may not help in the increased availability of textbooks in classrooms. In some countries, primary-school teacher salaries absorb the majority of current spending on education (about 95% in Turkey), often leaving a fraction for textbooks and other teaching materials vital for better learning. However, earmarking resources for other inputs has to be balanced against the need to pay teachers well enough to attract and retain qualified individuals. Teachers' earnings are often too low to provide a reasonable standard of living.

Use of instructional time

Research shows consistently positive correlations between instructional time and students' achievement at primary and secondary level. In Central and Eastern Europe, the average amount of instructional time is 715 hours per year, well below the broadly agreed benchmark recommended for effective learning: 850 to 1,000 hours. More worrying is the decrease in the number of hours of instruction in almost all grades between 1980 and 2000, reflecting pressure in some countries to meet higher demand under tight resource constraints.

Policies for improved learning: The findings of the 2005 EFA Report

Judging by their broad statements of education policy, most governments recognize the importance of improving the quality of education. In low-income countries and others with severe resource constraints, however, governments face difficult choices. Nevertheless, lessons from countries that have tackled the quality issue show that much can be achieved, even in unfavourable contexts, by making better use of existing resources and focusing on targeted measures that respond to specific weaknesses. Studies also suggest that successful qualitative reforms require a strong leading role by the government, with central importance assigned to the quality of the teaching profession.

While there are no universal recipes for improving quality, one approach is to define a minimum package of essentials. The evidence cited in the Report suggests that this package should include a commitment to provide a stated minimum of instructional time for each student, a safe and healthy place in which to learn, individual access to learning materials² and teachers who are sufficiently trained and have mastery of content and pedagogy.

An emphasis on minimum standards, however, should not preclude more innovative activities. Some suggested areas for policy include investment in teachers (recruitment practice, pay and conditions of service, in-service and school-based training); structured, child-centred teaching practices; appropriate language policies in particular in multilingual contexts, regular assessments; and stronger school leadership. Knowledge creation and sharing are also instrumental in building a culture of quality. Good quality must further be synonymous with inclusion, recognizing the special needs of children living with HIV/AIDS and disabilities, working children and those from disadvantaged backgrounds.

Financial resources and aid

The dual challenge of improving quality and equitably expanding access requires sustained investment from the countries concerned. It has been argued that governments should invest at least 6% of GNP in education, though this does not in itself guarantee quality. Half the countries with data available spent less than 4.4% of national income on education in 2001 – well below the 5.1% median for developed countries. Only Estonia and Lithuania reached the 6% benchmark. All the other countries need to increase the share of GNP devoted to education.

2. In the Russian Federation, liberalization has led to inequity among regions in terms of the availability and pricing of textbooks.

External aid will be required to achieve EFA in the countries with the lowest education indicators. Central and Eastern Europe as a whole currently receives about 4% of total bilateral aid³ to education.

Recent estimates suggest that total aid to basic education may reach US\$3–3.5 billion by 2006 (twice the current total), potentially increasing funds received by countries. This amount, however, falls far short of the estimated US\$7 billion per year likely to be required just to reach the UPE and gender parity goals by 2015.⁴

The likely shortage of resources means there is a particular premium on ensuring that aid is used as effectively as possible and is directed towards the countries that need it most. The effectiveness of external aid is undermined by excessive fragmentation: the average number of countries receiving education aid from the twenty-one OECD-DAC countries is over sixty per donor, and recipient countries deal with seven to twelve donors, on average. Indeed, the latter figure can be even higher: Serbia and Montenegro receives support from fourteen donors. In several countries, further effort is needed to better harmonize and coordinate aid programmes.

Although external assistance can help in achieving adequate resource levels and managing school systems, it cannot make up for the absence of a societal project for educational improvement. Such a project can arise only from within each individual society – it cannot be engineered by outsiders. The domestic political process is ultimately the guarantor of successful reform. ■

3. That is, aid from twenty-one of the member countries of the OECD Development Assistance Committee (OECD-DAC).

4. This figure is the sum of current annual aid to basic education (US\$1.54 billion) and the additional resources (US\$5.6 billion) required per year to achieve UPE and gender parity in schooling.

The Education for All Development Index

While all the EFA goals are important individually, it is useful to have a summary means of indicating progress towards EFA as a whole. The EFA Development Index (EDI), a composite of relevant indicators, is one way of doing this. It provides a summary quantitative measure of the extent to which countries are meeting four of the six EFA goals: UPE, adult literacy, gender parity and quality.* In Central and Eastern Europe, where compulsory education has been established for more than a century in some cases, the EDI shows that most of the eleven countries (out of twenty) with the necessary data have either achieved the four goals or are close to reaching them. The remaining three countries are in the intermediate position as regards achievement of the EFA

goals, with EDI values ranging from 0.80 to 0.94. Some countries in this category do not perform equally on all the goals in the EDI.

*At present, the EDI incorporates only the four most quantifiable EFA goals – UPE as measured by the NER, adult literacy as measured by the adult literacy rate, gender parity as measured by the simple average GPIs for the GERs in primary and secondary education and for adult literacy, and quality of education as measured by the survival rate to grade 5. The EDI for a country is the arithmetical mean of the values of the indicators selected to measure the four EFA goals. It varies from 0 to 1. The higher it is, the closer a country is to the goal and the greater its EFA achievement. This composite index aims to give a broader picture of progress towards EFA and identifies countries doing well on all fronts, those succeeding in only some areas and those with difficulties (for further explanation, see the Appendix to the Report).

Mean distance from the four EFA goals

Achieved [EDI: 0.98-1.00] (3): Estonia, Poland, Slovenia.

Close to the goals [EDI: 0.95-0.97] (8): Albania, Belarus, Croatia, Czech Republic, Hungary, Latvia, Lithuania, Slovakia.

Intermediate position [EDI: 0.80-0.94] (3): Bulgaria, Republic of Moldova, Romania.

Abbreviations

GER Gross enrolment ratio. Total enrolment in a specific level of education, regardless of age, expressed as a percentage of the population in the official age group corresponding to this level of education. The GER can exceed 100% due to late entry and/or repetition.

GPI Gender parity index. Ratio of female to male values (or male to female, in certain cases) of a given indicator. A GPI of 1 indicates parity between sexes; a GPI between 0 and 1 means a disparity in favour of boys/men; a GPI greater than 1 indicates a disparity in favour of girls/women.

GNP Gross national product. Gross domestic product plus net receipts of income from abroad. As these receipts may be positive or negative, GNP may be greater or smaller than GDP.

NER Net enrolment ratio. Enrolment of the official age group for a given level of education, expressed as a percentage of the population in that age group.

Central and Eastern Europe: selected education indicators, 2001

Countries	Total population (thousands)	Compulsory education (age group)	Adult literacy rate (%)		Pre-primary education		Primary education						Secondary education		Tertiary education		Total public expenditure on education as % of GNP	EFA Development Index (EDI)
			Total	GPI	GER (%) Total	GPI	NER (%) Total	GPI in GER	Survival rate to grade 5 (%)	% of female teachers	% of trained teachers	Pupil/teacher ratio	GER (%) Total	GPI	GER (%) Total	GPI		
Albania ¹	3 122	6-13	98.7	0.99	44.4	1.07	97.2	1.00	90.0	73.5	...	21.8	78.4	1.03	15.1	1.69	...	0.961
Belarus	9 986	6-14	99.7	1.00	98.7	0.98	94.2	0.98	...	99.2	97.9	16.7	84.1	1.04	62.1	1.37	6.0	0.969
Bosnia and Herzegovina	4 067	...	94.6	0.93	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Bulgaria	8 033	7-16	98.6	0.99	70.4	0.99	90.4	0.98	92.7	92.0	...	16.8	94.3	0.97	37.7	1.23	3.6	0.949
Croatia	4 445	7-14	98.1	0.98	38.4	0.94	88.5	0.99	99.9	89.4	100.0	17.9	88.4	1.02	36.4	1.15	4.3	0.962
Czech Republic	10 257	6-15	...	...	95.6	1.00	88.5	0.99	96.6	84.2	...	17.4	95.8	1.03	33.7	1.09	4.5	0.958
Estonia	1 353	7-15	99.8	1.00	105.7	0.99	95.8	0.96	98.5	...	...	14.1	95.9	1.02	63.9	1.66	6.2	0.981
Hungary	9 968	7-16	...	...	79.5	0.98	90.8	0.99	98.2	85.7	...	10.3	103.6	1.01	44.1	1.29	5.3	0.968
Latvia	2 351	7-15	99.7	1.00	60.2	0.94	87.6	0.98	96.8	97.1	...	14.3	94.5	1.01	68.5	1.64	5.9	0.958
Lithuania	3 484	7-16	99.6	1.00	55.3	0.95	94.3	0.99	98.3	...	...	15.9	100.5	0.99	64.5	1.58	6.1	0.979
Poland	38 651	7-18	...	...	49.0	1.00	98.0	0.99	98.2	83.5	...	14.8	102.9	0.97	58.5	1.43	5.5	0.987
Republic of Moldova	4 276	6-16	99.0	0.99	39.4	0.96	78.3	0.99	90.1	95.5	...	19.5	72.4	1.03	28.7	1.34	3.8	0.914
Romania	22 437	7-16	97.3	0.98	75.7	1.03	88.4	0.98	95.8	86.8	...	17.4	84.2	1.01	30.4	1.24	3.4	0.949
Russian Federation	144 877	6-15	99.6	1.00	91.9	0.94	...	1.00	99.8	98.6	...	17.1	92.0	1.01	69.9	1.34	3.2	...
Serbia and Montenegro	10 545	7-14	...	...	43.7	1.01	74.9	1.00	...	82.2	100.0	19.9	88.7	1.01	36.0	1.20	5.1	...
Slovakia	5 394	6-16	99.7	1.00	82.9	0.97	87.0	0.99	98.3	92.9	...	19.1	89.5	1.01	32.1	1.13	4.2	0.961
Slovenia	1 988	7-15	99.7	1.00	73.2	0.95	93.1	0.99	99.5	96.3	...	12.5	107.6	1.00	66.0	1.43	...	0.980
TFYR Macedonia	2 035	7-15	...	...	28.2	1.01	92.3	1.01	97.5	68.7	...	21.2	84.0	0.97	27.1	1.29	4.2	...
Turkey	69 303	6-14	86.5	0.83	6.8	0.94	87.9	0.92	...	...	...	...	76.0	0.76	24.8	0.73	3.7	...
Ukraine	49 290	7-15	99.6	1.00	52.0	0.98	81.5	1.00	...	98.6	99.7	19.5	96.8	1.00	58.0	1.17	4.4	...
Central and Eastern Europe	405 861	...	97.3	0.97	60.2	0.94	88.8	0.97	...	90.7	...	17.3	90.1	0.96	37.7	1.23	4.4	...
Developed countries	988 390	...	98.9	1.00	81.9	1.01	95.6	1.00	...	82.9	...	14.6	105.9	1.02	54.6	1.80	5.1	...
World	6 134 038	...	81.7	0.88	48.6	1.02	84.0	0.93	...	73.1	...	22.4	63.7	0.92	23.2	...	4.5	...

Notes: Data in bold are for 1999. Data in italics are for 2000. For detailed notes on countries, see source tables.

1. Fast-Track Initiative (FTI) country.

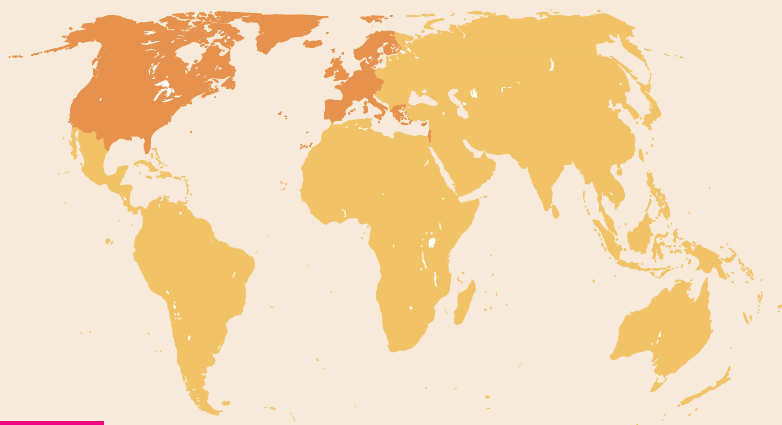
Source: UNESCO Institute for Statistics; EFA Global Monitoring Report 2005, Statistical annex.

South and West Asia: selected education indicators, 2001

Countries	Total population (thousands)	Compulsory education (age group)	Adult literacy rate (%)		Pre-primary education		Primary education						Secondary education		Tertiary education		Total public expenditure on education as % of GNP	EFA Development Index (EDI)
			Total	GPI	GER (%) Total	GPI	NER (%) Total	GPI in GER	Survival rate to grade 5 (%)	% of female teachers	% of trained teachers	Pupil/teacher ratio	GER (%) Total	GPI	GER (%) Total	GPI		
Afghanistan	22 083	7-12	...	...	...	...	...	...	...	...	...	42.7	12.5	...	...	...	...	...
Bangladesh	140 880	6-10	41.1	0.62	19.2	1.06	86.6	1.02	65.5	36.0	65.6	55.1	46.9	1.10	6.3	0.49	2.2	0.692
Bhutan	2 125	6-16	...	...	...	...	...	...	91.0	35.3	91.6	39.5	...	...	...	...	5.9	...
India	1 033 395	6-14	61.3	...	29.7	1.00	82.3	0.85	61.4	36.0	...	40.2	50.3	0.74	11.4	0.70	4.1	0.696
Iran, Islamic Republic of	67 245	6-10	...	0.84	23.0	1.10	86.5	0.96	93.7	54.2	96.5	24.4	76.9	0.95	20.3	1.01	5.0	0.872
Maldives	300	6-12	97.2	1.00	48.1	1.04	96.2	0.99	...	60.8	66.9	22.5	66.0	1.07	•	•	...	0.973
Nepal	24 060	6-10	44.0	0.43	12.5	0.85	70.5	0.87	77.8	25.3	...	39.9	43.9	0.75	5.4	0.28	3.3	0.651
Pakistan	146 277	5-9	41.5	0.53	54.7	0.74	59.1	0.74	...	37.1	...	44.2	23.9	0.66	...	...	1.8	0.537
Sri Lanka	18 752	5-14	92.1	0.95	...	...	99.9	0.99	...	...	...	...	80.8	...	...	...	1.3	...
South and West Asia	1 455 118	...	58.3	0.63	26.4	1.04	79.0	0.85	77.8	36.0	...	40.0	48.3	1.09	...	...	3.3	...
Developing countries	4 863 977	...	76.4	0.83	35.0	0.95	82.5	0.92	83.3	61.4	...	28.1	56.6	0.89	11.3	1.28	4.2	...
World	6 134 038	...	81.7	0.88	48.6	1.02	84.0	0.93	...	73.1	...	22.4	63.7	0.92	23.2	...	4.5	...

Notes: Data in italics are for 2000. For detailed notes on countries, see source tables.

Source: UNESCO Institute for Statistics; EFA Global Monitoring Report 2005, Statistical annex.

Regional
overview

Virtually all the countries in this region have achieved universal primary education (UPE) and are close to universal secondary education as a result of compulsory schooling, widely enforced for a century, and the long-term democratization of education systems. Nonetheless, many

North America and Western Europe¹

countries still face issues related to quality, such as relevance in the context of globalization, equity, inclusion, gender equality and levels of learning

outcomes. While access is no longer a critical issue, school completion, particularly at the secondary level, is a concern. In several countries, a significant proportion of students leave school without a diploma or other qualification. In addition, a gap exists between the number of students graduating and those among them mastering a minimum set of cognitive skills. Yet, achieving education for all, which is essential to a wide range of individual and development goals, fundamentally depends upon the quality of education available. The Dakar Framework for Action (2000) recognizes that the two are inextricably linked and declares access to high-quality education to be the right of every child.

Early childhood care and education (ECCE): important for future performance, high participation in most countries

The benefits derived from learning opportunities in early childhood promote subsequent achievement in school and further lifelong learning. In most countries of North America and Western Europe, children benefit widely from ECCE programmes, indicating a real commitment to this level of education. In most European countries, for example, one year of compulsory pre-primary education (usually the year prior to entry to primary education) has become the norm.

In half the countries with data available, gross enrolment ratios (GERs) in formal pre-primary education were above 87% in 2001. In some countries such as Belgium, France and Italy, participation is almost universal from the age of three onwards. These figures, however, do not cover other forms of ECCE provision, which may explain the low levels of participation found in some countries. Gender parity

has been achieved in formal pre-primary education in all countries of North America and Western Europe except Greece and Norway, where more girls than boys are enrolled.

As a result of the generally high participation level, on average, a child in the North America and Western Europe region can expect to receive 2.2 years of pre-primary education, with many countries seeking to expand the duration of this type of education.

The quality of ECCE provision is difficult to assess because outcomes are hard to measure. Furthermore, while learning achievement is one indicator of quality, others aspects are equally important, including the physical environment, teacher qualifications and training, and the number of children per teacher. In more than half the countries with data, pupil/teacher ratios (PTRs) in pre-primary education are 15:1 or lower, although values above 20:1 are found in Cyprus, Monaco, the United Kingdom and the United States.

1. This is according to the EFA classification. See the table for countries in the region.

Pupil/staff ratios often differ according to the child's age, the location of the institution, staff qualifications, the child's socio-economic background and place of residence.

In OECD countries, pre-primary staff are generally well qualified. In many Western European countries, staff need a university degree, while in the United States a lower qualification is sufficient.

Participation in primary education and beyond: virtually universal access

All countries of North America and Western Europe have achieved **universal primary education (UPE)** or are close to doing so. This is a result of the enforcement of compulsory education laws which ensure that almost all pupils in the region complete primary education.

Most of the countries with data available have almost reached universal **secondary education**, with NERs above 90%. Participation at this level is particularly high in Belgium, Canada, Norway, Sweden and the United Kingdom, where NERs are 95% or above. However, truancy, bullying and the exclusion of minority groups still present challenges in some countries.

Participation in **tertiary education** is also high, and it increased in almost all countries between 1998 and 2001. In half the countries in the region, tertiary GER was above 57% in 2001. Significant regional variations exist, with GERs ranging from 11% in Luxembourg to 86% in Finland. In Luxembourg, however, many students pursue tertiary studies in neighbouring countries, which the country's GER does not reflect.

All twenty-three countries with data in the region, except Portugal, have achieved gender parity in primary education. Significant disparities between the sexes remain at higher levels, mainly in favour of women.

Because of the high participation levels, a child in North America and Western Europe can expect to receive, on average, more than sixteen years of education.

Quantity alone is not enough

The EFA goal of UPE implies not only that all children have access to school and complete it, but also, and equally importantly, that they receive an education of good quality. Only in these conditions can people enjoy the range of individual and societal benefits that quality education provides.

Weak levels of performance in some countries

While overall, school retention in the region is almost universal, in some countries a significant proportion of students finish school without having achieved the minimum mastery levels defined by national curricula. This finding is confirmed by international student assessments in which many countries of North America and Western Europe have participated. Results of the Progress in International Reading Literacy Study (PIRLS) in 2001 indicated that a significant number of fourth-graders in Cyprus, Israel and Norway had limited reading skills: one-fifth or more scored in the bottom quartile of the international reading literacy scale. In the other countries participating, the proportion of low achievers ranged from 2% in Netherlands to 11% in Greece and the United States. Low performance in some countries is confirmed by the Programme for International Student Assessment (PISA, 2000–2002), which covered thirty-five high- and middle-income countries. It showed that while 18% of 15-year-old students in the OECD countries performed at or below the lowest of five proficiency levels for reading literacy, this category accounts for one-fifth to one-quarter of all students in Germany, Greece, and Switzerland. The percentage is even higher in Israel (33%) and Portugal (27%).

Low achievement is generally more prevalent in countries with a weak resource base. Yet, results from PISA in 2000–2001 showed that while Ireland, Sweden and Austria, for example, reached similar average scores in literacy skills, Ireland was spending US\$34,329 per student, compared to US\$54,845 in Sweden and US\$77,027 in Austria (all calculated at purchasing power parity rate), raising issues of effective resource use.

Learning achievement also varies greatly within countries. Results from national and international assessments suggest that pupils from disadvantaged socio-economic backgrounds are particularly vulnerable. As a consequence, there is increasing attention to inequalities in achievement levels.

Achieving better quality in education: what makes a difference

While there is no generally accepted theory as to what determines the quality of education, a number of studies point to significant relationships between cognitive achievement and school expenditure, teacher education and school facilities. PISA and studies by the International Association for the Evaluation of Educational Achievement (IEA) show that the impact of poor socio-economic background can be partly offset by a good school climate, teacher commitment and greater school autonomy.

Canada and Finland are high performing countries on international test scores. They demonstrate long-term policy continuity, a strong, explicit vision of education's objectives and a teaching profession that is held in high esteem and supported by investment in pre- and in-service training and by strong supervision. Both also encourage comprehensive pedagogies and have strong school monitoring systems.

Policies for improved learning: The findings of the 2005 Report

Judging by their broad statements of education policy, most governments recognize the importance of improving the quality of education. In low-income countries and others with severe resource constraints, however, governments face difficult choices. Nevertheless, lessons from countries that have tackled the quality issue show that much can be achieved, even in unfavourable contexts, by making better use of existing resources and focusing on targeted measures that respond to specific weaknesses. Studies also suggest that successful qualitative reforms require a strong leading role by the government, with central importance assigned to the quality of the teaching profession.

However, appropriate quality oriented reforms depend strongly on the context. For example, while the availability of textbooks and reducing the size of classes make an important difference in improving the quality of learning in developing countries, these input variables are less significant in well established systems like those found in developed countries. In such contexts, increasing levels of investment is only weakly associated with better learning outcomes while an holistic approach to improving school effectiveness takes on much greater importance.

Finally, whatever the context, good quality of education must be synonymous with inclusion, recognizing the special needs of children with disabilities and those from disadvantaged backgrounds.

Financial resources and aid

Improving quality in an equitable and inclusive way requires sustained investment in education systems. It has been argued that governments should invest at least 6% of GNP in education, though this does not in itself guarantee quality. Half the countries with data in this region spent more than 5.6% of national income on education in 2001 – slightly above the 5.1% average for developed countries. In Denmark, Finland, Iceland, Israel, Norway, Portugal and Sweden, the share of education spending exceeded the 6% benchmark.

Most countries in North and Western Europe are also donors to education in developing countries. Seven countries in the region (along with Japan) are the biggest contributors: Canada, France, Germany, Netherlands, Spain, the United Kingdom and the United States each commit at least US\$100 million a year to education. The Netherlands, the United Kingdom and the United States allocate more than 70% of their education aid to basic education, while France and Germany give more emphasis to post-secondary education.

Total aid flows to education are estimated at US\$5.5 billion a year over 2000-2002, of which about 73% came from bilateral donors.² About 30% of the total aid to education, or US\$1.54 billion, went to basic education. Recent estimates suggest that total aid to basic education may reach US\$3–3.5 billion by 2006 (twice the current total) if all recent pledges are met. This amount, however, falls far short of the estimated US\$7 billion per year likely to be required just to reach the UPE and gender parity goals by 2015.³

The likely shortage of resources means there is a particular premium on ensuring that aid is used as effectively as possible and that it is directed towards the countries that need it most. The effectiveness of external aid is undermined by excessive proliferation: the average number of countries receiving education aid from the twenty-one OECD-DAC countries is over sixty per donor. France and Germany (along with Japan) have commitments to education in more than 100 countries each. The quality of aid to education would be strengthened if the average number of recipient countries were to be reduced substantially, an issue that extends well beyond the education sector. Donors also need to harmonize and coordinate their aid programmes better, in accordance with priorities in recipient countries. ■

2. That is, twenty-one of the member countries of the OECD Development Assistance Committee (OECD-DAC).

3. This figure is the sum of current annual aid to basic education (US\$1.54 billion) and the additional resources (US\$5.6 billion) required per year to achieve UPE and gender parity in schooling.

The Education for All Development Index

While all the EFA goals are important individually, it is useful to have a summary means of indicating progress towards EFA as a whole. The EFA Development Index (EDI), a composite of relevant indicators, is one way of doing this. It provides a summary quantitative measure of the extent to which countries are meeting four of the six EFA goals: UPE, adult literacy, gender parity and quality.* It shows that the eighteen countries with data (out of twenty-six in the North America and Western Europe region) have either achieved the four goals or are very close to doing so. In most of these countries, equal attention is given to access and participation in education, gender parity, literacy and school retention.

If some countries have not achieved gender parity it is mainly because girls consistently outperform boys at the higher levels of education.

*At present, the EDI incorporates only the four most quantifiable EFA goals – UPE as measured by the NER, adult literacy as measured by the adult literacy rate, gender parity as measured by the simple average GPIs for the GERs in primary and secondary education and for adult literacy, and quality of education as measured by the survival rate to grade 5. The EDI for a country is the arithmetical mean of the values of the indicators selected to measure the four EFA goals. It varies from 0 to 1. The higher it is, the closer a country is to the goal and the greater its EFA achievement. This composite index aims to give a broader picture of progress towards EFA and identifies countries doing well on all fronts, those succeeding in only some areas and those with difficulties (for further explanation, see the Appendix to the Report).

Mean distance from the four EFA goals

Achieved [EDI: 0.98-1.00] (11): Belgium, Denmark, Finland, Israel, Luxembourg, Netherlands, Norway, Spain, Sweden, Switzerland, United Kingdom.

Close to the goals [EDI: 0.95-0.97] (7): Austria, Cyprus, Greece, Ireland, Italy, Malta, Portugal.

Abbreviations

GER Gross enrolment ratio. Total enrolment in a specific level of education, regardless of age, expressed as a percentage of the population in the official age group corresponding to this level of education. The GER can exceed 100% due to late entry and/or repetition.

GPI Gender parity index. Ratio of female to male values (or male to female, in certain cases) of a given indicator. A GPI of 1 indicates parity between sexes; a GPI between 0 and 1 means a disparity in favour of boys/men; a GPI greater than 1 indicates a disparity in favour of girls/women.

GNP Gross national product. Gross domestic product plus net receipts of income from abroad. As these receipts may be positive or negative, GNP may be greater or smaller than GDP.

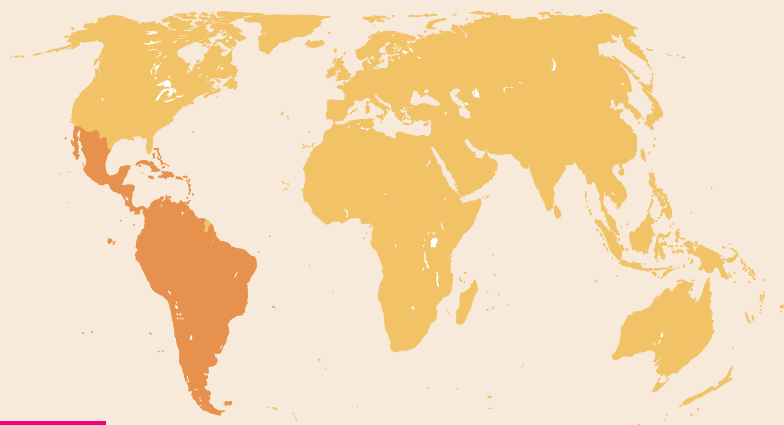
NER Net enrolment ratio. Enrolment of the official age group for a given level of education, expressed as a percentage of the population in that age group.

North America and Western Europe: selected education indicators, 2001

Countries	Total population (thousands)	Compulsory education (age group)	Adult literacy rate (%)		Pre-primary education		Primary education						Secondary education		Tertiary education		Total public expenditure on education as % of GNP	EFA Development Index (EDI)
			Total	GPI	GER (%) Total	GPI	NER (%) Total	GPI in GER	Survival rate to grade 5 (%)	% of female teachers	% of trained teachers	Pupil/teacher ratio	GER (%) Total	GPI	GER (%) Total	GPI		
Andorra	67	6-16	...	...	...	...	...	...	...	75.0	...	11.9	...	...	•	•	...	...
Austria	8 106	6-15	...	...	83.9	1.00	89.9	0.99	•	88.5	...	13.5	99.1	0.95	48.3	1.19	5.9	0.967
Belgium	10 273	6-18	...	...	113.8	1.00	100.0	0.99	...	78.9	...	11.9	157.1	1.12	59.8	1.17	5.7	0.987
Canada	31 025	6-16	...	...	<i>64.7</i>	<i>0.99</i>	<i>99.6</i>	<i>1.00</i>	...	<i>68.1</i>	...	<i>17.4</i>	<i>106.2</i>	<i>0.99</i>	<i>59.1</i>	<i>1.34</i>	5.3	...
Cyprus	789	6-15	96.8	0.96	59.3	1.00	95.9	1.00	...	81.9	...	19.0	96.9	1.02	25.6	1.25	5.9	0.976
Denmark	5 338	7-16	...	...	90.0	1.00	100.0	1.00	...	<i>64.0</i>	...	<i>9.9</i>	128.8	1.05	62.6	1.41	8.5	0.994
Finland	5 188	7-16	...	...	55.2	0.99	100.0	0.99	99.9	74.2	...	15.6	126.5	1.11	85.7	1.23	6.4	0.990
France	59 564	6-16	...	...	113.6	1.00	99.6	0.99	...	78.7	...	18.6	107.8	1.01	53.6	1.27	5.7	...
Germany	82 349	6-18	...	...	100.7	0.98	...	0.99	•	...	...	14.3	99.8	0.99	49.9	0.98	4.6	...
Greece	10 947	6-15	...	...	68.2	1.04	96.8	0.99	...	...	...	12.5	<i>95.7</i>	<i>1.02</i>	68.3	1.11	3.9	0.971
Iceland	285	6-16	...	...	116.7	1.02	99.7	1.00	...	77.5	...	10.9	111.3	1.07	54.6	1.77	6.7	...
Ireland	3 865	6-15	...	...	...	...	95.5	1.00	98.8	80.7	...	20.2	104.8	1.10	49.9	1.29	<i>5.1</i>	0.978
Israel	6 174	5-15	95.3	0.96	107.7	1.00	99.9	1.00	...	<i>83.1</i>	...	12.4	94.4	0.99	57.6	1.38	<i>7.6</i>	0.981
Italy	57 521	6-16	...	...	98.4	0.99	99.2	0.98	96.5	95.3	...	10.6	98.1	0.96	53.1	1.34	5.0	0.978
Luxembourg	441	6-15	...	...	83.7	1.00	96.2	0.99	99.0	67.9	...	11.7	96.1	1.07	11.5	1.13	4.5	0.981
Malta	391	5-16	92.6	1.02	100.7	0.97	96.6	0.99	99.9	86.8	...	19.1	91.3	0.99	24.4	1.41	4.9	0.970
Monaco	34	6-16	...	...	...	...	...	...	...	<i>86.5</i>	...	<i>22.3</i>	...	...	•	•	...	...
Netherlands	15 982	6-17	...	...	97.6	0.99	99.4	0.98	...	<i>77.6</i>	...	<i>9.8</i>	122.2	0.97	57.0	1.07	5.0	0.992
Norway	4 494	6-16	...	...	80.8	1.06	99.9	1.00	...	...	...	...	113.4	1.02	74.1	1.55	7.2	0.995
Portugal	10 033	6-15	...	...	70.2	...	99.8	0.96	...	81.2	...	11.1	114.7	1.05	53.1	1.37	6.1	0.968
San Marino	27	6-16	...	...	...	...	...	...	...	91.0	...	5.4	...	...	...	...	...	...
Spain	40 875	6-16	...	...	106.1	1.00	99.7	0.98	...	71.0	...	14.0	115.7	1.06	58.9	1.19	4.5	0.984
Sweden	8 860	7-16	...	...	75.1	0.99	99.8	1.03	...	...	...	11.5	145.7	1.21	76.2	1.54	7.8	0.980
Switzerland	7 173	7-15	...	...	97.2	0.99	98.8	0.99	99.3	72.5	...	13.6	98.0	0.94	44.4	0.80	5.1	0.988
United Kingdom	58 881	5-16	...	...	83.2	1.00	100.0	1.00	...	81.8	...	17.2	179.1	1.25	63.6	1.23	4.5	0.980
United States	288 025	6-17	...	...	61.3	1.03	92.7	1.01	...	<i>86.5</i>	...	<i>15.4</i>	93.0	0.99	81.4	1.35	5.6	...
North America/Western Europe	716 706	...	98.8	1.00	87.0	1.00	95.4	1.00	...	79.8	...	13.5	107.6	1.03	57.0	1.07	5.6	...
Developed countries	988 390	...	98.9	1.00	81.9	1.01	95.6	1.00	...	82.9	...	14.6	105.9	1.02	54.6	1.80	5.1	...
World	6 134 038	...	81.7	0.88	48.6	1.02	84.0	0.93	...	73.1	...	22.4	63.7	0.92	23.2	...	4.5	...

Notes: Data in bold are for 1999. Data in italics are for 2000. For detailed notes on countries, see source tables.

Source: UNESCO Institute for Statistics; EFA Global Monitoring Report 2005, Statistical annex.

Regional
overview

As a composite of two groups of countries – those of Latin America and those of the Caribbean – the region as a whole has made significant progress over the last decade on universalizing education, but quality remains an overriding challenge. School retention is

Latin America and the Caribbean¹

a concern (the survival rate to grade 5 is less than 89% in half of the countries for which data are available) and an enormous gap prevails between the number of students graduating from school

and those among them mastering a minimum set of cognitive skills. Yet, achieving education for all, which is essential to a wide range of individual and development goals, fundamentally depends upon the quality of education available. The Dakar Framework for Action (2000) recognizes that the two are inextricably linked and declares access to high-quality education to be the right of every child.

Early childhood care and education (ECCE): important for future performance, well-established in a number of countries

The benefits derived from learning opportunities in early childhood promote subsequent achievement in school and further lifelong learning. Children in this region are increasingly benefiting from ECCE. Participation in pre-primary education has improved over the last decade in most countries with data, and particularly in Colombia, Costa Rica, Ecuador, Guyana, Nicaragua, Peru and Trinidad and Tobago, where gross enrolment ratio (GER) has increased by more than 60%. In 2001, the GER in pre-primary education was above 67% in half the countries with data, though participation is still low in Belize, Honduras and Nicaragua, where GERs are under 30%. Disparities between the sexes are generally low at this level but remain significant in countries such as the British Virgin Islands and the Turks and Caicos Islands, where girls' level of participation in pre-primary education remains thirteen to twenty percentage points below that of boys.

While research has shown that children from the poorest backgrounds benefit most from ECCE provision in terms of care, health and education, the data indicate that they

are also more likely to be excluded from it. Attendance rates in pre-primary programmes are considerably higher for urban children than for those living in rural areas and those from better-off households. Among the countries included in the UNICEF Multiple Cluster Surveys (MICS) conducted in or around 2000, the Dominican Republic showed one of the greatest differences in attendance between rich and poor.

Given the relatively high participation level, a child in the region can expect to receive, on average, 1.6 years of pre-primary education, still trailing the 2.2 years in North America and Western Europe.

Indicators suggest that children are receiving relatively good individual care and attention, as required at this age. In half the countries with data, the number of pupils per teacher was below eighteen in 2001, well under the developing country median of 21. However, the quality of ECCE is constrained by poor teacher qualifications. In half the countries, more than 25% of teachers are untrained. The percentage is even higher in countries such as Anguilla, the Dominican Republic, Grenada, Nicaragua, Panama and Trinidad and Tobago, where more than 60% of teachers are untrained. On the other hand, all teachers have received some training in Aruba, Bermuda, Cuba, Guatemala, Montserrat and the Netherlands Antilles,

1. This is according to the EFA classification. See the table for countries in the region.

indicating efforts towards achieving good quality of care, health, education and development of young children.

Participation in primary education and beyond: significant expansion

Latin America and the Caribbean has experienced significant progress over the last decade, particularly in primary and secondary education. **Universal primary education (UPE)** has been or is close to being achieved in several countries. The average net enrolment ratio (NER) rose from 86% to 94% between 1990 and 1998, and reached almost 96% in 2001. As a consequence, the total number of out-of-school children decreased from 3.7 million in 1998 to 2.5 million in 2001. Some ten countries are still far from UPE, with NERs below 90%. Bahamas is the only one combining GER below 100% with NER under 90%, indicating a need to expand the capacity of its primary school system in order to enrol all children.

While participation in primary education is generally high, not all children who have access to school complete the cycle. Many are prematurely pushed out by costs, unfriendly school environments, the need to supplement family income, or by poor education quality. In half the countries with data, fewer than 89% of pupils reach grade 5. Survival rates to grade 5 are even lower (less than 70%) in Colombia, El Salvador, Guatemala and Nicaragua.

Participation in education has also improved at the higher levels. While most countries had GERs at **secondary level** below 60% in 1990, the regional average was 72% in 1998 and 86% in 2001. Secondary GERs vary greatly, from less than 40% in Guatemala to almost 107% in Brazil, where a large proportion of young people above the official age are enrolled (NER there is about 72%).

In **tertiary education**, the median participation level in the region was about 26% in 2001. GERs at this level increased between 1998 and 2001 in most countries with data. They are relatively high (above 50%) in Argentina, Bermuda and the British Virgin Islands but still very low in Saint Lucia (1.4%) and Trinidad and Tobago (7.3%). However, in several Caribbean countries many students pursue tertiary studies in neighbouring countries or elsewhere, a reality that country GERs do not reflect.

Literacy improves adults' commitment to educating their children, besides being an intrinsic right. In the majority of countries with data, adult literacy rates were above 90% in 2002. Yet, illiteracy was still widespread in countries such as Guatemala and Haiti, where the proportions of the population aged 15 and above who could read and write were 70% and 52%, respectively.

While gender parity has been reached in nearly all countries in the region at the primary level (Guatemala is an exception), significant disparities between the sexes exist in secondary and higher education. At these levels, disparities are often at the expense of male students, except in Grenada, where fewer than fifty girls to 100 boys are enrolled in secondary school.

Gender parity in adult literacy has also been achieved in the majority of countries. The average regional gender parity index (GPI) for this indicator is 0.98. Yet, in Bolivia, Guatemala and Peru, fewer than ninety women per 100 men are literate. On the other hand, Jamaica shows a significant gender disparity at men's expense, with a GPI of 1.09.

As a consequence of relatively high participation levels, a child in Latin America and the Caribbean can expect to receive, on average, thirteen years of education – still three years less than one in North America and Western Europe.

Quantity alone is not enough

The EFA goal of universal primary education implies not only that all children have access to school and complete it, but also, and equally importantly, that they receive an education of good quality. Only in these conditions can people enjoy the range of individual and societal benefits that quality education provides. Yet, in many countries, the expansion of schooling is happening at the expense of quality.

Very weak levels of performance in some countries

School retention in the region is often a concern. In addition, a significant proportion of school leavers do not achieve minimum mastery levels, as defined by their own national governments. National assessments in some countries in Latin America show that large proportions of primary school pupils record low levels of learning achievement. In Nicaragua in 2002, 70% of students reached only 'basic' level in language and more than 80% did so in mathematics. In Uruguay (1999), the performance of 40% of sixth graders in language was considered 'unsatisfactory' or 'highly unsatisfactory'. In El Salvador (1999), 40% of sixth-graders reached only the 'basic' level in language, mathematics, science and social studies. In Honduras (2002), the performance in language and mathematics was 'low' for 90% of sixth graders. International assessments involving some countries in the region confirm these performance results. The Progress in International Reading Literacy Study (PIRLS) in 2001 indicated that large numbers of fourth-graders in Argentina and Belize had limited reading skills: 54% and 84%, respectively, scored in the bottom quartile of the International Reading Literacy Scale. In Peru, which took part in the Programme for International Student

Assessment (PISA, 2000–02), 80% of 15-year-old students performed at or below Level 1 the lowest of five proficiency levels for reading literacy.

Low achievement most seriously affects countries where education systems are weak in terms of available resources. Yet, results from PISA in 2000/01 showed that while Mexico, Chile and Argentina, for example, reached similar average scores in literacy skills, Mexico was spending US\$12,189 per student, compared to US\$17,820 in Chile and US\$18,893 in Argentina (all calculated at purchasing power parity rate), raising the issue of effective resource use.

Learning achievement tends to vary within countries. Results from national and international assessments suggest that pupils from rural areas and disadvantaged socio-economic backgrounds are particularly vulnerable.

Among the countries that participated in a 1997 study by the Laboratorio Latinoamericano de Evaluación de la Calidad de la Educación (LLECE), Cuba had the highest level of student achievement and fewest disparities associated with family background.

Achieving better quality in education: what makes a difference

While there is no generally accepted theory as to what determines the quality of education, studies conducted in developing countries, at micro level, point to significant relationships between cognitive achievement and school expenditure, teacher education and school facilities. Evidence from a growing body of experimental studies suggests that school performance (as measured by test scores) is significantly improved by textbook provision, smaller class sizes, adequate instructional time and sound teaching practices. These findings hold particularly for children from disadvantaged social backgrounds.

While the quality of education remains an issue in the region, serious efforts are being made in many countries to improve it in terms of some of the above-mentioned factors. For example, pupil/teacher ratios (PTRs) in primary education were less than 21:1 in half the countries with data in 2001 – well below the developing country average of 28:1. The number of pupils per teacher has decreased over the last decade in most countries. Nevertheless, PTRs remain problematic – about 40:1 – in countries such as the Dominican Republic and Nicaragua.

Teacher qualifications remain low in a number of countries. The percentage of trained primary school teachers is under 78% in half the countries with data for 2001. The share is lower in Belize, the Dominican Republic and Saint Kitts and Nevis, where fewer than 60% of teachers have received some pedagogical training. Meanwhile, all

primary school teachers are trained in Aruba, Bermuda, Cuba, Guatemala, the Netherlands Antilles, Suriname and Turks and Caicos Islands. The distribution of teachers is often unequal within countries, with disadvantaged areas typically receiving fewer trained teachers.

Improving learning outcomes also implies that teachers are provided with the teaching materials they need. Yet, the structure of public expenditure on education may not facilitate increased availability of textbooks in classrooms. In many countries, primary school teachers' salary costs absorb the overwhelming majority of current spending on education (more than 90% in Belize, Colombia, Montserrat and Saint Vincent and the Grenadines), often leaving a fraction for textbooks and other teaching materials vital for better learning (less than 1% in Belize). However, earmarking resources for other inputs has to be balanced against the need to pay teachers well enough to attract and retain qualified individuals. Teachers' earnings are often too low to provide a reasonable standard of living. Data from 1998–2001 show significant reductions in real salaries in Argentina, Chile and Uruguay.

Use of instructional time

Research shows consistently positive correlations between instructional time and students' achievement at primary and secondary level. In this region, the average amount of schooling stands at 830 hours per year in primary and lower secondary education. While the mean intended instructional time has increased since the 1980s, it is still well below the broadly agreed benchmark recommended for effective learning: 850 to 1,000 hours.

Policies for improved learning: The findings of the 2005 EFA Report

Judging by their broad statements of education policy, most governments recognize the importance of improving the quality of education. In low-income countries and others with severe resource constraints, however, governments face difficult choices. Nevertheless, lessons from countries that have tackled the quality issue show that much can be achieved, even in unfavourable contexts, by making better use of existing resources and focusing on targeted measures that respond to specific weaknesses. Studies also suggest that successful qualitative reforms require a strong leading role by the government, with central importance assigned to the quality of the teaching profession.

While there are no universal recipes for improving quality, one approach is to define a minimum package of essentials. The evidence cited in the Report suggests that this package should include a commitment to

provide a stated minimum of instructional time for each student,² increased resources,³ a safe and healthy place in which to learn, individual access to learning materials and teachers who are sufficiently trained and have mastery of content and pedagogy.

An emphasis on minimum standards, however, should not preclude more innovative activities. Some suggested areas for policy include investment in teachers (recruitment practice, pay and conditions of service, in-service and school-based training);⁴ structured, child-centred teaching practices;⁵ appropriate language policies; regular assessments; and stronger school leadership.⁶ Knowledge creation and sharing are also instrumental in building a culture of quality. Good quality must further be synonymous with inclusion, recognizing the special needs of children living with HIV/AIDS and disabilities, working children and those from disadvantaged backgrounds.⁷

Brazil and Chile are examples of countries that are persuasively tackling the quality issue. For instance, Brazil has adopted policies to address regional and social inequalities in inputs (especially funding) and achievement, train teachers through distance learning, increase the number of textbooks and give late entrants a chance to catch up.

Cuba stands out in the region for its sustained commitment to education for more than four decades, characterized by high investment (10–12% of GDP) and incentives to reward excellence in pupils, teachers and schools. Mechanisms are in place to ensure that others benefit from this experience. Teachers are held in high esteem. Their pre-service training is all school-based. Every teacher is expected to carry out applied research on teaching methods and materials, and the best results are shared during municipal education conferences. Specialized institutes guide this research.

2. In Chile, an expansion of the annual number of school hours from 880 to 1,200 is on course.

3. Brazil and Costa Rica have established constitutional provisions guaranteeing a percentage of the budget for education.

4. Chile has adopted a comprehensive career plan for teachers, which resulted in three parliamentary laws (1991, 1995 and 2001). In 2001, salary improvements were agreed and new criteria established that linked teachers' professional advancement to assessments and voluntary accreditation of competences. A national teachers' network for excellent teaching was also established. In Mexico, the Carrera Magisterial programme demonstrates that providing additional training while raising salaries and improving school resources can increase pupil achievement.

5. Several programmes in Latin America are based on open-ended and discovery-based pedagogies. They include Escuela Nueva (Colombia), Escuela Nueva Unitaria (Guatemala) and the Fe y Alegria schools in several countries. These programmes aim to encourage child-centred, active pedagogy, cooperative learning, critical thinking and problem-solving skills.

6. In Nicaragua, autonomous schools, mostly in deprived areas, have results as good as other schools. This finding is related to their degree of autonomy in staff recruitment and monitoring. In El Salvador, where communities have gained significant authority over EDUCO schools, an evaluation found that enhanced community and parental involvement improved students' language skills and reduced absenteeism.

7. Chile has tackled inequalities through programmes such as P-900, for schools in the lowest 10% of performance, and the MECE rural programme.

Financial resources and aid

The dual challenge of improving quality and equitably expanding access requires sustained investment from the countries concerned. It has been argued that governments should invest at least 6% of GNP in education, though this does not in itself guarantee quality. Half the countries with data in this region were spending more than 4.6% of national income on education in 2001 – above the 4.2% median value for developing countries but less than the 5.1% for developed countries. The share of education spending in GNP is above the 6% benchmark in Barbados, Belize, Bolivia, Cuba, Jamaica, Saint Kitts and Nevis, Saint Lucia, and Saint Vincent and the Grenadines.

Even with efforts to increase spending within countries, external aid will be required to achieve EFA in the least developed countries with the lowest education indicators in the region. Latin America and the Caribbean as a whole currently receives about 10% of total bilateral education aid,⁸ far less than the Arab States (18%), East Asia and the Pacific (27%) and sub-Saharan Africa (30%). Recent estimates suggest that total aid to basic education may reach US\$3–3.5 billion by 2006 (twice the current total), potentially increasing funds received by countries. This amount, however, falls far short of the estimated US\$7 billion per year likely to be required just to reach the UPE and gender parity goals by 2015.⁹

The likely shortage of resources means there is a particular premium on ensuring that aid is used as effectively as possible and that it is directed towards the countries that need it most. The effectiveness of external aid is undermined by excessive fragmentation: the average number of countries receiving education aid from the twenty-one OECD-DAC countries is over sixty per donor, and recipient countries deal with seven to twelve donors, on average. The figure can be much higher: Nicaragua receives support from seventeen donors. In several countries, further efforts are needed to better harmonize and coordinate aid programmes.

Although external assistance can help in reaching appropriate resource levels and in managing school systems, it cannot make up for the absence of a societal project for educational improvement. Such a project can arise only from within each individual society – it cannot be engineered by outsiders. The domestic political process is ultimately the guarantor of successful reform.

8. That is, aid from twenty-one of the member countries of the OECD Development Assistance Committee (OECD-DAC).

9. This figure is the sum of current annual aid to basic education (US\$1.54 billion) and the additional resources (US\$5.6 billion) required per year to achieve UPE and gender parity in schooling.

The Education for All Development Index

While all the EFA goals are important individually, it is useful to have a summary means of indicating progress towards EFA as a whole. The EFA Development Index (EDI), a composite of relevant indicators, is one way of doing this. It provides a summary quantitative measure of the extent to which countries are meeting four of the six EFA goals: UPE, adult literacy, gender parity and quality.* EDIs in Latin America and the Caribbean show that significant efforts are still required to reach these goals, despite a long-established tradition of emphasizing widespread participation in basic education. The EDI has been calculated for twenty-two of the region's forty-one countries. One country, Barbados, has achieved the four most quantifiable EFA goals, and four are close to reaching them. More than two-thirds of countries (fifteen of the fifty-one countries worldwide in this category) are in the intermediate position as regards achievement of the EFA goals, with EDI values ranging from 0.80 to 0.94. Several countries in this category do not perform equally on all the goals in the EDI. Often the expansion of education happens at

the expense of quality. Many children who have access to school leave prematurely, partly because of its poor quality. Finally, Guatemala and Nicaragua are far from achieving the EFA goals, with EDIs lower than 0.80. They are characterized by low achievement on each goal and face multiple challenges that will have to be tackled simultaneously to reach EFA.

*At present, the EDI incorporates only the four most quantifiable EFA goals - UPE as measured by the NER, adult literacy as measured by the adult literacy rate, gender parity as measured by the simple average GPIs for the GERs in primary and secondary education and for adult literacy, and quality of education as measured by the survival rate to grade 5. The EDI for a country is the arithmetical mean of the values of the indicators selected to measure the four EFA goals. It varies from 0 to 1. The higher it is, the closer a country is to the goal and the greater its EFA achievement. This composite index aims to give a broader picture of progress towards EFA and identifies countries doing well on all fronts, those succeeding in only some areas and those with difficulties (for further explanation, see the Appendix to the Report).

Mean distance from the four EFA goals

Achieved [EDI: 0.98-1.00] (1): Barbados.

Close to the goals [EDI: 0.95-0.97] (4): Argentina, Chile, Cuba, Trinidad and Tobago.

Intermediate position [EDI: 0.80-0.94] (15): Belize, Bolivia, Brazil, Colombia, Costa Rica, Dominican Republic, Ecuador, El Salvador, Jamaica, Mexico, Panama, Paraguay, Peru, Uruguay, Venezuela.

Far from the goals [EDI: less than 0.80] (2): Guatemala, Nicaragua.

Abbreviations

GER Gross enrolment ratio. Total enrolment in a specific level of education, regardless of age, expressed as a percentage of the population in the official age group corresponding to this level of education. The GER can exceed 100% due to late entry and/or repetition.

GPI Gender parity index. Ratio of female to male values (or male to female, in certain cases) of a given indicator. A GPI of 1 indicates parity between sexes; a GPI between 0 and 1 means a disparity in favour of boys/men; a GPI greater than 1 indicates a disparity in favour of girls/women.

GNP Gross national product. Gross domestic product plus net receipts of income from abroad. As these receipts may be positive or negative, GNP may be greater or smaller than GDP.

NER Net enrolment ratio. Enrolment of the official age group for a given level of education, expressed as a percentage of the population in that age group.

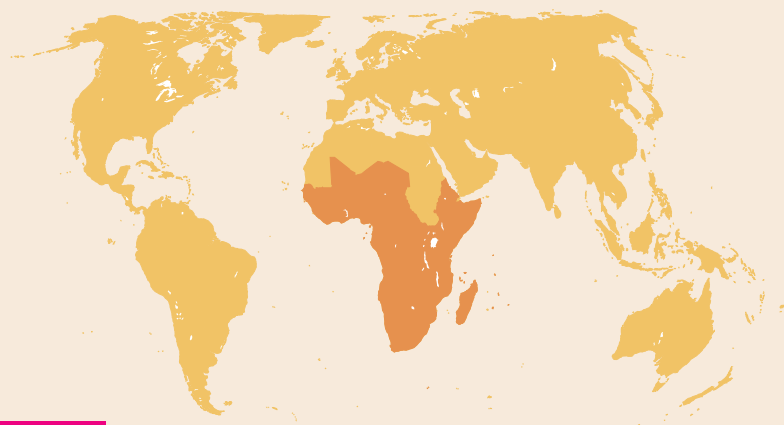
Latin America and the Caribbean: selected education indicators, 2001

Countries	Total population (thousands)	Compulsory education (age group)	Adult literacy rate (%)		Pre-primary education		Primary education						Secondary education		Tertiary education		Total public expenditure on education as % of GNP	EFA Development Index (EDI)
			Total	GPI	GER (%) Total	GPI	NER (%) Total	GPI in GER	Survival rate to grade 5 (%)	% of female teachers	% of trained teachers	Pupil/teacher ratio	GER (%) Total	GPI	GER (%) Total	GPI		
Latin America																		
Argentina	37 529	5-15	97.0	1.00	60.6	1.02	99.8	1.00	93.1	...	...	20.0	99.6	1.06	56.3	1.48	4.7	0.970
Bolivia	8 481	...	86.7	0.87	46.5	1.01	94.2	0.99	78.0	60.4	...	25.2	84.4	0.96	39.1	...	6.2	0.882
Brazil	174 029	7-14	88.2	1.00	67.3	1.00	96.5	0.94	•	92.1	...	23.0	107.5	1.10	18.2	1.30	4.2	0.895
Chile	15 419	6-14	95.7	1.00	77.5	1.00	88.8	0.98	99.9	77.6	92.5	32.2	85.5	1.02	37.5	0.92	4.0	0.958
Colombia	42 826	5-15	92.1	1.00	36.6	1.01	86.7	0.99	60.9	77.0	...	26.0	65.2	1.10	24.2	1.10	4.6	0.841
Costa Rica	4 013	...	95.8	1.00	115.5	1.01	90.6	1.00	93.7	78.8	89.5	24.3	66.8	1.03	20.5	1.17	5.0	0.948
Cuba	11 238	...	96.9	1.00	110.6	1.02	95.7	0.96	...	78.9	100.0	13.5	89.1	0.99	27.4	1.25	8.7	0.965
Dominican Republic	8 485	5-13	84.4	1.00	35.1	0.94	97.1	1.01	72.9	82.5	58.5	38.7	67.4	1.24	...	...	2.5	0.869
Ecuador	12 616	5-14	91.0	0.97	73.0	1.03	99.5	1.00	78.0	69.2	68.6	24.5	59.2	1.01	...	...	1.1	0.918
El Salvador	6 313	...	79.7	0.94	45.9	1.05	88.9	0.96	67.2	...	...	25.6	55.9	1.01	16.7	1.19	2.5	0.830
Guatemala	11 728	...	69.9	0.81	55.2	1.01	85.0	0.92	55.8	...	100.0	30.0	39.3	0.93	...	...	1.7	0.748
Honduras ¹	6 619	6-13	80.0	1.01	21.4	1.05	87.4	1.02	...	...	...	34.1	...	...	14.3	1.32	...	...
Mexico	100 456	6-15	90.5	0.96	75.8	1.02	99.4	0.99	90.5	65.7	...	26.9	75.7	1.07	21.5	0.95	5.3	0.941
Nicaragua ¹	5 204	7-12	76.7	1.00	25.9	1.02	81.9	1.01	54.2	82.4	72.9	36.7	56.6	1.18	...	...	...	0.768
Panama	3 007	...	92.3	0.99	50.8	1.02	99.0	0.97	88.6	75.4	75.7	24.3	69.2	1.07	33.6	1.67	4.5	0.941
Paraguay	5 604	6-14	91.6	0.97	30.3	1.02	91.5	0.96	77.2	...	...	...	63.5	1.02	18.6	1.37	4.8	0.893
Peru	26 362	6-16	85.0	0.88	60.3	1.02	99.9	1.00	86.1	63.7	...	29.3	89.0	0.93	31.8	0.98	3.5	0.912
Uruguay	3 366	6-15	97.7	1.01	62.7	1.02	89.5	0.98	88.5	...	...	20.8	101.4	1.14	37.1	1.82	2.4	0.927
Venezuela	24 752	6-15	93.1	0.99	51.6	1.01	92.4	0.98	96.3	...	...	...	68.6	1.16	27.1	1.37	...	0.941
The Caribbean																		
Anguilla	11	5-17	...	...	116.1	0.97	96.6	0.99	91.1	91.7	73.8	17.0	101.9	0.98	•	•	...	...
Antigua and Barbuda	72	5-16	...	...	...	...	...	...	...	78.7	46.9	18.7	...	...	•	•	3.5	...
Aruba	96	...	...	...	99.8	0.96	98.4	0.95	96.5	79.7	100.0	19.1	101.5	1.07	28.8	1.47	...	...
Bahamas	307	5-16	...	...	30.0	0.99	86.4	1.01	...	92.8	94.8	16.8	91.5	1.03	...	...	...	...
Barbados	268	5-15	99.7	1.00	89.1	1.02	99.8	1.00	95.3	75.1	76.7	16.2	103.3	1.00	36.0	2.55	6.7	0.987
Belize	245	5-14	76.9	1.01	28.0	1.06	96.2	0.97	81.5	64.7	40.9	22.8	70.7	1.08	...	...	6.8	0.877
Bermuda	80	5-16	...	...	54.6	...	100.0	...	...	88.0	100.0	9.0	86.1	...	61.8	...	...	...
British Virgin Islands	20	5-16	...	...	85.4	0.85	93.9	0.96	...	87.5	...	16.9	95.2	1.02	51.4	2.35	...	...
Cayman Islands	38	5-16	...	...	...	...	...	...	...	80.8	99.2	14.9	...	...	...	...	...	...
Dominica	78	5-17	...	...	75.7	1.05	...	...	85.4	79.1	60.1	18.6	95.4	1.13	•	•	5.6	...
Grenada	81	5-16	...	...	67.9	1.02	...	...	...	78.5	69.7	21.8	62.6	0.48	...	...	4.5	...
Guyana ¹	762	6-15	...	...	117.9	0.99	98.4	0.97	94.8	84.9	51.4	26.2	87.1	1.04	...	...	4.5	...
Haiti	8 111	6-11	51.9	0.93	...	...	...	...	...	...	...	...	...	...	...	...	1.1	...
Jamaica	2 603	6-11	87.6	1.09	86.8	1.05	95.2	0.99	90.3	...	...	33.8	83.6	1.03	17.2	2.23	6.8	0.923
Montserrat	3	5-14	...	...	82.9	...	100.0	...	...	95.7	91.3	19.8	102.0	...	•	•	...	...
Netherlands Antilles	217	6-15	96.7	1.00	86.2	0.98	88.4	1.00	...	86.4	100.0	20.0	72.6	1.12	14.0	1.48	...	...
Saint Kitts and Nevis	42	5-17	...	...	...	...	...	...	78.4	86.8	54.4	16.7	...	...	•	•	8.5	...
Saint Lucia	147	5-16	...	...	65.4	1.05	99.2	1.01	97.2	84.0	77.8	23.5	86.0	1.30	1.4	3.14	7.7	...
Saint Vincent and the Grenadines	118	5-15	...	...	...	...	91.9	0.96	...	70.9	...	17.3	68.1	1.20	•	•	10.0	...
Suriname	429	7-12	...	...	96.4	0.98	97.3	0.98	...	85.1	100.0	19.5	73.6	1.39	12.2	1.67	...	...
Trinidad and Tobago	1 294	5-12	98.5	0.99	63.0	1.01	94.1	0.99	...	77.9	78.1	19.4	80.2	1.10	7.3	1.54	4.3	0.968
Turks and Caicos Islands	19	4-16	...	...	134.2	0.86	88.0	0.96	...	87.4	100.0	18.0	85.3	1.03	...	...	...	...
Latin America and the Caribbean	523 091	...	89.2	0.98	67.3	1.00	95.7	0.98	88.5	79.4	78.0	21.3	86.2	1.07	25.7	1.24	4.6	...
Developing countries	4 863 977	...	76.4	0.83	35.0	0.95	82.5	0.92	83.3	61.4	...	28.1	56.6	0.89	11.3	1.28	4.2	...
World	6 134 038	...	81.7	0.88	48.6	1.02	84.0	0.93	...	73.1	...	22.4	63.7	0.92	23.2	...	4.5	...

Notes: Data in bold italics are for 1998. Data in bold are for 1999. Data in italics are for 2000. For detailed notes on countries, see source tables.

1. Fast-Track Initiative (FTI) countries.

Source: UNESCO Institute for Statistics; EFA Global Monitoring Report 2005, Statistical annex.

Regional
overview

This region is characterized by massive educational deprivation. Not only are large numbers of children, in particular girls, denied access to school, but many do not complete the primary cycle: the survival rate to grade 5 is less than 67% in half the countries for which

data are available. Education quality is poor: an enormous gap exists between the number of pupils graduating

Sub-Saharan Africa¹

from school and those among them mastering a minimum set of cognitive skills. Yet, achieving education for all, which underlies a wide range of individual and development goals, fundamentally depends upon the quality of education available. The Dakar Framework for Action (2000) recognizes that the two are inextricably linked and declares access to high-quality education to be the right of every child.

Early childhood care and education (ECCE): important for future performance, but participation is low

The benefits derived from learning opportunities in early childhood promote subsequent achievement in school and further lifelong learning. Most countries in the region, however, have low enrolment levels, with gross enrolment ratios (GERs) in pre-primary education below 6% in half the countries and declining in some between 1998 and 2001. GERs are above 30% in about ten countries, however, and some of these experienced significant increases. In South Africa, for instance, the enrolment ratio in pre-primary education rose by 45% from 1998 to 2001.

While research has shown that children from the poorest backgrounds benefit most from ECCE provision in terms of care, health and education, the data indicate that they are also more likely to be excluded from it. Attendance rates in pre-primary programmes are considerably higher for urban children than for those living in rural areas and those from better-off households.

Given the general very low participation level, a child in sub-Saharan Africa can expect, on average, only 0.3 years of pre-primary education compared to 1.6 years in Latin America and the Caribbean, 1.8 years in Central and

Eastern Europe and 2.2 years in North America and Western Europe.

Several indicators point to low quality in ECCE programmes. For example, in Burundi, Chad, the Central African Republic, the Democratic Republic of Congo, the Niger and Guinea Bissau, only a small proportion of 3- to 4-year-olds attend a programme, and for only a few hours per week. Pre-primary pupil/teacher ratios (PTRs) are higher in this region than in any other, at between 25:1 and 34:1 in over 40% of countries in 2001. This allows limited room for the individual care and attention required at this age. Finally, the quality of ECCE is constrained in some countries by poor staff qualifications. Many teachers are employed on a contract basis, receive a low salary and have limited or no professional training. Less than one-quarter of the staff is trained in Cape Verde, Ghana and Guinea-Bissau. In contrast, the proportion of trained teachers in pre-primary education is about 90% or above in Mauritius, the Niger and Senegal, indicating efforts towards achieving good quality of care, health, education and development of young children.

Participation in primary education and beyond: far from universal

Sub-Saharan Africa experienced progress towards universal primary education (UPE) over the decade

1. This is according to the EFA classification. See the table for countries in the region.

(1990–2001)² and during its last third (1998–2001). The average net enrolment ratio (NER) rose from 54% in 1990 to 58% in 1998 and 63% in 2001. Despite this expansion, in 2001 more than 40 million children of primary-school age were not in school. Only a handful of small states had both GERs of 100% or above and NERs above 90% (Cape Verde, Mauritius, Sao Tome and Principe, Seychelles and Togo). Some larger countries combine GERs below 100% and NERs under 70%, or even 50% in the case of Burkina Faso, Eritrea, Ethiopia, Guinea Bissau and the Niger, indicating the need to expand their primary school system capacity in order to enrol all children. Meanwhile, delayed enrolment is widespread: 20% to 40% of children in first grade are at least two years above the official age. School completion is a major concern, with many children pushed out by costs, unfriendly school environments and/or the need to supplement family income. In half the countries the survival rate to grade 5 is below 67% and grade repetition is frequent. More than a quarter of all pupils are repeaters in Burundi, Cameroon, Chad, Comoros, Equatorial Guinea, Gabon, Madagascar, Rwanda, and Sao Tome and Principe.

Participation is even lower at the higher levels of education. Although several countries have committed to some compulsory secondary education, a large proportion of primary school graduates do not make the transition to the next level. In 2001, the region's GER was only about 27% in **secondary education**, though the level of participation was above 50% in Botswana, Cape Verde, Gabon, Mauritius, Namibia, Seychelles and South Africa. At the **tertiary level**, participation was less than 2.5% in half the countries with data.

Literacy improves adults' commitment to educating their children, besides being an intrinsic right. Sub-Saharan Africa has one of the world's lowest adult literacy rates: in 2002 only 62% of the population aged 15 and above could read and write. The rate was below 40% in Benin, Burkina Faso, Mali, the Niger and Senegal, but above 90% in Seychelles and Zimbabwe.

Enrolment disparities detrimental to girls and women are pervasive. Girls' participation in primary education remains substantially lower than boys', and they account for more than half of all out-of-school children. Only eighty-six girls to 100 boys are enrolled in primary schools. Disparities between the sexes are even worse at higher levels, with half the countries having GPIs below 0.79 in secondary education. More than 60% of the region's adult illiterates are women. The average GPI for literacy rates is 0.77, and values below 0.50 are found in some countries (Benin, Burkina Faso, Mali, the Niger), which also have the lowest literacy rates.

As a consequence of low participation, a child in Sub-Saharan Africa can expect to receive, on average, seven years of education – six to nine years less than in Western Europe and the Americas.

Quantity alone is not enough

The EFA goal of UPE implies not only that all children have access to school and complete it, but also, and equally importantly, that they receive an education of good quality. Only in these conditions can people enjoy the range of individual and societal benefits that quality education provides. Yet, in many countries, the expansion of schooling is happening at the expense of quality. In Malawi, for example, the number of primary school students doubled in the decade after school fees were abolished, but funding per pupil fell significantly, suggesting a decline in the quality of education provided.

Very weak levels of performance in some countries

In addition to low enrolment and survival rates, only a small proportion of school leavers achieve minimum mastery levels, as defined by their own national governments. In Malawi, for example, about 90% of children attended primary school in the mid-1990s but only about 30% survived to grade 5, and as few as 7% met minimally acceptable standards in reading at grade 6. In seven southern African countries included in the SACMEQ study (1995–98), between 1% and 37% of grade 6 students reached the 'desirable' level in reading while 22% to 65% were at 'minimum' level. In six of these countries, achievement levels fell in the late 1990s, by about 4% on average. In six French-speaking African countries covered in the PASEC study (1996–2001), 14% to 43% of grade 5 pupils had 'low' achievement in either French or mathematics. Comparisons between two SACMEQ studies (1995–96 and 2000–2001) point to a 4% decline in literacy scores, with the biggest differences occurring in Malawi, Namibia and Zambia.

Learning achievement tends to vary within countries. Results from national and international assessments suggest that pupils from rural areas and disadvantaged socio-economic backgrounds are particularly vulnerable.

Achieving better quality in education: what makes a difference

While there is no generally accepted theory as to what determines the quality of education, studies conducted in developing countries at the micro level point to significant relationships between cognitive achievement and school expenditure, teacher education and school facilities. Evidence from a growing body of experimental studies suggests that school performance (as measured by test scores) is significantly improved by textbook provision

2. However, some countries had fallen back by 2001. Net enrolment ratio dropped by more than 10 percentage points in Zambia from 1990 to 2001.

(Kenya), smaller class sizes (South Africa), adequate instructional time and sound teaching practices. These findings hold particularly for children from disadvantaged social backgrounds.

Yet, students in the region are not benefiting widely from these enabling factors. First, PTRs in primary education are quite high: above 44:1 in half the region's countries in 2001, with increases over the 1990s in several (notably Benin, Ethiopia, Uganda and the United Republic of Tanzania). Thus, the number of teachers remains problematic in the very countries that still need to significantly increase the coverage of their primary school systems. In some countries, such as the Central African Republic and Chad, the PTR exceeds 70:1. Putting further demands on teachers in such countries could reduce teacher capacity and morale, and result in diminished learning outcomes among students.

Teacher qualifications remain low. In some countries (Guinea Bissau, Malawi, Mozambique, Namibia), fewer than 60% of primary school teachers have received some pedagogical training. By contrast, the percentage of trained teachers is relatively high in Kenya, Mauritius, Senegal, Zambia and Zimbabwe, at 90% to 100%. In twenty-six countries surveyed in 2001, national standards for becoming a primary school teacher ranged from twelve to seventeen years of education, but less than 10% of teachers met even the minimum standards of lower secondary and many others fell short of standards set at upper secondary level. Poor mastery of the curriculum and rigid teaching practices are also cause for concern: a recent study in seven southern African countries found that some maths teachers at the primary level possess only basic numeracy and score less than students on the same tests. Recent findings on pedagogical renewal and teacher development in the region conclude that undesirable teaching practices, characterized by rote learning and placing students in a passive role, remain the norm.

The distribution of teachers is often unequal within countries, with disadvantaged areas typically receiving fewer trained teachers. The situation is aggravated in difficult circumstances, such as are found in conflict and post-conflict countries.

In many countries, teacher absenteeism and attrition remain persistent problems. A World Bank study in 2003 revealed that up to 45% of teachers in Ethiopia were absent at least one day in the week before a visit; the corresponding figures in Uganda and Zambia were 26% and 17%, respectively. Common causes include the need to hold second jobs, lax professional standards, weak support from educational authorities and the HIV/AIDS pandemic. Zambia estimated that 815 primary school

teachers died from AIDS in 2001, corresponding to 45% of teachers trained that year. Kenya's Ministry of Health has stated that HIV/AIDS has impaired the effectiveness of the education sector by increasing the rate of teacher deaths and attrition over the last decade. With the epidemic growing in many countries, there is a strong risk of AIDS digging even deeper inroads into education systems.

Textbooks are in short supply. A lack of textbooks in classrooms can result from an inefficient distribution system, malpractice and corruption. A study in Zambia (2000) found that fewer than 10% of books procured had actually reached classrooms. The structure of public expenditure on education is another cause: in many countries, teachers' salary costs absorb the overwhelming majority of current spending on primary education, often leaving a fraction (less than 2% in South Africa) for textbooks and other teaching materials vital for better learning. However, earmarking resources for other inputs has to be balanced against the need to pay teachers well enough to attract and retain qualified individuals. Teachers' earnings are often too low to provide a reasonable standard of living. Over time, teachers' salaries have tended to decline relative to those of comparable groups. In French-speaking Africa, teachers' earnings in 2000 were lower in real terms than in 1970.

Use of instructional time

Research shows consistently positive correlations between instructional time and students' achievement at primary and secondary level. In sub-Saharan Africa, the average annual amount of schooling is 866 hours in primary and lower secondary education. While the mean intended instructional time in grade 9 is 965 hours per year, it is less than 800 hours at grades 1 and 2 – well below the broadly agreed benchmark recommended for effective learning, 850 to 1,000 hours. More worrying is the decrease in the number of hours of instruction in grades 1–4 between 1980 and 2000, reflecting pressure to meet higher demand under tight resource constraints. Teacher and pupil absenteeism, shortage of classrooms, lack of learning materials and weak discipline are also causes of decreased instructional time.

Policies for improved learning: The findings of the 2005 EFA Report

Judging by their broad statements of education policy, most governments recognize the importance of improving the quality of education. In low-income countries and others with severe resource constraints, however, governments face difficult choices. Nevertheless, lessons from countries that have tackled the quality issue show that much can be achieved, even in unfavourable contexts,

by making better use of existing resources and focusing on targeted measures that respond to specific weaknesses. Studies also suggest that successful qualitative reforms require a strong leading role by the government, with central importance assigned to the quality of the teaching profession.

While there are no universal recipes for improving quality, one approach is to define a minimum package of essentials. The evidence cited in the Report suggests that this package should include a commitment to provide a stated minimum of instructional time for each student, a safe and healthy place in which to learn,³ individual access to learning materials⁴ and teachers who are sufficiently trained and have mastery of content and pedagogy.

An emphasis on minimum standards, however, should not preclude more innovative activities. Some suggested areas for policy include investment in teachers (recruitment practice, pay and conditions of service, in-service and school-based training); structured, child-centred teaching practices;⁵ appropriate language policies;⁶ regular assessments;⁷ and stronger school leadership.⁸ Knowledge creation and sharing are also instrumental in building a culture of quality.⁹ Good quality must in addition be synonymous with inclusion, recognizing the special needs of children living with HIV/AIDS and disabilities, working children and those from disadvantaged backgrounds.

Although none of these areas for policy change and reform are without cost, a first step is to create a national consensus around quality.

Financial resources and aid

The dual challenge of improving quality and equitably expanding access requires sustained investment from the countries concerned. It has been argued that governments should invest at least 6% of GNP in education, though this does not in itself guarantee quality. Half the sub-Saharan African countries with data available were spending less than 3.4% of GNP on education in 2001, compared to 4.2% on average for developing countries in general.

Even with efforts to increase spending within countries, external aid will be required to achieve EFA. Sub-Saharan Africa currently receives 30% of total bilateral education aid.¹⁰ Recent estimates suggest that total aid to basic education may reach US\$3–3.5 billion by 2006 (twice the current total), potentially increasing funds received by countries. This amount, however, falls far short of the estimated US\$7 billion per year likely to be required just to reach the UPE and gender parity goals by 2015.¹¹

The likely shortage of resources means there is a particular premium on ensuring that aid is used as effectively as possible and that it is directed towards the countries that need it most. The effectiveness of external aid is undermined by excessive fragmentation: the average number of countries receiving education aid from the twenty-one OECD-DAC countries is over sixty per donor, and recipient countries deal with seven to twelve donors, on average. The figure tends to be much higher in many sub-Saharan African countries that depend heavily on aid, such as Mozambique, Uganda and Zambia. In several countries, further efforts are needed to better harmonize and coordinate aid programmes.

Although external assistance can help in reaching appropriate resource levels and in managing school systems, it cannot make up for the absence of a societal project for educational improvement. Such a project can arise only from within each individual society – it cannot be engineered by outsiders. The domestic process political is ultimately the guarantor of successful reform.

3. Clean water and sanitation facilities are vital in schools, especially for girls. However, in Chad, for example, latrines have only been included in primary school construction projects since 2000.

4. Opening up the textbook market has contributed to higher availability in many countries. In Uganda, textbook prices dropped by 50% as a result of liberalization.

5. Mali's Convergent Pedagogy encourages child-centred, active pedagogy, cooperative learning, critical thinking and development of problem-solving skills.

6. Zambia has developed its own bilingual model, now integrated in education sector reforms to improve quality.

7. Some countries [e.g. Ghana and South Africa] have introduced formative assessment, as a complement to formal exams, to improve learning achievement.

8. South Africa is strengthening school leadership and Kenya's Primary School Management Programme (PRISM) has provided skilled development for 16,700 teachers.

9. To enhance the relevance of education research, countries such as South Africa and the United Republic of Tanzania have set up bodies bringing together policy makers, practitioners, academics and representatives of NGOs and/or funding agencies.

10. That is, aid from twenty-one of the member countries of the OECD Development Assistance Committee (OECD-DAC).

11. This figure is the sum of current aid to basic education (US\$1.54 billion) and the additional resources (US\$5.6 billion) required per year to achieve UPE and gender parity in schooling.

The Education for All Development Index

While all the EFA goals are important individually, it is useful to have a summary means of indicating progress towards EFA as a whole. The EFA Development Index (EDI), a composite of relevant indicators, is one way of doing this. It provides a summary quantitative measure of the extent to which countries are meeting four of the six EFA goals: UPE, adult literacy, gender parity and quality.* It shows severe educational deprivation continuing to be concentrated in sub-Saharan Africa, as well as in some of the Arab States and South and West Asia. Among the thirty countries in sub-Saharan Africa for which the EDI has been calculated, none has achieved the four most quantifiable EFA goals, and only one (Seychelles) is close to doing so, with an EDI value of 0.97. Twenty-two countries, or about three-quarters of those studied, are very far from achieving the EFA goals, with EDI values lower than 0.80. These countries account for about two-thirds of the thirty-five countries worldwide in this category. Most are characterized by low achievement on each of the four goals: primary school enrolments are low, gender ratios are highly unequal (generally in favour of boys), illiteracy is widespread and education quality is poor. A number of the low-EDI countries recorded

progress, sometimes substantial, between 1998 and 2001 (Comoros, Ethiopia, Liberia, Mozambique, the Niger), but others, such as Ghana, experienced significant decline.** Whatever the direction of change, education quality (measured by survival rate to grade 5) played an important role. In any case, these countries face multiple challenges that will have to be tackled simultaneously if EFA is to be reached.

*At present, the EDI incorporates only the four most quantifiable EFA goals – UPE as measured by the NER, adult literacy as measured by the adult literacy rate, gender parity as measured by the simple average GPIs for the GERs in primary and secondary education and for adult literacy, and quality of education as measured by the survival rate to grade 5. The EDI for a country is the arithmetical mean of the values of the indicators selected to measure the four EFA goals. It varies from 0 to 1. The higher it is, the closer a country is to the goal and the greater its EFA achievement. This composite index aims to give a broader picture of progress towards EFA and identifies countries doing well on all fronts, those succeeding in only some areas and those with difficulties (for further explanation, see the Appendix to the Report).

**Survival rate to grade 5 in Ghana went from 98% in 1998 to 66% in 2000. The 1998 value is probably inflated, because substantially more children were reported in 1999 than in 1998 in several grades, suggesting that relatively large numbers of children who had dropped out re-entered school that year.

Mean distance from the four EFA goals

Achieved [EDI: 0.98-1.00]: None

Close to the goals [EDI: 0.95-0.97] (1): Seychelles

Intermediate position [EDI: 0.80-0.94] (7): Botswana, Cape Verde, Mauritius, Namibia, South Africa, Swaziland, Zimbabwe.

Far from the goals [EDI: less than 0.80] (22): Benin, Burkina Faso, Burundi, Chad, Comoros, Côte d'Ivoire, Equatorial Guinea, Eritrea, Ethiopia, Gambia, Ghana, Guinea Bissau, Lesotho, Liberia, Malawi, Mozambique, Niger, Rwanda, Senegal, Togo, United Republic of Tanzania, Zambia.

Abbreviations

GER Gross enrolment ratio. Total enrolment in a specific level of education, regardless of age, expressed as a percentage of the population in the official age group corresponding to this level of education. The GER can exceed 100% due to late entry and/or repetition.

GPI Gender parity index. Ratio of female to male values (or male to female, in certain cases) of a given indicator. A GPI of 1 indicates parity between sexes; a GPI between 0 and 1 means a disparity in favour of boys/men; a GPI greater than 1 indicates a disparity in favour of girls/women.

GNP Gross national product. Gross domestic product plus net receipts of income from abroad. As these receipts may be positive or negative, GNP may be greater or smaller than GDP.

NER Net enrolment ratio. Enrolment of the official age group for a given level of education, expressed as a percentage of the population in that age group.

Sub-Saharan Africa: selected education indicators, 2001

Countries	Total population (thousands)	Compulsory education (age group)	Adult literacy rate (%)		Pre-primary education		Primary education						Secondary education		Tertiary education		Total public expenditure on education as % of GNP	EFA Development Index (EDI)
			Total	GPI	GER (%) Total	GPI	NER (%) Total	GPI in GER	Survival rate to grade 5 (%)	% of female teachers	% of trained teachers	Pupil/teacher ratio	GER (%) Total	GPI	GER (%) Total	GPI		
Angola	12 768	6-14	...	...	...	...	...	...	...	<i>40.8</i>	...	35	19.1	0.78	0.7	0.56	3.4	...
Benin	6 387	6-11	39.8	0.47	6.2	0.95	71.3	0.70	...	19.0	...	53	26.0	0.46	3.6	0.24	3.3	0.623
Botswana	1 750	6-15	78.9	1.07	...	...	80.9	1.00	89.5	79.9	89.5	27	72.7	1.06	4.4	0.81	2.3	0.863
Burkina Faso ¹	12 259	6-16	12.8	0.44	1.1	1.07	35.0	0.71	63.7	22.9	...	47	10.2	0.65	1.4	0.33	...	0.429
Burundi	6 412	7-12	50.4	0.76	1.3	0.95	53.4	0.79	64.0	53.6	...	49	10.7	0.73	1.9	0.44	3.7	0.609
Cameroon	15 429	6-11	67.9	0.78	14.3	1.00	...	0.86	...	35.1	...	61	32.6	0.82	5.4	0.64	3.4	...
Cape Verde	445	6-16	75.7	0.80	55.5	1.00	99.4	0.96	92.8	64.5	67.2	29	65.9	1.05	3.6	0.85	...	0.895
Central African Republic	3 770	...	48.6	0.52	...	...	...	0.67	...	<i>18.3</i>	...	74	...	...	1.9	0.18	...	...
Chad	8 103	6-14	45.8	0.69	...	...	58.3	0.63	45.3	10.1	...	71	<i>11.2</i>	<i>0.28</i>	0.9	0.20	2.0	0.507
Comoros	726	6-14	56.2	0.77	1.7	1.07	...	0.82	...	...	...	39	27.7	0.84	1.1	0.69	...	0.677
Congo	3 542	6-16	82.8	0.87	4.2	1.07	...	0.93	...	37.6	...	56	32.0	0.71	3.8	0.18	4.6	...
Côte d'Ivoire	16 098	6-15	...	...	3.2	0.99	62.6	0.74	...	21.8	...	44	22.8	0.54	...	...	4.9	0.631
Democratic Rep. of the Congo	49 785	6-15	...	...	0.8	0.98	...	...	...	...	...	...	...	...	...	...	...	...
Equatorial Guinea	468	7-11	...	...	35.1	...	84.6	0.91	32.6	23.7	...	43	29.7	0.57	2.7	0.42	2.2	0.697
Eritrea	3 847	7-13	...	...	5.3	0.92	42.5	0.81	82.1	38.3	72.6	44	27.6	0.65	1.5	0.15	2.7	0.634
Ethiopia	67 266	7-12	41.5	0.69	1.8	0.96	46.2	0.71	61.3	30.5	69.3	57	19.0	0.62	1.7	0.36	4.8	0.541
Gabon	1 283	6-16	...	...	13.2	...	<i>78.3</i>	0.99	...	40.5	...	49	50.9	...	...	...	4.6	...
Gambia ¹	1 351	...	...	...	19.7	...	72.9	0.92	...	29.9	...	38	34.3	0.71	...	...	2.8	0.648
Ghana ¹	20 028	6-15	73.8	0.80	41.5	0.99	60.2	0.91	66.3	32.1	64.9	32	37.6	0.82	3.4	0.40	4.2	0.712
Guinea ¹	8 242	7-16	...	...	...	...	61.5	0.75	...	23.6	...	47	...	...	...	...	1.9	...
Guinea-Bissau	1 407	7-12	...	...	3.2	1.05	45.2	0.67	38.1	20.2	35.1	44	17.8	0.54	0.4	0.14	2.3	0.450
Kenya	31 065	6-13	84.3	0.87	44.4	0.98	69.9	0.98	...	41.5	98.0	32	32.0	0.90	2.9	0.53	6.3	...
Lesotho	1 794	6-12	81.4	1.23	21.4	1.02	84.4	1.02	66.8	80.1	74.8	47	33.7	1.26	2.5	1.27	8.0	0.797
Liberia	3 099	6-16	55.9	0.54	56.1	0.89	69.9	0.73	...	28.0	...	38	34.1	0.69	16.9	0.76	...	0.562
Madagascar	16 439	6-14	...	...	3.4	1.02	68.6	0.96	33.6	57.8	...	48	...	...	2.2	0.83	2.5	...
Malawi	11 627	...	61.8	0.64	...	...	81.0	0.96	53.6	<i>37.9</i>	<i>51.2</i>	63	34.0	0.76	...	...	4.2	0.688
Mali	12 256	7-15	19.0	0.44	1.6	1.00	...	0.75	84.1	24.6	...	56	...	...	2.5	...	2.9	...
Mauritius	1 198	6-11	84.3	0.91	87.5	1.02	93.2	1.00	99.3	56.6	100.0	25	79.5	0.96	11.3	1.28	3.3	0.931
Mozambique ¹	18 204	6-12	46.5	0.50	...	...	59.7	0.79	51.9	26.9	59.9	66	13.3	0.66	0.6	0.71	2.5	0.558
Namibia	1 930	6-15	83.3	0.99	23.4	1.19	78.2	1.01	94.2	60.1	37.0	32	61.4	1.14	7.5	0.83	7.7	0.877
Niger ¹	11 134	7-12	17.1	0.37	1.3	0.97	34.2	0.68	71.0	33.8	72.7	41	6.5	0.65	1.5	0.32	2.4	0.448
Nigeria	117 823	6-11	66.8	0.80	8.2	0.94	...	0.80	...	49.0	...	40	...	...	...	...	...	...
Rwanda	8 066	7-12	69.2	0.84	2.5	0.99	84.0	0.99	40.0	50.1	81.2	59	14.4	0.88	1.7	0.38	2.8	0.709
Sao Tome and Principe	153	7-13	...	...	25.8	1.11	97.1	0.94	61.5	61.9	...	33	39.2	0.84	1.0	0.54	...	...
Senegal	9 621	7-12	39.3	0.61	3.3	1.13	57.9	0.91	67.5	22.8	90.5	49	18.7	0.67	...	...	3.2	0.594
Seychelles	80	6-15	91.9	1.01	91.5	0.96	99.7	0.99	...	86.2	77.7	14	110.0	1.05	-	-	7.8	0.971
Sierra Leone	4 573	...	...	...	<i>4.1</i>	...	...	<i>0.70</i>	...	<i>38.4</i>	<i>78.9</i>	<i>37</i>	<i>26.4</i>	<i>0.70</i>	2.2	0.39	...	...
Somalia	9 088	6-13	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
South Africa	44 416	7-15	86.0	0.98	35.1	1.00	89.5	0.96	64.8	77.8	67.6	37	86.4	1.09	15.0	1.14	5.8	0.839
Swaziland	1 058	6-12	80.9	0.98	...	...	76.7	0.95	73.9	74.8	...	32	45.2	1.00	4.7	1.16	5.4	0.823
Togo	4 686	6-15	59.6	0.61	2.7	1.03	91.8	0.82	84.3	12.3	80.5	35	36.5	0.44	3.7	0.21	4.9	0.745
Uganda	24 225	...	68.9	0.75	4.2	1.03	...	0.96	...	...	...	54	16.8	0.77	3.2	0.51	2.5	...
United Republic of Tanzania	35 565	7-13	77.1	0.81	...	...	54.4	0.98	78.1	45.4	...	46	5.8	0.81	<i>0.7</i>	<i>0.17</i>	...	0.741
Zambia	10 570	7-13	79.9	0.85	...	...	66.0	0.94	76.7	50.5	<i>100.0</i>	45	24.1	0.80	2.4	<i>0.45</i>	2.0	0.773
Zimbabwe	12 756	6-12	90.0	0.92	38.7	1.03	82.7	0.97	...	48.2	95.3	38	42.9	0.89	4.4	0.57	11.1	0.847
Sub-Saharan Africa	632 788	...	62.0	0.77	5.8	0.92	62.8	0.86	66.6	38.3	...	44	26.8	0.79	2.5	...	3.4	...
Developing countries	863 977	...	76.4	0.83	35.0	0.95	82.5	0.92	83.3	61.4	...	28	56.6	0.89	11.3	1.28	4.2	...
World	134 038	...	81.7	0.88	48.6	1.02	84.0	0.93	...	73.1	...	22	63.7	0.92	23.2	...	4.5	...

Notes: Data in bold italics are for 1998. Data in bold are for 1999. Data in italics are for 2000. For detailed notes on countries, see source tables.

1. Fast-Track Initiative (FTI) countries.

Source: UNESCO Institute for Statistics; EFA Global Monitoring Report 2005, Statistical annex.