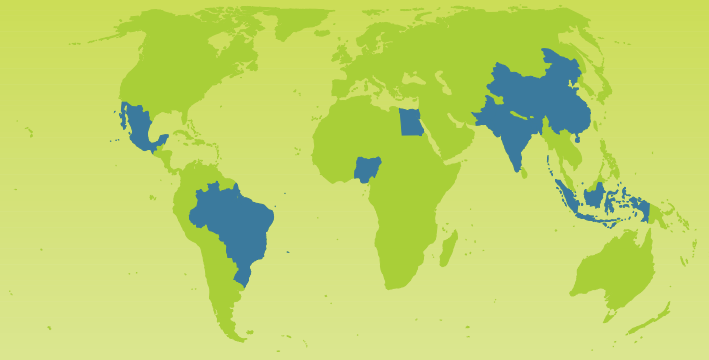




United Nations
Educational, Scientific and
Cultural Organization

Organisation
des Nations Unies
pour l'éducation,
la science et la culture



EFA Global
Monitoring
Report

Literacy
for life

The quality
imperative

EFA Imperatives in the E9¹

With nearly 3.5 billion inhabitants in 2005 – more than half the world population – the nine highly populated developing countries (E9) together represent tremendous challenges that weigh heavily on global education trends. A majority of the E9 countries have not yet achieved universal primary education and all face major quality deficits. Only two countries have achieved gender parity in primary and secondary education. Literacy remains an overriding challenge. Of the world's 771 million adults who lack the basic learning tools to make informed decisions and participate fully in the development of their societies, nearly 70% live in these nine countries. Tackling the literacy gap is both a moral and development imperative for E9 governments and donor countries. It requires strengthening efforts to expand education and to significantly improve its quality. But this alone does not suffice: there is also an urgent need to scale up youth and adult learning opportunities and to develop literate environments, in particular in those countries which still have low education indicators.

Literacy: a basic human right still denied to many in the E9

Literacy is a right in itself and allows the pursuit of other human rights. It confers a wide set of benefits and strengthens the capabilities of individuals, families and communities to access health,² educational, economic, political³ and cultural opportunities. Yet, many adults across the E9 countries cannot read and write with understanding, though the situation varies considerably with levels of adult literacy lower than

60% in Bangladesh, Egypt and Pakistan but close to or above 90% in Brazil, China and Mexico. Evidence from direct assessments suggests that actual literacy levels may be much lower than reflected in the data presented here, which are based on conventional methods of measurement that do not actually test a person's literacy skills.⁴

Literacy rates increased in all the E9 countries between 1990 and the 2000-2004 period. In terms of absolute numbers, China reduced its number of adult illiterates by some 95 million, alone accounting for almost all of the global reduction of some 100 million. Most, including India, Nigeria and Pakistan – among the countries farthest from the goal – made considerable progress, with rates having increased by more than 20%. Even so, these countries will find it difficult to reach the EFA target of reducing levels of illiteracy by 50% in 2015, due to their current low literacy rates.

1. This overview is based on the contents of the 2005 and 2006 *EFA Global Monitoring Reports*, focusing respectively on education quality and literacy. The E9 group includes Bangladesh, Brazil, China, Egypt, India, Indonesia, Mexico, Nigeria and Pakistan.

2. Research in several countries shows that women who participate in literacy programmes have better knowledge of health and family planning, and are more likely to adopt preventive health measures like immunization or to seek medical help for themselves and their children.

3. In **India**, the NGO Multiple Action Research Group started a project to educate women about their legal rights. The group developed a series of manuals on laws that affect women's lives and ran three-day legal literacy workshops, acting as a resource to other community organizations. For some older women, the experience of using the manuals inspired them to attend literacy classes. The manuals provided support in the long term for women to take legal and social action.

4. In **Bangladesh**, results of the Assessment of Basic Learning Skills in 1992 showed that only 83% of those who indicated they could read actually achieved the minimal reading level when asked to complete a simple test.

Literacy and equity

Women's literacy is of crucial importance in addressing wider issues of gender inequality.⁵ Yet, women still account for the majority of adult illiterates in most of the E9 countries, with some of them showing substantial gender disparities in literacy. In Bangladesh, Egypt, India and Pakistan – the E9 countries with the lowest overall literacy rates – less than 70 women are literate for every 100 literate men. Only Brazil has reached gender parity in adult literacy while Mexico is close to achieving it.

Illiteracy rates are highest in countries with the greatest **poverty**.⁶ The link between poverty and illiteracy is also observed at the household level, with literacy rates of the poorest households much lower than those of the wealthiest (and the gap is nearly always greater for women than for men).

In countries where overall literacy rates are comparatively low, urban/rural disparities are also large: for example, 44% rural vs 72% urban in Pakistan. In China, illiteracy is concentrated in the country's rural, western regions, which have high percentages of minority populations and lower levels of economic development. For various social, cultural or political reasons, certain population groups – such as migrants and people with disabilities – find themselves excluded from mainstream society, often resulting in reduced access to formal education and literacy programmes⁷.

Formal schooling: a key factor for literacy acquisition

The expansion of schooling, particularly of good quality, continues to be a powerful determinant of the spread of literacy worldwide. Most people acquire their literacy skills in school; this is especially the case for women. There is a link between schooling and literacy levels: the higher the levels of participation in education, the higher the adult literacy rates. Thus, some of the E9 countries with the lowest literacy rates – such as Bangladesh, Nigeria and Pakistan – are also those with the lowest levels of participation in education.

5. Women's access to reading and writing skills can lead to new attitudes and norms. In **Pakistan**, for instance, studies in two rural communities found that younger women were making private time to read and write and, in the process, questioning certain values and roles.

6. In **Bangladesh**, where 78% or more of the population live on less than \$2 a day, adult literacy rates are below 50%.

7. The 2001 **China** Adult Literacy Survey (a direct assessment of literacy skills) found a substantial difference in the literacy skills of native and migrant workers in five cities (Shanghai, Shenyang, Xian, Wuhan and Fuzhou). Literacy levels among urban-resident men and women were, on average, one-quarter of a standard deviation higher than among migrant men and women. The survey identified mechanisms for increasing opportunities for lifelong learning and noted important policy implications regarding adult skills training, especially for disadvantaged groups in the labour market. Studies from **Egypt** show that in urban areas migrants from the countryside are at a disadvantage compared with workers born in the cities.

Overall participation in **pre-primary education** is still low, with the gross enrolment ratio (GER) below 40% in two-thirds of E9 countries with data available for 2002. Some countries, notably Brazil, India and Mexico, have made considerable progress at this level, with a potentially positive impact on children's future performance in primary school.

Together, the E9 countries account for 45% of the world's out-of-primary school children. While **universal primary education** is achieved or close to being so in Brazil, Indonesia and Mexico, the goal remains most distant in Nigeria and Pakistan, with respective net enrolment ratios (NERs) of 66% and 60%⁸. With NERs of 87%, Bangladesh and India also remain at some distance from UPE. Bangladesh recorded significant progress between 1990 and 2002, with the NER rising from 71% to 87%, an expansion that especially benefited girls who are now on a par with boys in enrolment. Sharp discrepancies between the GER and NER in India and Nigeria indicate that children do not progress regularly through the grades and that internal efficiency could be improved.

Participation in higher levels of education also varies across the E9 countries. The GER in **secondary education** is below 40% in Nigeria and Pakistan but around or above 80% in Brazil, Egypt and Mexico. The expansion of secondary education is often impressive: between 1990 and 2002, the GER increased from 45% to 62% in Indonesia, from 53% to 79% in Mexico, from 71% to 87% in Egypt and from 49% to 70% in China. **Tertiary education** remains much less developed, with the GER under 30% in all nine countries.

The higher **gender** disparities in literacy in some of the E9 countries often stem from the low participation of girls in education. In Pakistan, characterized by the highest gender disparities in adult literacy (gender parity index of 0.57), only 71 girls are enrolled in primary education for every 100 boys, making it very difficult to achieve the gender parity goal even by 2015. On the other hand, the gender parity goal at both primary and secondary levels has been achieved in China and Indonesia.

Quality of education matters for literacy acquisition

Formal schooling is a driving force for literacy expansion, provided that children who have access to and complete school and receive an education of good quality. Yet, among the countries with data

8. The lack of NERs over time for several of the nine countries makes assessment of progress difficult.

available, of a cohort of pupils who enrol in primary education, less than 80% reach the last grade in Bangladesh, Brazil and India. Meanwhile, the survival rate is close to 100% in China and Egypt.

Even among those who reach the last grade, large numbers possess weak literacy and numeracy skills. Results from the third Trends in International Mathematics and Science Survey (TIMSS), conducted in 2003, showed that about 50% of Grade 8 students in Egypt and Indonesia failed to reach the low benchmark in mathematics. The extent of underachievement is confirmed by other international student assessments. Data from the Programme for International Student Assessment (PISA) 2003 show that, while the overall share of 15-year-old students performing at or below level 1 of the mathematics scale was 21%, such students made up two-thirds of the student population of the corresponding age in Mexico, and three-quarters or more in Brazil and Indonesia.

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 NGO schools run by BRAC (the Bangladesh Rural Advancement Committee) 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 education: what makes a difference

While there is no general theory as to what determines the quality of education, studies conducted in developing countries 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, teacher qualifications and training, and teaching practices.⁹ These findings are particularly true for children belonging to disadvantaged social backgrounds.

In several countries, however, students are not benefiting widely from these enabling factors. The number of teachers remains problematic, resulting in overcrowded classrooms (with primary pupil/teacher ratios above 40:1 in Bangladesh, India, Nigeria and Pakistan). The level of teacher qualifications and training remains low in some countries: according to 2002 data, fewer

than 80% of primary-school teachers received any training in Bangladesh and Nigeria. In countries with the lowest education indicators and high gender disparities in schooling, a critical challenge is that of recruiting female teachers. The percentage of female teachers at the primary level remains under 50% in Bangladesh, India, Nigeria and Pakistan.

Low average levels of teacher qualification and training leave much scope for unequal distribution within countries. In Brazil, there is a relationship between the proportion of primary-school teachers who meet national qualification standards and the adult illiteracy rate for the country's twenty-seven states. The six states of the relatively disadvantaged Nordeste region have among the lowest proportion of trained teachers.

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 included the need to hold second jobs, lax professional standards, weak support from educational authorities and the HIV/AIDS pandemic. With the epidemic growing in some of the E9 countries, there is a strong risk of AIDS digging even deeper inroads into education systems.

As the *EFA Global Monitoring Report 2005* pointed out, poor mastery of the curriculum, rigid teaching practices, lack of textbooks and other teaching materials, as well as insufficient instructional time (vital for better learning) are also causes for concern.

A three-pronged strategy to enhance literacy

Literacy is at the core of EFA and of efforts to reach the overarching goal of reducing poverty. Literacy must move up on the policy agenda and receive a high level of political commitment. This means, for example, that it must be integrated into education sector planning as well as key development documents such as Poverty Reduction Strategy Papers (PRSPs).

Given its centrality to EFA, a three-pronged approach is required to move towards literate societies, encompassing:

- **Quality schooling for all children:** While access to school is a key determinant for literacy acquisition, equally imperative is to provide children with an education of good quality. 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

⁹ A large and innovative experiment in urban Indian schools run by the NGO Pratham has demonstrated the positive impact on learning of reducing class size and providing child-friendly teaching and remedial assistance.

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 of the *EFA Global Monitoring Report 2005* suggests that this package should include a commitment to provide a stated minimum of instructional time for each student, increased resources,¹⁰ 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. Particularly crucial is attention to all aspects of gender: a commitment at the highest level to promote women's rights to education, making schools girl-friendly, providing gender-sensitive teacher training, curricula and learning materials, and making school more affordable¹¹.

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),¹² structured, child-centred teaching practices;¹³ appropriate language policies¹⁴; 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.¹⁵

10. **Brazil** has established constitutional provisions guaranteeing a percentage of the budget for education.

11. According to data informally collected from World Bank task teams, **Brazil, Egypt, India, Indonesia, Mexico** and **Nigeria** still have some type of fees in primary education, whether legal or illegal.

12. In **Mexico**, the Carrera Magisterial programme demonstrates that providing additional training while raising salaries and improving school resources can increase pupil achievement.

13. BRAC schools in **Bangladesh** and Community Schools in **Egypt** both encourage child-centred, active pedagogy, cooperative learning, critical thinking and problem-solving skills.

14. There is a general trend towards more widespread use of local languages in the first years of primary education, including in **China** and **Indonesia**.

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

Brazil and **Egypt** 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. With the largest education system in the Arab world, **Egypt** has demonstrated a 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 five-year plan (2002–07) 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.

But simply waiting for UPE, even of good quality, to happen will not suffice to enhance literacy.

■ **Scaling up of youth and adult literacy programmes:**

While almost all governments have explicit formal education policies, far fewer have adult literacy policies, and there is often a lack of coordination across different ministries and providers.¹⁶

Access to adult learning opportunities needs to be expanded for those who have either never been to school or who dropped out early and who constitute the bulk of the current illiterate population. Many countries have organized mass campaigns to promote literacy in the past;¹⁷ others are implementing programmes on a smaller scale – often

16. In **Brazil**, *Comunidade Solidaria* is a partnership between the Ministry of Education, universities, city halls and representatives of private initiatives designed to assist young people between 12 and 18 who cannot read and write and live in municipalities with the highest illiteracy rates in the country. It was piloted in 1997 in 38 municipalities of the northern and north-eastern regions, where illiteracy rates exceed 55%. This and other partnership initiatives are supported in the ten-year Brazilian Education Plan 2001–2011. In **Indonesia**, a literacy movement launched by the president in 2004 is designed to strengthen cooperation within government, encourage community participation and promote political awareness of the importance of literacy.

17. **Brazil** and **China** are among countries that have organized a series of large-scale literacy campaigns, along with the sustained expansion of the public education system. In 2003, Brazil launched the accelerated Literacy Brazil Programme with significant involvement of local governments and NGOs. The programme funds government agencies and NGOs with experience in adult literacy to enable them to expand their coverage. In 2004, the initiative expanded its partnerships with local governments. The target is to establish literacy programmes for 10 million youth and adults within five years and to eradicate illiteracy by 2010. **India's** district-level Total Literacy Campaign launched in 1992 is a successful example of a highly targeted, large-scale national programme. It mobilized community resources, backed up by coordination mechanisms at state and local levels. By March 2003, 98 million adults had become literate, 75% through these campaigns and 25% by other means. Centres managed by communities (with the help of public grants) were set up, offering post-literacy and continuing education. The country has set the target to achieve a sustainable threshold of 75% literacy by 2007 and 50% improvement in levels of adult literacy by 2015.

run by NGOs, including religious groups – with efforts to adapt to learners' schedules and learning groups.¹⁸ Yet, investment in such programmes must be increased and their quality improved. Literacy teaching is often hindered by a lack of learning materials.

Furthermore, it is essential to professionalize literacy educators, providing them with adequate pay and training; at present, they are paid little if any regular remuneration, lack job security, have few training opportunities and rarely benefit from ongoing professional support. These poor work conditions often result in frequent turnover, with serious implications for the quality of programmes.

Yet, interesting training innovations do exist,¹⁹ as does the use of new technologies such as television, computers and the Internet to both promote literacy and provide learning opportunities.²⁰ Highly uneven access to information and communications technology, however, is a constraint in many contexts.

- **Development of environments conducive to the meaningful use of literacy:** Appropriate language, book, media and information policies are needed to develop environments in which literacy can flourish and be valued. The presence of printed and visual materials in households, neighbourhoods, schools, workplaces and the community encourages individuals to become literate and to integrate their literacy skills into their everyday lives.²¹ Comparative studies of educational achievement and literacy proficiency show that the quantity and use of literacy resources matter. A recent study in thirty-five non-E9 countries found that exposure to home-based literacy activities was positively related to Grade 4 students' reading achievement.

18. In **India**, the Mahila Samakhya Programme in Uttar Pradesh and the Women's Development Programme in Rajasthan run residential literacy camps so that women can be free from domestic pressures while they learn.

19. In **Brazil**, certain training courses lead to participants' certification as specialist teachers in the field of adult and youth education.

20. **Nigeria** runs a distance education programme for nomadic youth and adults. Radio listening groups are organized for functional literacy and numeracy, income-generating activities, agricultural extension, citizenship and vocational skills.

21. Literate environments in **China** have developed dramatically in recent years. For example, the number of periodicals has grown from about 250 in 1949 to more than 8,500 in 2001. Today, the country is home to over 400 daily newspapers and 560 publishing houses. There are scores of electronic publishing units, thousands of radio and television stations, and a press corps of well over half a million. In **Mexico**, a software programme has been developed to make optimum use of IT in the 5th and 6th grade classrooms and to encourage more dynamic learning environments. 25,000 classes now have interactive digital blackboards. All textbooks have been digitalized so that they can be accessed by any of these classes.

Greater investment needed: national resources and external aid

Reaching the EFA goals by 2015 requires adequate and predictable funding for education. Although the appropriate level of spending depends on many factors, there is clearly a minimum level below which government spending cannot go without serious consequences for quality. In some of the E9 countries with data available, efforts are being made to invest more in education. Thus, the share of public funding on education in national income (GNP) increased between 1998 and 2002 quite substantially in India (from 3.2% to 4.1%) as well as in Mexico (from 4.3% to 5.4%). Meanwhile, decreases in spending shares were recorded elsewhere: the trend was particularly significant in Brazil (5.3% to 4.4%). None of the E9 countries approaches the recommended 6% benchmark. Percentages of public spending devoted to education lower than 2% are observed in countries like Indonesia (1.3%) and Pakistan (1.8%), though this may not reflect spending by subnational governments.

The priority given to literacy is even lower. Although reliable data on funding for youth and adult literacy are scarce, evidence suggests that literacy programmes receive a mere 1% of the total national education budget in most developing countries.

Higher levels of national expenditure do not in themselves ensure good practice and good quality, however. Greater attention must be paid to efficiency, in terms of how resources are used in the education system. For example, central education ministry resources do not always reach the schools. Equity is another important dimension: too often, public spending is unequally distributed across income groups or geographically. Strategies that are inclusive of all children and adults, whatever their circumstances, are crucial for speeding up progress towards EFA.

While achieving the EFA goals is the prime responsibility of national governments, the least developed E9 countries, particularly those in South Asia with the lowest education indicators, will need more external assistance. Yet, only three bilateral donors (Norway, Switzerland and the United Kingdom) give more than 20% of their aid to South Asia, the region facing the largest EFA challenge in terms of numbers of people; sixteen donors allocate less than 10% of their education aid to this region. E9 countries receive much less aid per capita than smaller countries of comparable per capita incomes, suffering in relative terms from their large population sizes and also from a marked donor focus on Africa.

Although aid to basic education across all countries worldwide more than doubled between 1998 and 2003, it still accounted for less than 3% of total aid (and within this, the amount for adult literacy is minuscule). Even with the optimistic scenario that aid to basic education will increase to US\$3.3 billion a year by 2010 from the current US\$2.1 billion, the total is still far

short of the US\$7 billion a year estimated to be necessary to achieve UPE and gender parity alone. It is therefore urgent to scale up external financing to education, including to literacy, and to ensure that aid is directed towards those countries and populations that need it most.

Prospects for the achievement of the EFA goals²²

UPE goal

- *Goal already achieved:* Brazil, Mexico.

UPE prospects

(projections made for three countries with data available between 1990 and 2002, out of seven):

- *High chance of achieving the goal in 2015:* Indonesia.
- *Low chance of achieving the goal in 2015 despite good progress:* Bangladesh, Egypt.

Missing countries: China, India, Nigeria, Pakistan.

Adult literacy goal

- *Literacy rate above 97%:* None.

Adult literacy prospects

(projections made for five countries with data available between 1990 and 2000–2004, out of nine):

- *High chance of achieving the goal in 2015:* China, Mexico.
- *At risk of not achieving the goal in 2015:* Brazil.
- *At serious risk of not achieving the goal in 2015:* India, Pakistan.

Missing countries: Bangladesh, Egypt, Indonesia, Nigeria.

Gender goal (parity in primary and secondary education)

- *Goal already achieved:* China, Indonesia.

Gender parity prospects

(projections made for five countries that have not yet achieved the goal and with data between 1990 and 2002):

- *Likely to achieve parity in 2005:* None.
- *Likely to miss parity in 2005 but achieve it in 2015:* Egypt.
- *At risk of not achieving parity even in 2015:* Bangladesh*, Brazil*, India, Mexico*.

Missing countries: Nigeria, Pakistan.

* Parity achieved in primary but not in secondary education.

These prospects are based on past trends. While they may not take into account recent policies, they remain a useful monitoring tool and a baseline to inform the educational policy changes that may be needed for countries to achieve the various EFA goals.

ED/2006/EFA/MRT/PI/E9/1

22. These prospects are not comprehensive as they cover neither all the six EFA goals nor all E9 countries due to lack of data.

E9: Selected Education Indicators

Countries	Total population (thousands)	Compulsory education (age group)	Adult literacy rate 2000–2004 ¹		Pre-primary education		Primary education						Secondary education		Tertiary education		Total public expenditure on education as % of GNP	EFA Development Index (EDI) ²
			Total (%)	GPI (F/M)	GER 2002/2003		NER 2002/03 Total (%)	GER's GPI (F/M) 2002/03	Survival rate to Grade 5 Total (%) 2001/02	% of female teachers 2002/03	% of trained teachers 2002/03	Pupil/teacher ratio 2002/03	GER 2002/2003		GER 2002/2003			
					Total (%)	GPI (F/M)							Total (%)	GPI (F/M)	Total (%)	GPI (F/M)		
Bangladesh	141 822	6-10	41.1	0.62	23.5	1.07	87.3	1.03	53.9	38	67	56	51.9	1.11	6.7	0.50	2.3	0.663
Brazil	186 405	7-14	88.4	1.00	54.7	1.00	98.1	0.94	79.9 ³	90	...	24	109.5	1.10	20.4	1.31	4.4	0.905
China	1 315 844	6-14	90.9	0.91	36.3	0.92	...	1.00	99.9	53	97	21	70.3	0.97	15.8	0.84	...	0.954
Egypt	74 033	6-13	55.6	0.65	13.9	0.95	94.3	0.95	98.0	54	100	22	86.9	0.93	29.4	0.828
India	1 103 371	6-14	61.0 ⁴	0.65	34.2	1.00	87.4	0.94	83.8	44	...	41	52.8	0.80	11.9	0.68	4.1	0.741
Indonesia	222 781	7-15	87.9	0.90	22.3	1.09	96.1	0.98	89.1	54	94	20	61.8	0.99	16.4	0.80	1.3	0.923
Mexico	107 029	6-15	90.3	0.96	81.1	1.01	100.0	0.98	93.0	63	...	27	78.8	1.08	22.7	0.96	5.4	0.946
Nigeria	131 530	6-11	66.8	0.80	11.9	0.96	66.1	0.82	...	48	76	42	35.5	0.81	8.1	0.69
Pakistan	157 935	5-9	48.7	0.57	52.3	0.88	59.6	0.71	...	36	...	40	24.6	0.74	2.7	0.81	1.8	...

General note: Some of population-related indicators in this table have been updated on the basis of the United Nations Population Division new set of estimates (2004 Revision). Therefore, they may differ from those published in the EFA Global Monitoring Report 2006.

Notes: Data in bold italics are for 2000/2001. Data in italics are for 2001/2002.

1. Data refer to the most recent year available during the period specified.
2. As published in the EFA GMR 2006.
3. Data refer to survival rate to grade 4.
4. Literacy rates were derived from the absolute numbers of illiterates and literates provided to the UIS through its literacy questionnaire.

Sources: UNESCO Institute for Statistics; EFA Global Monitoring Report 2006, statistical annex.

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Abbreviations

EDI Education for All development index. Composite index aimed at measuring overall progress towards EFA. Currently, the EDI incorporates only the four most quantifiable EFA goals: *universal primary education* as measured by the net enrolment ratio, *adult literacy* as measured by the adult literacy rate, *gender* as measured by the gender-specific EFA index (arithmetic mean of GPIs of primary and secondary gross enrolment ratios and of adult literacy rate), and *quality of education* as measured by the survival rate to Grade 5. Its value is the arithmetical mean of the observed values of these four indicators.

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. For the tertiary level, the population used is that of the five-year age group following on from the secondary school leaving age. The GER can exceed 100% due to late entry and/or repetition.

GDP Gross domestic product. The sum of gross value added by all resident producers in the economy, including distributive trades and transport, plus any product taxes and minus any subsidies not included in the value of the products.

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.

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 above or below 1 indicates a disparity in favour of one sex over the other.

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.