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**REPORT BY THE DIRECTOR-GENERAL ON PROGRESS MADE
WITH RESPECT TO EDUCATION FOR ALL (EFA),
INCLUDING UNESCO'S CONTRIBUTION AND APPLICATION OF THE
GLOBAL PLAN OF ACTION TO ACHIEVE THE EFA GOALS BY 2015**

SUMMARY

This document is presented pursuant to 174 EX/Decision 8, 176 EX/Decision 9, 34 C/Resolution 11 and 179 EX/Decision 51, which requested the Director-General to prepare reports on the progress made with respect to Education for All (EFA) for submission to both the Executive Board at its 180th session and the General Conference at its 35th session.

There are no additional policy implications of a financial or administrative nature.

Action expected of the Executive Board: Proposed Decision in paragraph 21.

Introduction

1. As the United Nations agency entrusted with the global coordination of Education for All (EFA), UNESCO is committed to accelerating progress through its work at international, regional and national levels. The *EFA Global Monitoring Report (GMR) 2008* clearly demonstrates that despite significant progress towards universal primary education (UPE), countries face considerable challenges in terms of access and educational quality at all levels of the system. These are greatest in sub-Saharan Africa and in South and West Asia, regions that are making historically unprecedented progress but where still too many children, youth and adults are being left behind. On current trends, 58 of the 86 countries that had not reached UPE by 2005 will not achieve this goal by 2015. Prospects are not encouraging either for reaching the youth and adult literacy goal. The next *EFA GMR*, to be launched on 24 November 2008 at the International Conference on Education, will emphasize that unless governments and the international community tackle inequalities through pro-poor governance reforms, the most disadvantaged and marginalized populations are unlikely to benefit from their right to education.

2. To address this, UNESCO is taking an increasingly active role in (a) harnessing major international opportunities to push for more high-level commitment to education, including more aid to basic education and better harmonization of aid; and (b) providing strategic support to those countries facing the greatest educational needs. This country-level commitment is shown in the Annex to this document. UNESCO is present in countries with urgent needs, through its own initiatives on literacy, teacher training and HIV/AIDS; its national education support strategies (UNESS); and participation in other processes such as the EFA-Fast Track Initiative (EFA-FTI).

Engaging at the international and regional levels

3. At the international level, UNESCO has stepped up its efforts to influence the global discussion and advocate for the systematic inclusion of education in all programming by governments and relevant partners. UNESCO's strategy is to initiate discussions on governance and financing of education through an equity lens on all relevant occasions, setting the stage for more in-depth discussions on these issues during the Eighth meeting of the High-Level Group (HLG) on EFA, which will take place in Oslo, Norway, from 16 to 18 December 2008.

4. In this context, steps were taken to influence the 2008 G-8 Summit (Hokkaido, Japan, 7-9 July 2008), including through UNESCO participation in the G-8 Development Ministers' Meeting (Tokyo, Japan, 6-7 April 2008). The Organization also corresponded with the Heads of Government of all G-8 countries, the Heads of Government of non G-8 countries invited to make interventions in Hokkaido and the Minister of Foreign Affairs of Japan, drawing attention to the progress and challenges in EFA since the G-8's St Petersburg meeting and re-affirming the importance of quality learning outcomes. The urgent need for donors to fulfill their aid commitments, especially to African countries, was also emphasized. Moreover, an article by the Director-General stressing the importance of education for reaching all the internationally agreed development goals was published and distributed at the G-8 Summit.

5. Special emphasis is being placed on sub-Saharan Africa as the African continent, although making rapid progress, is still home to 45% of the world's out-of-school children. During the Fourth Tokyo International Conference on African Development (TICAD IV, Yokohama, Japan, 28-30 May 2008), the Director-General re-affirmed the Organization's commitment to Africa as a strategic priority and emphasized the need to keep education prominent on the international agenda. UNESCO co-chaired the education cluster that informed TICAD's plan of action. As G-8 Chair, the Japanese Prime Minister promised to reflect the outcomes of the meeting at the Hokkaido Summit and to seek active G-8 support for African Development. This was also reiterated in the Yokohama Declaration for a "Vibrant Africa".

6. UNESCO is also involved in the United Nations Secretary-General's MDG Africa Initiative as one of the coordinating agencies of the thematic group on education, alongside UNICEF and the

World Bank. It took part in the United Nations General Assembly Thematic Debate on the education MDGs held in New York in April 2008, in a round table on aid at the ECOSOC meeting in June 2008 and in the United Nations High-Level Event on the MDGs on 25 September 2008. These were prominent opportunities during which UNESCO systematically advocated for a more holistic vision of education and emphasized the crucial importance of inclusion, equity and quality. These principles will be stressed in the series of major conferences organized by UNESCO and the United Nations in 2008 and 2009.

7. These meetings were also opportunities to call for a broadening of the EFA agenda to include post-primary learning opportunities and preparation for the world of work. Recent meetings of the Association for the Development of Education in Africa (ADEA, Maputo, Mozambique, 5-9 May 2008) and the Conférence des ministres de l'éducation des pays ayant le français en partage (CONFEMEN, New Brunswick, Canada, 27 June 2008) focused on post-primary education as the emerging major challenge, highlighting that the objective in most countries is now to achieve universal basic education comprising lower secondary level. Ministers articulated that, as presently interpreted, the EFA framework and the education MDGs could be constraining when mobilizing resources for the provision of learning opportunities beyond the primary level.

8. Knowledge sharing and collaboration in the field of education policy is crucial to accelerating progress towards EFA. The Seventh E-9 Ministerial Review Meeting (Bali, Indonesia, 10-12 March 2008) generated fresh momentum on these issues, focusing on the theme of "Improvement of Teacher Education and Training as a Focus of Educational System Reform". As the E-9 countries represent 60% of the world's population, their progress towards achieving the EFA goals will determine the global result. The adopted Bali Declaration re-affirmed the central role of a sufficient, motivated and professionally competent teaching force for achieving the EFA goals. The crucial need to recruit more teachers, particularly women, was emphasized, and it was acknowledged that a professionally trained teaching force with adequate remuneration and working conditions has a major influence on learning outcomes. The importance of South-South cooperation as an instrument for disseminating good practices, coordination and capacity-building was also highlighted.

9. Similarly, presentations, seminars and colloquia have been organized surrounding the more than 30 national launches of the 2008 EFA GMR. These aimed at sharing findings, increasing awareness of successes and challenges, and in many cases debating the GMR recommendations with education ministers, senior officials and other interested stakeholders. UNESCO field offices also made use of the 2008 Report during mid-term regional assessments on EFA, notably in Jomtien, Thailand and Doha, Qatar. Furthermore, the report was presented to the Southeast Asian Education Ministers' meeting (Kuala Lumpur, Malaysia, 13-14 March 2008) as well as at the E-9 meeting and the ADEA biennale. Previous monitoring reports, notably the editions on early childhood care and education and on literacy, continue to be used extensively in policy-making forums and regional conferences.

10. Fostering the appropriate engagement of the private sector in the EFA process is part of UNESCO's mandated role. Initiated by UNESCO and the World Economic Forum, Partnerships for Education (PfE) serves as a key framework and has led to the launch of a publication on partnerships and a database on best practices. UNESCO also provides support to the Forum's initiative with the EFA-FTI called "Global Education Alliance", which aims to foster multi-stakeholder partnerships for education in selected EFA-FTI countries.

11. UNESCO continues to play a key role in organizing, actively participating in and reporting on a variety of activities aimed at generating widespread support for EFA. The 2008 Global Action Week (GAW) (21-27 April 2008), an annual worldwide campaign organized by the Global Campaign for Education (GCE), focused on the theme of "Quality Education for All: End Exclusion Now!". GAW culminated in the mobilization on 23 April of more than 7.5 million children, adults, teachers and campaigners to participate in the "World's Biggest Lesson", a new world record that re-affirmed strong support to the EFA movement by citizens, governments and EFA partners alike,

and in which several senior UNESCO staff took part. UNESCO will give further prominence to the issues of equity and inclusion by bringing messages from these activities to the International Conference on Education (Geneva, Switzerland, 25-28 November 2008) whose theme is “Inclusive Education: The Way of the Future.” Regional preparatory meetings for this conference have demonstrated that fostering inclusion is a common concern across countries and regions.

12. On 12 June 2008, UNESCO participated in the World Day against Child Labour, whose theme was “Education: the right response to child labour”. A statement highlighting the strategic role of education in breaking the vicious cycle of poverty, ignorance and inequality was released by the Director-General and read during the Geneva conference, and senior UNESCO staff participated in key events in Geneva, Washington, D.C. and New Delhi. These activities sought to highlight the plight of child labourers and the urgency of scaling-up vocational training and other appropriate educational opportunities.

13. The process initiated in 2007 aimed at making key EFA mechanisms more coordinated, integrated and strategic is being pursued and strengthened in 2008. The International Advisory Panel, bringing together representatives of all key EFA partners, is contributing to better ownership and continuity in the international EFA movement. It is also playing an instrumental role in planning the next HLG meeting on EFA, which will be informed by the forthcoming EFA GMR. This meeting aims to be action-oriented, with a focus on securing renewed commitments from donors and developing countries to scale up support in order to reach the EFA goals.

Strategic programming at country level

14. Meeting EFA challenges requires inclusive and strategic programming and action at country level in order to ensure greater effectiveness in providing quality education to all, including in rural and fragile areas where provision is inadequate.

15. The thrust of United Nations reform is precisely to provide more effective and coherent system-wide support to countries to meet their national priorities and needs. The driving principle is government ownership and leadership. Coherence, efficiency and enhanced high-quality delivery are overriding objectives. In line with these principles, UNESCO developed the EFA Global Action Plan (GAP), as a framework for improved coordination of multilateral support to national efforts. The GAP is being applied through existing frameworks and processes in certain countries, notably the EFA-FTI, local education groups and the United Nations Country Teams. The Annex to this document provides a comprehensive look at these existing frameworks and processes in the most challenged EFA countries, most of which are low-income. Work is under way to assess the extent to which those countries most in need are assisted by the present aid architecture.

16. UNESCO’s National Education Support Strategies (UNESS) have emerged as a planning tool for aligning UNESCO’s support with national priorities and strengthening country ownership. UNESS is already being used in several countries – including Tanzania and Rwanda – to help formulate common United Nations education strategies. Documents are being finalized in more than 50 countries that analyse the status of education development as well as the priorities and comparative advantages of the development partners in supporting education. Once finalized, UNESS documents will enable UNESCO to identify areas to further improve the application of the GAP, as well as the role it could play in strengthening governments’ lead and capacities in policy formulation, development and implementation of credible plans. In United Nations reform pilot countries, UNESS has been advocated as a tool for assessing and programming joint United Nations actions and support for education development.

17. The United Nations reform process, along with the application of the GAP and the development of UNESS, should also be viewed in the context of efforts towards greater harmonization among donors at country level through the Paris Declaration on Aid Effectiveness, and the trend towards budget support to sectors as a whole. UNESCO played an active role in the preparations for the High-Level Forum on Aid Effectiveness (HLF-3, Accra, Ghana, 2 to

4 September 2008), notably in the education-related work regarding the application of the Paris Declaration at the sector level in the health, education, infrastructure and agriculture sectors. The EFA-FTI continues to be a major mechanism through which partner countries and agencies coordinate at both national and international levels to ensure greater donor harmonization, knowledge sharing and resource mobilization. UNESCO has recently taken a more prominent role in the EFA-FTI, particularly in supporting in-country processes to strengthen the quality of sector plans. It is a full member of the Steering Committee and co-chair of the task team on the quality of learning outcomes. UNESCO is also exploring how to more proactively support countries that are planning to join the EFA-FTI, notably those where it is the lead donor/agency representative, such as in the Central African Republic and Haiti. In late May 2008, UNESCO led a mission comprising the World Bank, France and the EFA-FTI secretariat to the Central African Republic and obtained the Government's agreement to prepare a new and reformulated request for EFA-FTI funding and secured the support of the local representation of UNICEF, UNDP and the European Union. This mission illustrates UNESCO's increasingly important role in promoting and coordinating efforts by the bilateral and multilateral development partners to respond to country needs within the EFA perspective.

18. With respect to mobilizing action in the most EFA-challenged countries, UNESCO works closely with members of the Inter-Agency Network for Education in Emergencies (INEE) to determine how best to promote EFA in fragile countries. Financing for these countries proved an important topic discussed in the 2007 EFA Working Group and High-Level Group meetings.

19. Capacity-building and developing knowledge remains an integral aspect of UNESCO's three EFA flagship programmes addressing illiteracy, the lack of qualified teachers and the HIV and AIDS pandemic. To address the acute shortage of teachers – 4 million additional teachers will be needed by 2015 in sub-Saharan Africa alone to achieve universal primary education – UNESCO's Teacher Training Initiative in sub-Saharan Africa (TTISSA) focuses on improving teacher policies and training through cooperation and technical assistance. During the E-9 Meeting, a presentation on TTISSA's work was well received, and further collaboration and dialogue is included in follow-up efforts. Knowledge sharing among the 10 co-sponsors and the UNAIDS Secretariat is a main thrust of EDUCAIDS. UNESCO plays a leading role in this, promoting comprehensive education sector plans to address HIV and AIDS and supporting countries in prioritizing actions and formulating inclusive responses that are sensitive to the needs of different populations. UNESCO's Literacy Initiative for Empowerment (LIFE), coordinated with the UNESCO Institute for Lifelong Learning (UIL), also promotes national processes and capacities that help improve and increase literacy activities in countries with literacy rates under 50% and/or more than 10 million adult illiterates.

Looking forward

20. More than half way to the 2015 target date for achieving the EFA goals, UNESCO is committed to increasing the profile of basic education at the international, regional and country levels, showing the critical linkages to other human development goals and strengthening country-level coordination in EFA-challenged countries. In all initiatives, emphasis will increasingly be placed on addressing inequalities in educational access and provision at every level, raising education quality, improving the management of education systems and promoting partnerships, knowledge sharing and collaboration to further progress towards education for all.

Action expected of the Executive Board

21. In the light of the foregoing, the Executive Board may wish to adopt the following decision:

The Executive Board:

1. Recalling 174 EX/Decision 8, 176 EX/Decision 9, 34 C/Resolution 11 and 179 EX/Decision 51,

2. Having examined document 180 EX/7,
3. Reaffirming the importance of accelerating progress towards the six Education for All (EFA) goals and other global development goals,
4. Welcoming the efforts of the Director-General in promoting education in general and EFA in particular through a series of activities leading to the Eighth meeting of the High-Level Group on EFA scheduled for December 2008,
5. Welcoming the progress made with respect to providing support to national efforts, notably through the preparation and effective use of UNESCO's National Education Support Strategies (UNESS) and through their contribution to existing initiatives and mechanisms such as the EFA-Fast Track Initiative and the UN reform process, based on the principles of the EFA Global Action Plan (GAP) and the Paris Declaration on Aid Effectiveness,
6. Taking note of UNESCO's considerable endeavours to engage all relevant partners in the EFA process at all levels and, in particular, to strengthen and broaden collaboration among the five EFA convening agencies,
7. Encourages UNESCO to further foster effective EFA partnerships through strengthening existing mechanisms and initiatives;
8. Requests the Director-General to report to the Executive Board at its 182nd session on progress with regard to Education for All and UNESCO's contributions thereto at the international, regional and country levels.

ANNEX

Countries with urgent EFA needs

Country	EFA Development Index (EDI)		Income group [*: Least Developed Countries]	Total aid to education (2005) / US\$ millions	Total aid to basic education (2005) / US\$ millions	Total public expenditure on education (2005) as % of total government expenditure	Heavily Indebted Poor Countries (HIPC)	United Nations Development Assistance Framework (UNDAF) [*: UN Pilot countries]	UNESCO National Education Support Strategy (UNESS)	Literacy Initiative for Empowerment (LIFE), Teacher Training Initiative for Sub-Saharan Africa (TTISSA), Global Initiative on HIV/AIDS and Education (EDUCAIDS)	EFA-FTI			Country status and political situation (E-9, Fragile State)
	EDI in 2005	Progress between 2000 and 2005									Sector Plan endorsed	Catalytic Fund		
												Total disbursements to date (US\$ millions)	Expected disbursements by 2009 (US\$ millions)	

SUB-SAHARAN AFRICA

Angola	...	...	Lower middle income*	66	57	...	-	2005-2008	Completed	TTISSA, EDUCAIDS	Expected in 2009	-	-	Fragile State	
Benin	0.583	▼	-0.035	Low income*	69	26	14	HIPC	2004-2008	To be launched	LIFE	Endorsed in 2007	-	25.4	-
Botswana	0.890	⊖	0.030	Upper middle income	64	32	22	-	2003-2007	To be launched	-	No	-	-	-
Burkina Faso	0.531	▼	0.062	Low income*	153	87	17	HIPC	2006-2010	To be launched	LIFE, TTISSA, EDUCAIDS	Endorsed in 2002	-	-	-
Burundi	0.665	▼	0.074	Low income*	21	11	18	HIPC	2005-2007	Completed; Draft available online	TTISSA, EDUCAIDS	Expected in 2008	-	-	Fragile State
Cameroon	...	...	...	Lower middle income	72	29	9	HIPC	2008-2012	Draft being finalized, available online	EDUCAIDS	Endorsed 2006	11.3	11.2	Fragile State
Cape Verde	0.890	⊖	...	Lower middle income*	45	9	25	-	2006-2010*	Completed; Draft available online	TTISSA	No	-	-	-

Central African Republic	...	...	...	Low income*	17	10	...	HIPC	2007-2011	Draft being finalized, available online	LIFE, TTISSA, EDUCAIDS	Endorsed in 2008	-	-	Fragile State
Chad	0.409	▼	-0.109	Low income*	19	11	10	HIPC	2006-2010	Draft being finalized, available online	LIFE, TTISSA, EDUCAIDS	Expected in 2008	-	-	Fragile State
Comoros	...	...	...	Low income*	28	10	...	HIPC	2008-2012	In progress	-	No	-	-	Fragile State
Congo	...	...	...	Lower middle income	30	7	8	HIPC	2009-2013	Final draft available online	TTISSA	Expected in 2009	-	-	Fragile State
Democratic Rep. of Congo	...	...	...	Low income*	40	16	...	HIPC	2007-2010	Final draft available online	LIFE, TTISSA	Expected in 2009	-	-	Fragile State
Equatorial Guinea	...	...	...	Upper middle income*	8	5	4 (2003)	-	2008-2012	To be launched	-	No	-	-	-
Eritrea	0.634	▼	0.058	Low income*	95	80	...	HIPC	2007-2011	-	LIFE	No	-	-	Fragile State
Ethiopia	0.616	▼	0.075	Low income*	61	33	18	HIPC	2007-2011	To be launched	LIFE, TTISSA	Endorsed in 2004	-	23.3	-
Gambia	...	...	...	Low income*	1	1	...	HIPC	2007-2011	To be launched	LIFE	Endorsed in 2003	-	-	Fragile State
Ghana	0.714	▼	0.014	Low income	103	61	...	HIPC	2006-2010	To be launched	TTISSA, EDUCAIDS	Endorsed in 2004	19	7.1	-
Guinea	0.579	▼	...	Low income*	45	24	...	HIPC	2007-2011	Draft available online	LIFE, TTISSA, EDUCAIDS	Endorsed in 2002	-	39.3	Fragile State
Guinea-Bissau	...	...	...	Low income*	17	7	...	HIPC	2008-2012	In progress	LIFE, EDUCAIDS	Expected in 2009	-	-	Fragile State
Ivory Coast	...	...	...	Low income	37	10	...	HIPC	2003-2007	To be launched	EDUCAIDS	No	-	-	Fragile State
Kenya	0.824	⊖	0.039	Low income	64	49	29 (2004)	-	2009-2013	-	EDUCAIDS	Endorsed in 2005	72.6	24.2	-
Lesotho	0.824	⊖	0.020	Lower middle income*	3	1	30	-	2008-2012	In progress	EDUCAIDS	Endorsed in 2005	4.2	3	-

Liberia	...	...	...	Low income*	3	3	...	HIPC	2003-2005	Draft available online	-	Endorsed in 2007	-	-	Fragile State
Madagascar	...	...	...	Low income*	144	81	25	HIPC	2005-2009	To be launched	LIFE, TTISSA, EDUCAIDS	Endorsed in 2005	27	20.5	-
Malawi	...	...	...	Low income*	94	49	...	HIPC	2008-2011	Being completed	-	Expected in 2008	-	-	-
Mali	0.559	▼	...	Low income*	74	37	15	HIPC	2008-2012	To be launched	LIFE	Endorsed in 2006	-	2.7	-
Mauritius	0.940	⊖	...	Upper middle income	17	2	14	-	2001-2003	In progress	-	No	-	-	-
Mozambique	0.631	▼	0.121	Low income*	262	180	19 (2004)	HIPC	2002-2006*	-	LIFE, EDUCAIDS	Endorsed in March 2003	-	33	-
Namibia	0.848	⊖	-0.029	Lower middle income	5	4	...	-	2006-2010	In progress	EDUCAIDS	No	-	-	-
Niger	0.480	▼	0.041	Low income*	80	49	...	HIPC	2004-2007	Draft available online	LIFE, TTISSA, EDUCAIDS	Endorsed in 2002	9	4	Fragile State
Nigeria	0.734	▼	...	Low income	13	8	...	-	2002-2006	Draft available online	LIFE, TTISSA, EDUCAIDS	Expected in 2009 (3-4 states)	-	-	E-9, Fragile State
Rwanda	0.688	▼	-0.053	Low income*	42	17	12	HIPC	2008-2012*	-	-	Endorsed in 2006	26	22	-
Sao Tome and Principe	0.891	⊖	...	Low income*	4	1	...	HIPC	2007-2011	To be launched	EDUCAIDS	Endorsed in 2007	-	0.3	Fragile State
Senegal	0.651	▼	0.041	Low income*	242	29	19	HIPC	2007-2011	Final draft available online	LIFE	Endorsed in 2006	-	27.2	-
Sierra Leone	...	...	...	Low income*	26	15	...	HIPC	2004-2007	Draft available online	LIFE, TTISSA	Endorsed in 2007	-	7	Fragile State
Somalia	...	...	...	Low income*	6	5	...	HIPC	-	-	-	Eligible	-	-	Fragile State
South Africa	0.892	⊖	0.058	Upper middle income	149	104	18	-	2007-2010	Drafted	-	No	-	-	-

Swaziland	0.830	⊖	-0.055	Lower middle income	25	25	...	–	2001-2005	Draft available online	EDUCAIDS	No	–	–	–
Togo	0.681	▼	-0.028	Low income*	17	6	...	HIPC	2008-2012	Completed	–	Expected in 2009	–	–	Fragile State
Uganda	...	...	...	Low income*	178	107	18 (2004)	HIPC	2006-2010	–	EDUCAIDS	Expected in 2008	–	–	–
United Republic of Tanzania	...	...	...	Low income*	95	36	...	HIPC	2007-2010*	Draft available online	TTISSA, EDUCAIDS	Expected in 2009	–	–	–
Zambia	...	...	...	Low income*	194	157	15 (2004)	HIPC	2007-2010	To be launched	TTISSA, EDUCAIDS	Expected in 2008	–	–	–
Zimbabwe	0.837	⊖	0.003	Low income	5	1	...	–	2007-2011	To be launched	EDUCAIDS	Eligible	–	–	Fragile state

CENTRAL AND EASTERN EUROPE

Republic of Moldova	0.940	⊖	...	Lower middle income	9	1	21	–	2007-2011	Draft available online	EDUCAIDS	Endorsed in 2005	2.3	2.2	–
Turkey	0.901	⊖	...	Upper middle income	101	4	...	–	2001-2005	–	–	No	–	–	–

ARAB STATES

Algeria	0.890	⊖	0.018	Lower middle income	185	21	...	–	2007-2011	In progress	–	No	–	–	–
Djibouti	...	...	...	Lower middle income*	53	32	27	–	2008-2012	To be launched	LIFE	Endorsed in 2005	6	2	Fragile State
Egypt	0.883	⊖	0.055	Lower middle income	95	76	...	–	2007-2011	Drafted	LIFE	No	–	–	E-9
Iraq	0.793	▼	0.122	Lower middle income	130	90	...	–	–	In progress	LIFE	No	–	–	–

Jordan	0.947	⊖	0.006	Lower middle income	56	33	...	–	2008-2012	In progress	EDUCAIDS	No	–	–	–
Kuwait	0.939	⊖	0.046	High income	–	–	13	–	–	To be launched	–	No	–	–	–
Lebanon	0.921	⊖	0.019	Upper middle income	48	5	11	–	2002-2006	Drafted	EDUCAIDS	No	–	–	–
Mauritania	0.666	▼	0.052	Low income*	38	25	...	HIPC	2003-2007	In progress	LIFE	Endorsed in 2002	9	–	Fragile State
Morocco	0.740	▼	0.035	Lower middle income	233	33	27	–	2007-2011	Draft available online	LIFE	No	–	–	–
Oman	0.881	⊖	0.075	Upper middle income	1	0	24	–	–	In progress	–	No	–	–	–
Palestinian A. T.	0.923	⊖	...	–	101	50	...	–	–	Drafted	–	No	–	–	–
Saudi Arabia	0.881	⊖	0.089	High income	4	1	28	–	–	To be launched	–	No	–	–	–
Sudan	...	...	...	Low income*	37	20	...	HIPC	–	Drafted	LIFE	Eligible	–	–	Fragile State
Tunisia	0.896	⊖	0.017	Lower middle income	210	16	21	–	2007-2011	In progress	–	No	–	–	–
United Arab Emirates	0.896	⊖	0.007	High income	–	–	27	–	–	To be launched	–	No	–	–	–
Yemen	0.650	▼	...	Low income*	43	41	...	–	2007-2011	In progress	LIFE	Endorsed in 2004	20	10	Fragile State

LATIN AMERICA and the CARIBBEAN

Bolivia	0.913	⊖	0.016	Lower middle income	85	39	18 (2003)	HIPC	2008-2012	In progress	–	No	–	–	–
Brazil	0.901	⊖	...	Upper middle income	37	7	...	–	2007-2011	In progress	LIFE, EDUCAIDS	No	–	–	E-9

Colombia	0.899	€	...	Lower middle income	27	4	11	-	2008-2012	To be launched	-	No	-	-	-
Dominican Republic	0.892	€	...	Lower middle income	12	6	10	-	2007-2011	Finalized and published	-	No	-	-	-
Ecuador	0.917	€	0.000	Lower middle income	14	3	...	-	2004-2008	Draft completed	EDUCAIDS	No	-	-	-
El Salvador	0.854	€	...	Lower middle income	10	5	...	-	2007-2011	In progress	-	No	-	-	-
Grenada	0.912	€	...	Upper middle income	12	12	13 (2003)	-	-	-	-	No	-	-	-
Guatemala	0.812	€	0.070	Lower middle income	39	28	9	-	2005-2009	In progress	-	No	-	-	-
Haiti	...	...	...	Low income*	65	21	...	HIPC	The draft 1 of UNDAF for the period 2009-2011 is under process	In progress	LIFE	Endorsed in 2008	-	-	Fragile State
Honduras	0.848	€	....	Lower middle income	42	32	...	HIPC	2007-2011	In progress	-	Endorsed in 2002	-	-	-
Jamaica	0.885	€	-0.031	Lower middle income	5	4	9	-	2007-2011	In progress	EDUCAIDS	No	-	-	-
Nicaragua	0.804	€	0.079	Lower middle income	48	36	...	HIPC	2002-2006	First draft completed	-	Endorsed in 2002	14	10	-
Panama	0.934	€	- 0.017	Upper middle income	3	0	9 (2004)	-	2007-2011	In progress	-	No	-	-	-
Paraguay	0.902	€	0.001	Lower middle income	14	4	11 (2003)	-	2007-2011	-	-	No	-	-	-

Peru	0.931	Θ	0.003	Lower middle income	29	10	14	-	2006-2010	In progress	EDUCAIDS	No	-	-	-
Saint Lucia	0.942	Θ	...	Upper middle income	1	1	17	-	-	-	-	No	-	-	-
St Vincent and the Grenadines	0.926	Θ	...	Upper middle income	0	0	16	-	-	-	-	No	-	-	-
Uruguay	0.948	Θ	0.013	Upper middle income	2	0	8 (2003)	-	2007-2010*	To be launched	EDUCAIDS	No	-	-	-
Venezuela	0.931	Θ	0.019	Upper middle income	7	0	...	-	-	To be launched	-	No	-	-	-

NORTH AMERICA and WESTERN EUROPE

Malta	0.949	Θ		High income	0	0	...	-	-	-	-	No	-	-	-
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ASIA and the PACIFIC

Afghanistan	Low income*	227	165	...	HIPC	2006-2008	Drafted / To be revised	LIFE, EDUCAIDS	Eligible	-	-	Fragile State
Armenia	0.949	Θ	0.039	Lower middle income	7	1	...	-	2005-2009	In progress	EDUCAIDS	No	-	-	-
Bangladesh	0.759	▼	0.062	Low income*	308	101	14	-	2006-2010	Draft available online	LIFE, EDUCAIDS	Expected in 2009	-	-	E-9
Bhutan	...		...	Lower middle income	7	1	...	-	2008-2012	To be launched	-	Expected in 2008	-	-	-
Cambodia	0.807	Θ	0.086	Low income*	55	28	...	-	2006-2010	To be launched	EDUCAIDS	Endorsed in 2006	-	28.7	Fragile State
India	0.797	▼	0.139	Low income	82	19	11	-	2008-2012	Draft available online	LIFE	Eligible	-	-	E-9

Indonesia	0.935	Θ	0.012	Lower middle income	241	83	...	-	2006-2010	In progress	LIFE, EDUCAIDS	Eligible	-	-	E-9
Iran, Islamic Republic of	0.883	Θ	0.038	Lower middle income	19	1	23	-		Not started	LIFE	No	-	-	-
Korea, Dem. Rep.	...	...	...	Low income	2	1	...	-	-	To be launched	-	No	-	-	-
Lao People's Democratic Republic	0.750	▼	0,062	Low income*	20	8	12	-	2007-2011	Final draft available online	EDUCAIDS	Expected in 2009	-	-	-
Macao, China	0.938	Θ	0.007	High income	-	-	14 (2004)	-	-	-	-	No	-	-	-
Malaysia	0.945	Θ	...	Upper middle income	18	2	24 (2004)	-	-	-	-	No	-	-	-
Maldives	0.910	Θ	-0.070	Lower middle income*	8	1	15	-	2008-2010	To be launched	-	No	-	-	-
Mongolia	0.929	Θ	-0.006	Low income	30	20	...	-	2007-2011	Final draft, published	-	Endorsed in 2006	8.2	4.5	-
Myanmar	0.866	Θ	0.071	Low income*	14	6	...	-	-	To be launched	-	Eligible	-	-	Fragile State
Nepal	0.734	▼	0.127	Low income*	19	11	15	HIPC	2008-2010	Draft available online	LIFE, EDUCAIDS	Eligible	-	-	-
Pakistan	0.640	▼	0.112	Low income	295	197	11	-	2004-2008*	Completed; Available online	LIFE, EDUCAIDS	Eligible	-	-	E-9
Papua New Guinea	...	...	...	Low income	67	58	...	-	2003-2007	In progress	LIFE	Expected in 2009	-	-	Fragile State
Philippines	0.893	Θ	0.008	Lower middle income	56	35	16 (2004)	-	2005-2009	Final draft available online	-	No	-	-	-

Solomon Islands	...		Low income*	23	21	...	-	-	Drafted	-	Expected in 2009	-	-	Fragile State
Timor-Leste	...		Low income*	15	4	...	-	2003-2005	To be launched	-	Endorsed in 2005	5.6	2.6	Fragile State
Tonga	0.926	⊖	...	Lower middle income	5	3	13 (2004)	-	-	Drafted	-	Expected in 2009	-	Fragile State
Viet Nam	0.899	⊖	-0.019	Low income	282	124	...	-	2006-2010*	Drafted	EDUCAIDS	Endorsed in 2003	-	-

EFA Development Index (EDI) :

▲ High achievers (EDI ≥ 0.950)

⊖ Intermediate position (0.949 ≥ EDI ≥ 0.800)

▼ Far from achieving EFA (EDI < 0.800)

Sources:

EDI / Total aid to (basic) education / Total public expenditure on education as % of total government expenditure: EFA Global Monitoring Report 2008

Income Group and HIPC: World Bank list of economies (April 2008) / UN Office of the High Representative for the Least Developed Countries

UNDAF: United Nations Country Teams

TTISSA: UNESCO, Higher Education "UNESCO and the Teacher Training Initiative for Sub-Saharan Africa."

LIFE: UNESCO. Literacy Initiative for Empowerment 2005-2015 Vision and Strategy Paper. (March 2006)

EDUCAIDS: UNAIDS (January 2008 - 2nd edition). EDUCAIDS - Framework for Action.

[EFA-FTI: Progress Report for the FTI Steering Committee Meeting. \(Tokyo, April 2008\).](#)

Fragile States: OECD Fragile States Group